

THE LEGAL BASIS FOR THE DEVELOPMENT OF MODERN POLYCULTURAL EDUCATION IN THE RUSSIAN FEDERATION

^aKSENIA B. VALIULLINA, ^bIVAN I. KOROLEV

^a*Kazan Federal University, 18 Kremlevskaya Street, Kazan, Russia, 420008, Russia*

^b*Kazan Federal University, 18 Kremlevskaya Street, Kazan, Russia, 420008, Russia*

E-mail:^a ksenia801@list.ru, ^b i.i.korolev2015@gmail.com

Abstract. At the present stage of development of society, it is very important to create the conditions for social stability, civil peace, cooperation of people of different races, nationalities, religions. The satisfaction of these conditions contributes to the creation of a quality holistic education system that takes into account state interests, cultural characteristics of the population, moral and spiritual needs of each person. The education system is one of the most important institutions of national security, a key element in the process of development of national cultures, preservation of traditions and languages. Since the end of twentieth century there is a mass convergence of countries and peoples. Migration reaches its limits and the obvious fact of the need for urgent and decisive measures to create a multicultural model of education, which, on the basis of world trends, having a clear and coordinated structure of legal acts, will provide to the territory of the Russian Federation social stability and peace. It will have a significant impact in the area of preparation for life in the multicultural environment of the younger generation, will provide equal opportunities for children of different social groups in education. Material submitted an evaluation of the legal framework of contemporary multicultural education in the Russian Federation, taking into account the growth of migration processes, identified optimal ways of development in this area.

Key words: Multicultural education, society development, population migration, legal framework, educational programs.

1 Introduction

Russia is a multinational country, uniting more than 180 ethnic communities, ethnic groups, representatives of all religions of the world, having their own language, culture and traditions. As in any multinational state, the task of ensuring mutual understanding, mutual respect, rapprochement of peoples through the formation and steady observance of the principles of tolerance, humanism, respect for human rights and democratic values is of paramount importance.

As a result of the rapid growth of migration processes, the need for detailed development of appropriate educational programs, ensuring the preparation of children and young people for quality life in such a diverse world with a multitude of cultures, comes to the fore.

Over the past fifteen years, this direction has been recognized as a priority in the documents of the UN, UNESCO and the Council of Europe. Thus, according to the Report of the UNESCO International Commission on Global Strategies for the Development of Education in the 21st Century, the importance and main significance of the school is to teach people not only to live together but to teach the ability to understand oneself, to understand another person in all its distinctiveness, to understand the World in its eternal, continuous, fast movement towards unity (Report of the International Commission on Education for the 21st Century (UNESCO), 1995). It is necessary to move away from the traditional approach, which treats education only as a process of obtaining knowledge at school and university. Education is a more capacious concept that encompasses a holistic, lifelong process of accumulating and preserving knowledge, abilities, and skills. As it was rightly noted in the Report "Education: Hidden Treasure", which was prepared by the International Commission on Education for the 21st Century in 1996, the main objective of education, under the existing conditions of society development, is to provide everyone with an opportunity to express themselves, their abilities, talents and creativity, which implies the possibility for each person to realize their personal plans (Jacques Delors, 1996; C.12).

Content of education is a complex multi-component structure of experiences and relationships of the emerging personality, where

the acquisition of knowledge is an obligatory logical outcome of the process itself. Studying the disciplines provided for in the curriculum, passing the exams is only part of the education, which causes a minimum of emotions and feelings, although remains in the memory. Its main components are: sensations, experiences, life impressions, and observations. The famous American psychologist and educator Jerome Bruner points out the fact that it is almost impossible to study and understand the mental activity of a person without exploring the cultural space. The level of education only in some parts reflects how the culture prepares the individual for a full life in society" (Belozertsev, 1998). Therefore, it is highly important for the growing citizen, whose worldview is just beginning to form, to prepare an environment where he will develop as a person: to know his history, his roots, the history of his people, be able to enter into a dialogue with representatives of other cultures, appreciate and respect them foundations and traditions (Bruner, 1996). It is absolutely clear that it is absolutely impossible to form a multicultural personality, at any one level of education. This is the result of a long-term and continuous multicultural education, beginning with pre-school education in the family and at the stage of education at school and at higher educational institutions.

2 Methods

As a methodological basis for the study, the system-structural analysis method was used to understand the importance of multicultural education in modern society and the need for detailed legal regulation. To solve research problems, in addition to general scientific methods, the following methods were applied: formal-logical, historical, comparative law, legal modeling, and logical methods such as analysis and synthesis, induction and deduction, generalization and comparison. In order to reveal the relationship between the development of multicultural education and the formation of a society based on cultural diversity, united by comprehensive democratic values, a dialectical method was applied. The intersectoral method allowed us to analyze existing gaps in the legal impact mechanism in the field of legal foundations for the development and improvement of multicultural education in the Russian Federation.

3 Results And Discussions

The development of a multicultural education system in the Russian Federation is an integral part of the policy of holistic cultural development. It is based on the need to provide conditions for the existence of a society united by common democratic values, with all its cultural diversity.

The Constitution of the Russian Federation is a fundamental document for the preservation of the languages of the peoples of Russia. According to the generally recognized principles of international law, the basic law of the Russian Federation recognizes, and above all guarantees the observance of human rights regardless of language, color, nationality and religion, ensures the right to choose the language of communication and instruction.

Constitutional human rights in the Russian Federation are ensured by a well-coordinated system of normative legal acts that regulate social relations, taking into account regional, social, demographic, ecological, ethno-cultural and other features of numerous constituent entities of the Russian Federation.

To date, the Russian Federation has a well-formed list of tasks concerning development and perfection of education. The main directions in this area are reflected in such documents as:

- "The Law on Education in the Russian Federation" of 29.12.2012 (as amended in 2017 - 2016);
- Decree of the President of the Russian Federation "On measures for the implementation of state policy in the field of education and science" of 7.05. 2012 No. 599;
- The concept of long-term social and economic development of the Russian Federation until 2020, No. 1662 of 17.11.2008;
- The main activities of the Government of the Russian Federation until 2018, of 31.01.2013 (The Concept of the Federal Targeted Program for the Development of Education for 2016-2020,2014).

An important contribution to the support to and maintenance of linguistic rights is made by international documents on human rights having a priority position over the laws of the Russian Federation. Such documents include:

- The UN Universal Declaration of Human Rights, 1948;
- The Convention against Discrimination in Education, 1960;
- The International Convention on the Elimination of All Forms of Racial Discrimination, 1965;
- The International Covenant on Civil and Political Rights, 1966;
- The European Charter for Regional and Minority Languages, 1992;

On February 26, 1996, the Russian Federation joined the Council of Europe, and on March 30, 1998 ratified the Universal Declaration on Cultural Diversity of 2001 and the European Convention for the Protection of Human Rights and Fundamental Freedoms of 1950 (Council of Europe,1950). Thus, Russia confirmed its desire to maintain the principles of democracy and humanism and expressed its readiness to make adjustments to the legislative acts, which in some parts were contrary to the Convention.

Within the framework of these international documents, the constitutional right of every citizen to choose a specific language for communication and study is recognized and supported, and new federal programs for studying the native language and literature throughout the Russian Federation are developed.

In September 2003, Russia joined the Bologna Declaration, one of the main tasks of which was to establish the European Higher Education Area, and with respect to the Russian Federation, to provide an education system similar to that of Western countries (Annett Jubara,2006). This, by no means, does not exclude the formation of a system of education, taking into account the rules and procedures that are characteristic of Russian society; nevertheless, the levels of higher education and graduation certificates and degrees issued at the end of the course should be as similar as possible.

The inclusion of Russia in the common European educational space led to the beginning of a rapid process of development and further approval of a new structure of FSES (federal state educational standards) (Federal state educational standards,2005).

The creation of FSES was conditioned by the need to take urgent measures to preserve the languages and cultures of Russian citizens. Essential place in the Standards belongs to the requirement to learn the native language in the mandatory part of the curriculum. In our opinion, this aspect is of no small importance. For example, for the Tatar people maintaining the level of knowledge of the native language is of particular relevance because more than 50% of the indigenous people live outside the Republic of Tatarstan on their historical lands. The availability of federal state standards for the study of the native language, literature, and the history of the people will significantly increase the level of mastery of the native language and ensure its preservation (Lotfullin,2016). As K.D. Ushinsky rightly pointed out in his works, the native language is the main engine in the process of educating the growing generation of a

sense of patriotism, love of the fatherland, its people, its customs and art, traditions, culture and history. It contributes to the formation of such important feelings as love, honesty, kindness, humanity, a sense of public duty to the motherland, love for the environment, to work, promotes the education of profound aesthetic tastes and, as a consequence, the creation of a full-fledged personality (Ushinsky,1952).

The right to education is a key principle in the implementation of the global Agenda "Education 2030", as well as in the Sustainable Development Agenda for the period up to 2030. By adopting these documents, the international community recognized the fact that, in order to achieve all the goals outlined there, it is necessary to ensure the right of everyone to receive a qualitative and equitable education (Leading Education 2030,2006).

According to sub-clause 3 of clause 1 of Article 8 of the Federal Law "On Education", municipal general education organizations ensure the realization of the rights to obtain public pre-school and school education by allocating appropriate payments – subventions to local budgets. They include both labor costs, and expenditures for the purchase of textbooks, teaching aids, development programs, applications, and games (Federal Law "On Education in the Russian Federation,2014).

Within the framework of the provided support, the state authorities of the constituent entities of the Russian Federation and local governments monitor the number of children studying in the region, compile and then adopt, based on the data received, regional education programs, taking into account the demographic, ethno-cultural and other regional features.

The Russian Federation is a multicultural society, and, consequently, the education system should be built on the principles of tolerant attitude to culture, values, religion of all peoples living on its territory. Each region independently carries out the solution of the issue of providing the system of national education, where the main goal is to revive the teaching in the native language, to form an understanding about the need to preserve the language as a fundamental factor for saving the culture of the people, as well as to adapt foreign-speaking children in the Russian school.

4.Summary

Having analyzed the existing problems in the field of providing multicultural education in the Russian Federation, we can formulate the conclusion that today we have a well-coordinated regulatory and legal system for ensuring national education. Nevertheless, it seems possible to allocate a rather large number of shortcomings and gaps in this area in the existing legislation. Summarizing all the above, we identified the following possible areas of increasing the level of development of multicultural education at all stages of personal development.

- The Russian Federation has not yet ratified the European Charter for Regional or Minority Languages, of November 5, 1992, while this document is intended to promote the protection of historical regional and minority languages; respect the geographical boundaries of each language; develop and encourage the use of languages in written and spoken language, in public and private life (European Charter for Regional or Minority Languages,1992).
- Only a small percentage of children in the regions of the Russian Federation have the opportunity to learn their native language, which leads to the loss of language knowledge and culture of peoples. The delivery of state examinations is conducted only in Russian, which is a clear violation of the right to receive higher education and, as a result, creates discrimination on the basis of nationality and language. Realization of the principle of compulsory mother tongue will allow to save the Russian education system from the contradictions between regions, territories

and republics and leave a single Russian civil identity as a key element;

- Many regions of the country still have no regional programs ensuring the preservation of linguistic knowledge, culture, traditions, and religion. This is largely the result of inadequate financing of educational programs;
- Multicultural education in the Russian Federation is an important tool in the formation of Russian civil identity. To ensure the possibility of the existence of a democratic state and civil society, it is necessary to establish and maintain a multiethnic nation that is multinational in composition but unified in the civic consciousness. Civil unity is formed where people live, study, work and raise children, build housing together, where representatives of "non-titled" ethnic groups, regardless of the racial or ethnic background of citizens, harmoniously join the national community and recognize themselves as an integral part of the Russian nation.

5. Conclusion

Russia, as an integral part of the European educational space, has been historically a multicultural state. The development of the educational system in the territory of the Russian Federation should be based on polycultural and polylingual principles, the main purpose of which is:

- a thorough study of the culture of their own people, which will create favorable conditions for integration into other cultures;
- identification of both unique and common elements in the customs and cultures of peoples;
- the disclosure of common elements, the interrelations between peoples, which determine the possibility of living in peace and harmony in the age of globalization.

The basis of education in the Russian Federation should be such fundamental principles that would help it to transform into an effective mechanism that forms the integrity of society and ensures the tasks of moral and spiritual upbringing and development of the individual.

Successful work on the organization of multicultural education in the Russian Federation requires developing and adopting regional programs in accordance with the Law "On Education" with the obligatory consideration of social, ecological, demographic, ethnic-cultural and other features of the subjects of the Russian Federation. In this regard, the experience of European countries in the organization of education and the problems actively discussed and studied by foreign researchers in this field are very relevant.

The adoption of the European Charter for Regional or Minority Languages undoubtedly will help enhance the international prestige of the Russian Federation and strengthen its political position in the world, consolidate the peoples of our country.

The main task of modern multicultural education is to form a correct model of upbringing, where the development of the personality takes place in the interaction of children, where respect for one's culture occurs simultaneously with the understanding of the values of others. Being a multinational state, the Russian Federation, on the basis and with the support of a coherent system of regulatory legal acts, should contribute to the strengthening and growth of national self-awareness of peoples in Russian society, the process of individual adaptation in a complex multicultural environment, and to prevent the manifestation of national intolerance.

Acknowledgement

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References

1. Annett Jubara, Gunhild Kaschlun, Oliver Kiessler, Rudolf Smollarcczyk/ *Glossary on the Bologna Process/ English-German-Russian/ Beitrage zur Hochschulpolitik* 7/2006 //Bonn, August 2006 / available at https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-10-Publikationen/iondatenbank/Beitr-2006-07_Glossary_Bologna.pdf
2. Belozertsev E.P. // *On the national-state education in Russia / Pedagogy* / 1998 / No.3 / p. 30-35.
3. Bruner J.S. *The culture of education.* / J.S. Bruner / Cambr. Mass/ Harvard University Press/1996/P. 1 – 83.
4. Council of Europe/ *European Convention for the Protection of Human Rights and Fundamental Freedoms, as amended by Protocols Nos. 11 and 14/ 4 November/ 1950/ ETS 5/* available at: <http://www.refworld.org/docid/3ae6b3b04.html>
5. European Charter for Regional or Minority Languages/ Strasbourg, 05.11.1992 available at: <http://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/148>
6. Federal Law "On Education in the Russian Federation." / M.: Omega-L., 2014. – p. 134.
7. Federal state educational standards. / *Ministry of Education and Science of the Russian Federation (official site)*//<http://минобрнауки.рф/м/документы/336,2005>.
8. Jacques Delors / *The Treasure Within/ UNESCO /France/ Paris / 1996 / P. 12.*
9. Lotfullin M.V. // *Legal basis of multicultural education in the Russian Federation // Modern problems of science and education.* – 2016. – No.6
10. Leading Education 2030/ *United Nations Educational, Scientific and Cultural Organization*// <http://en.unesco.org/education2030-sdg4.2006>
11. Report of the International Commission on Education for the 21st Century (UNESCO) // "Education is a hidden treasure." Paris/ 1995/ C.7
12. The Concept of the Federal Targeted Program for the Development of Education for 2016-2020 / Government of the Russian Federation / November 29, 2014 / No. 2765 - p. (official site) <http://government.ru/media/files/mlorxfXbbCk.pdf>
13. Ushinsky K.D. *Collected Works in 12 volumes* / M. / 1952 / V.11