

Implementation of Education-Based Approaches to Humanistic Socialization of Students in The Republic of Tatarstan (Kazan Federal University Case-Study)

By

Rezida Khoraskina

Kazan Federal University, Candidate of Pedagogical Sciences, Associate Professor of Historical and Social Studies Department, Institute of International Relations,

Tel: +79270354823

ORCID 0000-0002-7919-8464

Email: rezedahistory@mail.ru

Abstract

Today the issue of fundamental education-based approaches to higher education policies development is indisputably important, especially for the system of education in the Republic of Tatarstan (which is a subject of the Russian Federation with the biggest share of multi-confessional and multi-ethnic groups). Kazan Federal University is among universities with the largest number of students from different countries and the highest concentration of representatives of different peoples in academic groups. The author proposes a model of humanistic socialization and argues the hypothesis that only systematic humanistic socialization through a differentiated approach to teaching can help to improve the modern system of higher education. The research aims to prove that humanistic socialization should be based on multicultural approaches and the combination of interethnic values to develop tolerance among students of different ethnicities. The objective is to demonstrate the potential of education-based approaches to help students adapt to the demands of the public life in the globalized world. The key result of the research is an attempt to reconsider the gained experience in the field of humanistic education at the university and, as a result, shape a humanistic type of personality, a true intellectual who has not only professional literacy and competences, but also a high level of moral culture, social knowledge and a developed sense of responsibility for social, humanistic and spiritual consequences of his activities.

Keywords: Republic of Tatarstan, Kazan university, multicultural society, humanistic socialization, education-based approaches.

1. Introduction

Education is an integral part of social development, which is based on the unity and interconnection of knowledge about the social and individual life of a person. Preparing young people for future life in our multicultural world is among the key priorities established by the UN, UNESCO and the Council of Europe. For example, the report published by the UNESCO International Commission on global strategies for educational development in the 21st century emphasizes that one of the most important functions of education is to teach people to live together, help them transform existing reality into conscious solidarity (<https://www.un.org>).

The modern system of education in Russia has entered into a new stage of evolutionary development on the basis of a civil, personality-oriented, profiled, integrated system of teaching and educating students' responsibility for making decision related to their life position

that meets the interests of society and the state, as well as the moral formation of personality (Mukhametzyanova & Khayrutdinov, 2020; Shamsutdinova et al., 2019).

The new federal state educational standard of the Russian Federation (FSES) states: "Formation of patriotism, tolerant attitude to other cultures in the face of a massive influx of emigrants, awareness of ethnic and cultural diversity of Russian nation are the tasks set by the Russian government before the system of education" (<https://mosmetod.ru>).

The Volga region is a striking example of a multi-confessional and multi-ethnic region with a unique thousand-year historical experience of multicultural cooperation. The gained experience helps in solving the problem of preserving national identity in the era of globalization, applying the concept of tolerance towards a different culture and the way of life.

In Tatarstan new trends are being formed in the field of education: they reflect on the one hand, the patterns of the educational process, and, on the other, the regional specific features caused by historical, demographic and ethnocultural factors (Khayrutdinov & Karimov, 2015; Titova et al., 2019).

It should be borne in mind that under current conditions in the field of education and due to the requirements of IT era, teaching should combine traditional, practice-based and innovative, interactive models of education. There is no doubt that the experience in the development of humane attitude towards representatives of other ethnicities and cultures, gained by the educational institutions of Kazan, can be useful (Khairutdinov et al., 2020; Mratkhezina et al., 2017; Gutshall & McCall, 2021; Huiyi, Qianyi, & Yiding, 2021).

Thus, interaction in education is one of the methods of humanistic socialization of students. As a result of their socialization at the university, students tend to adapt easier to the educational process. In accordance with the normative documents on humanities, our research is aimed at assistance in preparing students for self-determination, relying on individual abilities, skills and needs in the educational process.

2. Methods

This issue has been revealed is a variety of research materials and literature that offers data of conceptual importance. The mental process was aimed to comprehend various problems under study. However, until now, the literature on the indicated issues has not been systematized. Major approaches and opinions developed and stated by scholars, as well as the issues related to the topic covered by Russian and foreign scholars have been presented in a fragmentary and incomplete manner.

The demand stated in the modern era requires objective coverage of the main trends being developed in the field, as well as the critical approach to this issue that creates a problematic situation in education.

An attempt to reconsider the issue taken by the author became the object of an independent research, the topic itself should be generalized. Implementation of education-based approaches of humanistic socialization in the Republic of Tatarstan through KFU case-study should become the subject of a research and a critical analysis of the discourse. It is necessary to study the issue in an immaculate detail, considering approaches applied by some authors. The research methodology is expanding through the critical selection of

literature as we are relied only on well-known and recognized scholars.

3. Results and Discussions

According to William Sumner, who was one of the first theorists in American sociology, the sociality and civilization of any community is guided by a system of social institutions, and their main function is consolidation of social experience and its transformation from generation to generation aimed to maintain social equilibrium. He introduced the term "ethnocentrism" into sociology as a property of ethnic consciousness to perceive and evaluate life phenomena through the prism of traditions and values of the ethnic community itself, which serves as a kind of universal standard. A person suffering from the loss of ethnic continuity, which is called mancurtism, is doomed to degeneration. Sumner was one of the first scholars to implement a normative approach aimed at the analysis of social interaction of the origins, nature and functions of social norms. He was the first one to turn to the analysis of intragroup and intergroup relations (Sumner, 1927).

Karl Mannheim, an Austro-German sociologist, suggested that young people are neither progressive nor conservative in nature, they own their potential, revealed in an activity of any type, emphasizing the need for humanist socialization based on the principle of binarity aimed at cultural development of the individual in national and international environment. This opinion and all of the above is connected precisely with the analysis of the multiethnic competence approach, this aspect is applicable in the context of international multi-ethnic academic groups at the university (Mannheim, 1943).

The accumulated ethnic experience is not inherited or built-in genetically, each new generation can master ethnocultural values, develop them exclusively through the mechanisms of ethnic socialization. Respect for people of different ethnicities is fostered in each new generation, and the sooner the formation of these qualities begins, the more stable they will be. Recognition and acceptance of differences within the community can be considered the norm of cross-cultural interaction at the present stage of human development; at the same time, it is also the norm of behavior for a modern educated person.

In order to harmonize the interethnic atmosphere at a modern university, it is required to enrich the content of educational courses with new material that reflects the cultural heritage, traditions, and everyday life of each ethnic group, as well as provide teachers with teaching materials aimed at cross-cultural communication skills development.

The direct implementation of the socialization system is carried out through various forms and methods of the educational process using the necessary means. The implementation of the content component involves a number of conditions taken into account; among them are personality of a teacher; the so-called "social situation of development"; active interpersonal communication; cooperation with other people, working in a team; students' activities, correlated with the general context of the leading activity.

Each of these conditions has a strong educational impact, but only when applied as a holistic system they can provide a positive educational effect.

A university is also the institution of socialization, where the feeling of patriotism for the homeland is being formed. To a certain extent, humanistic socialization should be developed based on the social and ethnic identity of students.

Humanities as part of the curriculum aimed at studying history and culture of the peoples of a certain region can help to understand the mutual impact, interconnection and enrichment of the cultural and historical experience of various ethnic and national communities, as well as reveal the universal human potential.

The aim of the innovations implemented into the system of education is to create a brand-new model of a student as a result of humanistic socialization, who has love for his Motherland, national pride related to its history and statehood, ideological culture, harmoniously combined with professional competence, morality, spirituality, orientation to universal human values, education- and science-based attitude to life and personal development. As a result of humanistic socialization, a person becomes an active participant of a cross-cultural dialogue with representatives of other ethnicities and nationalities.

This approach let us design a prognostic model of the personality, considering the conditions of the transition period and being focused on a certain perspective. This model is oriented at humanistic environment towards a comprehensive personality formation, while improving socialization in this environment under the specific conditions of Russian society.

The requirements of the new era for younger generation are quite high: a person must be viable, and his activity must be aimed for the good of the society and himself. In accordance with this concept, a young person of the near future (a predictive model of the middle level) will have to possess the following personal and civic qualities:

- understand the social and political situation, form his own point of view, ideals and humanistic values, develop a tolerant attitude towards other opinions, confessions, ethnicities.

- have the ability to develop their intellect and professional qualities, form the constant need to improve social status and develop independent decision-making skills.

- follow the legislation and have social responsibility, civic virtue, inner freedom and self-esteem, developed self-concept, dedication and the entrepreneurial spirit.

- be socially active in all fields of life, strive to search for something new, find non-standard solutions to life problems, be competitive in social and economic activities.

- form individual attitude, focused on the self, own interests and needs; achieve success in life, have rational thinking and a pragmatic attitude to life.

- possess the national consciousness of a Russian citizen, civic qualities, patriotism, a desire to preserve the unity of Russia and establish it as a great power that is one of the world leaders.

In modern conditions, the process of socialization reflects new demands for the spiritual appearance, worldview and actions of people. First of all, social and economic, political and spiritual transformations can occur in educated and highly qualified people who consciously work for them. Secondly, the complex nature of socialization requires new means of its implementation. Thirdly, socialization is an integral part of finding a solution to any social problem. Finally, socialization as a process involves the necessity to overcome negative phenomena in the consciousness and behavior of people. In order to act as a member of society, be able to live and work among other people, a person needs more time for competence training.

Transition to humanistic socialization is a significant criterion getting in line with the *Res Militaris*, vol.12, n°3, November issue 2022

strategy of education development in Russia. Therefore, in order to predict the development of general education in the coming years, it can be assumed that many aspects of this transition will be solved empirically, by searching and testing, implementing the specific measures aimed to establish the structure and content of education. The principle of binarity can ensure the national and international cultural development of an individual, accelerating and increasing interaction of ethnic cultures, applying specific approaches in education in order to ensure harmonization of all the above-mentioned principles.

Educational institutions should be responsible for social education, as soon as its purpose is to develop a sense of duty to their homeland, without, however, falling into radical nationalism. It is possible to protect students of radicalism if national education is based on the concept of social education, if love for the country is combined with the spirit of solidarity and understanding of a universal community value. National and international, ethnic and humanistic principles should complement each other in the process of educating students.

4. Summary

The importance of studying the regional characteristics of humanitarian education in the Republic of Tatarstan is obvious, so we have developed a model of students' socialization in the process of teaching in international academic groups.

At the first stage of the experiment, we need to determine the level of humanistic socialization, their knowledge, skills and abilities.

At the next stage we have to develop a humane-oriented nature of education and, at a later stage, a humanitarian competence when choosing a professional path and building a future career.

Further, when organizing the educational process in a rationale way, the complex of professional knowledge is being formed based on the individual talents, interests and personality traits that have already developed. At this stage, we should foster students' attitude to educational and practical activities, development of personal qualities required for a modern humane-oriented individual.

Finally, as a result of a long-term application of various methods, students gain experience in using their skills and abilities of humanistic thinking in real life. Also, sequential and systemic inclusion of certain types of educational activities form their humanistic behavior.

As a result, we propose a model of step-by-step humanistic socialization of college students. It includes:

- transition to new educational standards at the university.
- promoting support for foreign students.
- increasing the competence of the teaching staff.
- improving the university infrastructure.
- strengthening the humanistic and moral state of students.
- initiating student government.
- preserving traditions and heritage of humanitarian education and training.

Thus, the public order determines the need for humanist socialization. In our opinion, young people need to form the understanding of such social values as democracy, human rights,

social justice. It is necessary to continue the development of civil institutions and critical thinking. And in the end, we have to qualify it as an important component of the complex process of humanistic socialization of an individual, including the efforts taken by universities.

5. Conclusion

Our research demonstrated that in educational environment the problem of humanist socialization development is not perceived as an important issue. This leads to the fact that the dynamics of the humanistic socialization is relatively low.

Without special techniques and skills aimed at humanistic socialization and establishment of a humanitarian environment, it is impossible to provide appropriate professional training for students in a globalized world.

In our research, we relied on major studies on the general theory of socialization based on the case-study of the Republic of Tatarstan, in particular, Kazan Federal University, which let us identify the following synchronous processes of humanistic socialization:

- self-identification, as a process of identifying a student with his ethnicity based on the acquired knowledge of the cultural and historical heritage.

- differentiation, as a process of student's individualization, allowing to determine him in the historical process.

- integration, as a process of perceiving the regional history and the history of ethnic groups in Russia as part of the world history.

Undoubtedly, the observed need for special targeted work in the field of humanitarian education at universities makes this issue even more relevant.

As a result, the analysis of the indicated issue corresponds to the general aim of our research which is the analysis of the regional characteristics of humanitarian education at the universities in the Republic of Tatarstan. In this regard, Kazan Federal University is suggested to play an important role as a core element of the regional system of education, capable of making a tangible contribution to the development of social, humanitarian and ethnocultural stability of society, preserving tranquility and peace, diversity of cultures and adoption of basic values by the society.

Acknowledgements

This paper has been supported by the Kazan Federal University Strategic Academic Leadership Program.

References

Federal state educational standard of basic general education of the Russian Federation. URL: <https://mosmetod.ru/metodicheskoe-prostranstvo/documenti/fgos-osnovnogo-obshego-obr.html>

Gutshall, C. A., & McCall, J. D. (2021). The Kids are Alright: Middle-Level Students' Perceptions of School during COVID-19. *International Journal of Educational*

- Studies*, 4(3), 117-126. <https://doi.org/10.53935/2641-533x.v4i3.163>
- Huiyi, P., Qianyi, W., & Yiding, Z. (2021). Customer-Classified Intracity Fruit Distribution Path Optimization: A Case Study in Jining, China. *International Journal of Emerging Trends in Social Sciences*, 11(1), 10-17. <https://doi.org/10.20448/2001.111.10.17>
- Khairutdinov, R.R., Samatova, Ch.H., Ibragimov, R.R., Mukhamrtzyanovna, F.G., Imasheva, M.M. (2020). From the history of the Kazan Tatar Teaching school (1876-1917). *Journal of human sport and exercise*, 4(1): 234-236.
- Khayrutdinov, R.R., Karimov, I.R. (2015). Development of science in the Republic of Tatarstan. *Journal of Sustainable Development*, 8(7): 99-106.
- Mannheim, K. (1943). *Diagnosis of our time: Wartime essays of a sociologist*. London. 123 pp.
- Mratkhezina, G., Khoraskina, R., Bobkov D. & Mratkhezun, D. (2017). The Oriental Pedagogical Institute: role and place in the formation of the national educational system of Tatarstan. *Revista QUID*, 1(28): 395-399.
- Mukhametzyanova, F.G., Khayrutdinov, R.R. (2020). Modern development strategy Russian education. *International Journal of Higher Education*, 9(8): 72-78.
- Report of the UNESCO International Commission on Global Strategies for Education in the 21st Century. URL: https://www.un.org/unispal/wp-content/uploads/2019/12/UNESCO40C.91r_221119.pdf
- Shamsutdinova R.G., Shuvalova E.M., Khoraskina R.I., Kozlova Y.A. (2019). The state and development trends of social science education in Russia. *Opción*, Año 35, Especial No.22: 1026-1038.
- Sumner, W. (1927). *The Science of Society*. Vol. 4. New Haven. P. 100-101.
- Titova, T., Frolova, E., Gushchina, E., Kadyrova, A.A. (2019). Confessional groups in the Republic of Tatarstan: identity and features of its design. *Humanities & Social Sciences Reviews*, 7(5): 654-657.

Author information

Rezida Ilgizovna Khoraskina

Current positions Candidate of Pedagogical Sciences (2010), Associate Professor at the Department of Historical and Social Studies (2010). Fields of Interests: Modern parenting technologies, Methodology for the formation of meta-subject results of students in the study of history, Methods and technologies of teaching history and social studies and innovations in this field. Author and co-author of 30 academic publications, 10 textbooks. Teaching courses: Theory and Methods of Teaching History, Pedagogical Practice.