Organizing The Diagnostics of Multicultural Personality in College Students

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ABSTRACT

The aim of present study is to reveal the actual state of multicultural personality development in college students, based on a specially selected diagnostic inventory. The problem of multicultural personality development on the level of present pedagogics development allows taking the leading methodologic theories and approaches as the bases. These theories and approaches include personality-oriented, activity and system-integrative approaches, L.S. Vygotsky's cultural-historical theory, theory of education humanization and humanitarian orientation, theory of multicultural education, as well as creative and competence approaches. We consider the systemic approach as the priority in generalization of these approaches, because it represents the system-generating factor, which directs towards merging the common and the integral in their unity. Thus, from the systemic perspective we perceive an object (an event, a process or relations) not as summarized parts, but as something integral; moreover, we do not isolate the studied objects and do not look at them as at autonomous units; first of all, we study relationships and interactions of various components of the present whole and its relationships with the environment in order to find a way to sort and systematize the abovementioned relationships.

Introduction

Currently, in the age of globalization different cultures and nations cannot live in separation, and it is necessary to analyze the aims and tasks of mentoring; thus, there is a need in creating a new model of education of multicultural personality.

Development and perfection of such personality, along with the change of quality of social life and social well-being, might lead to the development of a new culture. In such case, there will be an increase in the development of the

scientific and applied significance of philosophic and belief bases, general principles of nations, cultures and civilizations and of peaceful, tolerant and respectful attitude.

The presentation of the UNESCO International Committee about global strategies of education development in the XXI century might be considered the proof of the fact that one of the main functions of the school is to teach people to live together and to help them become aware of the mutual dependence of the states and the need for cooperation between the ethnic groups (UNESCO 2011). To this end, the education has to, on the one hand, be aware of its origin in order to define its place in the world, and on the other hand, it has to respect other cultures.

The Address of the President of the Republic of Kazakhstan - Leader of the Nation Nursultan Nazarbayev to people of Kazakhstan states: "It is important to improve the mentoring component of the education process. It is necessary to raise patriotism, norms of morality and ethics, international agreement and tolerance, physical and mental development and law-obedience. These values have to be rooted in all educational institutions, regardless of the type of property. Two of these values and the main advantages of our country are multinationalism and multilingualism" (Address of the President of the Republic of Kazakhstan).

Acuity of the current inter-ethnic conflicts is determined by an integration of factors, such as the destruction of social-economic, political and ideological interconnections; criminal activation of the conflicts; ignorance towards confessional and national ideals and axiological affirmations; increased migration; and increase of the national self-consciousness of the previously repressed nations. In these conditions the significance of the national cultural affirmations, axiological and symbolic aspects of national societies being and specific traits of the certain ethnic groups increases dramatically. Currently the world is inhabited by approximately 4000 nations, ethnic groups and tribes, which are united in more than 240 multinational or multi-tribal states. Usually they reside in multinational states. In the independent Kazakhstan there are 140 nations, ethnic and national groups and over 40 confessions (the independence of Kazakhstan was acknowledged by over 150 states; it has established diplomatic relations with 130 states), the total population of which is 140 million people. According to the demographic predictions, by the end of the XXI century the population of our state will reach 50 million people, 30 million of which will be Kazakhs.

It becomes vitally necessary to preserve the cultural originality, to increase ethnic identification and to save the uniqueness of the existing civilizations. A working way of solving the abovementioned governmental goals is demonstrating tolerance in the relationships between different ethnic groups.

During the study of the problem of multicultural personality development in education and mentoring processes, we analyzed the works of J. Banks (1997), R. Schmidt (1992), V.V. Makaev, Z.A. Malkova and L.L. Suprunova (1999), (Malkova 1983, Suprunova 2013), G.V. Palatkina (2001), G.D. Dmitriev (1999), E.V. Bondarevskaya (2000), V.P. Borisenkov (2004), O.V . Gukalenko (2000) and A.Ya. Danilyuk (2009).

It is necessary to point out that we consider developing the tolerance in students as the main characteristic of multicultural personality.

The problem of tolerance development is currently being addressed by international researchers (A.G. Asmolov (1990), P.F. Komogorov (2009), P.F. Ryumshina (2001), O.B. Skryabina (2000), M. Walzer (2000)), as well as by many Kazakhstani scientists (K. Biekenov (2006), I.B. Tsepkova (2007), A. Abdakimov (2008), M.A. Absatova (2013)).

Together with that, the analysis of various literature references and the leading pedagogic experience shows that currently, despite the increased interest towards the development of such personality quality as tolerance, the problem of tolerance development as a significant quality of the pedagogues was not addressed enough in the theory, as well as in the practice of mentoring.

Methodology/Methods

In present study we used both theoretical and empirical methods: theoretical analysis, synthesis, systematizing of the scientific references content on the studied topic; prognostic methods; diagnostic methods; methods of self-cognition; pedagogic experiment; mathematic and statistical methods of the analysis of the obtained data.

During the preparation of the experimental study we used the following diagnostic inventory: Express-questionnaire "Tolerance index", "Questionnaire for measuring tolerance", "Diagnostic test of attitudes" and talks about morality in the modern society.

In present study we followed several methodological approaches.

Personality-oriented approach, which implies the urge to reveal and develop student's multicultural personality and unique human individuality, to work out his own style of actions, to develop his best qualities and neutralize the negative displays, is significant for our study. This requires refusing the gross approximated approach towards education and mentoring, excluding the bureaucratic management style, which suppresses the personality, and creating the conditions for maximal manifestation of the multicultural personality, uniqueness and originality in each high-school student.

Organizing the pedagogic process in the modern sense is related to systemic-integrative approach with the general planning and actualization of a complex of education and mentoring tasks in each of the main directions in educational and mentoring activity of the students.

Scientific value in the students' multicultural personality development belongs to the cultural-historical theory, according to which the sources and the determinants of psychological development are rooted in the historically developing culture.

Results

The aim of our research was to study the level of actual state of development of tolerance as the main quality of students' multicultural personality.

Our experimental work was conducted on the grounds of the Humanitarian Sciences Department of Ahmet Yesevi University with the students of the pedagogic and psychology specialty. During the preparation of the experimental study we used the following diagnostic inventory: Express-questionnaire

"Tolerance index", "Questionnaire for measuring tolerance", "Diagnostic test of attitudes" and talks about morality in the modern society.

Our subjects sample consisted of 28 students. The experimental group included 18 first- and third-year students. The control group consisted of 10 students of the second year. The subjects were 17-20 years old. The subjects sample is multicultural in the ethnic content, because it includes the representatives of six ethnic groups – Kazakhs, Russians, Uzbeks, Ukrainians, Germans and Turks.

The aim of our diagnostics was to establish the present tolerance level in the students of our sample. During the preparation for this stage we considered various types of questionnaires, developed for diagnosing various aspects of tolerance and interpersonal relationships. It is necessary to point out that we adapted the selected questionnaires to the present conditions with regard to the social and cultural specifics of our country. We replaced some questions with the ones that were more correct and clearer to our students. However, the essence of the questions remained unchanged and they might also be considered as valid and representative in relation to the obtained results. We asked the subjects to complete the following questionnaires: "Tolerance index" and "Questionnaire for measuring tolerance". We will describe their content more thoroughly.

Express-questionnaire "Tolerance index" was developed by the group of psychologists – G.U. Soldatova, O.A. Kravtsova, O.E. Khukhlaev and L.A. Shaygerova – for diagnosing the general level of tolerance. It was based on the international experience in this field. Stimuli of the questionnaire consist of the statements, which reflect general attitude towards the surrounding world and other people, as well as social affirmations in different areas of interaction, where a person's tolerance or intolerance might manifest. The method includes the statements, which reveal the attitude towards certain social groups (minorities, mentally ill people, and homeless people), communicative affirmations (respect for the opponents' opinions, readiness for the constructive conflict-solving and productive cooperative). Special attention goes to the ethnic tolerance/intolerance (attitude towards the people of other race and ethnic group, towards one's own ethnic group and evaluation of the cultural distance). Three sub-scales of the questionnaires are aimed at diagnosing such aspects of tolerance, as ethnic and social tolerance and tolerance as a personality trait.

Therefore, as a result of this questionnaire we obtain not only a quantitative result, which indicates the tolerance level of our students. We also see the qualitative characteristics of the components of the total score, which are aligned on the three sub-scales, which allows us to define, which type of tolerance prevails in students and which is the least presented.

"Questionnaire for measuring tolerance" (V.S. Magun, M.S. Zhamkochyan and M.M. Magura) was initially developed for evaluating the influence of tolerance training of the conscience of high-school students. The content of the method is not strictly related to the specifics of the abovementioned training, and thus, the method can be used in a wider context. During the selection and construction of the questions the authors relied on the general theoretic concepts of tolerance and on the existing experience of measuring this characteristic in the Western psychology. All questions of the method are aimed at revealing various affirmations; because of this, present questionnaire, like the majority of other questionnaires, primarily measures the tolerance of people's verbal

behavior. The questionnaire consists of the statements, aimed at revealing various types of tolerance: tolerance towards the representatives of other cultures, natives of other places and the representatives of other cultures; tolerance towards different opinions, including opinions and beliefs of the minority; tolerance towards the deviations from the conventional norms, rules and stereotypes; and tolerance towards the complexity and indeterminacy of the world. Despite the fact that the questionnaire was initially used for the adolescents, the questions in it almost lack the age specifics; because of this, after a minor modification, this method can be used for studying the representatives of various age categories. During the study of the tolerance training influence efficiency the method is conducted twice – before and after the training. Due to the fact that the questionnaire allows us to track positive and negative shifts before and after the study, we also found it necessary to use it, especially considering that this questionnaire has a rather convenient form for calculating the results.

After calculating the results of the "Tolerance index" method after the first stage of the study we concluded them in Table 1.

The analysis of the results, obtained for the separate sub-scales, allows revealing the most common aspects and tendencies of the communicative tolerance and intolerance manifestation.

During the qualitative analysis of the tolerance aspects we used the division into the following sub-scales: ethnical tolerance, social tolerance and tolerance as a personality trait (see Figure 1).
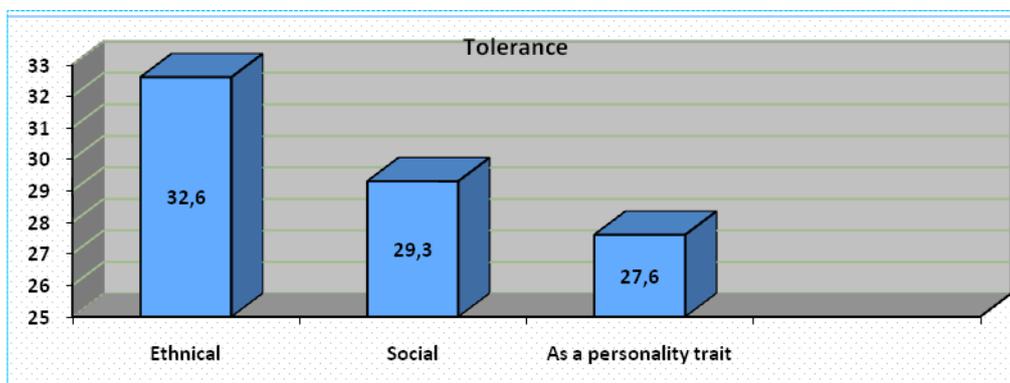

Figure 1. Tolerance scores on the three sub-scales

The "ethnical tolerance" sub-scale allows revealing a person's attitude towards the representatives of other ethnic groups and the affirmations in the intercultural interaction field. The subjects had to respond to the questions like: Is it normal to think that your own nation is better than all other? It is difficult to think good about some nations and people? etc. In order to develop the civil state, it is necessary to mentor the citizen – a person, who possesses the axiological orientations, corresponding with that society. One of the most important qualities of such person is ethnical tolerance – the ability to have a tolerant, and most importantly, understanding attitude towards people of other nationalities, their rituals, traditions, culture, samples of behavior and lifestyle.

Ethnical tolerance or, on contrary, ethnical intolerance, majorly defines the nature of international relationships.

Table 1. Results of the first stage of the study

Year of study	№	Names and surnames of the students	"Tolerance index"				"Questionnaire for measuring tolerance"
			Ethnical	*Social*	*As a personality trait*	*Overall score*	
1 year	1	Erkinbek A.	37	29	29	100	-3
	2	Makhatova M.	33	30	24	87	-2
	3	Dimetova Sh.	33	26	21	80	-11
	4	Yunusova D.	37	34	34	101	6
	5	Abdullaeyeva O.	33	22	16	65	-10
	6	Mavlenova N.	34	29	29	91	2
	7	Eskulova S.	35	31	16	82	-11
	8	Raymbekova A.	32	29	32	93	-5
	9	Turakhanova Sh.	27	23	18	68	3
	10	Kabyl K.	40	39	35	114	2
	11	Rakhmatullayev B.	30	27	36	93	-1
	12	Amangeldy K.	33	26	28	87	-5
	13	Kasymbay S.	38	34	26	98	5
	14	Tolepbergen A.	30	23	32	85	-3
	15	Kultay A.	38	33	29	100	4
	16	Issabek M.	27	31	26	84	3
	17	Saparova A.	32	23	32	87	-5
	18	Yuldasheva G.	27	35	37	99	3
2 year	1	Aliyeva A.	31	29	33	93	-2
	2	Anapya M.	39	27	23	89	-1
	3	Khudaybergenova M.	27	36	27	90	2
	4	MukhaymadkharunA.	33	26	28	87	-3
	5	Adil O.	31	24	31	86	4
	6	Atirkhan N.	32	36	27	95	-3
	7	Kylyshbek N.	38	34	33	105	1
	8	Myrkhodzhaeva D.	35	31	18	84	-1
	9	TastemirYa.	39	23	36	98	5
	10	Ukibay M.	27	35	33	95	2

The "social tolerance" sub-scale allows studying tolerant and intolerant manifestations in relation to various social groups (minorities, criminals and mentally ill people), as well as studying a personality's affirmations towards some social processes. Students were proposed to answer such questions, as "Homeless people and beggars are responsible for their problems themselves?" or

"Any religious confessions have a right to exist?". Social tolerance is also represented in inter-individual and inter-society forms. Social tolerance is a type of partner interaction between various social groups in the community and its governmental structures, where the necessity of such interaction and respect for the positions of both sides is acknowledged. It is aimed at the balance in the society and admits the right for people's unification for the protection of their rights and interests. The socially-oriented society creates the conditions for the development of a personality's tolerant conscience and its responsibility, including the legal responsibility.

Finally, the "tolerance as a personality trait" sub-scale includes the points, which diagnose personality traits, affirmations and beliefs, which significantly define a person's attitude towards the world. Prospective pedagogues had to express their opinions on the following situations: if a friend betrayed you, you have to take revenge; mess really annoys me, etc. Tolerance as a character trait means respectful attitude of its carrier towards people as they are. Such respect is applicable for highly various lifestyles. Some people carry a charge of love and good will. Others value group differences from the aesthetic perspective and find them interesting and stimulating. For the third ones tolerance becomes a part of political liberalism and progressive philosophy. For the forth ones the sense of righteousness is prevailing. In the remaining the attitude towards various groups is related to the concept of international friendship. They are aware that peaceful relationships between the representatives of all races are impossible until the people with different skin color experience different attitudes in their homeland. In other words, tolerance as a personality trait is integrated in the positive attitude towards the world.

Furthermore, the scores on the other two scales (social tolerance and tolerance as a personality trait) are also quite high. The later confirms the fact that during the college education the key qualities of the tolerance (kindness, sympathy, mutual understanding, ability to find a compromise, etc.) are also being developed.

There are only random differences in the levels of tolerance manifestations between the groups of first- and second-year students, who completed the test.

By analyzing the data from the "Questionnaire for measuring tolerance", we obtained the following results, which are presented in Table 2.

The table presented above demonstrates a large range in the students' scores in this questionnaire.

Generally, the results of the "Questionnaire for measuring tolerance" methods will be useful for us for comparing the results after conducting a repetitive testing, as we stated above.

As a result of the first stage of the study, we revealed a generally average tolerance level in the students. Such results are common for the respondents, who present a combination of tolerant and intolerant qualities. They behave tolerantly in one social situations, while in other they might show intolerance (as unacceptance of another person, unwillingness to co-exist with other (different) people; intolerance manifests through conflict and aggressive behavior). These results allow us to define, which way it is necessary to set the pedagogic process, aimed at developing tolerant personality traits and which topics should be highlighted in our special course. Thus, in our future empirical-

pedagogic work we have to emphasize the development of tolerance as a personality trait and as a robust and personally significant life position.

Table 2. Results of the "Questionnaire for measuring tolerance"

Year of study	№	Names and surnames of the students	"Questionnaire for measuring tolerance"
	1	Erkinbek A.	-3
	2	Makhatova M.	-2
	3	Dimetova Sh.	-11
	4	Yunusova D.	6
	5	Abdullaeyeva O.	-10
	6	Mavlenova N.	2
	7	Eskulova S.	-11
	8	Raymbekova A.	-5
	9	Turakhanova Sh.	3
	10	Kabyl K.	2
	11	Rakhmatullayev B.	-1
	12	Amangeldy K.	-5
	13	Kasymbay S.	5
	14	Tolepbergen A.	-3
	15	Kultay A.	4
	16	Issabek M.	3
1 year	17	Saparova A.	-5
	18	Yuldasheva G.	3
	1	Aliyeva A.	-2
	2	Anapya M.	-1
	3	Khudaybergenova M.	2
	4	MukhaymadkharunA.	-3
	5	Adil O.	4
	6	Atirkhan N.	-3
	7	Kylyshbek N.	1
	8	Myrkhodzhaeva D.	-1
2 year	9	TastemirYa.	5
	10	Ukibay M.	2

Discussion

Development of the personality of a student as a prospective specialist with higher education proceeds in several directions: ideological beliefs and professional orientation strengthen, the necessary skills develop; mental processes, states and experience improve and "professionalize"; the sense of duty and responsibility for the professional activity success increase and the student's individuality becomes more vivid; student's personality aspirations in their prospective professional field grow; student's personality general maturity and

robustness grow on the basis of intensive translation of social and professional experience and development of the required qualities; the absolute weight of student's self-mentoring in the development of qualities and experience, necessary to him as a prospective specialist, increases; professional independence and readiness for the prospective practical work strengthen.

Student age is characterized specifically by the urge for being able to independently and actively choose one or another lifestyle and ideal. Therefore, college education is a powerful factor of student's personality socialization, and this socialization process is conducted during the students' and teachers' lifestyle itself. Moreover, the process of college education solves not only the issues of education, but also mentoring the students, developing socially valuable needs and motives, creation of positive interests and suppression of the undesirable ones.

Analysis of the obtained results demonstrates that ethnical tolerance is prevailing in students, which shows an enormous influence of the multicultural environment of our republic. However, multi-ethnic environment should not be considered as a melting pot, because a person not only preserves the affiliation to his basic ethnic culture in the majority of cases, but also might integrate in himself the affiliation to several cultures. Cultural changes, which are the consequence of the multi-ethnicity, lead only to universalization.

Conclusion

Mentoring in the spirit of tolerance primarily solves the task of revealing the essence of a person's being in the world through understanding the nature and means of his interaction with this world. The education and mentoring process in the tolerant environment consists of a person's understanding of his or hers place in the world and of mastering the means of interacting with it. At the end, it is about perceiving tolerance as a personally significant value. And modern state of this problem gives us unlimited perspectives for studying and developing such personality quality as tolerance. We further plan to conduct the analysis of the conditions of tolerance development directly in the pedagogic process and, based on this analysis, to develop a method, which would be efficient specifically in our social and cultural conditions.

Because of this the model of multicultural education should be based on a basis other than description of rituals, traditions, moral and aesthetic representations of each ethnic group, which is included in the population of the Republic, with attraction of the efforts from the whole society.

However, currently we find it necessary to take the following measures in order to solve the problems of multicultural education:

1. To perform the revision of the opinions about the essence and the mission of the education itself in the multi-ethnic society (the role and place of education in balancing inter-ethnic relationships, strategic aims and tasks of multicultural education, specific traits of mentoring the culture of international relationships).

2. To conduct the monitoring of the actual need for studying native languages, the level of their development and distribution in the social life.

3. To take efficient measures for constant training and retraining of the education workers of various categories, who are employed in the field of multicultural education.

Disclosure statement

No potential conflict of interest was reported by the authors.

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