

NATIONAL SELF-CONSCIOUSNESS OF STUDENTS IN HIGHER EDUCATIONAL STUDIES IN THE REPUBLIC OF TATARSTAN BY MEANS OF HUMANITARIAN DISCIPLINES

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Abstract

Purpose: The article describes the view of the author to the actualization of national consciousness of students by means of humanitarian disciplines. The processes of globalization and integration of Tatarstan Republic into the world space exacerbate the problem of preserving the uniqueness and identity, national cultures in the conditions of cultural diversity.

Methodology: To solve the problems, we used the following research methods: theoretical (study and analysis of philosophical, psychological, ethnological, sociological, pedagogical, cultural, linguistic, methodological and other literature on the research topic); empirical (pedagogical observation, group and individual conversations, oral and written surveys, testing, questioning, pedagogical experiment); mathematical methods (registration of obtained data, method of mathematical processing of experimental research results).

Result: The analysis of the research showed that developed national self-consciousness promotes spiritual development and self-development of the individual. National self-consciousness is the recognition of belonging to a certain national community, along with a positive assessment of representatives of other national cultures, the individual's representation of language, culture, typical features of the community, the common historical past, religion, territory, and statehood.

Applications: This research can be used for the universities, teachers, and students.

Novelty/Originality: In this research, the model of National Self-Consciousness of Students in Higher Educational Studies in the Republic of Tatarstan by Means of Humanitarian Disciplines is presented in a comprehensive and complete manner.

Keywords: *education, national self-awareness, upbringing, culture, pedagogical conditions, students.*

INTRODUCTION

The education system faces the problem of educating a new generation of socially active members of society, responsible for the development and preservation of the spiritual values of the national culture, which have a high culture, capable of overcoming stereotypes of national identity and constructive dialogue with representatives of other cultures.

To solve this problem in the system of higher education, special attention should be paid to the process of education that ensures the formation of a person in national history and culture.

The problem of national self-awareness was explored by representatives of various scientific branches of knowledge. Philosophical aspects of the problem of the formation of the national self-awareness of the individual are revealed ([Alexandrova, 2000](#)).

National self-consciousness as an organic component of the self-consciousness of the individual is represented in the works of psychologist E.A. Alexandrova. In the studies of Antonova, B.S. Gershunsky, M. N. Isaeva, and others the activity of individual is emphasized in becoming a subject of a certain national community ([Anderson, 2001](#); [Arinushkin, 2004](#); [Belentsov, Fakhrutdinova, Okulich-Kazarin, 2017](#)). In the works of scientists, the main stages in the development of self-consciousness and personality are revealed; the age specificity of the formation of national self-consciousness is shown.

Analysis of philosophical, sociological, psychological literature shows that the problem of self-awareness has a long history in science. The appeal to researchers in the field of philosophy made it possible to identify the main characteristics of self-consciousness: the stage-by-stage development of self-consciousness, the relationship of its formation in unity with the processes of communication and dialogue; recognition of self-consciousness as a source and condition of human education.

As a result of historical and theoretical analysis of the problem of national identity, it was found out that in the national science the study of nationalism began in the 18th century. Russian scientists have investigated the typology of national features, national processes, national self-awareness ([Bondarevskaya, 2000](#)).

In the XIX - early XX centuries Russian thinkers (E.G. Alexandrenkov, E.V. Bondarevskaya, B.C. Bibler, etc.) raised the problems of the "Russian spirit", "Russian national character", established the relationship of national self-awareness with the spiritual values of the national culture; showed the importance of patriotism as one of the key indicators of the national self-awareness development ([Dulmukhametova, Fakhrutdinova, Shakirzyanova, 2017](#)).

Many Russian works in pedagogy, which are mainly published in recent years, are devoted to the study of the formation of

national self-awareness of pupils in general education schools (G. F. Gali, A. V. Fakhrutdinova, L. L. Grigorieva, Jack C. Richards, and others) ([Fakhrutdinova, Mefodeva & Makhmutova, 2017](#); [Gali, Fakhrutdinova, Grigorieva, 2017](#)). As a rule, the problem of education of national self-consciousness is studied in the mainstream of national means: national culture, traditions, arts, and crafts, etc. Despite all the importance of the works performed, there is an underestimation of the role of humanitarian disciplines in education of the phenomenon being studied, both at the level of the general education school and higher education.

Despite the theoretical and practical significance of these studies in the existing theory and practice of higher education, the problem of educating national self-consciousness was not the subject of a comprehensive study.

On the basis of the studied material, we formulated the research problem consisting of the identification and substantiation of pedagogical conditions for the education of the national consciousness of students in higher educational institutions of Tatarstan Republic by means of humanitarian disciplines (a foreign language). The aim of investigation is to theoretically substantiate, experimentally prove and implement the pedagogical conditions for the effective education of students' national consciousness in higher educational institutions of the Republic Tatarstan by means of humanitarian disciplines (foreign language). ([Khovanskaya, Fakhrutdinova, & Maklakova, 2017](#); [ANTÚNEZ, & GANGA, 2016](#)) In the course of the study, we determined the following tasks:

1. To investigate the theoretical bases for the education of the national self-consciousness of the individual.
2. To substantiate the role of foreign culture and intercultural comparative approach in the education of students' national self-awareness.
3. To reveal and justify the pedagogical conditions for the education of the national consciousness of students at the universities of the Republic of Tatarstan by means of a foreign language.
4. Develop criteria and levels of the upbringing of national self-awareness of students in higher educational institutions of the Republic of Tatarstan.
5. Experimentally check the effectiveness of the developed pedagogical conditions for the education of national self-awareness of students at universities by means of humanitarian disciplines (foreign language).

METHODS

To solve the problems, we used the following research methods: theoretical (study and analysis of philosophical, psychological, ethnological, sociological, pedagogical, cultural, linguistic, methodological and other literature on the research topic); empirical (pedagogical observation, group and individual conversations, oral and written surveys, testing, questioning, pedagogical experiment); mathematical methods (registration of obtained data, method of mathematical processing of experimental research results).

The study consisted of several stages. First, we theoretically comprehended the problem of research, determined its relevance, the degree of study, the development of the conceptual apparatus, the formulation and substantiation of the goal, object, hypothesis, research tasks, preparation of the experimental research program. The next stage is characterized by the conducting of the ascertaining experiment on the basis of KFU, KChTI, and KEU with the purpose of analyzing the level of the formation of the national self-awareness of students. At this stage, the text material was selected; the special course "Holidays, Traditions and Culture of Great Britain" was developed according to the program of the discipline "Foreign Language". The third stage consisted of carrying out the forming experiment on the basis of KFU, KChTI, and KEU with the aim of approbation of the developed conditions for the education of the national consciousness of students. At this stage, the results of the work were summed up, the data obtained was systematized and analyzed, and the research materials were prepared ([Fauskanger, & Bjuland, 2018](#)).

Practical classes were the main form of organization of the process of experimental training in the study of academic discipline "Foreign Language" (English) students of economic, legal, physical faculties.

70 students of the I, II courses of economic, legal, physical faculties took part in the experiment. Experimental group 1 includes (EG 1) 20 students of economic, legal, physical faculties; Experimental group 2 (EG 2) consisted of 15 students of economic, legal, physical faculties who studied the special course "Holidays, traditions and culture of Great Britain" according to the program of the discipline "Foreign language". As a control group, 35 students of economic, legal, and physical departments took the floor. At the initial stage of the pilot study, the level of education of national self-awareness among students was analyzed, taking into account its structural components: information-cultural, emotional-value and behavioral-activity.

Our further task was to create conditions conducive to raising the level of the upbringing of national self-awareness in the process of optimal use of foreign language resources.

According to the hypothesis of our study, the education of the national self-awareness of students will be effective if the foreign language is studied on the basis of an intercultural comparative approach. The assimilation of information about the

culture speaking another language actualizes the need for students to study their native culture, encourages them to analyze, reflect.

The main postulate of the methodology of teaching a foreign language is the idea that language should be viewed in the educational process not just as an instrument of communication and cognition, but also as a means of penetrating the cultural field and the mentality of the nation. Foreign language education has a unique additional advantage in terms of enriching the intellectual potential and emotional sphere of students, namely: the possibility of spiritual development of individuality in the dialogue of cultures. The knowledge of alien culture and mentality is valuable in two respects. On the one hand, it is associated with the enrichment of the picture of the world, the formation of a dialogical attitude to the phenomena of a different way of life, a different image of consciousness, a different hierarchy of values. On the other hand, a person who learns another's culture better and deeper understands his own, more aware of its carrier.

Summarizing and systematizing the scientific literature, revealing the role of the intercultural comparative approach in the education of the national self-awareness of students, we came to the following conclusions:

- A foreign language can be regarded not only as an instrument of communication and cognition but also as a means of discovering the uniqueness and originality of one's native culture;
- The intercultural approach assumes consideration of universal problems from the standpoint of two or more cultures, which contributes to the comparative analysis of the phenomena of native culture;
- An intercultural comparative approach in the teaching of a foreign language, leading to comparison of native culture with the culture of the country of the studied language and thereby enriching and deepening knowledge about the realities of national culture, is an effective means of educating the national consciousness of students.

In the course of the experiment, the process of comparative study of two cultures in foreign language classes was constructed as a sequential passage of three stages:

1. The actualization of knowledge of the native culture among students in the framework of the proposed topic of study;
2. Familiarity with the phenomena of a foreign culture; revealing the meaning, the hidden meaning of the phenomenon, the peculiarity of the external manifestation, conditioned by the inner meaning;
3. Comparison, the study of similarities and differences.

Texts were the basis for the content of teaching a foreign language. We consider the text is one of the key concepts of culture. Cultural texts are a collection of cultural objects, forms, traits expressed in symbolic form. Units of culture are reflected in texts through specific, cognitive-semantic structures of thinking reflecting the originality of cultures. In addition, texts may contain elements or characteristics that are peculiar only to a certain culture, that is, cultural realities that actually occur and reflect the characteristics of cultures.

One of the conditions for the education of students' national self-awareness, the effectiveness of which was tested in the course of experimental work, in the direction of mastering the content of the studied subject on the formation of an emotionally valuable attitude to it and the need for profound mastery of the values of the national culture. Education of national identity involves not only comparison of foreign culture with the national culture, knowledge of its values, but also the introduction of these values ([Abishov, Polyak, Seidullaeva, & Kermeshova, 2018](#)).

RESULTS

The analysis of scientific literature (E.A. Alexandrova, E.V. Bondarevskaya, N.A. Kachalov & S.F. Shatilov, etc.) led to the conclusion that the traditions fulfill the role of social transmission mechanisms experience of the older generation. In the development of culture of great importance is the accumulation, preservation, and continuity of cultural traditions, their translation to subsequent generations. Thanks to the continuity, it is ensured the transfer and mastering of the basic traditions, ideas, forms and means of ethnocultural development, which are passed on from generation to generation, developing, enriching and mutating ([Muyambiri, & Chabaefe, 2018](#)).

Based on the above-mentioned peculiarities of cultural traditions, on their role in preserving and transferring sociocultural experience from generation to generation, we developed a special course that involves studying English traditions, cultures and holidays in English classes. Proceeding from the fact that in the traditions the cultural experience of previous generations is expressed, reflecting the value-semantic reflection of the world, we believe that their study contributes to the education of national identity.

The forming stage of experimental work was connected with the realization of pedagogical conditions. During this stage of experimental work, we traced the dynamics of the formation of national self-awareness of students. This phase of the experiment was based on the introduction of changes in the content of the teaching of the discipline "Foreign Language (English)" in KFU, KChTU, and KEU. To test the hypothesis, we planned the system of studies and viewed it as a coherent, logically conditioned chain in which each element creates certain conditions for the formation of individual elements of national consciousness of students of the teacher training university by means of a foreign language.

During the control phase of the experimental work, a repeated determination of the level of the formation of the national consciousness of students in the experimental and control groups was carried out. Data on the effectiveness of the pilot work were obtained by comparing the results of the tasks and tests carried out at the ascertaining stage. The final comparison of the results of the ascertaining and control stages of the experiment showed qualitative differences in the level of the formation of national self-consciousness. The data allow us to conclude that the level of the formation of the national consciousness of students in the experimental groups at the final stage has significantly increased in comparison with the initial one. In the control group, where the training was conducted without creating the pedagogical conditions that we singled out, during the experiment there was also a positive dynamic in the formation of studied quality, however, it did not have a pronounced character. Thus, the hypothesis put forward at the beginning of the research was confirmed in experimental work.

DISCUSSION AND CONCLUSION

Based on the results of the study, we made the following conclusions: 1. National self-consciousness involves functioning at the level of public and personal self-awareness. 2. Education of the national self-consciousness presupposes inclusion, the person's personalization into the native culture, familiarization with its values, which is most effective if the educational process is built on the basis of the culturological approach, which ensures the students learn the content of instruction on the basis of the exchange of meanings, embodied in their native culture. The means of a foreign language, representing the phenomena of culture, are most fully manifested in the texts that form the basis of the content of teaching a foreign language. Language as a sign system is a component of culture, in turn, culture enters the language because the content of communication is knowledge about cultural phenomena and objects, therefore culture is reflected in the text (Peres, Moreira, & Mesquita, 2018). Consequently, the text is a culture expressed in terms of language. Thanks to the texts, we learn foreign language culture and its traditions, which are the means of a foreign language, which contribute to the education of national identity. The meeting of two cultures in foreign language classes gives an opportunity for students to get acquainted with the phenomena of culture speaking another language, to become more aware of the originality of their native culture. Foreign language is seen not only as an instrument of communication and cognition but also as a means of discovering the uniqueness and originality of one's native culture. The study of a foreign language aimed at creating the conditions for the formation of the subject position of the student of a teacher training university, contributes to the formation of a communicative environment that embodies the mechanism of the formation of the individual in the conditions of a multiplicity of cultures, effectively influences the education of national self-consciousness. 5. The intercultural approach presupposes the consideration of common human problems from the standpoint of two or more cultures, which facilitates a comparative analysis of the phenomena of the native culture, the students' integration into the space of their native culture. The intercultural comparative approach in the teaching of a foreign language, leading to a comparison of the native culture with the culture of the country of the studied language and thereby enriching and deepening knowledge about the realities of national and foreign cultures, is an effective means of educating the national consciousness of students of the pedagogical university. 6. National features of culture are most clearly manifested in the traditions and customs of the nation, which persist for a long time, are a kind of historical memory of the people; reflect the identity of the national culture. The study of foreign traditions promotes the development of nationally conditioned ways of activity and behavior.

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