

# Pedagogical effectiveness of xenophobic prevention model for future teachers in the higher education system

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**Abstract.** Previous studies determine the importance of pedagogical tolerance and the need to prevent xenophobia in future teachers. The purpose of this research was the analysis of efficiency of realization of xenophobic prevention model for future teachers. The experiment involved 120 students of the Southern Federal University studying for bachelor's and master's degrees in pedagogical training programs. The results have shown positive dynamics in overcoming xenophobia on cognitive, emotionally estimated and behavioural levels. The basic idea behind the xenophobic prevention model implementation included pedagogical support for students to form a critically meaningful space of their own knowledge and relationships. The developed pedagogical conditions for the prevention of xenophobia have proved to be effective, as evidenced by the results of statistical processing of diagnostic data.

## 1 Introduction

The world is changing rapidly. On the one hand, globalization refers to the economic and technological interdependence in between societies and the improvement of relations between peoples. At the same time, we are witnessing racial, national and religious conflicts erupting in various parts of the world.

The problem of the prevention of xenophobia in the educational environment is very relevant and is the part of both the priority tasks of educational policy and the general pedagogical principles based on the creation a positive experience of intercultural and inter-ethnic communication.

The teacher is a model for the younger generations, his social attitudes affect the attitude and beliefs of students, which, in turn, influence the predominance of tolerant or intolerant attitudes in society [1,2].

Modern researches in the field of prevention of xenophobia are based on the ideas of creation of the multicultural educational environment of of high school (I. V. Abakumova [3], O. V. Gukalenko [4], G.F. Yusupova [5], etc.), resources and technologies of socio-cultural activities (L. A. Apanasyuk [6], etc).

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The approach based on the technology of critical thinking development is of particular relevance to our research (A. Maslow [7], E. Aronson [8], P. Freire [9], M. Hjerm, I. Johansson Seva, L. Werner [10], R. T. Pithers and R. Soden [11]).

The critical thinking provides a person with the tools to question the validity of stereotypes due to a higher cognitive ability to understand the other, another's group, culture.

**The purpose of the study** was to test the effectiveness of the developed xenophobic prevention model among future teachers in the higher education system.

In the context of this study, the most important for the prevention of xenophobia among future teachers are those conditions that focus on the personal aspect of preparing future teachers for pedagogical activities in an ethnically heterogeneous educational environment, based on the creation of situations of pedagogical support and developing a critical thinking' style in students.

## 2 Materials and methods

The participants of the experimental study were students of the Southern Federal University studying bachelor's degree programs (training programs: 44.03.05 Pedagogical education (with two training profiles: "Primary education and foreign language»), 44.03.01 Pedagogical education (training program: «Primary education») and master's degree programs (training program: 44.04.01 Pedagogical education) in the number of 120 people. The undergraduate and the graduate students were both divided into the control and the experimental groups.

The diagnostic apparatus of the study was developed in accordance with the components of the effectiveness of xenophobia overcoming (cognitive, emotionally evaluative, behavioral) (Table 1). The method of written survey was used.

**Table 1.** Diagnostic apparatus for studying indicators of xenophobia overcoming among the future teachers.

Components	Indicators	Diagnostic technique
Cognitive component	The knowledge of ethno-differentiating and ethnoconsolidizing characteristics, cross-cultural differences, awareness and understanding of multicultural features of the educational environment, causes and consequences of ethno-cultural dislike	Author's questionnaire
Emotional-evaluative component	The content of ethnic stereotypes; the degree of attitude (social distance) to ethnic groups living in the local area of the region	"The scale of social distance" by E. Bogardus (modified by O. L. Romanova); An open version of the methodology "Attribution of qualities" by D. Katz and K. Brayley
Behavioral component	The attitudes to tolerant interaction with the subjects of the educational process; willingness to constructive interaction with representatives of different ethnic groups' representatives in a cross-cultural educational environment	The modified methodology "Diagnostics of the students' tolerance formation level" by P. V. Stepanov

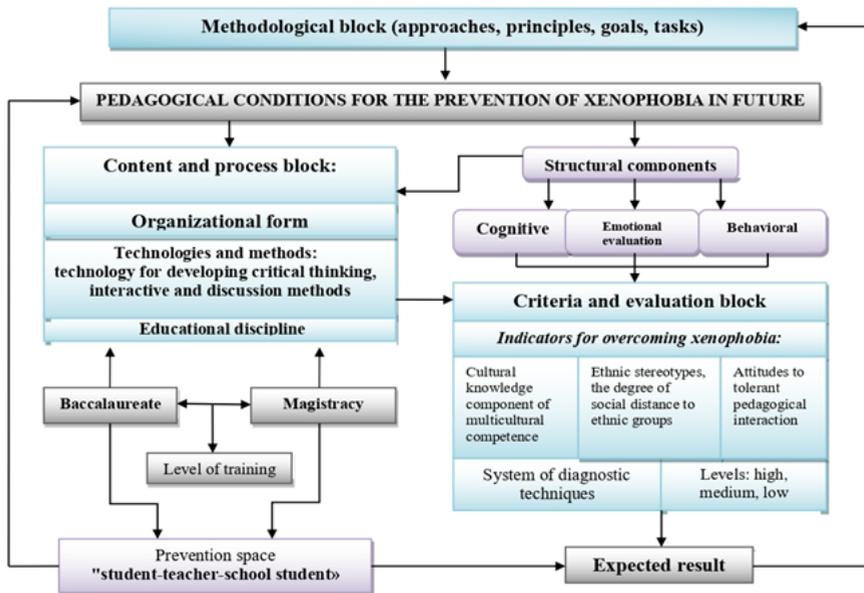
The identified components and indicators of xenophobia prevention were studied at high, medium and low levels. In accordance with the selected levels, adjustments were made to the methods of the obtained data interpretation.

Methods of content analysis, expert evaluation, and statistical information processing (the "Mann - Whitney U-criterion" method) were used to process the received information.

In order to create a system of pedagogical conditions that contribute to xenophobia prevention in the student environment of future teachers, we used the modeling method. Modeling of pedagogical phenomena, processes and activities forms the basis of the theoretical level of scientific research. The model makes it possible to carry out a translational function, transfer information from one relatively studied sphere of reality to another, less studied one.

### 3 Results

Having analyzed the essence of modeling in pedagogical research, we consider the model of xenophobia prevention among future teachers as a system of elements reflecting the structural relationship of individual blocks. The model integrates methodological, content-procedural, and efficient-evaluation blocks. A distinctive feature of the presented model is its ability to be applied simultaneously at two levels of higher education – bachelor's and master's (Figure 1).



**Fig. 1.** Model of pedagogical conditions creating for xenophobia prevention among future teachers in the system of two-level training of higher education.

The *methodological block* of the model includes methodological approaches, principles, goals and objectives of the xenophobia prevention model.

While developing the model, we relied on system, environmental, ethno-cultural, competence, humanistic, axiological, activity, and interdisciplinary methodological approaches. In addition to the above approaches, the principles of the model's functioning were used: the principle of humanistic openness, the principle of tolerance, the principle of purposeful creative activity, the principle of interdisciplinarity, the principle of problematization of the content of educational material.

The goal of the model realization was to overcome xenophobia among students and create conditions for the development of pedagogical tolerance. The goal covered the decision of following problems:

- formation of the cognitive component of multicultural competence;
- overcoming negative ethnic stereotypes and prejudices towards representatives of different ethnic groups;
- preparation for future professional activity in educational organizations on the basis of conscious and value-conscious tolerant attitudes.

*The content-procedural block* of the model is aimed at solving the specified problems.

The model was implemented in various organizational forms (educational process of the university (lectures, practical classes), educational and pedagogical practice, extracurricular activities); on the base of application the critical thinking' development technology, interactive and discussion methods and forms of dialogical interaction (problem lecture, dialogue, training, debate, work with media texts, group mosaic method (E. Aronson), pedagogical design).

The structural components (cognitive, emotionally-evaluative, behavioral) of the model are correlated with the content-procedural process of pedagogical conditions of prevention' implementing and the analysis of the effectiveness of the model implementation.

The content-procedural block of the xenophobic prevention model varies depending on the level, direction, profile, and name of the bachelor's and master's degree programs.

The idea behind the design of this xenophobia prevention model assumed formation and development of professional features of future primary school teacher at the stage of the pedagogical bachelor's degree. And these features are supposed to be based on the formed a number of key interdisciplinary results and with a focus on the subsequent formation of similar results among primary school pupils in the context of the requirements of the Federal state educational standard for primary general education.

The system-forming element of the modelling was the introduction of topics aimed at xenophobia preventing into the content of academic educational disciplines and modules.

In the master's degree program, the main content element of preventive activity was the educational discipline "Prevention of xenophobia and extremism in the educational environment" developed on the basis of the technology of critical thinking development (L. J. Steele, K. Meredith, and others [12]) and introduced in the curriculum.

As a result of mastering the discipline, students have learned to recognize signs of xenophobia in their own views and behavior of people around them, studied scientific, theoretical and practical aspects of preventing xenophobia and extremism as a special type of preventive activity in the education system.

*The criteria and evaluation block* of the xenophobia prevention model for future teachers is focused on achieving an acceptable level of xenophobia overcoming based on:

- professional competencies achieving;
- development of critical and reflexive thinking abilities;
- conscious rejection of xenophobic stereotypes and prejudices;
- conscious choice of tolerant attitudes in the sphere of cross-cultural interaction.

The effectiveness of the presented model for creating pedagogical conditions for the xenophobia prevention among future teachers, as well as the validity of the hypothesis proposed at the beginning of the study, were established by comparing the results of the ascertaining and the control experiments.

The "Mann - Whitney U-criterion" method was used for statistical analysis of the obtained data. In order to determine the reliability of differences in the severity of indicators in groups, the obtained value of the U-criterion ( $U_{emf}$ ) is compared with the critical value ( $U_{cr}$ ) at a given level of statistical significance ( $p=0.01$ ) (Table 2).

**Table 2.** The dynamics of xenophobia overcoming in the control and the experimental groups of bachelor's and master's degrees according to "Mann - Whitney U-criterion" method.

<b>Cognitive component</b>					
bachelors		masters		bachelors / masters afterwards	
	before	afterwards	before	afterwards	
$U_{emf}$	653.5	301.5	215.5	130	365.5
$U_{cr}$	497		141		251
<b>Emotional- evaluative component</b>					
bachelors		masters		bachelors / masters afterwards	
	before	afterwards	before	afterwards	
$U_{emf}$	582.5	488.5	204	112.5	358
$U_{cr}$	497		141		251
<b>Behavioral component</b>					
bachelors		masters		bachelors / masters afterwards	
	before	afterwards	before	afterwards	
$U_{emf}$	711	483	189	118	356
$U_{cr}$	497		141		251

The statistical analysis of comparison of values in the control and the experimental groups of bachelors and masters, as well as in the control and the experimental groups between bachelors and masters at the initial stage of the experiment, did not reveal significant differences ( $U_{emf} \geq U_{cr}$ ), that testifies that the groups were evenly distributed at the initial stage of measurement.

After the experiment, there were no statistically significant changes in the indicators of xenophobia overcoming in the control groups ( $U_{emf} \geq U_{cr}$ ). The final measurement showed statistically significant changes in the experimental groups of bachelors and masters ( $U_{emf} < U_{cr}$ ), being applied to all three components of xenophobia overcoming – cognitive, emotionally-evaluative and behavioral.

The values for these components are statistically evenly distributed between the experimental groups of bachelor's and master's degrees, which indicates that the implementation of xenophobia prevention model at two levels of higher education is made with the equivalent success rate.

## 4 Discussion

The results prove the effectiveness of the conducted research. Among the pedagogical conditions that contribute to the xenophobia prevention among the future teachers in the higher education system, we highlight the following:

- the integration of methodological approaches of future teachers training presented in the model;
- the introduction of xenophobia prevention problem in educational programmes of future teachers training;
- the reliance in the training of specialists on ethno-cultural and ethno-regional peculiarities of the content of educational process;
- the use of technology of critical thinking development, interactive, and productive methods, forms of dialogue interaction;

- the implementation of facilitative functions of pedagogical communication by teachers of high education;
- the organization of research work of students in the sphere of forming scientific ideas about the problem of xenophobia prevention in the educational environment.

As a perspective direction for the further research, we shall note the implementation of experiments in the sphere of identifying the relationship between the level of display of tolerance and the degree of development of critical thinking abilities (M. Hjern, I. Johansson Sevä, L. Werner) among students and practicing teachers.

## 5 Conclusion

The developed research contributes to the prevention of xenophobia in the educational space of the region. The proposed model allows us to see in common all the components of the process of creating pedagogical conditions for the xenophobia prevention in the student environment on the basis of professional and pedagogical training, as well as internal connections and mechanisms for its implementation.

Achieving the result of xenophobia prevention in the spatial field "student-teacher-schoolchildren" is possible if the following conditions are met:

- implementation of the obtained results in the process of future teachers training,
- changing the curriculum and the content of academic disciplines,
- organization of professional re-training of university teaching staff,
- special organization of extracurricular work of students.

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