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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**ACTUALIZATION OF THE ETHNOCULTURAL SELF IN
THE STRUCTURE OF SELF-IDENTITY IN CONDITIONS OF
LEARNING ACTIVITY**

Speciality: 6104.01 – Pedagogical Psychology

Field of science: Psychology

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GENERAL DESCRIPTION OF THE THESIS

The urgency and the degree of elaboration of the problem. In the context of globalization, one of the main features of the modern era is the revival of national self-consciousness, ethnic identity and originality, strengthening the role of the ethnic factor in the social life of society. There is a growing interest in the native language, culture, traditions and history of their own people. However, this does not preclude the study of the ethnos of representatives of other peoples, especially in a polyethnic state.

At the present time of globalization, the emotional expression of ethnic self-consciousness is the desire of ethnic groups to preserve their own originality, value attitude, ethnic stereotypes of traditional culture, language, education, and lifestyle in the conditions of 'erasing borders.' All the foregoing indicates the importance and significance of the study of ethnic self-consciousness and ethno-cultural self.

The study of the peculiarities of the national self-consciousness of the younger generation, as the most active representatives of social society especially sensitively perceiving ethnic problems, is of great importance in modern conditions. At this age stage the formation and development of an individual system of value orientations take place. The age of young students is a significant stage in the development of national identity, its strengthening and preservation. Obviously, the well-being of society depends on the characteristics of value orientations, national identity, ethnocultural Self of modern youth.

Currently, in pedagogical process, due to the attention is not paid to the issues of self-education, self-development, the formation of national self-awareness of youth, and the principles of polycultural education and multiculturalism are not taken into consideration as an essential factor in social development.

The state policy of multiculturalism, the modern education system is actively shaping positive inter-ethnic attitudes. But this does not exclude certain facts of negative perception of one or another ethnic group in the youth, student community, as well as ethno-egoism

and nationalism, which contribute to possible negative attitudes in inter-ethnic interaction and communication.

The need to form the issues of actualization and implementation of the ethnocultural in the self-consciousness of students gives rise to significant confrontations in the pedagogical process:

- between the tendency of world culture, including Azerbaijani culture, towards unification, also globalization and the urgent need to preserve ethnic values and identity;
- between the actualization of the ethnocultural Self and the formation of a tolerant attitude towards other ethnic groups;

The mentioned contradictions indicate the following problem: what conditions are needed for the actualization of national self-awareness, ethnocultural Self, the formation of a constructive life position of modern young people participating in the educational process.

According to this, an appeal to the ethnic identity of student youth is very important and extremely relevant.

The study of the ethnic identity of young students, as the most intimate part of self-consciousness, is of great relevance at the present stage of development.

The psychological and pedagogical literature discusses various aspects of the ethnic self-consciousness of students. The essential psychological patterns of the formation of national identity and ethnocultural Self were investigated by Snezhkova I.A., Stefanenko T.G., Khotinets V.Yu., Krupnik E.P.).

Scientists such as E.P. Belinskaya, Y.V. Bromley, Y.N. Kulyutkin, I.I. Ilyasov, V.T. Lisovsky, I.S. Morozov, V.V. Stolin, V.A. Tishkov, D.I. Feldstein, et al. had been engaged in the problem. Later, there was an increase in interest in this issue, primarily from the standpoint of ethnic psychology (G.L. Volkov, I.S. Kon, N.M. Lebedeva, V.S. Muhina, G.U. Soldatov, T.G. Stefanenko, V.Y. Khotinets, et al.).

The development of conceptual concepts of multicultural education is available in the scientific works of Gukalenko O.V., Dzhurinsky A.N., Krylova N.B., Suprunova L.L. and others.

Theoretical and practical mechanisms of multicultural education are considered in the dissertations of Bogomolova M.I., Karyagina Yu.A., Sazhin D.V., Shafikova A.V. and others.

Ways and means of forming and educating students' tolerance are described in the works of Bondyreva S.K., Dvornikova E.I., Skovorodkina I.Z., Tishkov V.A. and others.

In the Republic of Azerbaijan, the problem of age development, ethnic socialization and ethnic identity was the subject of study in the papers of K.R. Aliyeva, A.S. Bayramov, A.A. Alizade, M.A. Hamzayev, B.G. Aliyev, R.G. Gadirova, G.G. Huseynova, I.M. Mammadli, et al. The R.G. Gadyrova's monography entitled "National identity of Azerbaijani children and adolescents: Social psychological analysis" is devoted to the social psychological aspects of the development of the national, ethnolinguistic and religious identity of Azerbaijani children and adolescents.

A review of the available literature provides an opportunity to understand the problem of our specific theoretical and experimental research and formulate its object, subject, goal and objectives.

The object of research is the ethnic self-consciousness of modern students as a side of personal identity.

The subject of the research is the features of the ethnocultural self of students as a structural component of ethnic self-consciousness in the context of learning activities.

The purpose and the tasks of the research is to identify the peculiarities of the actualization of the ethnocultural self in the self-consciousness structure of students' personality. According to the problem, purpose, object and subject of the research, the following tasks have been formulated:

1. To determine the features of the formation of the ethnocultural self in the structure of personal self-consciousness, taking into account the results of theoretical and empirical researches in this field of scientific knowledge.

2. To study the features of the national self-consciousness of students in modern conditions, the role of the ethnocultural self as a

component of self-consciousness, to identify the influence of age stages on the formation of these features.

3. To investigate the course and dynamics of the formation and actualization of the ethnocultural self in the structure of the students' self-consciousness in the educational process.

Research methods. The methodological basis of theoretical and experimental research are the concepts of self-consciousness and the self-concept of personality (S.L. Rubinshtein, I.S. Kon, V.V. Stolin, V.S. Muhina, R. Berne, et al.), the teaching of social identity (E. Erickson, J. Marcia, H. Tajfel, J. Turner, et al.), cultural-historic theory of the development of the psyche (L.S. Vygotsky), the study of ethnic self-consciousness (I.S. Kon, V.Y. Bromley, V.Y. Khotynets, et al.), an experimental study of the ethnic identity of the individual as an indicator of the national well-being of the ethnos and indicator of equal ethnic tension (A.V. Shipilov, G.U. Soldatova, et al.), as well as studying the tolerance and characteristics of cross-cultural communication (Bezyuleva G.V., Sadohin A.P., et al.).

A clear solution of the tasks and verification of the research hypothesis has been provided by using battery of methods, which systematically suggested the following: a theoretical analysis of research papers on the research problem; methods of observation, conversation and testing, in particular, the express questionnaire Tolerance Index, methods for diagnosing types of ethnic identity by G.U. Soldatova, S.V. Ryzhov, J. Finney's method that determines the expression of ethnic identity, scale questionnaire by O.L. Romanova for the study of ethnic identity, the method of Ethnic Consciousness (unfinished sentences), as well as our special training program on the development of tolerance and ethnic identity among students.

For a deeper consideration of the significant correlations of ethnic variables, a statistical analysis has been conducted through the SPSS Program.

The main hypothesis of the research is that the ethnic self-consciousness of modern students (Azerbaijanis) is characterized by a certain intensity of ethnocultural self, ethnic identity and tolerance, the

effective formation of which is carried out in educational activities. The main research hypothesis consists of three particular hypotheses:

1) The second language, intercultural enrichment are essential factors of ethnic socialization and therefore the language of instruction is the factor that will have a significant impact on the indicators of tolerance and ethnic identity in student groups.

2) A significant factor in the formation of ethnic self-consciousness is the factor of age; indicators of students' ethnic identity will be most meaningful in relation to high school students.

3) Indicators of the level of tolerance and ethnic identity can be developed using training sessions in the educational process.

Provisions for the defence:

1. Ethnocultural self is an essential structural component of ethnic self-consciousness and is interconnected with the level of personality formation.

2. Ethnocultural self of modern students is characterized by a significant formation of ethnic indicators manifested in the corresponding ethnic stereotypes.

3. Significant changes occur in the course of the educational process in the actualization of the ethnocultural self in the students' self-consciousness.

4. Effective actualization of the ethnocultural self can occur within the framework of an adequate ethnocultural approach using modern principles of polycultural tendencies in education.

The scientific novelty of the research is that the psychological characteristics of the national self-consciousness and the essential indicators of students' tolerance have been determined, the age dynamics of the development of ethnic identity during the educational process has been studied, and a special training program on the development of tolerance and ethnic identity among students has been hold.

The theoretical and practical significances of the paper.

The theoretical significance of the paper consists in supplementing the concept of J.Finney, O.L. Romanova, G.U. Soldatova, et al. on the significance of ethnic self-consciousness for identifying the level of

tolerance and the degree of expression of ethnic identity among students studying in Azerbaijani and Russian, as well as comparing the manifestations of the phenomena of ethnic identity among students and senior pupils in the course of the educational process. The theoretical part presented in a methodologically competent way and the conducted experimental study formulate and qualitatively enrich the scientific knowledge about the national identity of the individual in the course of traditional interethnic interaction in a polyethnic space and adaptation to the ethnocultural situation. The features of ethnic self-consciousness of the personality obtained in the process of research allow using this knowledge in the practice of the pedagogical process in order to implement an individual approach in educating and teaching students taking into account their ethnic differentiation, as well as to teach them intercultural interaction and tolerance in interethnic contacts.

The reasonableness and reliability of the research results are substantiated by a set of its methodological and theoretical provisions, which allowed to develop scientific techniques for investigating the problem and to substantiate the formulated hypothesis using methods adequate for the subject, goals and objectives of the research, as well as by experimental verification of the effectiveness of the adequate psychological and pedagogical conditions of the actualization of students' ethnocultural self in the course of study.

Approbation of research results. The main results of the dissertation research have been implemented through the publication of scientific articles and theses, participation in national and international theoretical and practical conferences.

The name of scientific institution and organization, higher educational institution where the work was performed. Baku State University, Department of Social and pedagogical psychology.

The structure of the thesis. The thesis consists of an introduction, 3 chapters, 9 subchapters, conclusion, list of used literature, and supplement. (235687 signs)

MAIN CONTENTS OF THE PAPER

In the introduction of the thesis, the relevance of the research topic is considered, the degree of elaboration, object, subject, goal and objectives, hypothesis, scientific novelty, practical and theoretical significance, provisions for defence, approbation and structure of the paper are considered.

The first chapter of the thesis **‘Theoretical Aspects of the Study of Self-Consciousness and Ethnocultural Self in the Scientific Literature’** consists of 3 sections. The first section, **‘Approaches to the Study of Ethnic Consciousness, National Identity in the Course of Different Psychological Paradigms,’** analyses various approaches to explaining the essence of the phenomena of ethnic consciousness, and also notes that psychological studies of consciousness and self-consciousness take a significant place in psychological literature.

Analysing the foregoing and summarizing the initial background of the historical development of the problem, it should be noted that all theories of ethnicity are reduced, as a rule, to three approaches to understanding the ethnic phenomenon - primordialist, instrumentalistic and constructivist.

In the second section of the first chapter, **‘Self-Image as a Subject of Actions and Experiences in the Structure of Self-Consciousness’**, it is noted that formation of the problem of consciousness and self-consciousness and formation of its structural components necessarily involves the study of self-concept as a mandatory component of the formation of ethnic identity.

The structural components of the self-concept are its substructures, varieties of self-images: real self, ideal self, dynamic self, ethnic self, fantastic self, social or mirror self, etc.

In the third section of the first chapter **‘Features of the Ethnic Socialization of the Individual,’** it is emphasized that, in the main, researchers distinguish between two significant stages in ethnic socialization - childhood and adulthood.

Among external factors of ethnic socialization, polyethnicity of the environment has recently acquired particular importance. As emphasized by E.B. Vesna, the world has always been polyethnic, and relations between ethnic groups have always been difficult, but the main feature of the current situation is that polyethnicity has become the norm of modern society due to the intensification of migration flows, population mobility and the influence of globalization processes, interpenetration of cultures that change the nature of inter-ethnic interaction and ethnic socialization.

The second chapter of the dissertation research is entitled **‘The Development of Self-Consciousness and Ethno-Cultural Self in Terms of Learning Activities’** and consists of 4 sections. In the first section of the second chapter, **‘The Psychology of Educational Activities,’** history, theories, and the structure of educational activities are interpreted. The study and description of the psychological structure of students’ learning activities is carried out by scientists on the basis of different approaches, and therefore, different terminology is used in the scientific literature to denote this phenomenon, there is no consensus on its components and their structural analysis.

The second section of the second chapter is entitled **‘Psychological Characteristics of Modern Youth.’** At youthful and young age, the psychological dependence on adults inherent in the previous stages of ontogenesis is almost completely destroyed, and the assertion of individual independence begins. Rich communications with peers become significant, in relations with whom, along with the consolidation of collective and group forms of interaction, the growth of individual contacts and attachments is of great importance: I.S. Kon, N.N. Obozov, A.A. Rean, Kolominsky I L. et al.

The third section of the second chapter is entitled **‘The Phenomenology of the Development of the Ethnic Identity of Modern Student Youth.’**

Ethnic identity is actively formed and developed at the stage of youth; its preservation, strengthening and consolidation is accomplished in the consciousness of the personality of young people. The socio-psychological essence of national identity in general and in the youth

environment in particular is revealed through the integration of its constituent elements: cognitive, affective, behavioural, and motivation-need ones, which reflect the age-related characteristics of the formation of ethnic self-consciousness. This is reflected in the reflexivity and independence of the choice of ethnicity, the presence of a wide range of ethno-differentiating features, the development of a system of knowledge about oneself as a member of an ethnic group, the presence of clearly understood motives for choosing an ethnic group, as well as a tendency to ethnonegativism and sensitivity to ethnic problems. The main significant determinants of the development of national identity are the experience of inter-ethnic communication and interaction as well as the characteristic features of the ethnocontact environment.

The fourth section of the second chapter is entitled **‘Features of Multicultural Education in the Context of State Policy of Multiculturalism.’**

In a polycultural reality, when people from different groups communicate, the mutual influence and interpenetration of cultural traditions leads to the acculturation of individuals in a social society, integrating different ethnic cultures in their own minds and who are oriented to different people prone to dialogue with him/her. The intercultural element of communication is a multifaceted phenomenon and involves the study of internal (communication between members of different ethnic groups within a polycultural state) and external (communication between representatives of different states) aspects of differences in communication. Along with this, the ethnocultural features of communication relate to differences: international, gender, social, demographic, linguistic, etc.

The third chapter of the dissertation research is entitled **‘Experimental Study of the Ethnocultural Self in the Structure of the Self-Consciousness of the Individual in Terms of Learning Activities’** and consists of 2 sections. In the first section **‘Organization and Conduct of the Research’**, the sampling of subjects and methods of experimental psychological research are described.

The research has involved 200 students from various faculties of the Baku State University, of whom 100 people have been students of the second and third years of the Azerbaijani Department of the faculties of Social Sciences and Psychology, Philology, Applied Mathematics, and the other 100 are students of the second and third years of the Russian Department of the faculties of Social Sciences and Psychology, Philology, Applied Mathematics, as well as 100 young boys and girls (pupils of the tenth and eleventh forms) studying in the Azerbaijani language in the Lyceum School at the Baku State University. Thus, in total, 300 people (students and senior pupils) took part in our experiment.

Meetings and confidential conversations about the connection between psychology and ethnic groups, tolerance, state policy of multiculturalism, and polycultural education, about what is the psychology of international communication in the educational process and methods of its research have been held with subjects of all groups.

The experimental research has consisted of three parts.

In the first part, 200 students from the Azerbaijani and Russian Departments have been surveyed, and according to our hypothesis, differences in the expression of ethnic identity and tolerance should be identified based on the factor of the language of instruction. According to our assumption, this factor can be characterized also as a factor of bilingualism, intercultural communication. In this part five techniques have been used.

To explain the reasons for the difference of the results we have used the method of observation in the classroom at school. To identify the causes, we have made a comparison. For this purpose, free observation of the course of classes in the fifth and seventh forms of the Russian and Azerbaijani Departments has been used. Subjects such as History and Literature have been chosen. In the course of teaching the subject, such indicators as the content of a lesson as a whole, teacher's objectivity-subjectivity in the presentation of material, development of such higher feelings as tolerance, patriotism, and love for the motherland have been registered.

In the second part of our experimental research, an additional 100 senior high school students from the Azerbaijani Department have been surveyed. In the course of the research, the methodology of the scale questionnaire of O.L. Romanova has been used to study ethnic identity, which is universal and allows its use both with schoolchildren and students. The comparison has been carried out with 100 students of the Azerbaijani Department. According to our assumption, this age factor is one of the most significant in the formation of ethnic identity. In addition, it is not only the age factor, but even more important for us factor of the level of education, the pedagogical process, actualization and the formation of the ethnocultural self in the educational process.

In the third part of our experimental research, a special training program on the development of tolerance and ethnic identity among students has been used.

The second section of the third chapter is entitled ‘**Analysis of the Results Obtained.**’ The results obtained in our research according to the first method, ‘Tolerance Index’ (G.U. Soldatova, O.A. Kravtsova, O.E. Huhlaev, L.A. Shaygerova) have been presented as follows.

The first subscale reflects indicators of ethnic tolerance. (Fig.1) The analysis has revealed that among the students of the Russian Department the indicators of ethnic tolerance are higher than those of the students of the Azerbaijani Department.

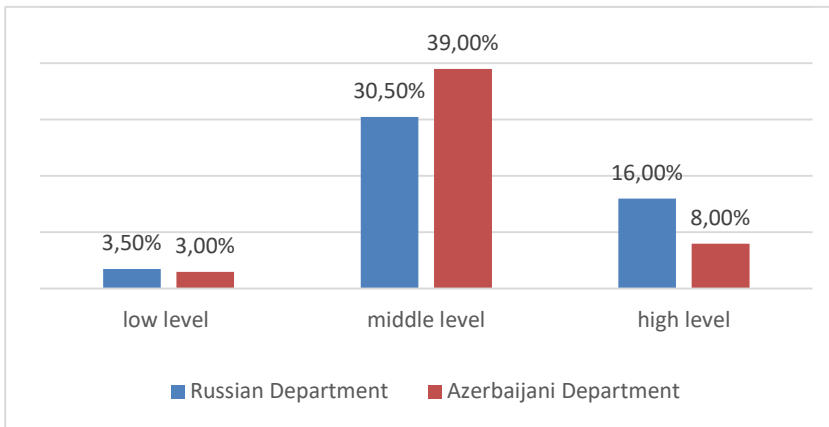


Figure 1. Indicators of the results under the scale of ‘Ethnic Tolerance’ The second subscale reflects indicators of social tolerance (Fig.2) Analysis of the results has revealed that the students of the Russian Department have indicators of social tolerance higher than those of the students of the Azerbaijani Department.

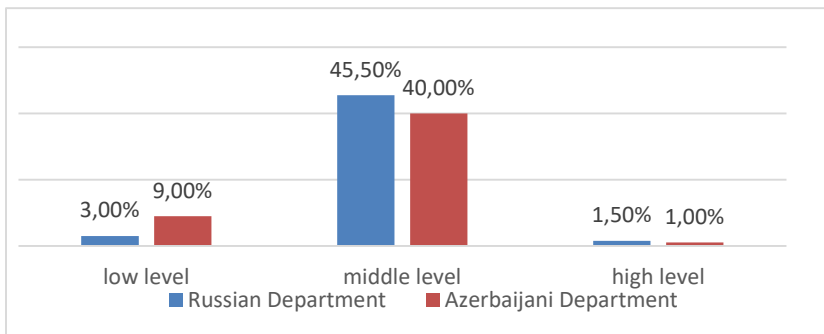


Figure 2. Indicators of the results under the scale of ‘Social Tolerance’ The third subscale reflects the indicators of tolerance as personality traits (Fig. 3). Analysis of the results shows that among the students of the Russian Department the indicators of the subscale ‘tolerance as a personality trait’ are higher than those of the students of the Azerbaijani Department.

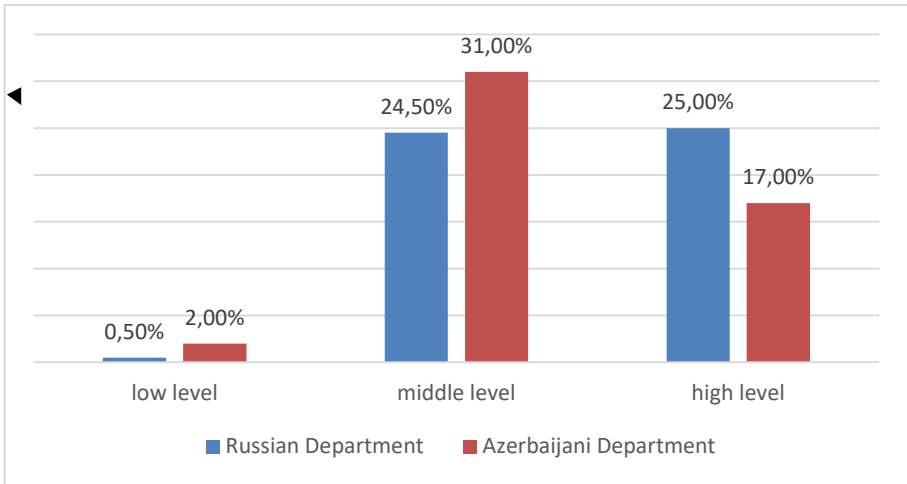


Figure 3. Indicators of the results under the scale ‘tolerance as a personality trait’

Statistical processing using the SPSS Method according to this methodology reveals the existence of a dependency between the indicators of all three scales and the training departments (Azerbaijani and Russian). Significant differences have been revealed according to the t-test table.

2. The results obtained in our research under the second method, diagnosis of types of ethnic identity (G.U. Soldatova, S.V. Ryzhov), have been summarized in the figures. The first scale reveals indicators of positive ethnic identity (Fig.4). Analysis of the results shows that students of the Russian Department have indicators of positive ethnic identity higher than students of the Azerbaijani Department.

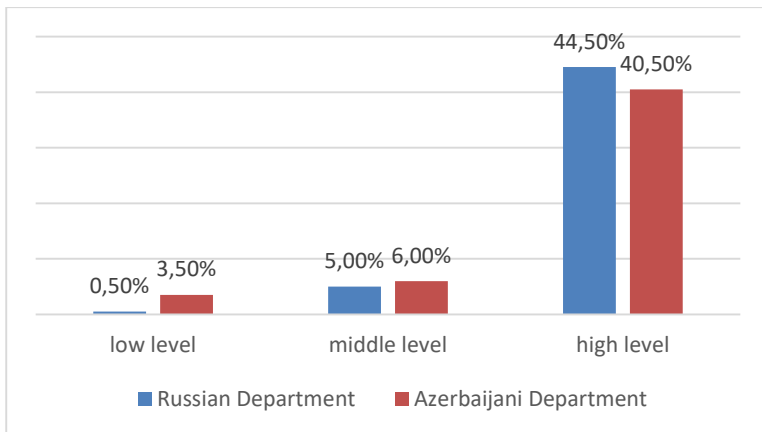


Figure 4. Indicators of results under the scale of ‘positive ethnic identity’

The second subscale reveals indicators of ethnic indifference (Fig.5). Analysis of the results reveals that students of the Russian Department have indicators of ethnic indifference higher than those of students of the Azerbaijani Department.

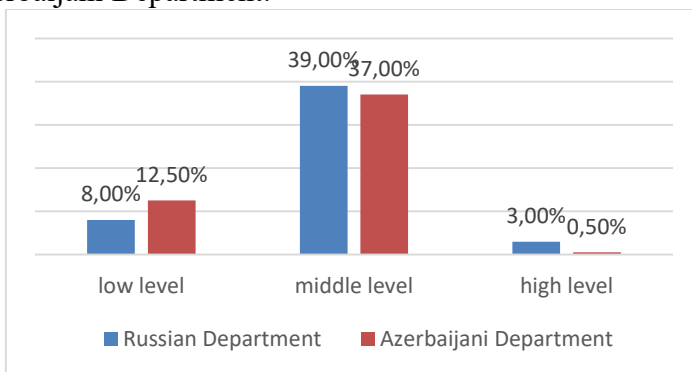


Figure 5. Indicators of the results under the scale of ‘ethnic indifference’

The third subscale refers to the indicators of ethnonihilism (Fig. 6). Analysis of the results reveals that there are no significant differences

between the indicators of students in the Azerbaijani and Russian Departments.

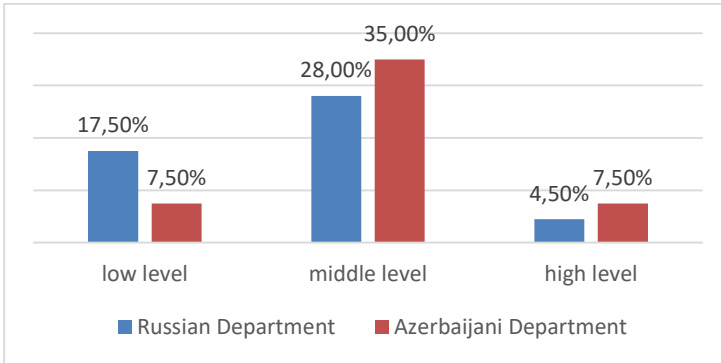


Figure 6. Indicators of the results under the scale of ‘ethnonihilism’
The fourth subscale reveals the indicators of ethno-egoism (Fig. 7).
Analysis of the results under this scale shows that, in students of both sectors, indicators of ethnic egoism do not differ in general, the differences are not significant.

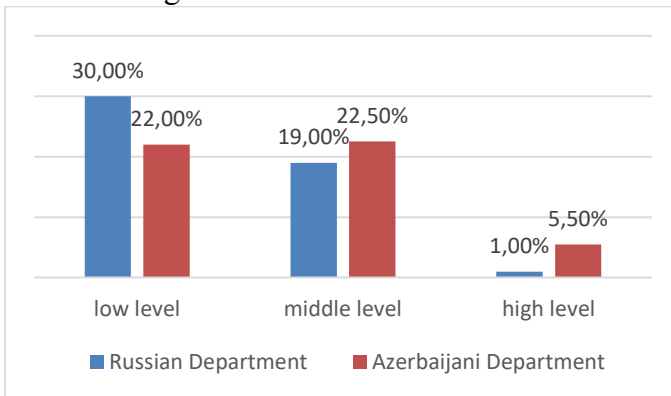


Figure 7. Results under the scale of ‘ethno-egoism’
The fifth subscale reveals the indicators of ethno-isolationism (Fig. 8).
Analysis of the results shows that the students of the Azerbaijani Department have indicators of this subscale higher than the students of the Russian Department.

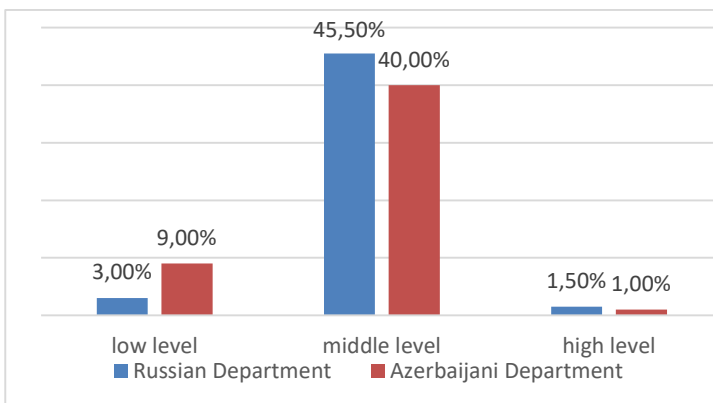


Figure 8. Results under the scale of 'ethno-isolationism'

The sixth subscale shows the parameters of national fanaticism (Fig. 9). Analysis of the results reveals that students of the Azerbaijani Department have indicators of national fanaticism higher than students of the Russian Department.

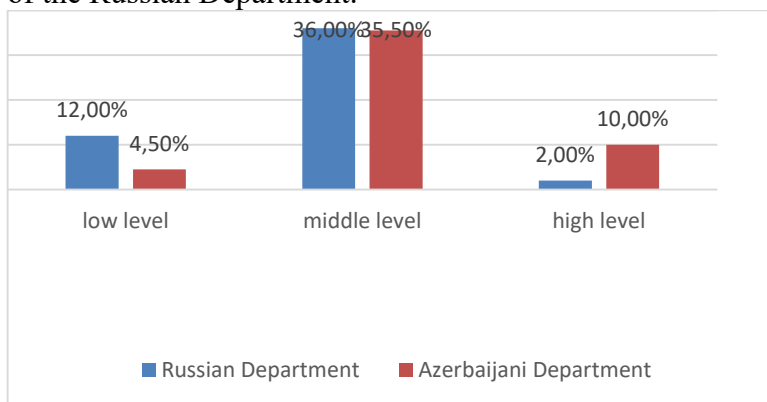


Figure 9. Results under the 'national fanaticism' scale

Statistical processing by SPSS Method according to this method reveals the existence of a positive dependence between the indicators of subscales, i.e. positive ethnic identity, ethnic indifference, ethno-isolationism and ethnofanaticism and learning departments, as well as

the lack of dependence between the indicators of ‘ethnonihilism, ethno-egoism’ and training departments (Azerbaijani and Russian).

3. The results obtained in our research under the third method - scale questionnaire of O.L. Romanova. Analysis of the results under the first scale shows that students of the Azerbaijani Department have indicators of a sense of belonging to their ethnic group higher than students of the Russian Department (Fig. 10).

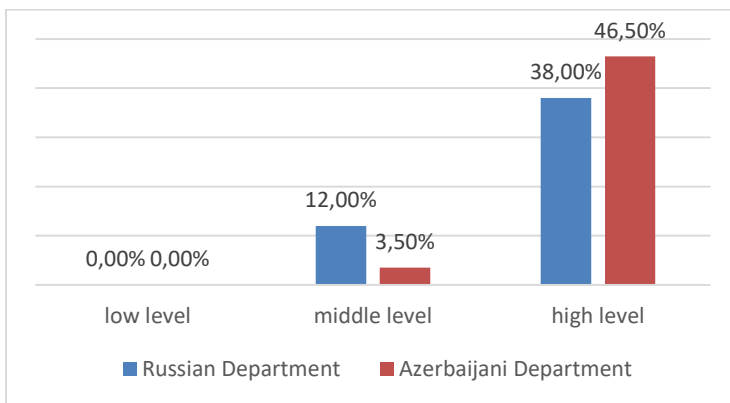


Figure 10. Results under the scale of ‘a sense of belonging to own group’

The second scale characterizes the significance of ethnicity (Fig. 11). Analysis of the results shows that students of the Azerbaijani Department have higher indicators than students of the Russian Department. This indicates that ethnicity is very significant for students of the Azerbaijani Department.

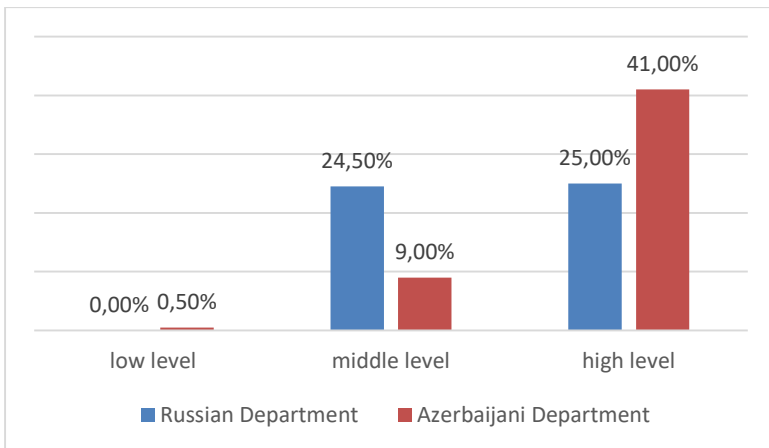


Figure 11. Results under the scale of ‘significance of ethnicity’

The third scale defines the relationship of the ethnic environment, that is, the relationship between the majority and the minority (Fig. 12). Analysis of the results has revealed that the students of the Azerbaijani Department have higher indicators than students of the Russian Department. That is, students of the Azerbaijani Department are more inclined to believe that the ethnic majority should dominate and have certain advantages in society.

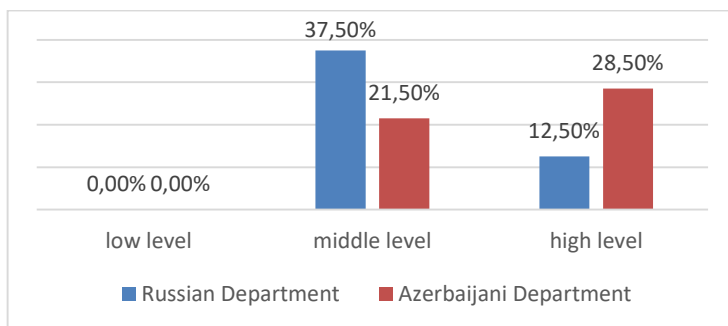


Figure 12. Results under the scale of ‘the relationship of the ethnic majority and minority’

Statistical processing using the SPSS Method according to this methodology reveals the existence of dependence between the indicators of all three scales and the training departments (Azerbaijani and Russian). Significant differences have been revealed according to the t-test table.

4. Finney’s method measuring the degree of intensity of ethnic identity.

The first component of the expression of ethnic identity is cognitive (Fig. 13). Analysis of the results shows that students of the Azerbaijani Department have indicators of the cognitive element of the ethnic identity higher than those of the students of the Russian Department. This means that the degree of awareness of their belonging to this ethnic group, opinions about the features of their own ethnic group are higher among students of the Azerbaijani Department.

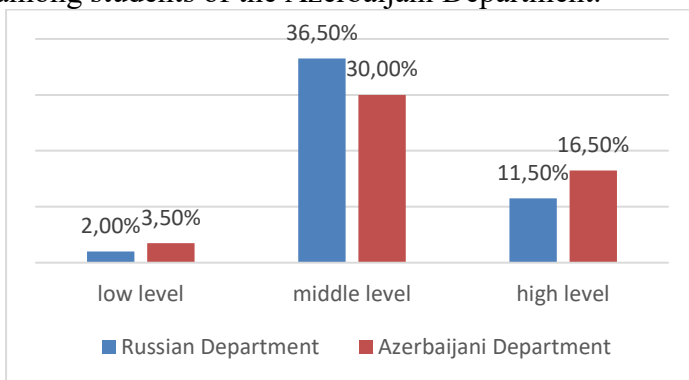


Figure 13. Indicators of the results under the cognitive component of ethnic identity expression

The second component of the expression of ethnic identity is affective (Fig. 14). Analysis of the results reveals the fact that students of the Azerbaijani Department have indicators of the affective component of ethnic identity higher than students of the Russian Department. This indicates a positive attitude towards their ethnoses as a whole, as well as the fact that young people have a pronounced emotional sense of belonging to their ethnic group, a high sensitivity towards their ethnoses.

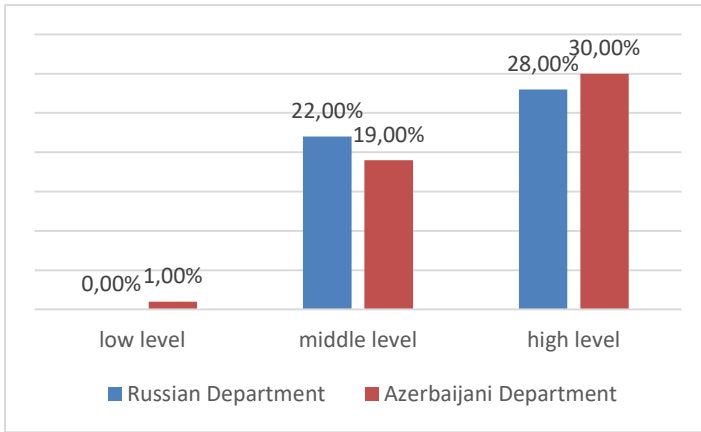


Figure 14. Indicators of the results under the affective component of ethnic identity

5. The ‘Ethnic Consciousness’ Method is a test that allows receiving respondents’ answers using a non-scale method that consists of answers and questions (unfinished sentences) that express quality indicators.

A qualitative analysis of the content of the answers has not revealed significant differences in the Azerbaijani and Russian Departments.

Thus, an experimental research of the first part has showed that the first specific hypothesis was confirmed.

The second part of the experimental research is to compare the ethnic identity of students and senior pupils studying in the Azerbaijani Department under to the third method - the scale questionnaire of O.L. Romanova.

The first scale of this method represents indicators of a sense of belonging to an ethnic group. The analysis reveals that students’ indicators are higher than those of senior pupils.

The second scale characterizes the significance of ethnicity. The analysis of the tables reveals that the indicators of students are

higher than those of senior pupils. This indicates that ethnicity is more significant for students.

The third scale defines the relationship of the ethnic environment, that is, the relationship of the majority and minority.

Analysis of the results has revealed that students have higher indicators than senior pupils. That is, students are more inclined to believe that the ethnic majority should dominate and have certain advantages in society.

Statistical processing by SPSS Method according to this method reveals the presence of dependence, correlation between the indicators of students and senior pupils.

Thus, an experimental study of the second part of an experimental research has showed that the second specific hypothesis was confirmed.

The third part of an experimental study. With 20 students from the Azerbaijani Department and 20 students from the Russian Department who participated in the first part of the pilot research, a special training program on the development of tolerance and ethnic identity has been conducted. The first methodology 'Tolerance Index' has been used with students from the Azerbaijani Department (G.U. Soldatova, O.A. Kravtsova, O.E. Huhlaev, L.A. Shaygerova). With students of the Russian Department, the fourth technique by J.Finney has been used, which measures the intensity of ethnic identity.

The students of the Azerbaijani Department participating in the training on the development of tolerance and ethnic identity have showed the following levels of tolerance: low 10%, medium 70%, high 20%. The results obtained after the training: low 0%, medium 65%, high 35%.

The students of the Russian Department participating in the training have showed the following levels of the cognitive component of ethnic identity: the primary diagnostics has revealed the following results: low 10%, medium 85%, high 5%. The results obtained after the training: low 5%, medium 75%, high 20%.

A research conducted with the students of the Russian Department before the training has showed the following levels of the

affective component of ethnic identity: low 20%, medium 45%, high 35%. The results obtained after the training: low 15%, medium 45%, high 40%.

Thus, our research has showed that the third specific hypothesis has confirmed.

CONCLUSION

According to the results of the experimental research, the following **conclusions** have been formulated: within the framework of scientific ideas, the ethnocultural self is defined as a psychological and pedagogical phenomenon consisting in the identification of an individual with an ethnic community in cognitive, affective, and behavioural components.

Thus, the analysis of the obtained results shows the following:

In the first part of the experimental research, five methods have been used. The analysis of indicators according to the first method of ethnic tolerance, social tolerance, and tolerance as a personality trait has revealed high tolerance indicators among students of the Russian Department compared to the Azerbaijani Department. In our opinion, students of the Russian Department express a higher tolerance, since they are more involved in intercultural communication, interact and learn in conditions of greater polyculturalism.

An analysis of the tables and figures according to the second methodology shows that students of the Russian Department have indicators of positive ethnic identity and indicators of ethnic indifference higher than students of the Azerbaijani Department; indicators of ethno-isolationism and national fanaticism of students in the Azerbaijani Department are higher than in the Russian Department. In our opinion, such indicators as ethno-isolationism and ethnic fanaticism in the context of learning activities develop more in an ethnically homogeneous environment.

An analysis of the tables and figures according to the third method shows that among students of the Azerbaijani Department, indicators of a sense of belonging to their ethnic group, significance of nationality, and the relationship between the ethnic majority and minority are higher than those of students of the Russian Department. We believe that such results are determined by interactions in a homogeneous ethnic environment, low ethnic competence about other peoples and cultures.

Analysis of the tables and figures according to the second methodology shows that students of the Azerbaijani Department have indicators of cognitive and affective components of ethnic identity higher than students of the Russian Department. In our opinion, knowledge and ideas about the characteristics of their ethnic group among students in the Azerbaijani Department are more stable and settled, and also they are more emotionally attached to their own ethnic group and culture.

In the second part of the experimental research, one technique has been used, which was conducted with both students and senior pupils studying in the Azerbaijani Department. In this part, high indicators of students in relation to senior pupils indicate that the age factor of ontogenetic development, as well as a higher level of education has a significant impact on the formation of ethnic phenomena.

Students from the Azerbaijani and Russian Departments took part in the third part of the experimental research.

Training conclusions: the effectiveness of ethnocultural training is as follows: the level of tolerance has become higher, the indicators of the cognitive component of ethnic identity have become slightly higher, and the indicators of the affective component of ethnic identity have not changed in general. The results of the training show that it is possible to influence the development of the components of ethnic identity and ethnocultural self under pedagogical conditions.

The problem of ethnocultural self, ethnic identity, intercultural communication is extremely relevant against the background of globalization and polycultural education.

In our opinion, ethnocultural self and ethnic identity is the basis of intercultural interaction and intercultural competence.

Theoretical, methodological, and empirical problems have been set in our research. The theoretical tasks were to study existing theories and concepts related to the subject, to the problem of formation and development of the ethnocultural self and ethnic identity.

Methodological tasks were to determine the methodological and methodical principles for formation of a program to study the problem of the ethnocultural self, ethnic identity, and the choice of adequate methodological tools.

Empirical tasks consisted in planning and conducting an experimental research of the characteristics of the ethnocultural self and ethnic identity among students in the learning environment; conducting a comparative analysis of the ethnocultural self, ethnic identity, ethnic tolerance among respondents, depending on the language, level of study, as well as a comparison of the obtained ethnic variables before and after the training program.

The theoretical and practical facts obtained as a result of the research significantly enrich the definition of the psychological characteristics of the ethnocultural self, ethnic identity, and introduction of original ideas help to optimize interethnic communication, as well as create prerequisites for effective interaction and social perception of people of different ethnic groups in terms of polycultural education and state policy of multiculturalism.

The results of the research have confirmed that the ethnic self-consciousness of modern students (Azerbaijanis) is characterized by a certain expression of ethnocultural self, ethnic identity and tolerance, the effective formation of which is carried out in educational activities.

The second language and intercultural enrichment are essential factors of ethnic socialization and therefore, the language of instruction has a significant impact on the indicators of tolerance and ethnic identity in student groups. According to these provisions, we have revealed a higher level of tolerance in the Russian Department and a high degree of expression of ethnic identity among students of the Azerbaijani Department.

A significant factor in the formation of ethnic identity is the age factor and level of education. Developing in direction of personal identity and actualizing, ethnic identity has an age-related dynamics of development.

Indicators of ethnic tolerance in the research with students had differences at the stages of primary diagnosis and after conducting a

special training program on the development of tolerance and ethnic identity. The results of the training show a slight increase in the indicators of the level of tolerance, as well as the cognitive component of ethnic identity.

In our opinion, the practical significance of the obtained results is of great importance, since it reveals a new promising line of research in the field of educational and ethnic psychology.

Thus, summarizing the theoretical and practical work done, the following conclusions can be drawn:

1. Young people may have an increased interest in the problems of social interaction and development of ethnic identity in the context of learning activities.

2. Ethnocultural self, ethnic identity shows the direction, value orientations of the behaviour of young people and helps to anticipate the development of positive or negative ethnic phenomena in society.

3. More attention should be paid in pedagogical activity to the formation and development of ethnic self-consciousness and ethnocultural self, taking into account the principles of polycultural education.

The following can be as directions for further study of the problem:

- Researches of ethnocultural self, ethnic identity of various gender, national groups;
- Research of the influence of pedagogical factors on formation of the ethnocultural self and ethnic identity.

The main content of the study is reflected in the following publications:

1. Научно-теоретические проблемы этнического самосознания// - Вакі: “Psixologiya” jurnalı, - 2014. №1, - s.26-32

2. Психологические особенности развития человека в полиэтнической среде// Təhsil, Şəxsiyyət və cəmiyyət. Respublika elmi-praktik konfransı, – Bakı: - 2014, - s.155-157
3. Некоторые рассуждения о поликультурной личности// - Bakı: Bakı Qızlar Universitetinin Elmi Əsərləri, - 2017. №4(32), - s.275-280
4. Особенности этнического сознания, национальной идентичности в русле различных психологических теорий// - Bakı: ADU-nun elmi xəbərləri, - 2017. №3, - s.197-204
5. Некоторые подходы изучения этнического самосознания, Я-концепции// - Bakı: AMEA-nın “Elmi əsərlər” beynəlxalq elmi-nəzəri jurnalı, - 2017. №2(29), - s.188-196
6. Этническое самосознание: этапы становления// Матеріали V міжнародної науково-практичної конференції «Становлення молодого фахівця: сучасні тенденції», - Краматорськ: - 2017, - s.89-95
7. Особенности развития этнического самосознания в условиях учебного процесса как научная проблема// - г.Тольятти: Азимут научных исследований: педагогика и психология, - 2016. №4(5), - s.396-399
8. Психологические основы поликультурного образования// “Davamlı inkişaf və humanitar elmlərin aktual problemləri – 2018” adlı elmi konfransı, - Bakı: - 2018, - s.613-615
9. Особенности поликультурного образования в условиях государственной политики мультикультурализма// - Херсон: Збірник Наукових Праць Педагогічні Науки, - 2017. Випуск Lxxvii Том 3, - s.38-44
10. Психологические особенности формирования и развития этнической идентичности и толерантности в учебной деятельности// - Bakı: Bakı Qızlar Universitetinin Elmi Əsərləri, - 2019. №3, - s.212-217
11. Воспитание чувств патриотизма и толерантности в условиях поликультурной педагогической деятельности//

Doktorantların və gənc tədqiqatçıların XXII Respublika elmi konfransı, - Bakı: - 2018, - s.368-370

12. The Psychological Dimensions Of Multicultural Education// UMYOS, 7th International Vocational Schools Symposium, - Bakı: - 2018, - s.414-416
13. Characteristics of Ethnic Identity Among Students// - Peru: Propósitos y Representaciones, - 2020. №8(2), - s.464-475

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