UDC 378

MULTICULTURAL PROGRAMMING OF THE CAMPUS AND STUDENTS' CREATIVITY

МУЛЬТИКУЛЬТУРНОЕ «ПРОГРАММИРОВАНИЕ» КАМПУСА И КРЕАТИВНОСТЬ СТУДЕНТОВ

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Abstract. Nowadays, stimulating students' creativity is a topical issue for educational organizations. Intercultural experience, if perceived positively, can be a sourse of creativity. This study considers whether multicultural programming as a way to manage intercultural climate of the campus may stimulate creativity, and what role intercultural attitudes play in this relationship. The study had a cross-sectional design, and was implemented on a sample of 182 Students of Russian universities. The results of data analysis (N=182) have shown that favourable multicultural climate contributes to students' creativity, partly as it leads to more positive attitudes towards international students.

Аннотация. Развитие креативности студентов – актуальный вопрос для современных образовательных организаций. Межкультурный опыт может стимулировать креативность, если он воспринимается и протекает позитивно. Данное исследование рассматривает взаимосвязь мультикультурного «программирования» как способа управления межкультурным климатом вуза и креативности студентов, и особый акцент делает на медиативной роли межкультурных установок. Исследование имело кросс-секционный дизайн и было реализовано на выборке из 182 студентов российских вузов. Результаты анализа показали, что благоприятный межкультурный климат может способствовать креативности студентов как напрямую, так и через формирование более позитивных установок к иностранным студентам.

Creativity is the ability to create something new and useful [Sternberg, Lubart, 1999]. Since creativity is one of the key competencies in the labor

market today, universities need to develop not only highly specialized professional competencies, but also the creativity of their students. Considering the volume of global migration, inclusing educational one, this paper focuses on culture-associated factors of creativity. Although most educational organizations do not organize specialized courses aimed specifically at the development of creativity, they are able to stimulate the creativity of their students by managing their intercultural learning.

Multiple researchers support the idea that creativity is a sociocultural phenomenon. Previous studies identified perspective positive influence of intercultural experience on creativity [Maddux, Galinsky, 2009; Bultseva and Lebedeva, 2021]. However, the potential of intercultural expereince may be realised into increased creativity (e.g., ectended pool of ideas or search for unconventional solutions etc) only if a person perceives the expereince positively and has sufficient psychological resources to cope with it's challenges [Crisp and Turner 2011]. Thus, the key mechanism that ensures a qualitative transition from the perception of new information during intercultural expereince to creativity, is intercultural learning as well as the conditions which determine it's success.

Intercultural learning is a dynamic communicative process of learning about the norms, traditions, and values of another culture, aimed at developing the readiness and ability of people from different cultures to understand each other [O'Brien, Tuohy, Fahy, Markey, 2019]. Most often, intercultural learning is considered in the context of its results, e.g. as growth of intercultural competence and its elements [Fenech, Baguant, Abdelwahed, 2020; Gondra, Czerwionka, 2018]. At the same time, a study conducted on a Russian sample showed that such a component of cross-cultural competence as positive attitudes towards representatives of other cultures - that is, the willingness to interact with them - is directly positively associated with students' creativity, and partially mediates the relationship between creativity and cultural the heterogeneity of the study group and the intensity of intercultural friendly contacts [Bultseva, Lebedeva, 2021]. Indeed, people with positive attitudes towards other cultures and their representatives, are more open to new experiences and are less subject to stereotypes [Gallego, Pardos-Prado, 2014]. Accordingly, they are more receptive to new information and develop their creativity.

It is important to consider that learning process do not take place in a vacuum; it is necessary to create a safe learning space in which students can live new experiences, reflect on them, and change their ideas. The basis for intercultural learning is to create opportunities for learning and understanding one's own and other cultures, as well as intercultural interaction supported by the university [O'Brien, Tuohy, Fahy, Markey, 2019]. The climate of the university as a whole describes the perception of the environment by the participants in the educational process. The racial, ethnic or cultural diversity is an important component of the climate of an educational organization [Hurtado, Clayton-

Pedersen, Allen, Milem, 1998]. In general, it is believed that the university environment is a favorable place for intergroup, including intercultural, contacts, organizing joint activities of students [Van Laar, Levin, Sidanius, 2009]. However, the positive potential of intergroup contact can be realized only if a number of conditions are met. In particular, the participants in the interaction should be equal in status, have common goals and be involved in joint activities. Finally, it is important that the interaction itself must be supported by institutional norms and rules. Thus, it makes sense to consider the intercultural climate comprehensively, in relation not only to the degree of cultural diversity of the learning environment, as a given, but in relation to multicultural programming – that is, managing the environment in order to develop intercultural understanding among students. [McClellan, Cogdal, Lease, Londoño-McConnell, 1996]. So, multicultural programming actually represents a set of conditions for formation of favourable interculatural climate in the campus. Such a climate stimulate intercultural learning of students and contribute to the formation of trust within the campus [Yao, Martin, Yang, Robson 2019].

To conclude, we can expect that implementation of multicultural programming principles leads to formation of more positive intercultural attitudes; while these attitudes promote students creativity. So complex hypothesis can be formulated. Hypothesis: intercultural attitudes at least partly mediates the positive relationship between multicultural programming and creativity of students. This hypothesis can be supported if four conditions are met: (1) multicultural programming positively relates to intercultural attitudes; (2) multicultural programming positively relates to creativity; (3) intercultural attitudes positively relates to creativity; (4) indirect effect of multicultural programming on creativity is significant.

This quantitative study had a cross-sectional one-sample design and was implemented in the form of a socio-psychological survey. The survey questionnaire was posted on the anketolog.ru Internet platform. After excluding poor-quality completed questionnaires, the final sample of the study included the answers of 182 respondents – Russian students aged 18 to 58 years (54.9 % women, 94.5 % Russians, 81.3 % undergraduate students). Instruments used were Multicultural Assessment of Campus Programming – MAC-P) [McClellan, Cogdal, Lease, Londoño-McConnell, 1996], Attitudes subscale from AIC [Fantini, Tirmizi, 2006], Runco Ideational Behavior Scale [Runco, Plucker, Lim, 2001]. All the instruments were translated to Russian, adapted and validated during pre-test. To test the hypothesis, SEM model was built in AMOS and an analysis of direct and indirect effects (mediation) was carried out.

The results are present on the pic.1 below. Specifically, study have found positive relationship between multicultural programming and intercultural attitudes ($\beta=0.39$); multicultural programming and creativity ($\beta=0.16$);

intercultural attitudes and creativity (β=0.45). The indirect effect of multicultural programming on creativity is significant as well (β=0.17).
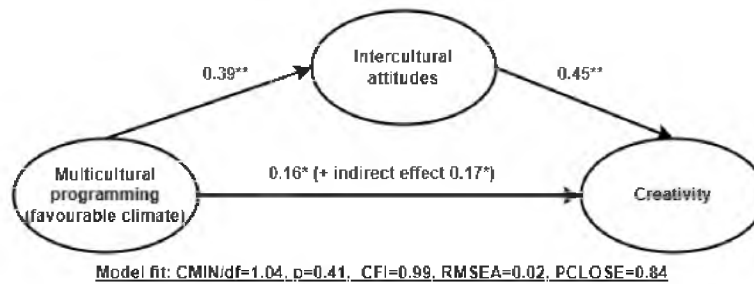

Fig. 1 – Model of the study
Note: ** - p<0.01; * - p<0.05

The results confirm the hypothesis. This is in good agreement with the results of previous research, confirming that the university's efforts to create intercultural understanding among students create the basis for trusting and friendly communication with representatives of other cultures at the university [Ward, Zarate, 2015; Yao, Martin, Yang, Robson 2019], as well as for developing students' intercultural competence [Schwarzenthal, Schachner, Juang, van de Vijver, 2019]. Novelty of the study lies in the fact that findings reveal the relationship between intercultural climate and creativity, as well as cultural learning as a mechanism of this relationship. That underlines the necessity to intensify universities efforts for creation of fabourable intercultural climate. The result is especially relevant for multicultural societies like Russia or Belarus.

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PROSOCIALLY MOTIVATED STUDENTS IN TEACHING PROFESSIONALLY-ORIENTED FOREIGN LANGUAGE

ПРОСОЦИАЛЬНО МОТИВИРОВАННЫЕ СТУДЕНТЫ ПРИ ОБУЧЕНИИ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОМУ ИНОСТРАННОМУ ЯЗЫКУ

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Ключевые слова: технический университет, просоциальная мотивация, креативное мышление, приоритеты технического образования, преимущества, недостатки.

Abstract. The article deals with the situation of adaptation of technical Belarusian universities to the prosocially-oriented education, and the preservation of its quality. The experience of using the prosocial approach in teaching foreign languages is shown, when considering its advantages and disadvantages.

Аннотация. В статье рассматривается ситуация адаптации белорусских технических университетов к просоциально ориентированному образованию и сохранению его качества. Показан опыт использования просоциального подхода в обучении иностранным языкам при рассмотрении его преимуществ и недостатков.

Undoubtedly, the strategic guidelines for the transformation of technical higher education today should be associated with the comprehensive development of students' creative potential. In turn, creativity is associated with the concept of creativity. Creativity involves creative thinking, the ability to expand the vision of problems and the search for solutions.

The purpose of the future experts' motivation at the present stage is the communicative competence development and readiness for cross-cultural communication with the use of the learned language as the instrument of this