

## Education institution activity for student's language rights and ethno-cultural needs

### Atividade da instituição de ensino para os direitos linguísticos e necessidades etno-culturais dos alunos

### Actividad de la institución educativa para estudiantes derechos lingüísticos y necesidades etnoculturales

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**How to cite:** Terentyeva, I., Fedorova, S., Fahrutdinova, G., Iksanova, L., & Fakhrutdinova, A. (2021). Education institution activity for student's language rights and ethno-cultural needs. *Revista Tempos e Espaços em Educação*, 14(33), e15251. <http://dx.doi.org/10.20952/revtee.v14i33.15251>

#### ABSTRACT

The study considers the problem of management process of an educational institution activity to meet the language rights and ethno-cultural needs of students. The relevance of the research is due to the lack of problem development and the lack of an effective model for managing the educational process to ensure the language rights and ethno-cultural needs of students. The respondents of the study were the students of National presidential boarding school, where a management model of an educational organization activity was created and tested. Firstly, the initial level of formation of teachers' readiness for educational activity to meet the language rights and ethno-cultural needs of students in a boarding school for gifted children was revealed. Various diagnostic methods were used to specify the components of teachers' readiness to teach children to meet the language rights and ethno-cultural needs. The original results are presented in the study and show dynamics after the implementation of the developed management model of an educational organization activity to meet the language rights and ethno-cultural needs of students. The model can be implemented in different educational organizations.

**Keywords:** Students. Language rights. Ethno-cultural needs. Management model. Organizational and pedagogical conditions.

## RESUMO

O estudo considera a problemática do processo de gestão da atividade de uma instituição de ensino para atender aos direitos de linguagem e às necessidades étnico-culturais dos alunos. A relevância da pesquisa se deve à falta de desenvolvimento de problemas e à falta de um modelo efetivo de gestão do processo educacional que garanta os direitos de língua e as necessidades etno-culturais dos alunos. Os respondentes do estudo foram os alunos do internato presidencial nacional, onde foi elaborado e testado um modelo de gestão de uma atividade de organização educacional. Em primeiro lugar, foi revelado o nível inicial de formação de prontidão dos professores para a atividade educacional para atender aos direitos de linguagem e às necessidades etno-culturais dos alunos de um internato para crianças superdotadas. Vários métodos de diagnóstico foram usados para especificar os componentes da prontidão dos professores para ensinar as crianças a atender aos direitos da língua e às necessidades etno-culturais. Os resultados originais são apresentados no estudo e mostram uma dinâmica após a implementação do modelo de gestão desenvolvido de uma atividade de organização educacional para atender aos direitos de linguagem e às necessidades etno-culturais dos alunos. O modelo pode ser implementado em diferentes organizações educacionais.

**Palavras-chave:** Alunos. Direitos de linguagem. Necessidades etno-culturais. Modelo de gestão. Condições organizacionais e pedagógicas.

## RESUMEN

El estudio considera el problema del proceso de gestión de la actividad de una institución educativa para atender los derechos lingüísticos y las necesidades etnoculturales de los estudiantes. La relevancia de la investigación se debe a la falta de desarrollo del problema y la falta de un modelo efectivo para gestionar el proceso educativo que asegure los derechos lingüísticos y las necesidades etnoculturales de los estudiantes. Los encuestados del estudio fueron los estudiantes del internado presidencial Nacional, donde se creó y probó un modelo de gestión de una actividad de organización educativa. En primer lugar, se reveló el nivel inicial de formación de la preparación de los maestros para la actividad educativa para satisfacer los derechos lingüísticos y las necesidades etnoculturales de los estudiantes en un internado para niños superdotados. Se utilizaron varios métodos de diagnóstico para especificar los componentes de la disposición de los maestros para enseñar a los niños a satisfacer los derechos lingüísticos y las necesidades etnoculturales. Los resultados originales se presentan en el estudio y muestran la dinámica posterior a la implementación del modelo de gestión desarrollado de una actividad de organización educativa para atender los derechos lingüísticos y las necesidades etnoculturales de los estudiantes. El modelo se puede implementar en diferentes organizaciones educativas.

**Palabras clave:** Estudiantes. Derechos lingüísticos. Necesidades etnoculturales. Modelo de gestión. Condiciones organizativas y pedagógicas.

## INTRODUCTION

Issues of the educational process management do not lose their relevance in any historical period. Management is an activity aimed at the formation, stabilization, optimized functioning and mandatory school development (Potashnik, 2011). This issue is also important for ethno-cultural education which provides for satisfaction of ethno-cultural requests for all participants who are involved into the educational interaction.

Management of education institution activity to meet the language rights and ethno-cultural needs of students (LR&ECNS) is an activity aimed at organizing, control and regulation of management object in accordance with the goal set, the analysis and summarizing based on reliable information; the function of an organized activity management system of the educational institution which ensure the retention of a certain management structure, the maintaining of the activity mode

of the educational institution, and the implementing of the program and management goals of the educational institution.

If we consider that the objects of management can be biological, technical, social systems and one of the types of social systems is a pedagogical one, then educational institution activity management system has a management mechanism of the social system (Uemov, 1978).

The pedagogical system of an educational institution is an integral unity of all factors that contribute to goals achieving. The main features of the pedagogical system of an educational institution are the wholeness of the components involved in goals achieving; the presence of links and dependencies between the components; the presence of a leading link, and a leading idea which are necessary to combine the components; the appearance of common qualities that different components have (Bezrukova, 1999; Korchagin et al., 2019).

The main goal of activity management in the educational system of institution is to use the potential of the pedagogical system, as well as to increase its effectiveness (Starikova & Zhuchenko, 2007). The essence of management is to maintain focus and organization of the educational process in the educational system of the institution and achieve excellence through high level of educational institution activity.

Activity management of an educational institution is a purposeful, conscious cooperation of all participants to achieve an effective result, where "the basis of ethno-cultural education is the creation and development of an ethno-cultural educational space at school" (Iksanova, 2017, p.8).

## **METHODOLOGY**

The purpose of the research is to develop and justify organizational and pedagogical conditions that contribute to the effective activity management of the educational institution.

The initial level of formation of teachers' readiness for educational activity to meet the language rights and ethno-cultural needs of students (education and development) in a boarding school for gifted children was revealed. The components of teachers' readiness were determined by various diagnostic techniques.

The study was conducted in stages in the state educational institution of the Republic of Mari El "National presidential boarding school" and consisted of an ascertaining, formative and control stages. 320 respondents (students), 36 teachers, and 586 parents took part in the experiment.

## **RESULTS AND DISCUSSION**

Management model of educational institution activity to meet the language rights and ethno-cultural needs of students was developed and involved the following units: information and analytical unit, target unit, methodological unit, organizational and activity unit, control and evaluation unit.

A modeling method based on the following approaches was used: activity approach, axiological, person-centered, system approach, ethno-educational, acmeological.

To implement the model of activity management, it was necessary to create the following organizational and educational conditions: legal (regulations, local acts); resource and technical (development of the resource base); methodological (organization of research work); personnel; information and communication (interaction with scientific, social and professional institutions; creation of a data bank on innovative projects) (Fedorova & Iksanova, 2019).

The model includes the following management functions: information and analytical, goal setting and planning, organization and motivation, control and decision-making, regulation and correction. Coordination function is mainly related to vertical management, starting with the Principle and all Heads of structural divisions, and is aimed at achieving coherence and harmony in joint activity (Goldstein, 2003).

The information and analytical function involves the analysis of the activity to meet the language rights and ethno-cultural needs of students. Each structural division collects teachers and parents' data and presents information. The initial survey, which involved 36 teachers, showed that 94.4% of teachers have a high level of professional claims, and a strong need to achieve high results; 41.6 % have a need for leadership, which means they can lead the experimental groups; 83.3% of teachers have a need for self-expression and self-improvement, which means they are ready for innovation; 88.8% of teachers strive to be noticed and appreciated, which makes it possible to assign them important tasks.

The next stage of management involved goal setting and planning functions. The function of planning was to identify the goals and activities of educational institution and develop measures for their achievement. For several years, the teaching staff has been getting acquainted, studying and testing various educational technologies. The objective of the school development program is to create an ethno-cultural educational environment with a self-developing system of gifted children person-centered education, contributing to the comprehensive development of the individual and able to deliver on their potential in modern conditions (Development Program of the State Budget General Educational Institution of the Republic of Mari El "National presidential boarding school of basic general education for 2015; Fakhrutdinova et al., 2019; Nikolaeva et al., 2018).

Tasks: 1. Forecasting the trajectory of activity management of the educational institution. 2. Creating conditions for a full meeting the language rights and ethno-cultural needs of students. 3. Organization and analysis of the teaching staff work. 4. Dynamic data track at all stages. 5. Increasing the rating of the educational institution as a "breeding ground of national personnel".

To achieve the goal and tasks the Center for meeting the language rights and ethno-cultural needs of students was created. The regulation function ensures the implementation of current activities related to the elimination of deviations from the specified operating mode of the organizational system. It is used in the process of operational management of joint activities of all participants in educational relations by monitoring and analysis of this activity (Osovskaya & Osovsky, 2006; Nikolaevna et al., 2017, Anastasia et al., 2018).

The model defines the following activities:

1. legal and regulatory support of activities;
2. organizational, resource and methodological support of activities;
3. motivation of teachers to perform effectively. The function of motivation is to encourage all participants of management: the teaching staff, students, parents and social partners, and to effective conscientious activities to achieve goals. It is aimed at identifying the needs of all participants, developing a reward system (financial, moral) for the work performed, using various schemes of payment for teachers;
4. implementation of the program of in-school training of teachers (professional development, occupational retraining, self-education, participation in scientific conferences, research activities, etc.);
5. parents' involvement in activities.

Control forms are guidance (if necessary) and theoretical (once a month) seminars, the student team meetings (once a week), teaching tips (once a quarter), methodological associations (every two weeks), school conferences (half-yearly), teaching readings (twice per year), parental education (once a week). Forms can be considered as a purposeful activity of the managing and managed subsystems to regulate the educational process in order to transfer it to a higher level (Shamova et al., 2002).

Management methods are the following: organizational-administrative (administrative, organizational-stabilizing, and of disciplinary action), socio-psychological, economic, etc. (Nazarenko, 2008). A necessary condition for effective management is the availability of a technological chain of management actions. It is built in accordance with the goal settings and

provides: 1. studying the teaching staff needs in the activity; planning the activity and equipping it with resources; 2. creating a development program based on the results of this activity; 3. monitoring studies of this activity and the school's educational policy; 4. collecting and analyzing performance information; 5. regulation of activities based on the results of the analysis. The management technology is the following: initial expert assessment (comparison with performance evaluation criteria) → development of the support program of the teachers' activity → support of reflection → teachers' activity examination.

The control and evaluation unit defines the criteria for management activity: motivational, cognitive, activity, personal, and levels: low, medium, and high. Implementation of the management model of activity on evaluation and the resulting stage is determined by the following indicators: consistency of action of all participants of educational process; the development of the school in the new regime; high level of students' development, professional teachers' development; involvement of parents and the teaching staff in the activity.

The effectiveness of the developed model was tested experimentally. At the ascertaining stage of the experiment, we identified the initial level of formation of teachers' readiness for educational activities to meet the language rights and ethno-cultural needs of students in a boarding school for gifted children. Summary results are shown in Table 1.

**Table 1.** Teachers' readiness for educational activities to meet LR&ECNS.

	In Control group – grade - 5a	In experimental group – grade - 5 b
High level of readiness for educational activities to meet LR&ECNS	2,7 % (1 person.)	8,3% (3 people)
Medium level of readiness for educational activities to meet LR&ECNS	47,2 % (17 people.)	44,4 % (16 people)
Low level of readiness for educational activities to meet LR&ECNS	50 % (18 people.)	42,2 % (17 people)

A survey of teachers, students and parents was conducted to assess the educational institution activity to meet language rights and ethno-cultural needs (Table 2).

**Table 2.** Assessment the educational institution activity to meet language rights and ethno-cultural needs.

	Satisfied	Partially satisfied	Fully satisfied	Not satisfied	Difficult to answer	Total
Teachers	10	5	12	6	2	35
Students	47	56	50	26	89	268
Parents	24	31	45	36	32	168

The results of the ascertaining stage showed the lack of effectiveness of the educational institution activity. It is necessary to introduce new management arrangements in order to improve it. The extract of a long-term working plan for activity management of the educational institution is presented in table 3.

**Table 3.** The extract of a long-term working plan for activity management of the educational institution to meet LR&ECNS.

I. Organizational and methodological work				
№	Job content	Implementation period	Participants	Responsible
1	Analysis of the Center's activities (boarding school and art school)	Until mid-January	teachers	Deputy Director
2	Drawing up teachers ' work schedules	On monthly basis Monthly	teachers	Deputy Director
3	Preparation of monthly reports on areas of activity	On monthly basis	teachers	Deputy Director
4	Preparation of monthly work planning based on the annual work plan	Monthly	teachers	Deputy Director
5	Development of methodological material, preparation of reports	Once a quarter	teachers	Deputy Director
66	Identification of shortcomings, monitoring, formation of a data Bank, maintaining a card file, registration	Constantly	teachers	Deputy Director
7	Forming groups	Constantly throughout the year	teachers	Deputy Director
88	Program development	As necessary	teachers	Deputy Director
99	Organization of teachers ' work with students and parents	Constantly throughout the year	teachers	Deputy Director
II. The organization measures the satisfaction of the linguistic rights				
11	Meeting with parents to choose the language of instruction and study	Until September 1, until February 1	Classroom teacher	Deputy Director for training
22	Meeting with students on the choice of language of instruction and study	Until September 1, until February 1	Classroom teacher	Deputy Director for training
33	Meeting with teachers on the choice of language of instruction and study	Until September 1, until February 1	Classroom teacher	Deputy Director for training
III. Organization of events for the ethnic and cultural needs of students				
10	Activities on the educational work plan	During the year	Classroom teacher	Deputy Director for educational work
111	Activities planned by the school of art	During the year	director	Deputies in the following areas
121	Joint events with parent committees	1 time per quarter	Classroom teacher	Deputy Director for educational work
13	Traditional school-wide events: "Tinymas ketsch"	September 1	Classroom teacher	Deputy Director for educational work
14	"The school socma cecire"	10 October	teachers	Deputy Director for educational work

15	Republic day	November 4	Classroom teacher	Deputy Director for educational work
16	"Marie Teste ketsch"	December 10	teachers	Deputy Director for training
17	"The third"	27 January	Classroom teacher	Deputy Director for educational work
18	"Choregia" ale "ROSTO"	January 14	teachers	Deputy Director for educational work
19	"Yilin socma cecire"	21 February	teachers	Deputy Director for training
20	"Warna"	March 1	teachers	Deputy Director for educational work
21	"Marie telesca ketsch"	April 26	teachers	Deputy Director for educational work
22	"Patirtis yinger"	May 25	Classroom teacher	Deputy Director for educational work
23	"Tynys ketch" (together with parents)	1 June	Teachers, parents	Deputy Director for educational work
124	"The inter-payram" (together with parents)	June 14	Teachers, parents	Deputy Director for educational work
25	The decade of the Mari language	December	teachers	Deputy Director for training
26	A decade of Russian language	may	teachers	Deputy Director for academic Affairs
IV. Interaction with the school of art and other social partners (Conclusion of agreements on network interaction)				
227	Interaction with the National presidential school of art	During the year	Class teacher, teacher of the Mari language	Deputy Directors for academic and educational work
28	Interaction with the national theater named after shketan	During the year	Class teacher, teacher of the Mari language	Deputy Directors for academic and educational work
229	Interaction with the Erik Sapaev Opera and ballet theater	During the year	Class teacher, teacher of the Mari language	Deputy Directors for academic and educational work
330	Interaction with Yoshkar-Ola art school	During the year	Class teacher, teacher of the Mari language	Deputy Directors for academic and educational work
331	Interaction with the College of culture and art	During the year	Class teacher, teacher of the Mari language	Deputy Directors for academic and educational work
332	Interaction with the Puppet theater	During the year	Class teacher, teacher of the Mari language	Class teacher, teacher of the Mari language

333	Interaction with the young audience Theater	During the year	Class teacher, teacher of the Mari language	Class teacher, teacher of the Mari language
334	Interaction with the chavain National library	During the year	Class teacher, teacher of the Mari language	Class teacher, teacher of the Mari language
335	Interaction with the Columbus library for children	During the year	Class teacher, teacher of the Mari language	Class teacher, teacher of the Mari language

At the same stage, organization of activity management was restructured (Figure 1).

**Figure 1.** Structure of activity management of the educational institution to meet LR&ECNS.

Principle-1					
Deputies-5					
Deputy for academic affairs -1	Deputy for educational work -1	Deputy for development -1(0,5+0,5)		Deputy for administrative and economic affairs -1	Accountant-1
Head of the educational center					
Head of the methodological association of Humanities -1	Head of the methodological association of natural science disciplines -1	Head of the methodological association of physical and mathematical disciplines -1	Head of the methodological association of class supervisors -1	Head of educators -1	Head of primary school teachers
Head of the LR&ECNS center					
Parents					
Social partners					

## CONCLUSION

The effectiveness of the educational process management model to ensure the language rights and ethno-cultural needs of students is proved by the conducted experiment. We saw the dynamics of the formation of ethnic and cultural competencies of students. National presidential boarding school presented the results of the study on the national contest "The best educational institutions of the Russian Federation-2019" and was awarded a laureate diploma for the high quality of educational services.

**Acknowledgments:** The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

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**Received:** 10 January 2021 | **Accepted:** 4 February 2021 | **Published:** 16 February 2021



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