Multicultural Educational Approach Influence on Student's Development

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Abstract: Recognition of the need to prepare a person for integrating into a multicultural society has led to the problem of organizing educational activities, which provide mastering both languages and cultures, cultural awareness and readiness for intercultural communication, based on the interest in foreign culture and identity of a person as a bearer of own national culture. University educational activities aimed at solving the task of developing personal and professional qualities of a student, who acts as a citizen of their state, meets the social needs and requirements. The paper aims at exploring the specific features of educational activities based on language-and-culture content.

The paper employs theoretical and comparative analysis of research describing the basic ideas of teaching foreign languages and cultures as well as studies on personal development in multicultural space.

The paper identifies the specific features of educational activities, organized on the basis of language-and-culture content to influence a student as a representative of the nation. One of the major findings is that the teacher's actions are related to the methods used to expose students to foreign culture in the teacher-led and out-of-class activities. The authors describe the organized educational activities which provide language-and-culture content at different stages of foreign language teaching.

In sum, the authors conclude that the main characteristics of educational activities – complexity and integrity; relation to the principle of dialogue between cultures – are determined by the purposes of foreign language teaching and culture, and by the tasks of keeping and developing the students' features.

Keywords: Intercultural communication, language-and-culture content, education space, multicultural person, competence, intercultural dialogue.

INTRODUCTION

Social requirements to a person mastering academic subjects determine educational purposes and tasks. While teaching foreign languages and culture, it is significant to direct the educational activity to the development of the following personal features and qualities:

- national identity, patriotism, respect for the person's nationality, civic responsibility, the pride of the native land and the home country, the past and present of the multinational country (Barnhardt, Brisk, 2013), (Belentsov, Fahrutdinova, Grevtseva & Batrachenko, 2019), (Belentsov, Fahrutdinova & Okulich-Kazarin, 2017)

- active citizenship of a person, who possesses self-esteem and can realize and identify national and universal values (Liu & Fang, 2017) Louie, 2018).

- world view, based on dialogue between cultures and personal realization of the person's role in the multicultural society (Sommer, 1974) (Steen-Utheim & Wittek, 2017).

- abilities to self-development and self-upbringing following universal values and ideals of the civic society (Sommer, 1974).

- tolerant awareness and behavior in a multicultural society, preparedness for communication with other people, and coming to mutual understanding (Hinner, 2017), (Runde & Armon, 2016).

- Besides it, mastering a foreign language and culture on the basic level is aimed at performance of the following features and qualities:

- speaking a foreign language at the level, providing oral and written communication with bearers of the studied language and citizens of foreign countries (Piątkowska, 2015).

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- development of the competence as the means of intercultural communication in the multicultural society (Wolff, & Borzikowsky, 2018).

- knowledge on socio-cultural specifics of the country, the language of which a person is learning, and possessing the skills of modeling the personal behavior following this specificity; the skills of differentiating cultures and pointing out similarities and differences in cultures of the native country and the country, the language of which a person is studying (Koester, & Lustig, M. W. 2015).

- skills of using a foreign language for self-education and self-development in the multicultural social environment (Thompson, Kirby, & Smith, 2016).

In the light of foregoing, we can see that the mentioned tasks are aimed at developing the qualities, which characterize the personality of a student who acts as a citizen and possesses the knowledge on the foreign people and their country, as well the skills to use the foreign language in intercultural communication, in which the person is aware of their representing of own nation or the citizens of the state.

These educational tasks are solved using a foreign language, while involving students in the activity of studying cultures and applying materials in the foreign language, to master the content of the foreign culture and concretizing, generalizing of what a person knows about the native culture (the culture of own nation, the native state). There is a great number of scientific works, devoted to developing ccompetencies, which form the basic personal abilities to fulfill intercultural communication. The analysis of these researches has made it possible to reveal the variety of methods and technologies (traditional, developed, and approved ones), used in the educational space for the aim of developing intercultural communication skills and considered as efficient in case of their integrity (Poole, 2019). Such the integrity of methods is shown in the following facts:

a) they contribute to developing the required competencies in their complex and unity (Kural, & Bayyurt, 2016), (Lantz-Deaton, 2017).

b) they are used to teach languages and cultures based on the personal experience of learning and mastering the native language and the

native. (Peng Wu, Measuring intercultural contact and its effects on Peng, & Wu, 2016) (Chumarova, Vinnikova, Fakhrutdinova, & Yudintseva, 2019).

The *purpose* of the present research is to define the specific features of educational activities, based on language-and-culture content.

MATERIAL AND METHODS

We define methods as ways of solving the tasks of the complex educational influence on the student's personality on the basis of the language and culture content, the principle of the dialogues between cultures.

The research is based on the complex methods, developed in the science:

- the analysis of scientific and methodical views, employment of the scientific approaches – systemic, complex, multicultural, competence, socio-cultural ones;

- the methods of analysis of scientific works;

- the results of scientific and methodical researches on personal development in multicultural society.

RESULTS AND DISCUSSION

The research is based on the statement that language-and culture content has complex features and is realized in the educational multicultural space to achieve a goal of personal preparedness for socio-cultural activities, among which intercultural foreign-language communication is. Such personal preparedness includes language, social, and cultural knowledge; skills of applying the knowledge, the personal qualities, which determine social behaviour and personal activity.

Language-and culture content in teaching and learning foreign languages. If the native culture represents the culture of the country, in which a student was born and is living (that is, the culture of the nation) then a foreign culture is the culture of the country, the language of which a student is learning. As a person is included in educational space to master the foreign culture based on the native culture, then foreign language teaching and organizing extracurricular activities should be implemented using the native

language and taking into account the role of the students' native culture.

Methods and forms used at lessons to introduce the culture. Different educational technologies, based on various methods and forms of introducing the foreign culture to trainees, have been created and developed. These technologies are various. Choosing methods and forms, used to introduce the foreign culture to a person, is dependent on the following factors:

a)   external factors: they include social demand for the trainee's personality, as well as the set purposes of the educational activity of a teacher;

b)   internal factors: they describe specifics and conditions of the educational institution, features of those, who participate in the educational process (person's age and personalities, the level of mastering the foreign language).

Each foreign-language lesson should be aimed at exposing students to a foreign culture. This necessity is caused by consideration of the language as the means of expressing the content of the culture and taking into account the social requirements for learning the foreign language in unity with the foreign culture, based on using the native language and the personal experience of mastering the native culture.

On the whole, the traditional methods, researched in the methodology of foreign language teaching, are applied to introduce the foreign culture to a person at the lessons. The ways, in which the methods are used to introduce the foreign culture following the purposes and tasks, the content of the lesson, the certain studying stages, and the personal language level, – describe the specificity of the educational teacher's activities to introduce the foreign culture to the trainees. The noted facts make it possible to point out the specific features of methods to introduce foreign culture to students. The following two aspects should be taken into account:

–   firstly, personal age characteristics and stages, at which they learn the foreign language;

–   secondly, the purposes and the tasks, which a teacher sets step-by-step at each lesson.

We are to consider the first aspect. Game technologies are expedient and prior at the early initial stages of foreign language teaching. The common feature of the works is proving the advantage of these

technologies, used to introduce the culture to a person. The researchers point out that game technologies are aimed at introducing the culture to students in several directions, among which are:

a)   realizing the role of the developing foreign culture into a multicultural society (tasks of personal education and up-bringing) according to P. Crogan and J. Jackson (Jackson, 2015, Crogan, & Kennedy, 2009).

b)   understanding the specific and unique features of native and foreign cultures (while solving the tasks of civil education and personal socio-cultural development) (Bim, 1989).

c)   using strategies of foreign cultures learning and mastering the ways of interactions with other people, who represent different cultures (while solving the tasks, similar to ones, noted in the previous direction) (Dewi, Kultsum, & Armadi, 2017).

When fulfilling the educational activities in the mentioned directions, using the game technologies, a teacher should use methods to influence personal consciousness and motivation (their interest in the foreign culture), accompanied with the development of features and qualities, which describe the person as a part of the own nation. The forms of the students' activities, organized in groups, pair or individual ways, should be applied in the communicative games – language (phonetic, lexical and grammatical), didactic, creative, active games, role play, in the communicative situations, created in schools and higher schools. Besides it, there is another feature which is determined by the complex content of the foreign culture and makes game technologies different from the others – it is integrated apply, that implies the content of the foreign culture, included into the content of various students' activities – music, art, active motion, others.

At the average stage of foreign language teaching, a teacher uses both game technologies and technologies, which integrate social science content. For example, the foreign-language content is integrated with the native language and literature, another foreign language, history, social science, geography, law. Being applied in this way, such the approach makes an effective educational influence on the ways to introduce foreign culture. Integrated education is based on the comparative method, which has specific features. Taking it into consideration, a teacher should pay attention to the following facts:

- the personal experience of learning the native language and culture forms the basis of learning a foreign language and culture;

- a person should compare features of the foreign and native cultures. Such a comparison leads to the personal awareness of the originality of each culture, its specific features, and uniqueness, which enrich the world culture.

At the senior stage of learning a foreign language and the foreign culture, game technologies are used in a rather limited way; meanwhile, the integrated educational technologies remain significant. To support the personal development at the considered stage a teacher should apply the problem-solving methods, as well as the problem-solving communicative situations, which stimulate a person to show their creativity and express their attitude to a foreign language and the foreign culture, to foreigners as bearers of different cultures. A teacher, who uses problem-solving methods, is to take up a role of the moderator of the students' behavior and should avoid extremes, when the person is intolerant to the bearers of different cultures or, on the contrary, refuses their status of a bearer of the native culture, totally accepting the ways of behavior, which describe the bearers of the foreign culture, learnt by the person.

We have considered the features which describe the ways of introducing the content of the foreign culture to students, foreign language learning at different stages.

Now we are to turn to the second aspect which concerns the specific features of methods, used to introduce the foreign culture to trainees.

The traditional structure of a foreign-language lesson at the educational institution includes certain parts: the introduction part, the body of the lesson, and the final part.

In the introduction of the lesson use of rhymes, verses and songs, doing the corresponding phonetic exercises with folklore materials contribute to introduce a foreign culture to a person. It allows integrating musical activities and active motion into the language lesson, as well as to use problem questions (e.g., while matching certain proverbs in native and foreign languages).

SUMMARY

In the body of a foreign-language lesson use of methods to introduce the foreign culture is not strictly limited, but is determined with the set educational tasks in the students' language activities.

In the final part of a foreign-language lesson, when the results of students' activities are pointed out, a teacher can organize general questioning, brainstorm or group and individual talks on discussed issues (including problem-solving ones), which concern the content of the foreign culture. The main term in this case is duration of such the activities, which should last 1-1.5 minutes as the maximum.

The socio-cultural issues, which are discussed at the lessons and touch the foreign culture content, learnt on the basis of the native culture, should be included in the educational space in its whole, that is, into the teacher-led and out-of-class activities, aimed at personal education, development, and upbringing.

CONCLUSION

Finally, we have come to the conclusions, concerning the specific features of educational activities, based on the language and culture content, applicable to functioning educational institutions:

– the purposes of foreign languages teaching correspond to educate a person, who represents their own nation and acts as a citizen of their own country, while communicating with bearers of other countries using the foreign language. This fact makes foreign languages teaching and preparing the person for intercultural communication urgently. It emphasizes the necessity to keep, develop those personal features that describe and show personal uniqueness;

– the teacher's professional activity is based on the principle of dialogue between cultures. According to this principle, learning foreign languages and cultures based on the personal experience of mastering the native language and the native culture enriches the student's personality, as it develops personal abilities to communicate with other nationalities.

All the forth proves that analysis of the scientific and methodical works forms the foundation of revealing specific features of educational space, organized based on the language and culture content. But the authors' key point of view is aiming educational activities at both foreign language teaching and personal developing.

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