

MODERN LANGUAGE EDUCATION POLICY AND POLY CULTURAL SCHOOL AS ITS SUBJECT

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Abstract: This paper discusses issues related to the basic concepts of the modern language education policy in Russia, as well as the status of the polycultural school as its subject. The authors point out the very clear correlational relationship of this policy with the school educational policy and with the national language policy implemented at a particular historical stage of its development and the socio-political problems facing the society. At the same time, it is argued that the ongoing political, economic and technological transformations in the geopolitical and geo-economic space lead to the emergence of new constituents in the language education policy, which include, in particular, the polycultural school.

Keywords: language educational policy, polycultural school, basic competences of a school student, development of student's personality, foreign language, multilingualism, polyculturalism.

1 Introduction

Against the backdrop of globalization and internationalization, it is important to create an environment with socio-economic, regulatory, logistical and organizational and pedagogical conditions conducive to the development of abilities and competencies of all subjects of the linguo-educational process that would express:

- firstly, in their ability to project management, the ability to group and collective work, the ability to overcome conflictogenic factors arising in the course of socio-communicative interaction;
- secondly, in the extensive linguocultural background knowledge possessed by students, opening up for them the possibilities of intercultural interaction in a modern multi-ethnic and polycultural society;
- thirdly, in the orientation towards the development of student's personality, raising their status as a subject of the educational process and strengthening their motivation in learning a foreign language and foreign culture, as well as in the comprehension of own uniqueness and personal responsibility for the results of this process.

All this gives rise to the need for a detailed study of issues related to language education policy. For Russia, turning to this topic has a particular importance, because "a huge role in fostering the spiritual unity of the multinational, multiconfessional people of Russia belongs to the language educational policy implemented by the state" (Baldanmaksarova, 2018, p. 68).

It is rather interesting to explore how multicultural education is implemented in schools, because it is at this level of education that the foundations for raising the future competitive personnel are laid. According to the Federal State Standard for Basic General Education (2010), it is required to develop and improve the foreign language communicative competence of students, i.e. students should be capable to interact in a foreign language in our polycultural world. This should be reflected not only in the language education policy, but also implemented in practice in Russian schools, which makes it imperative to update the content of school education.

2 Literature Review

Multilingualism is a global challenge for educational policies in many countries (Conceição, 2020; Lundberg, 2018). Since the linguo-educational policy is a component of general education policy and language education policy in general, its goals, principles, and content reflect the socio-cultural features specific to the system of education along with the specificity of the "foreign language" as an object of teaching and learning in different learning contexts which is stemming from the scientific

factors. From this point of view, linguo-educational policy has the same orientation as education policy as a whole, in particular: focus on the problems of polycultural and multilingual community requiring from its subjects a strong ability to communicate with representatives of other national and cultural societies, as well as support for multilingualism and polyculturalism in the educational space. This, in turn, adds relevance to the need of addressing the linguo-educational challenges within the anthropocentric paradigm and the intercultural, competency-based, and axiological approaches to teaching foreign languages and other cultures which are developed within this paradigm.

Russian and foreign researchers note the importance of foreign language knowledge by different subjects of the educational process, including college students (Cáceres, 2020), college teachers (Chigisheva et al., 2016); school students (Belova & Lebedeva, 2016), school teachers (Čančar, 2016). There is a growing need to develop methods for school students to capture the emotional-value component of the content of foreign-language education, which contributes to the absorption of the cultural heritage of humanity by students (Tatarinova et al., 2021). A special role in the conditions of polyculturalism is given to school educative activities aimed at fostering the national identity and readiness for assimilation (Baronenko et al., 2019). As migration flows increase, the need for polycultural schools increases (Zinovieva, 2020; Hernández-Bravo et al., 2017). Teaching in polycultural schools promotes the integration of migrants as well as students' familiarization with different cultural traditions. The use of new approaches and digital tools for foreign language teaching is one of the ways to modernize university (Soltovets et al., 2019) and school education (Orehkova, 2016), which is also reflected in the current language education policies.

The educational policy with regard to foreign languages represents a combination of scientifically substantiated and practice-proven measures designed to create favorable conditions in the country for different categories of students to learn a wide range of languages and cultures in order to meet public and personal needs in learning these languages and cultures and better understand their original linguoculture (Galskova, 1999). Such measures include the development of an appropriate legal framework raising the status of a foreign language in society as a means of interpersonal and intercultural communication and as an educational discipline in the system of education, as well as the right of everyone to choose the language of study and the language to be studied as a tool to navigate in a modern multi-ethnic and polycultural society, successfully perform intercultural interaction with representatives of other linguoethnic cultures, to extract and construct the new knowledge.

It is worth noting that educational policy with regard to a foreign language or linguo-educational policy is interconnected and has a certain relationship with the national language policy, educational policy and language education policy, implemented by the state at a certain stage in its historical development.

This interrelation and interdependence are stemming from their common aim to develop and support mutual understanding between representatives of different linguo-ethno-cultures and to establish peace and understanding between peoples.

The rise of English language as a "global language" (Nunan, 2003, p. 589) or a new "world's lingua franca" (Meisani et al., 2020, p. 1158) has contributed to new transformations in the linguo-educational and educational policies of different countries. Therefore, the problems of linguo-educational policy have not only a pedagogical tone, i.e. the focus on achieving the high-quality language training, but also a deep political meaning associated with the implementation of a modern and promising philosophical concept of human existence – supporting and stimulating linguistic and cultural diversity of the world as a

factor of mutual enrichment and understanding between countries and peoples and non-violent resolution of possible interethnic and interfaith conflicts, as well as conflicts that may result from the suppression or unreasonable exaggeration of the role of certain languages in society.

3 Research Methodological Framework

This paper has the purpose to review the main strategies of language education policy in Russia drawing on the new priorities in values and meaning of modern education, which lead to changes in the modern school with the key priority of creating innovative environment conducive to the development of the student's personality. The following tasks were stated and solved within this paper:

1. define the content, results and parameters of the national linguo-educational policy at the present stage of social development;
2. identify key competences in the system of school language education (on the example of Russia);
3. overview the transformations in the main components of the communicative space of the Russian school in the modern sociocultural context.

This research employed the following theoretical methods: analysis, synthesis, generalization, linguocultural and pedagogical interpretation of events, phenomena and processes characterizing the modern national language education policy.

4 Results and Discussion

History shows that successful implementation of linguo-educational policy is possible if it is recognized by the state as one of the main priorities of state educational policy, turning person's knowledge of a foreign language into an integral element of their culture, making them mobile and free in the modern linguo-ethno-socio-cultural communication space. This, in turn, necessitates the creation of regulatory, financial, economic, logistical, organizational, managerial, and methodological prerequisites that would guarantee each learner a certain level of foreign language and foreign culture proficiency as a means of mediated and direct intercultural communication and thereby contribute to their intelligence and the development of certain personal and social qualities and competencies.

Hence, it is obvious that the content of linguo-educational policy relying on humanistic ideas and personality-oriented and activity-based education, should be a scientifically based, conscious and purposeful impact of the state and society on the system of knowledge acquisition by different categories of foreign language learners in order to support, successfully use and develop it in a multilingual and polycultural context.

Consequently, the linguo-educational policy with its pronounced personal and socio-cognitive components is designed to transform linguo-education into a mechanism of cultural development, formation of the learner's worldview through cognition of their own and foreign reality and based on their comprehension of own universal being in the context of plurilingual and pluricultural processes in modern society development. Based on the above, it may be asserted that the main value and, at the same time, the main result of the educational policy in the field of foreign languages is a personality of language learner - a personality who, so to speak, takes root in their own culture, understands it, speaks native language, but this does not become an obstacle to learning another language and understanding another culture. It becomes possible if educational policy decisions in the field of language education create conditions for developing the communicative and cognitive abilities and personal characteristics of students, facilitating absorption of knowledge about culture of the native speakers of the studied language, culture of own country, own region of residence, for boosting their cognitive activity and developing their sociocultural sensitivity.

The foregoing gives grounds to identify the important parameters of linguo-educational policy at the modern stage of social development, in particular:

1. focus on overcoming national culture-centrism and expanding opportunities for intercultural communication and fostering the language learner's ability to intercultural communication and interaction;
2. polycultural and personal orientation;
3. continuity and variability;
4. innovation and perspective, based on the best national and foreign traditions in the field of acquainting people with a foreign language and culture;
5. openness to European and global trends while preserving and developing national uniqueness and identity;
6. facilitating creation of a unified language education space in the country while preserving the uniqueness of regional models of teaching foreign languages.

It is well known that educational policy concerning foreign languages is largely determined by the ideology and policy of the state, its economic and technological demands and opportunities. Significant factors determining the specificity of the purpose and content of linguo-educational policy are also the traditions and rituals of social consciousness and the framework of value-meaning priorities established in education. Thus, the determinants of current linguo-educational decisions and activities are the interdependent and often contradictory processes which put the new challenges before the system of linguo-education requiring certain changes first of all at the level of goal-setting in the field of foreign language teaching. Thus, for example, neo-globalization with its often heightened conflictogenicity of communicative processes, ideological, political, economic attitudes and positions orient this system and language education policy in general to strengthening the students' ability to cooperate and such personal qualities as: mutual responsibility, high social activity and competence in the implementation of social humanistically oriented interactions, overcoming of socio-humanitarian and cultural-linguistic obstacles that discriminate against the intercultural laws of human existence, sprinkled with ideas of mutual understanding and interaction. In turn, regionalization or glocalization predetermines as an important value of educational policy in the field of foreign languages the ability of a modern person to national-cultural self-determination. There is another extremely important process which determines the specific orientation of linguo-educational policy. This is the digitalization of social practices as a new evolutionary stage in the development of information society and education as its important social segment. Digitalization has compelled linguistic education to develop at its own cost the ability of foreign language learners to technological innovation and the ability to adapt to the challenges of technologized reality, to be "tuned with the future".

The above processes may be closely tied to such categories of the modern linguo-educational policy as:

1. lifelong language learning and learning "with the help of language";
2. personalization of linguo-education, which means, as is known, comprehension by an individual of own social significance, responsibility for own life path, as well as individuality and high importance of the ability to convey own individuality to others;
3. language education eco-environment intended not only to enable effective and health-saving learning for all subjects of educational process, but also to promote the preservation and development of multilingual and polycultural educational landscape in the region, the country, and the world.

Thus, modern linguo-educational policy has a distinct personality-value component, transforming language education, as noted above, into an instrument of cultural development and shaping the students' worldview through gaining the knowledge of foreign linguo-culture and, at the same time, realizing their

own universal being in the context of regional, all-Russian, European and global development processes of society and civilization.

The personal-value orientation of linguo-educational policy makes the use of educational technologies inevitable, with not only sociocultural and intercultural, but also axiological and self-educational dominants becoming highly pronounced, thus helping students to join the new framework of educational values and to master it. This framework primarily includes such parameters as: initiative, creativity, independence (autonomy), ability to think critically, focus on acquiring new competences, etc. The development of these qualities together with the skills and abilities to implement social changes in a non-intrusive way is the main conceptual content of the modern school language education policy and, consequently, of the foreign language policy. At the same time, it is important to create an educational model for schools which will be aimed at shaping school students' key competencies, as required by the FSES (2010), enabling them to gain social experience, skills for life and practical activities in the polycultural and multilingual world around them. Hence, it is the accentuation of competence positions which allows to reveal more precisely the strategic (general education) orientation of school language education in general and linguistic education in particular (see Table 1).

Table 1 Key competences in the system of school language education

Seq. N	Competence	Target
1.	Value-meaning	Developing the students' ability to perceive and understand the surrounding multilingual and polycultural world, navigate within it, realize own purpose, along with the place and role of native and other languages in society and educational space, use languages as the means of communication, cognition, self-fulfillment and social adaptation
2.	General culture	Students gaining knowledge of the heritage of native and transcendental culture, facts from the culture of the studied language country, spiritual-moral foundations in the life of human and humanity, while inculcating the values of Russian, national and global cultures
3.	Learning-cognitive	Developing the ability to independent creative cognitive activity, inter alia, in the studied language(s), to critical, reflexive, creative thinking, acquiring the experience of goal setting, planning, analysis, reflection and self-assessment.
4.	Informational	Developing the ability to search, comprehend, analyze and pick the relevant information, inter alia, in the studied foreign language, to use the modern digital technologies for learning, project and research in the studied language.
5.	Communicative	Students learning native and non-native languages, including foreign language, the ways of group, interpersonal and intercultural communication and interaction with the people around, including the natives of studied languages and other cultures.
6.	Social-labour	Students getting understanding of various social roles when faced with different communicative tasks compelling them to take on certain social role, decide on an adequate strategy and communication means with account of the culture and status of a partner, observance of speech etiquette and use of discursive ways to make the utterances
7.	Personal improvement	Learning the methods of physical, spiritual and intellectual self-development and self-determination, including the cultural Identity, self-fulfillment and self-validation, having cognitive and communicative skills developed, along with the culture of thinking and behavior.

Source: the authors

When dealing with such a complicated task as developing the key competences of students, a huge role belongs to school, which is an important social institution implementing in practice the main provisions of the language education policy in general and the foreign language policy in particular.

The modern school, just the same as society, has become multi-ethnic, polycultural and multilingual in the composition of students and quite often in the composition of managerial and teaching staff. According to A.A. Levitskaya (2012), it is a reflection of the Russian reality, the ethno-social, ethno-political structure of Russian society with a strategic focus on building a

single civil nation. For example, the representation of such nationalities as Uzbeks, Tajiks, Moldovans, Armenians and Azerbaijanis has increased in Moscow region schools up to five times over the past 10-12 years. Consequently, in today's socio-cultural context, the main components (language, ethnic, social and cultural components) of the communicative space of a modern school have also changed. Under these conditions:

- subjects of the educational process are facing the need to communicate with bearers of different cultures and languages;
- Russian language, being the only tool to reconcile the polycultural and multilingual diversity of school, acts as the language of communication in the environment of other cultures, which previously have not been the material basis of communication for it;
- native languages of migrant children are limited to the narrow frameworks of their ethnicity and their culture, which are either ignored in the educational process or even excluded from it, which does not contribute to the process of "consolidation of ethnic diversity" (Prokhorov, 2017);
- studied foreign language, when isolated from the original culture and original communicative models, is used (often to a limited extent) as a means of educational communication only at the lessons of the studied language and does not take into account the original polyculturalism and multilingualism of the educational environment.

That is why school linguo-educational policy today and tomorrow will have to focus not only on achieving subject-specific results expressed in a certain level of students' language and speech skills and abilities (even if they are *socially oriented* and integrated into *the real context* of their life activities), but on achieving personal educational results, as expressed in school graduates acquiring key competencies.

Thus, almost all political decisions and actions taken in the field of language education should be aimed at implementing the strategic goal consisting in creating the conditions conducive for the development of the student's personality in four important interrelated aspects: values, self-identification, competences and personal socially significant qualities (Fig. 1).

Figure 1 Main Aspects of Student's Personality Development



Source: the authors

If the first aspect concerns value meanings, which are understood as humanistic values, personal motives, personal perspectives and value attitudes, the second aspect concerns the learner's ability to civil, ethnic and universal self-identification. "Competences" aspect represents a certain combination of competencies relatable to a person of interpersonal and intercultural communication, cognition, including through the use of a foreign language, as well as the ability to work with information in a foreign language, self-knowledge and improvement of personal competences. As for the other two aspects of the student's personality development, they are related to their socially significant and personal qualities, which were generally discussed above (creativity, openness, communication, responsibility, mobility, critical thinking, ability to represent own country in situations of intercultural communication with dignity, initiative, etc.).

5 Conclusion

Thus, the strategic goal of linguo-education is related to the ability of both students and teachers to learn non-native languages and understand other cultures as the only available vehicle for transforming the linguo-ethno-sociocultural

"polychromatism" and diversity of modern multicultural school into an instrument of intercultural understanding and interaction. This goal is fully consistent with the main provisions of modern linguo-educational policy as were discussed above.

In the context of this goal, the strategic orientation of the polycultural school as an important constituent of linguo-educational policy should be as follows:

- to build awareness among the subjects of the educational process of high importance and necessity to know their native language and culture, their belonging to a certain ethnicity and linguistic multicultural community, preservation of ethnic identity of each of them and a sense of ethno-psychological, not only political belonging to the interethnic unity of the modern society;
- to study and master the languages and traditions of European and global cultures and global civilization, to develop a multilingual and multicultural linguistic personality, primarily through the study and knowledge of languages enabling international communication and the cultures of their native speakers.

In other words, each participant of the linguo-educational process should understand, realize and accept that the surrounding world is multidimensional and multicolored, and in this world, which is a plurilingual and plurilanguage macrocosm, having different linguistic-ethno-sociocultural shades, he/she is only a separate microcosm for more global processes and phenomena. At the same time, the more non-native languages, including foreign languages, are represented in the linguistic "palette" of the school, the richer the opportunities it has to implement the main provisions of the educational policy regarding foreign languages, which, ultimately, will enable a modern school graduate to boldly "step into" the controversial future world.

Modern linguo-educational policy emphasizes the special socio-political cost-effectiveness of axiological and intercultural ideas and their appeal to a linguistic personality who has not only a multidimensional structure (abilities, competences, personal qualities, values and meanings), but also a multidimensional "cultural identity, namely national, regional, religious, social, other" (Shchepilova, 2017, p. 172). It is this circumstance that calls for a talk about language polycultural education as a philosophy of modern school life having no alternatives and polycultural school educational environment as a key success factor of education.

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