

SOCIOCULTURAL MODEL OF MULTICULTURAL LANGUAGE EDUCATION AND THE SYSTEM OF FOREIGN LANGUAGE TEACHING

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Abstract: The article describes and presents the possible sociocultural model of the multicultural language education. It includes: student's personality; individual programs of the development; student's understanding of the educational process as an individual process; teacher's capability for providing the student's motivation to learn a language and culture; development of active actions performed by the person who learns a language; pleasure and satisfaction from communicating with each other and all things which should be studied during the class. The authors of the article prove that to know a language means to be able to use it as a means of social communication in real situations of interpersonal and intercultural conversation meanwhile the mistakes made by the students aren't the obstacle for their communication.

Keywords: multicultural education, sociocultural model, multilingual graduate, polylogue of linguocultures, cultural code, foreign language.

1 Introduction

Multicultural language education is aimed at forming a multicultural competent person (Galskova, 2018; Galskova et al., 2018), who perceives his/her belonging to the native region, native culture, considering himself like a carrier of the national values, understands and accepts other cultures, knows languages of the representatives of these cultures at some level, he/she can efficiently (at certain level) speak these languages in the situations of the multicultural communication, including the conditions of global academic and multicultural educational environment (Phillips, 2000; Chigisheva, 2015; Strielkowski & Chigisheva, 2018; Nakamura, 2019).

Essential role in realizing this determination is played by such subjects as: native language, native literature, non-native languages, including foreign language (FL). They have rich didactic potential for forming students': 1) conception about the role of language in the life of a person, society, state, 2) capability for philological observations; 3) ability to communicate at different levels in oral and written forms on interpersonal and intercultural levels, 4) interest to the text, book and reading as a source of the cognition and (self) development.

However, due to the fact that the spheres of teaching native and non-native languages and spheres of their practical usage differ from each other, and each of them has its own special characteristics, they should be reviewed not only as related, but also as autonomously functioning spheres. This aspect gives a reason to use, taking into account certain formality, the terms "multicultural language education" applied to the subject field of FL, and it makes acute the necessity of elaborating and presenting a sociocultural model, which the article is dedicated to.

2 Literature Review

At the current stage researchers pay special attention to the problems, connected with the foreign language teaching in different educational contexts, as well in the conditions of multiculturalism (Xu, 2018; Ma, 2019), also considerable interest is visible in examining organizational peculiarities of the language education in language and non-language institutes in different countries of the world (Timkina & Khlybova, 2019; Kennedy, 2019).

However, we should emphasize that the term "multicultural language (FL) education" is broader than "FL teaching", because it shows the complex nature of the process and result of the FL teaching, as well as training and developing student's personality using FL means as an academic discipline (Galskova, 2018).

Language education is included into the sphere of linguo-educational values and meanings rather than "FL teaching", which is connected with such categories as "teaching" and "learning", "content and organization of the educational activity", "cooperation of teacher and student" in the process of transferring to the latter foreign language knowledge, skills and abilities, as well as the methods of communicative-cognitive activity in FL.

This understanding of the language education gives reason to construct sociocultural model of the language (FL) multicultural education on other foundations rather than model (system) of the FL teaching. If the latter is a "certain social systematized technology" (Serikov, 2008, p. 7) of forming students' foreign language skills and abilities, acquainting them with another culture, then sociocultural model of multicultural language (FL) education is included into the sphere of the language educational policy; it reveals interdependent integrity of the basic elements of the educational process and the methods of its formation, appropriate to the modern multilingual and multicultural society and multicultural education environment of the modern multicultural education organization.

3 Research Methodological Framework

The aim of the article is to substantiate the sociocultural model of the multicultural language education and analyze the advantages of its usage in the process of teaching foreign languages in the multicultural and multilingual space of the modern world.

The reliance on the sociocultural model of the modern education (Smirnova, 2001), presented in the pedagogical literature, makes it possible to point out *value*, *aim* of the multicultural education, its *content*, *type of communication* (interaction) of the subjects of the educational process, *methods* of education, *character of the involvement* of education into the system of social relations and *educational result* as basic structural elements of the model of multicultural language (FL) education. Consistent analysis and presentation of author's ideas for every of the conducted elements of the model of multicultural language (FL) education are the tasks, being performed in the article.

It should be noted that all listed elements of the model are interrelated and interdependent and have content-related specific character, determined by the peculiarities of the academic discipline FL in the context of dialogue/polylogue of linguocultures.

4 Results and Discussion

4.1 The Value of Multicultural Language (FL) Education

The value of the multicultural language (FL) education, being the primary in the system interrelation of all aforementioned elements, plays role of so-called system parameter, whereas any education is supposed to perform its main function, i.e. to attach next generation to the system of value-semantic relations, accepted by the society at the modern historical stage of its development. This fact is one of the arguments in favor of considering the multicultural language (FL) education as sociocultural phenomenon, which exceeds the limits of student's acquisition of knowledge, speech skills and communicative abilities and which is involved into the sphere of its attitude to the obtained activity, to himself and surrounded world, native and other cultures. Such value-semantic direction of the multicultural language (FL) education and, consequently, its sociocultural model, makes actual the value of the personality in the whole "totality": as the subject of speech, subject of activity (communicative, cognitive, research), subject of culture, subject of inter(multi)cultural communication, subject of self-cognition

and surrounded multicultural world, subject of morality, aimed at saving piece and interaction between people.

The direction of this model to value-semantic priorities of the multicultural language (FL) education determines its essential aim, that is: creation of the favorable conditions for forming multiculturally competent and multilingual graduate of the multicultural school. This aim necessitates referring to such person-valuable categories as: values and meaning of the student's personality, as well as his:

- abilities to non-native language/s;
- general and key competences as constitutive personal characteristics, allowing him to interact successfully not only on the interpersonal, but also on the intercultural level within polylogue of the linguocultures and to characterize him as logically thinking, free and dynamic in his actions personality, having sociocultural perception and critical thinking;
- skills and abilities of studying and exploring multicultural and multilingual world of the country of the studied language and surrounded reality;
- need of using FL as a means of communication, cognition, self-realization and social integration;
- personal qualities of citizen, patriot of his country in understanding importance of the FL learning and other cultures in the modern world.

Consequently, sociocultural model of the language (FL) education has clear person-oriented direction, i.e. direction not only for qualitative language training of students, but also for changing their motives and personal positions and exercising significant influence on their values as the final (summary) result. This fact, in its turn, gives reason to differentiate content essence of the language (FL) multicultural education aim from the purpose, which was established earlier within communicative approach to the FL teaching, i.e. the purpose, oriented at forming student's foreign language communicative competence, being modeled according to the communicative competence of the native speaker. The aim of the language (FL) multicultural education requires forming student's ability not only to realize oral and written communication in the studied language, but also intercultural communicative competence, unlike native speaker's competence (Galskova, 2015). Moreover, it is known, that intercultural communication doesn't simulate the authentic communication of the representatives of one culture, and it is designed according to the peculiar rules, which require refusing to study foreign culture, the focus which exists the FL teaching for equal share of the cultures and better students' comprehension based on their historical-cultural origins.

4.2 The Content of the Multicultural Language (FL) Education

The content of the multicultural language (FL) education is a specially selected system of elements of the linguocultural experience, including foreign language knowledge, skills and abilities, methods of cognitive activity, corresponding to the competences and personal qualities, which allow person to use studied non-native language as a means of intercultural and interpersonal communication, and means of self-development and (self) cognition within stated requirements.

The content of the multicultural language (FL) education is aimed at offering great possibilities to add new colors of other culture (cultures which are revealed through the studied language), to student's worldview, created with the help of native language. At the same time this content should develop student's ability to explain (at definite level) foreign way of life/behavior, to use non-native language as an instrument of other linguoculture cognition and extension of individual worldview due to understanding linguocultural concepts, shaped by using means of the studied language, and, consequently, better comprehension of peculiar worldview, importance and necessity of knowing native language and culture, belonging to certain ethnic group, region of living and state in whole.

Whereby the students' comprehension of being at least in two linguocultures dimensions (peculiar and one of the country of the studied language), allows:

1. based on linguoethnocultural space which is native for them, to form such personal qualities as, for example, leadership and social responsibility, creativity and social activity, perception of innovations and technological solutions, sense of dignity for the achievements of the country, culture, etc.;
2. based on foreign linguoculture (country of the studied language and multicultural educational space), to foster humanistic values among them such as tolerance and open minded to other things, empathy and ethics of the intercultural interaction, as well as such worldview positions as cultural pluralism, multilingualism and humanity as an ideal of humanism, etc.

4.3 The Methods of the Multicultural Language (FL) Education

The methods of the multicultural language (FL) education should have interactive character and be characterized by creativity and improvisation. Using these features, the conditions for creative activity of all its subjects, to show their central position, should be formed within the conducted model of education. The latter statement means, for example, that students, being in educational process, have real possibility to be involved not into passive acquirement of language knowledge, speech skills, but into active communicative-cognitive, research, creative, project activity in the studied language, including electronic means. As a result, used methods of education are aimed to decrease simulation of the foreign language communication in favor of the authentic interpersonal and intercultural communication in the studied language.

Besides aforementioned, methods of the multicultural language (FL) education show the need of creating corresponding multicultural information-communicative educational environment, which offer their actors: 1) conditions for conscious usage of the received (current) foreign language knowledge, skills and abilities in practice 2) ability to work (also using electronic means) together (in collaboration) with each other in solving different problems 3) free access to the necessary information in the studied language with the aim of using it in peculiar statements, projects, researches, etc.

We should emphasize, that methods of the multicultural language (FL) education are connected in natural way with encouraging student's constructive participation in the educational process and representing the latter as a process of requiring individual linguocultural experience. If we take into account that every experience is received by person only during some activity, not in the process of its simulation, then the capability for the intercultural communication in FL can become a result of only intense cognitive activity of the student studying in this language. Herewith, it is also needed his active intellectual creativity of using strategies of independent researches and "discoveries", as well in situations of real and virtual communication with representatives of another linguoculture (international, including telecommunication, projects, teleconference with discussing difficult issues, etc., realized in the form of short-term or long-term language immersion).

4.4 The Type of Communication Subjects in the Multicultural Language (FL) Education

The type of communication subjects in the multicultural language (FL) education can be characterized in the following way:

- dialogueness (in contrast with monologueness in case of leading positions of a teacher);
- interactivity, requiring to deny simulation methods and frontal forms of work for subjects' interaction;

- authenticity, connected with bridging gap between academic and authentic communication, as well using didactic possibilities of digital technologies) and required to go out from “the captivity” of language as significant means of foreign language communication into the sphere of “meaning”, “content” and “values”;
- efficiency (not reproductivity), which requires 1) independent, effective and qualitative usage of the studied language by students for solving issues concerning life based on current personal and language experience, 2) turn to real sociocultural context, 3) self realization and self-actualization;
- consciousness (reflection and self-reflection);
- creativity (creation of the conditions for creative activity of students in language and with the help of language, “discovering” new knowledge for yourself);
- to change emphasis from teacher’s activity to the student’s activity in studying language and culture (acquisition of linguoculture), i.e. to educational, communication-cognitive, research, creative activity.

In the context of the modern model of multicultural language (FL) education, its aim, content and methods produce not only new type of the subjects’ interaction, but also new type of the educational process. It is also characterized by multimodality and multisensory among others stated above characteristics of communication in the system of education (interactivity, dialogueness, creativity, authenticity, efficiency, etc.). The first feature, multimodality, shows the need of using multimedia means, e-learning, joint electronic networks in educational process, the second feature, multisensory, includes speech, cognitive and non-cognitive personal parameters, and affective qualities of schoolchild’s personality.

4.5 The nature of the Involvement of the Multicultural Language (FL) Education into the System of Social Interactions

The nature of the involvement of the multicultural language (FL) education into the system of social interactions is determined by the highest possible usage of intercultural communication possibilities for forming student’s socio-valuable characteristics of consciousness and behavior. It should be emphasized that subject domain of FL is aimed at fostering young people not to be socially immature, but responsible and active. As a result, it can provide them exciting life in the modern multicultural and multilingual world. According to this point of view, within conducted model, it should be said about precise (Koryakovtseva, 2003) nature of the multicultural language (FL) education.

It is supposed to create conditions for:

- complex development of a personality, able to acquaint with common and multifaceted sociocultural worldview in the process of creating peculiar educational products in the studied language;
- changing the role of “customer” of knowledge for the role of active creative participant of the educational process, constructor (creation of peculiar educational product, construction of personal knowledge) and creator (freedom of choosing content, searching the ways of solving problem tasks within dialogue/polylogue of the linguocultures, “discovery” of something new in native language and FL, peculiar and “strange” culture).

4.6 Educational Result of the Multicultural Language (FL) Education

“Complex” educational result as an important element of the model of the multicultural language (FL) education, consists not in the amount of the acquired knowledge, skills and abilities (aspect of teaching), but in student’s capability for reacting efficiently at certain level, as well in the studied non-native language, in problem situations of interpersonal and intercultural

real and virtual communication. This capability contemplates the development of the following abilities:

- to work with information, texts, to transform and interpret contained information;
- to express and prove opinion (judgement) and ask the partner’s opinion within dialogue/polylogue using oral (speaking and listening) and written speech in FL;
- to organize, using the studied language means, educational collaboration and joint working with teacher and students of the same age;
- to use consciously the speech means in accordance to the task of communication, applying not only traditional means of communication, but also electronic one;
- to search intentionally and use information resources, needed for solving professional, educational and practical tasks;
- to choose, construct and use relevant information model for expressing thoughts according to the communicative tasks;
- to solve information and communicative educational tasks (to write letters, compositions, reports, papers, to create presentations, etc.), etc.;
- to be able to realize information activity, as well in FL: to search information and choose by yourself the sources of information according to the stated aims and tasks; to systematize information due to the intended characteristics, to evaluate it in a critical way and interpret, store, protect, transfer and analyze information, convert visual information to verbal sign system and vice versa;
- to explain motives and aims of the personality, being referred to another community, where other system of values functions;
- to understand (at certain level) carrier of other language “image of the world”, typical for non-native speaker.

Along with this, educational results should be presented by the following aspects peculiar for students:

- individual worldview with its common and culture-specified features, i.e. features of the linguoethnosociocultural environment, where the student “lives”, as well as foreign language environment, inherent to the carrier of another culture;
- capability and readiness for understanding sociocultural image of the country of the studied language and native speakers;
- ethnic, racial and social tolerance, verbal tact, sociocultural observation skills and courtesy;
- aptitude for searching nonforced ways of solving conflicts (Bartosh et al., 2016, pp. 14-15).

Therefore, we tell about the competences and personal qualities of the student, which are divided into three groups: personal, metasubject and subject. The first group of results, which corresponds with emotional component of intercultural competence, - these are socio-valuable qualities, humanistic values, motives, personal positions, acquired by students in the process of understanding foreign linguoculture and better comprehending native language and culture. The competences of cognition using the studied language, self-cognition and competences development are included into the second group – metasubject; and in general this fact is connected with cognitive component of intercultural competence. In its turn, subject’s results, formed the third group of results, are expressed in the students’ competences acquisition of interpersonal and intercultural communication, which correspond with strategic component of the intercultural competence.

According to the regarded model of the multicultural language (FL) education the process of learning language and perceiving another culture by students is formed; it is controlled by specially chosen and methodically interpreted content of education in the sphere of FL in multicultural educational environment. Studying and teaching language not always mean person’s acquisition of this language. Sometimes we can be faced with the situation, when student performs learning tasks in

academic conditions well, but, having found himself in the situation of communication with native speakers (for example, during school exchange or tourism), he becomes helpless and hesitant. It means that he knows (has learnt) training material (the process of education was successful), but he didn't use it as an instrument of communication in the authentic intercultural situation. In pursuing these aims, it is necessary that each of them develop capabilities for communication using new language and cultural code as well as personal qualities, which make him intercultural competent person in the result of their own activity and the activity directed by teacher.

Due to the fact that natural component of the reviewed sociocultural model of the language education is a methodical model or system of the FL teaching, so then all special characteristics of the first one determine the peculiarities of the second one, which also got the features of multiculturalism. System-activity, communicative, intercultural and axiological approaches to the FL teaching realized at current within this system require the conversion:

- from defining the aim of the FL teaching consisting in the acquirement of language knowledge, verbal skills and communicative abilities to the of student's capability and readiness to self-organization and self-education using the means of the studied language;
- from spontaneous independent educational activity of the student to the acquirement of the experience of solving problems using FL;
- from the content, "far away from life", to training in the context of solving real tasks of multicultural and multilingual living space.

Within the methodical model, the character of participants' activity of educational process changes: from teacher, presenting information, and student, receiving it, - to the productive activity side of this process, which requires that participants/subjects collaborate with new conceptual opinion of educational activity as objective, invariant characteristic of education (Novikov, A. M. & Novikov, D. A., 2007, pp. 442-443). Students' interest in studying and communicating in FL, satisfaction from the achieved results, understanding responsibility for their learning and the results of communication in the studied language, high degree of their independent work, self-control and self-estimation are the main characteristics of the modern educational process in the multicultural educational space.

5 Conclusion

The conducted research shows that the FL teaching in the context of the requirements of the sociocultural model of multicultural language (FL) education should:

- be aimed at the student's personality, his real needs and motives, sociocultural, personal programs of development, multifaceted "cultural belonging";
- be perceived by students as individual process, depending on himself at the first place;
- be provided by the teacher's skills to generate student's motivation to learning language and culture, direct this motivation at the successful acquisition of this language as an instrument of interpersonal and intercultural interaction;
- have activity, cognitive and creative character;
- not follow logic and system character of the subject acquisition, but logic of the student's personality development, his subjective internal state;
- encourage appearing his activity, gladness and pleasure from the communication with each other, all of the things which they do at classes;
- take into account, foremost, personal background and conditions of education, rather than differences between the systems of native and foreign languages;
- form the student's understanding of the fact that to know language means is to be able to use it as a means of social communication in real situations of interpersonal and

intercultural communication and that mistakes made during this process are not the obstacles for communication.

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