

# Multicultural Education and Its Targets in The Process Of Intercultural Competence Formation: (Based On Foreign Languages Teaching Experience)

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## Abstract

The article is devoted to the definition of the goal of multicultural education: the formation of personality, capable to carry out its vital functions in a multinational and multicultural environment in an active, productive and appropriate way; having a strong sense of understanding and respect for other cultures, tolerant attitude towards other ethnic groups and individual faith and a desire to live in peace and harmony in a multicultural environment. Scholars in the field have asserted that multicultural education is a matrix of several dimensions, qualities, and approaches that encompass theories and practices as a process of educational reform. Multicultural education promotes equitable access and rigorous academic achievement for all students so that they can work toward social change.

**Key words:** Multicultural education, Intercultural competence, Foreign language, Multisystem knowledges, monosystem, Globalized social order, Multicultural environment, Didactic conditions.

## INTRODUCTION

Today, education is given a major role in the formation of a multicultural person who has intercultural competence and striving for tolerant relations between people. Forming the personality of the future specialist in any field through the development of his culture of international relations, the educational institution at the same time determines the future life of the younger generation. Therefore, future generations abilities largely depend on the quality of the current education of high school students, from the renewal and democratization of society in general, mastering of inter-ethnic relations culture, directly related to the cross-cultural competence, which is solved primarily through a multicultural education.

The means of multicultural education of the student's personality, as already noted, can and should be a variety

of subjects, such as foreign language that not only attaches to the culture of its speakers, but also contributes to the formation and enrichment of the cultural identity of the individual.

## METHODOLOGY

In light of this, we note that the process of formation of intercultural competence is closely linked with the process of familiarizing students to the culture, the assimilation of norms and behaviors peculiar to a given culture. Language teaching has become an applied character, whereas earlier it used to be relatively abstract and theorized (Lyubova T.V., 2014). In a broader sense it means the communion of the individual to the entire cultural heritage of mankind, i.e., acquirement of a broad humanitarian culture, which includes also the mastering of professional knowledge, in other words, vocational training. And from this point of view, multicultural education involves a process of interchange between the student and his culture, on the one hand, and on the other - he grasps the whole treasury of world culture. The basic preconditions for this are:

- Possession of a stable system of value orientations for the purposes of professional activity and the means of achieving them;

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- Awareness of the need for young people mastering of a certain system of values, norms, attitudes, patterns of behavior for self-realization in society and the world;
  - Inherently due to the need of the individuals to form a relationship to their professional and labor sphere, which can be considered as an integral part of the life of self-determination, i.e. entering into one or the other social and professional groups.
3. To bring up in the young people a positive attitude towards cultural differences to promote the development of skills of productive interaction with different cultures;
  4. The creation in multicultural communication conditions a prerequisite for formation of intercultural competence, and self-actualization in terms of international communication later.

In this context, a multidisciplinary approach is extremely important, because it is most conducive to the opportunity to explain many aspects of life, culture and social issues of any ethnic group. For example, in the process of learning a foreign language (hereinafter FL) linguistic integrative courses can be built on the idea of polysystem knowledge of the language: the language - is not only monosystem, with its phonetic, grammatical, lexical structures, but it is also a means for the realization of internal relationships and external interactions with other monosystems.

The challenge of translating multicultural theory into practice and maintaining a critical, transformative focus is increased by the contemporary globalized social order that is exponentially changing the way in which many scholars and educators understand culture and identity. For example, a great deal of research and practice in multicultural education has been influenced by questions of how culture might be defined or understood.

## RESULTS

Based on the above, we come to the definition of the goal of multicultural education: the formation of personality, capable to carry out its vital functions in a multinational and multicultural environment in an active, productive and appropriate way; having a strong sense of understanding and respect for other cultures, tolerant attitude towards other ethnic groups and individual faith and a desire to live in peace and harmony in a multicultural environment. This goal can be represented as a kind of a rising stage. For example, in the cultivation of respect to other cultures a tolerance can be called the beginning of initiation to other cultures. This is followed by respect and understanding, leading to active solidarity, conducting ultimately a productive interaction, expedient interdependence and effective interchange.

This objective, in turn, forms and specific objectives of multicultural education:

1. To provide students with a better understanding of the cultures diversity in Russia and in the world;
2. On the basis of it to create the conditions for the acquirement of culture of their own by young people;

We focus on seven characteristics of multicultural education: “antiracist, basic, important for all students, pervasive, education for social justice, a process and critical pedagogy” (Nieto & Bode, 2008, p. 44).

Thus, multicultural education at any stage it is intended to create a favorable pedagogical enrichment of different cultures, with the result that there is a becoming and self-determination of the individual. On this basis, we can conclude that multicultural education is directed, firstly, to transmit to the younger generation the priceless experience of interaction and collaboration with other cultures that contributes to the formation of human being assimilating not only knowledge about other cultures, but realizing the value of various cultures also. Moreover, intercultural education aims to upbringing a personality that is capable to conscious self-development and self-determination in the successful social conditions of the local multicultural environment and at the same time in the space of modern world civilization. Secondly, to preserve and promote diversity of cultural values and patterns of activity that exist in a particular community and in the global social system as a whole.

As high school practice shows, an intercultural approach in the process of FL study opens wide possibilities of personality formation capable not merely to perceive different cultures equivalently, but entering into a different cultural environment, not opposing his culture to others and accept them as a universal value. Moreover, based on this more clearly defined and the actual role of the native culture in the development of modern civilization, which, in turn, does not allow the isolation and this ethnic group, thereby permitting a single cultural and educational space, and ultimately contribute to the expansion of social mobility identity and the formation of her intercultural competence.

## DISCUSSION

James A. Banks has historically advanced a definition of multicultural education as a broad concept and extrapolated on five dimensions (1991, 2004, 2006). He formulated the five specific dimensions as content integration, knowledge

construction process, prejudice reduction, equity pedagogy, and empowering school culture and social structure (2004).

In this context, the discipline “foreign language” creates additional opportunities for a better understanding and mutual enrichment of the cultural and historical experiences of different ethnic and national communities, as well as identifying its universal human potential. It should be added that the study of foreign languages not only helps the students to get acquainted with the culture of studied language country, but the development of linguistic and intercultural competences also. The main thing that this humanitarian discipline, along with samples of art culture contains the fullest description of the values, customs, traditions, norms of behavior of different culture bearers. And it is achieved that when comparing the elements of the culture of another country with the realities of the native culture it is possible to not only obtain confirmation of multicultural ideas, but to feel a complicity to the problems and difficulties of other people also, which in turn, to a certain extent, contribute to the desire of young people to cultural cooperation with its representatives.

Instructional approaches and the shift to equity pedagogy are closely linked to the implementation of multicultural education through refining curriculum content (Gay, 2004). Gay explains that multicultural education places value on “how to effectively teach diverse students as well as what to teach them.” Achieving educational equity is a multi-dimensional goal that is addressed in the proposal for culturally responsive teaching, which consists of many domains:

the major domains include multicultural content; pluralistic classroom climates and learning environments; teacher attitudes and expectations toward diversity; building community among diverse learners; caring across cultures; use of multiple teaching techniques that are congruent with the cultural backgrounds, values, experiences, and orientations of different ethnic groups; developing personal efficacy and an ethos of success among diverse students; and using culturally informed assessment procedures to determine learning needs, knowledge acquisition, and skill proficiencies (Gay, 2004, p. 214).

To deepen the substantive aspects of multicultural education in higher education it is required certain didactic conditions, the main of which seem to us to be the following:

- an optimal combination of the content of the educational cycle of national and universal human cultural components;
- reflection dialectical relation of different cultures in the content of the humanitarian disciplines, as well as in research work on these disciplines;

- construction of the educational process on alternative cultures, including the difference in human values, so that they are the basis for the formation of dialogic thinking as the basis of understanding among peoples;
- cultural aspect of knowing the world is to be represented in the unity of human and natural knowledge;
- entering into a meaningful aspect of the study FLa maximum palette of ideas about human values prevailing in different cultures, so that students can highlight all the positive things that mankind has accumulated in the course of cultural evolution.

Implementation of these conditions contributes to the formation of such a personality that can accept any culture as a common to all mankind property and is ready to show tolerance to all peoples and cultures. Thus, the higher education system can be considered to a certain extent as an intermediary between the individual and culture; school, teacher, didactic equipment translate languages established in a culture society into the languages of emerging individual cultures. Methodological basis of the philosophy and doctrine of this translation, for example, based on the multicultural approach are extremely important, as it relates to cultural reproduction process, the quality of which is in the form this culture is presented to young people entering into professional activity.

Of course, no educational institution is not able to resolve the political, economic, ethnic and other problems and conflicts, but the university, for example, can make a significant contribution to the formation of multicultural mentality of the future specialist, the development of tolerance and respect for cultural pluralism. At the same time young people will acquire skills of an adequate assessment of individuals and social groups; ability to find peaceful ways to solve problems, sometimes destructive for society as a whole, and for him, the individual in particular.

In the implementation of multicultural education his supporters believe that the university can make a significant contribution to the harmonization of interethnic relations, which, in particular, is built and defined by a strategy of the educational process, which involves such work as:

- inclusion in the multi-ethnic aspects of FL material training (ethnic traditional culture, way of life, moral customs, etiquette, religion, historically established nature and level of ethnic development, ethnic identity, etc.);
- summing up the students to understand that the various kinds of preconceptions (eg, ethnicity) in some extent inherent in every individual; and on the basis of the formation of moral installation that people should not implement their action based solely on the acceptance or rejection of a particular ethnic human group;

- the creation of a situation of critical analysis of mass media materials, containing the stereotypes and evaluation of inter-ethnic nature in order to consider possible ways of an effective solution of ethnic problems in society and the world at large;
- teaching students the adequate evaluation of speech and language diversity, while stressing the importance of integrating the Western European languages and the languages of the peoples of Russia for its unification.

## CONCLUSION

As already noted, multicultural education in its content provides a dialogue, and it can be organized only in this learning process, which is open to cultural diversity of society. In this regard, it is important to emphasize that the multicultural education largely depends on teachers' understanding of the fact that each student is a unique product of the influence of one or more cultures; it depends on the interaction between cultural identities of the teacher and the student, ie, by coincidence, differences, contradictions, antagonism or harmony between them. Students learn that they have the power to make change as apprentices in a democratic society. Multicultural education as a process highlights the ongoing, organic development of individuals and educational institutions involving relationships among people. Progressive teacher should understand that in order to achieve the goals of multicultural education it is necessary to teach students the perception of a foreign culture without antipathy to the other party, as well as a clear recognition that knowledge is created by people and they are not always and not necessarily reflect the views of all the people, all members of a particular cultural group.

Education, being a conductor of culture, promotes the integration of national cultures in a common world cultural space. In this process an important role should play a theory of multicultural education, the basic idea of which is a reflection of the existence of many different cultures

and subcultures of the world community. At the same time, with implementation of the educational paradigm under consideration, should always bear in mind that the multicultural education produces, above all, spiritual and social values. They, in fact, become essential to meet the individual needs of ethnic identity, in recognizing himself a full member of many socio-economic, and political processes, in which he, the individual is able to realize their life aspirations successfully.

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