



Copyright © 2017 by KAD International
All rights reserved.
Published in the Ghana

<http://kadint.net/our-journal.html>



ISSN 2410-4981

Language Education in Multicultural Dimension

Victoria Tkachenko ^{a,*}, Vitaliia Prymakova ^a

^a «Kherson Academy of Continuing Education» of Kherson Regional Council, Ukraine

Paper Review Summary:

Received: 2017, December 03

Received in revised form: 2017, December 07

Acceptance: 2017, December 08

Abstract

This article highlights a key trend of pluralistic school of language education in Ukraine. The questions of influence factor on: multicultural school language education, the development of an individual student, the concept of multicultural education and the processes of learning Ukrainian and foreign languages in the content of multicultural education. This paper seeks to determine the means and methods that provide quality multicultural education in national school. It also explores the necessity of encouraging students to study several languages and the need to use information technology. Besides, the prospects of multicultural language education in Ukraine have been established in this article. Thus, school education must meet the requirements of society, especially as Ukraine develops with an expansion of international contacts. To ensure the successful cooperation of Ukraine with other countries, students should be equipped with quality knowledge of foreign languages to guarantee their linguistic formation.

Keywords: Education, Language, Multicultural Education, Multilingualism, Pluralization of Linguistic Education.

Introduction

Language is a universal means of acquiring knowledge and communication in the world. It provides mobility and effective exchange of deepening mutual understanding and mutual enrichment among different cultures. In the process of multicultural interactions, the amount of perceived values changes and the nature of perception increases; it becomes deeper, more thoughtful, reflects properties of the object in all its versatility. Ukraine's independence began with expanding its contacts and involving the European educational space in its education. Taking into account Ukraine's and European's multiculturalism, the need for training and bringing up of future professionals, who will be able to socialize in multicultural space is a matter of urgency. Thus, "*pluralization, which is one of the most pressing global trends in educational reform process, called to life democratization*" (Loschenova, 2002, p. 75).

Multicultural education is a relatively new branch of pedagogical knowledge. It is a response to problems such as the development of globalization in the modern world, interpersonal, intergroup and interethnic conflicts, discriminatory effects, class, political and religious

* Corresponding author

E-mail addresses: mia2010@ukr.net (V. Tkachenko), pran703@mail.ru (V. Prymakova)

antagonisms. The development of this direction in modern pedagogy and educational practices are due to processes of democratization and humanization of social life. Other factors include the desire to create a society in which the respect for the individual is cultivated; where the rights and dignity of every person are protected (Sultanova, 2009).

The aim of this article is to expand the importance of multicultural education in the contest of school language education in Ukraine.

The concept of “multicultural education”

The concept of “multicultural education” has gained widespread use in American pedagogy since the 1960's. At that time, the conception of multicultural education was formed. The basic concepts formulated in these theses are as follows:

- ethnic uniqueness contributes to the enrichment of the nation;
- safe and rapid resolution of personal and public issues;
- deeper knowledge of national culture by exploring another culture;
- achieved a high level of self-learners;
- arms students with the knowledge needed for life in the global community (Ananyan, 2006).

Multicultural education provides a means for developing a comprehensive vision of the world. It also provides the ability to assess what happens from the viewpoint of other cultures; a desire to organize cooperation, mutual support and understanding. Multicultural education is aimed at cultivating and nurturing in a person; the spirit of solidarity, mutual understanding and tolerance aimed at preserving peace throughout society (Ananyan, 2006).

The most important socio-cultural determinants of multicultural education include:

- the extensive growth of the integration process as an important component of the modern world;
- the desire of countries to integrate into the global socio-cultural and educational space while preserving their national identity;
- with the opening of borders between states which increases the mobility of people, their motivation to learn foreign languages, as well as establishing and maintaining contacts within the country and abroad remains a priority.

At this stage, language education in Ukraine is based on the experience of European countries working towards multilingualism - forming capacity to study and use more than one foreign language, increasing the linguistic repertoire of rights to empower communication and interaction with different cultures (Basina, 2007). The purpose of schooling in this sense is to build a multicultural personality; an individual with a holistic outlook that has both native and foreign cultures. Multicultural education there by achieves its goal only in the case of diversity promotion and the respect for it. Thus, the cultural content of education should be integrated into all subjects during the study time of students. Most cultural content is transmitted during language learning.

The effects of multilingualism and multicultural education

The development of multilingualism is ensured by the fact that languages are taught and used not in isolation but integrated, causing their mutual influence and enhancing their communicative competence. Mastering several languages makes it possible to participate in present and future educational and professional projects. Significant educational worth of language tolerance and positive perception of different nations and cultures allow room for the growth of multilingualism. According to V. A. Tishkov: “*tolerance, as personal or social characteristics, which involves the realization of peace and social environment is multidimensional, and therefore looks at the world as different and cannot be reduced to uniformity or in someone's favor*” (Abibulova, 2006, p. 80). Language education is seen as a source of equal opportunities for personal, educational and professional development of students. It provides access to information and communication through intercultural learning and mastering of foreign languages (Basina, 2007).

Currently, the content of language education in the national standards offers interdependent, interconnected and socio-cultural proficiencies. The process of teaching Ukrainian cross-cultural orientation is characterized not only by forming communication skills, but the identity formation of a new type of a person who is able to communicate effectively in an intercultural capacity. Fluency

in the national language is crucial for Ukraine's socialization of citizens from different nationalities. This will stimulate their cultural integration and intellectual contribution to the scientific potential of the Ukrainian community. It will also enhance the formation of Ukrainian scientific, artistic, political and business elite collaborations with non-nationals (Drozd, 2009).

Linguistic identity formation in a multicultural education

Due to the merits of multilingualism, it is important to ensure that secondary schools in Ukraine are tasked to make sure that their graduates master several languages, i.e. official Ukrainian, ethnic dialects, and one or two foreign languages (Drozd, 2009). Such efforts will provide graduates with the right of level of linguistic proficiencies to meet the educational needs of native language preservation, multicultural cooperation and the development of their own ethnic culture. Undeniably, the formation of a linguistic identity should include not only the mastery of the verbal part of foreign languages and the ability to use them during conversation, but also forming in the minds of students', the sociocultural worldview of the native speakers. This is necessary because education should not only be aimed at attracting students to a different language system but also to encourage the understanding of multicultural dimensions of two or more different socio-cultural communities (native and foreign).

A parallel study of several languages offers a comparative analysis of texts that include representatives of different national cultures. It obvious that "*the study of world languages is also the history of the world of thoughts and feelings of the mankind. It should describe people of all countries and all stages of cultural development; it should include all that relates to man*" (Humboldt, 1985, p. 349). It is significant to note that interdisciplinary communication provides a deep understanding of the necessity for mastering foreign languages. For example, this will enable students read books in their original language and then search for relevant information on foreign-language sites, etc. In effect, it is not about the number of linguistic units learnt by the speaker, but also the perfection of language proficiency. Language proficiency in this capacity enables the understanding of all aspects of language such as linguistic units, lexical and grammatical meanings, semantic, stylistic shades and purposeful use of a range of expressive potentials (Drozd, 2009).

An important tool in learning a foreign language is not just within the study of vocabulary and grammar, but the dipping in foreign environment using Internet resources (Kononenko, 2011). Using Internet resources allows students to communicate with native speakers to improve the pronunciation. It also helps students to improve their ability to comprehend oral language, and to get reliable knowledge about the country whose language the student studies. It affords them the opportunity to read foreign publications to train their existing acquired skills at school.

Conclusion

Multicultural language education will produce a new generation of students with extensive knowledge of not only Ukrainian, but several foreign languages. It will also promote the development of high linguistic culture of the citizens, respect to the state language and languages of national minorities of Ukraine. This approach to language education will lead to the expansion of the world, introduce the culture and traditions of other countries and teach tolerance towards other languages and cultures.

On a broader scale, multicultural language education will offer opportunities for foreign universities and companies collaborate with local organizations in Ukraine. This will raise the prestige of the Ukrainian language and the country as a whole on a global level. Accordingly, it is appropriate for language lessons to select texts and tasks that will boost the interest of students. It is advisable to include language textbooks, interesting stories of national history of Ukrainian and world art, biographies of prominent figures, texts describing emergencies, humorous miniatures etc.

So, education is the greatest social institution that affects the formation of personality, consciousness of society and governing processes of the consciousness of citizens; new forms of thinking. It is necessary to update the content of language education constantly according to the emerging requirements of society.

Conflicts of Interest

The authors declare the work has no conflicts of interest.

References

- Abibulova, G. (2006). Some Aspects of Multicultural Education. *Pedagogy and Psychology*, 1(50), 75 – 84.
- Ananyan, E. (2006). Genesis of the formation and development of the idea of multicultural education. *Native School*, 12, 14.
- Basina, A. (2007). From multilingual diversity to multilingual education. *Foreign Languages in Educational Institutions: Scientific and Methodological Journal*, 18 – 24.
- Drozd, V. (2009). The urgent directions of world linguistics in view of the modern paradigmatic space of humanitarian knowledge, their role and significance for cross-cultural studies of students of Ukrainian language bilingualism. *Ukrainian language and literature at school*, 6, 2 – 5.
- Humboldt, V. (1985). *Language and philosophy of culture*. M.: Progress.
- Kononenko, V. (2011). Language and cultural processes in the educational space. *The way of education*, 2, 2 – 5.
- Loschenova, I. (2002). The problem of multiculturalism in pedagogical theories (11 ed.). *Scientific works*, 75 – 80.
- Sultanova, L. (2009). Multicultural education in the context of globalization processes. *Image of a Modern Teacher*, 10(99), 12 – 13.