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## MULTICULTURAL EDUCATION IN THE PROCESS OF FOREIGN LANGUAGE TEACHING

*The article analyzes the role of foreign languages in the process of multicultural education of students in higher education institutions of Ukraine. The essence of the concepts "multicultural education" and "multicultural competence" is substantiated, and their basic functions are defined. Structural components (cognitive, affective, strategic and axiological) and aspects (linguistic, pragmatic, aesthetic, ethical, elite) of multicultural competence are characterized. In addition, the ways of their implementation in practical foreign language classes are shown. The article highlights the main sources of information and types of educational exercises of a multicultural orientation, namely receptive, receptive-reproductive, receptive-productive and productive. The effectiveness of using interactive methods and innovative technologies in the process of multicultural education is emphasized, which contribute not only to increasing motivation and establishing a creative atmosphere, but also increase the effectiveness of education, stimulate interest in learning languages, international communication, and help to form the skills of constructive interaction with speakers of different cultures. The principles of ensuring students' effective preparation for the dialogue of cultures are highlighted. The author clarifies the dominance of multicultural communication in foreign language teaching, which includes both verbal and non-verbal language. It is noted that for organizing intercultural communication, it is effective to create educational communicative situations that face the need to teach students a positive attitude towards a foreign language and culture. It is identified that the main task of multicultural education through the means of a foreign language is the formation of an idea not only about specific differences in cultures, but also about their general features in a global sense. The conditions and methods of learning multicultural communication are considered and the importance of mastering one's native language and culture for effective international interaction is featured. It is concluded that it is expedient to combine the study of linguistic aspects of foreign languages with the acquisition of cultural knowledge. It has been proven that as a result of educational activities aimed at the formation of multicultural competence by means of a foreign language, a holistic picture of the world is created in students, a tolerant attitude and respect for other cultures is formed, which is a prerequisite for their successful integration into a multicultural society.*

**Keywords:** multicultural education, multicultural competence, multicultural communication, foreign language, dialogue of cultures.

**Problem statement.** The integration of Ukraine into the European and world community is taking place against the background of world globalization processes in all spheres of social life. In the context of the development of international relations, cultural exchange is performed at the personal, national and international levels. Knowledge of foreign languages, country studies and the mentality of another people are necessary for successful intercultural communication and interaction with representatives of different nationalities, which determines the dominance of multicultural education, consisting in the formation of a person capable of active and effective life in a multinational and multicultural environment, with a developed sense of understanding and respect for other cultures, the ability to live in peace and harmony with people of different nationalities, races, and beliefs.

**Analysis of recent research and publications.** Foreign pedagogical science has already accumulated considerable experience in developing issues of multicultural education. The works of a number

of foreign scientists (G. Baker, J. Banks, K. Benket, K. Campbell, O. Dzhurynskyi, J. Gay, D. Gollnik, J. Goodled, E. Hollins, V. Mitter, T. Ruelker, P. Weber, etc.) relate to the introduction of multicultural education, development of the concept, model of such education, etc. The study of the theoretical foundations and possibilities of practical implementation of multicultural education in the educational process became one of the most relevant areas of domestic pedagogy in the 21st century. In Ukraine, the problem of multicultural education and upbringing of youth is the object of attention of such researchers as V. Boychenko, V. Bolgarinova, O. Dubaseniuk, L. Holik, L. Honcharenko, O. Hurenko, O. Kovalchuk, V. Kuzmenko, O. Lokshyna, I. Loschenova, L. Pukhovska, A. Solodka, O. Sukhomlynska, L. Vasylychenko, L. Volyk, and others. The ideas of multiculturalism are reflected in the main state documents: the Constitution of Ukraine, the Law of Ukraine "On Education", the National Doctrine of the Development of Education of Ukraine in the 21st

Century, the Concept of Civic Education, the Concept of National Education and other legislative and regulatory acts, which emphasize the need to educate a person with a democratic worldview, aware of belonging to the Ukrainian people, modern European civilization, prepared for life and work in a dynamic world.

The analysis of scientific sources and the state of multicultural training in the context of implementing world standards in higher education in Ukraine shows that the issue of forming multicultural competence of students by means of foreign languages is insufficiently studied in domestic pedagogy. Therefore, **the aim of the article** is to justify the importance of mastering the skills of multicultural competence and highlight the conditions and means of forming multicultural competence in the process of teaching foreign languages to university students. This goal involves solving the following tasks: to investigate the essence of the concept of "multicultural competence", to reveal the structural components and methods of implementing this phenomenon by means of foreign languages in the conditions of European integration.

**Research results.** Multicultural education is an individual's knowledge of multiculturalism, the possibility of self-realization in a multicultural world, which contributes to the conflict-free identification of an individual in a multicultural society and its integration into the multicultural world space. Multicultural education is aimed at preserving and developing all the diversity of cultural values, norms and forms of activity existing in society, and is based on the interaction of different cultures. Multicultural education is an important mechanism for involving young people in comprehensive knowledge of the culture of their people; formation of ideas about the diversity of cultures in the world; teaching a positive attitude to cultural differences; education in the spirit of peace, tolerance, humane international communication. Thus, the leading function of multicultural education is the formation of a personality ready to work in a polyethnic, multicultural environment, focused on constructive interaction and dialogue with speakers of different cultures.

At the present stage, several terms are used to denote multicultural education - multiculturalism, polyculturalism, interculturalism, transculturalism. The content of these concepts has been thoroughly researched by Ukrainian scholars (V. Bolgarina, O. Kovalchuk, O. Lokshina, I. Loschenova, O. Mitina, O. Sukhomlynska, I. Taranenko). Moreover, as evidenced by O. Kovalchuk, the terms "polyculturalism", "multiculturalism" are variations of the same notion, in the formation of which the first part of the word "poly-", "multi-" means the presence of some plural, i.e. culture.

In the conditions of a multicultural reality, teaching humanitarian disciplines in higher education insti-

tutions, in particular a foreign language, becomes especially relevant, because learning a separate language expands students' cultural knowledge, giving them the opportunity to become full members of a multicultural environment.

Teaching foreign languages involves not only the transfer of linguistic knowledge, skills and abilities, but also the culture of the people who speak it. A high level of knowledge of a foreign language is not sufficient for productive professional, business and socio-cultural communication, it is necessary to possess a system of competences, to learn the awareness of the peculiarities of participating in intercultural communication, which involves the acquisition of the qualities of a multiculturally conscious personality, observance of universal norms of behavior for the world cultures, rules and categories in combination with specific norms of etiquette inherent in particular cultures, which constitutes the content of multicultural competence.

By the concept of "multicultural competence" we understand the totality of sociocultural knowledge; skills and abilities of positive interethnic communication; personal qualities and humanistic values necessary for effective life in a multicultural environment. Multicultural competence contributes to the formation of a multicultural worldview in students, which involves the recognition of the equality of other cultural, linguistic, and religious preferences, education, due to the correct selection of foreign language educational material, a tolerant attitude towards them, the development of a personality capable of intercultural interaction, dialogue between cultures [1, p. 41].

L. Honcharenko and V. Kuzmenko consider multicultural competence as an individual's ability to live and act in a multicultural society [3, p.91]. L. Vorotniak defines multicultural competence as the ability of a person to integrate into another culture while maintaining a relationship with his native language, a culture that is based on a combination of personal qualities, synthesized knowledge, abilities and skills of positive interethnic and intercultural interaction, which as a result contributes to conflict-free identification of the individual in multicultural society and integration into the multicultural world space [2, p.106].

However, the content of a person's multicultural competence should not be limited only to his high awareness of interaction with representatives of other cultures. As J. Taylor emphasizes, it is important to ensure the youth's awareness that culture as a social phenomenon is characterized by changeability and high dynamics of development. The author specifies that the multicultural competence of society members and, in particular, those who receive higher education, becomes a reliable basis for building a cultural and dynamic partnership between speakers of different cultures. Such a partnership is primarily

ensured by the awareness of people in the field of different cultures and is manifested in their implementation of culturally adapted practical activities [6, p. 145–148].

The analysis of pedagogical studies on the problem of forming multicultural competence allows us to conclude that this phenomenon possesses its own structural organization. Thus, the basis of the cognitive component is the synthesis of knowledge about the essence of culture, cultural diversity and peculiarities of native and foreign cultures; history, geography, holidays, political system, places of interest, daily life and customs of representatives of different countries; rules of intercultural communication, features of verbal and non-verbal behavior for the purpose of productive interaction with speakers of other cultures, etc. The specified component involves the ability to understand the world picture of another society by comparing it with one's own world picture, the ability to see similarities and differences in cultures and apply them in the context of international communication. In particular, in the direction of the formation of students' cognitive component of multicultural competence in extracurricular activities, the elective activities are of great importance, since they allow to deepen and expand multicultural knowledge, giving the opportunity to address the cultural peculiarities of foreign-speaking countries while discussing certain topics of multicultural issues, as well as literary book catchphrases, colloquial expressions, jargonisms, slang, proverbs, sayings, authentic humor, etc.

The basis of the affective (personal) component is formed by such categories as empathy, tolerance, humanism, sociability, civic consciousness, national self-awareness, etc. This component of multicultural competence involves the desire and ability of representatives of different ethnic cultures to notice and understand distinctive and common features in cultures and in the worldview, to openly perceive a different way of life, to compare it with the national identity of their country, their people, to think critically and thereby enrich one's own picture of the world. Meanwhile, is it worth showing tolerance to other ways of thinking and positions.

The strategic (behavioral) component includes educational, research and compensatory strategies that provide a person with the skills of positive communication and interaction in a multicultural environment, that is, the skills and willingness to perceive and treat another culture and its speakers with respect and tolerance. This component also includes reflection, which gives a person the ability to adequately evaluate his own activity and its results in a multicultural context, analyze the existing multicultural situation and self-determine in it, respond flexibly to its changes, implement self-regulation of his behavior from the standpoint of humanism and tolerance. Internet correspondence with peers from

other countries, participation in online meetings, discussions, surveys provide significant opportunities for the formation of students' personal and behavioral components of multicultural competence.

The axiological component involves personal mastery of the value system of a multicultural society (justice, equality, freedom, humanism, goodness, conscience, etc.). In the formation of skills of the axiological component, among others, attention is focused on holding brain-rings (both during classroom and extra-curricular educational activities), quizzes, etc. The topics of these events covered the discussion of value orientations of representatives of different cultures, peculiarities of subcultures, activities of informal youth organizations, holidays, customs and traditions of different ethnic groups, etc.

Multicultural education covers a number of separate aspects: linguistic (vocabulary teaching), pragmatic (rules of behavior determined by a specific situation and culture), aesthetic (what is considered acceptable and polite in one culture and differs from the norms of another country), ethical (which reflects moral values), elite (literature, art of this nation). In order for the teaching of multicultural competence to be really productive and the student's development to be harmonious and versatile, it is necessary to take into account all the aspects listed above in the process of learning a foreign language [1, p. 79]. A set of cultural elements should be included in the process of multicultural education: national traditions and customs of the people, household culture, everyday behavior and non-verbal language, national peculiarities of thinking of representatives of one or another culture, artistic culture of the country.

The main source of multicultural information is authentic materials that reveal certain aspects of the problem from the perspective of another culture. In the light of forming multicultural competence, it is important to diversify foreign language lessons with materials of a country studies focus (history, customs, traditions, holidays, political system, notable places, prominent figures of art and science of the countries whose language is taught, etc.); inclusion in their content of excerpts of literary works and journalistic materials in which universal human values are cultivated; setting tasks to compare the cultural differences of Ukraine and the countries whose language is studied (projects, reports, presentations), etc.

M. Denysenko [4, p. 16-17] classifies educational exercises for developing multicultural competence into four types: receptive, receptive-reproductive, receptive-productive, and productive or creative. Receptive type of exercises is the actual reading of texts on cultural and regional studies. Exercises of the receptive-reproductive type are used to eliminate lexical and grammatical difficulties, to form prognostic skills and abilities, as well as to expand students' cultural and local knowledge horizons. By perform-

ing these exercises, students should understand and reproduce or supplement the provided cultural information in situations of foreign language communication. Receptive-productive exercises are aimed at cultivating individual independence and initiative, manifested through the desire to understand and evaluate information, to recognize the connections that exist between new and already familiar cultural phenomena, to find unusual ways of solving certain problems. Productive or creative exercises develop students' critical thinking, their cognitive activity and independence in solving educational tasks and extracurricular situations.

The use of interactive methods and innovative technologies will significantly contribute to the formation of students' multicultural competence. In particular, the use of multimedia not only increases motivation and establishes a creative atmosphere, but also demonstrates the unlimited possibilities of computer technologies, which enable to solve many educational problems, namely: the organization of cognitive activities, simulation of typical communicative situations by means of multimedia, the application of acquired knowledge in new situations, effective training of acquired skills, automated monitoring of learning results, the possibility of combining visual and audio forms of language teaching. Systematic use of audio-visual and interactive tools, such as presentations, videos, Internet resources, educational, documentary, feature films significantly increase the effectiveness of education, stimulate interest in learning languages, humane international communication and the formation of skills of constructive interaction with media in different cultures. Organizing conferences, language and country studies quizzes, virtual tours, debates, disputes, creative competitions, language weeks, days of national culture, projects of a country studies nature contributes to the development of students' skills in intercultural communication and conflict resolution, aimed at fostering a respectful attitude to other opinions, perception of disagreement within the group as a positive phenomenon, understanding the importance of existence of different approaches to problem solving.

The central place in teaching foreign languages, along with the acquisition of linguistic and cultural knowledge, is occupied by the development of students' ability for multicultural communication, that is, for adequate mutual understanding between two or more participants in a communicative act who belong to different national cultures. The intercultural component of communication is a multifaceted phenomenon aimed at internal (communication between representatives of different ethnic groups within the boundaries of a multicultural state) and external (communication between representatives of different states) differences in communication. In addition, multicultural features of communication include inter-

national, ethnic, social, demographic, linguistic and other differences.

To organize intercultural communication in foreign language classes, it is necessary to create educational communicative situations that determine the conditions and goals of communication and present the need to teach students a positive attitude to a foreign language and the culture of the people. It is important to establish the correct language behavior in a foreign language environment based on knowledge about the peculiarities of native speakers' mentality. For the purpose of decent communication, it is necessary to try not to translate information verbatim, but to know what and when to say in a specific situation. One of the indispensable conditions for achieving this level of communication in a foreign language is, in addition to knowing the way native speakers express their thoughts, the ability to correlate these features with the norms and familiar expressions of the native language. To develop skills, it is convenient to use etiquette vocabulary, while comparing it with native language equivalents, which gives students the opportunity to adequately use one or another lexical unit. The task of the foreign language teacher in this case is not just to provide lexical clichés, but also to reflect them in the native language and analyze the frequency of their use in everyday native culture. Meanwhile, one should not forget about non-verbal language, the use of which can either confirm the verbal message or contradict it. The teacher should not explain a new cultural and etiquette lexical unit, but introduce it immediately with a non-verbal message that is characteristic of a specific phrase.

Observing and comparing various pragmatic moments of a particular culture allows us to see not only differences, but also similarities. After all, the main task of multicultural education through the means of a foreign language is the formation and deepening of ideas not only about specific differences in cultures, but also about their general features in a global sense. A. Saymeh also clarifies that the above-mentioned ability enables the individual to better understand and appreciate people who identify with other cultures and belief systems, as well as to effectively interact with them. Therefore, the presence of multicultural competence among the participants of the interaction contributes to ensuring more effective communication and strengthening friendly relations between them [5].

The concept of dialogue of cultures assumes the presence of at least two different cultures in the process of preparing for real intercultural communication. An integral component of the process of learning a foreign language and culture is the study of one's native culture, as it is the key to understanding a foreign culture. Therefore, any knowledge acquired with the help of a foreign language will be perceived only through the prism of knowledge formed in the

process of mastering the native culture. Learning the culture of the country of the language being studied means learning understand and evaluate the priorities of another people. However, the ideas of multicultural communication may turn out to be just a trend if students are not provided with the basics of their national culture. Students' mastery of the values of their native culture makes their perception of other cultures more accurate and comprehensive. A mandatory moment in teaching a foreign language culture should be a comparison with the domestic one. Thus, teaching multicultural communication should begin with a review of the role of the native language in education, as well as the relationship between the mother tongue and the foreign language, and the native culture and the foreign culture. The teacher is faced with the task of fully revealing the cultural phenomenon of certain lexical and grammatical signs, correlating it with an equivalent phenomenon of the domestic culture and, thus, creating an intersection of cultures, acting at the same time as its connecting link.

**Conclusions and prospects for further research.** Multicultural competence of university students in the process of teaching foreign languages is based on the combination of the processes of mastering the linguistic aspects of the language with cultural knowledge, which contributes to the accumulation of multicultural knowledge necessary for effective intercultural communication and developing students' personal qualities who become able not only to respond adequately to the manifestations of another culture and show readiness to intercultural interaction in a multi-ethnic

environment, but also to act as a carrier, keeper and relayer of the best examples of native, Ukrainian and world cultures. Therefore, there is a need to revise the algorithm for working with language materials, to highlight a cultural component in them, and to supplement linguistic exercises with cultural ones based on native speakers' culture, which opens up opportunities for further research on the topic discussed in the article.

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#### Столярчук Л. Полікультурна освіта у процесі вивчення іноземних мов

У статті аналізується роль іноземних мов у процесі полікультурної освіти студентів закладів вищої освіти України. Обґрунтовано сутність понять «полікультурна освіта» та «полікультурна компетентність», визначено їх базові функції. Охарактеризовані структурні компоненти (когнітивний, афективний, стратегічний та аксіологічний) й аспекти (лінгвістичні, прагматичні, естетичні, етичними, елітні) полікультурної компетентності. Крім того, показано шляхи їх реалізації на практичних заняттях з іноземних мов. У статті висвітлюються основні інформаційні джерела та типи навчальних вправ полікультурної спрямованості, а саме рецептивні, рецептивно-репродуктивні, рецептивно-продуктивні та продуктивні. Підкреслено ефективність використання інтерактивних методів та інноваційних технологій у процесі полікультурного навчання, які не лише сприяють підвищенню мотивації та створюють творчу атмосферу, а й підвищують ефективність навчання, стимулюють цікавість до вивчення мов, міжнародного спілкування та допомагають сформувати вміння і навички конструктивної взаємодії з носіями різних культур. Виділено принципи забезпечення ефективно підготовки студентів до діалогу культур. Автор акцентує увагу на домінантності полікультурного спілкування у навчанні іноземних мов, яке включає як вербальну, так і невербальну мову. Зазначено, що для організації міжкультурного спілкування ефективно створювати навчальні комунікативні ситуації, які ставлять перед необхідністю навчити студентів позитивному відношенню до іноземної мови, культури народу. Підкреслено, що головним завданням полікультурної освіти засобами іноземної мови є формування уявлення не тільки про специфічні відмінності в культурах, а й про їх загальні риси в глобальному сенсі. Розглядаються умови та методи навчання полікультурної комунікації та підкреслено важливість оволодіння рідною мовою і культурою для ефективно міжнародної взаємодії. Зроблено висновок про доцільність поєднувати вивчення лінгвістичних аспектів іноземних мов з отриманням культурологічних знань. Доведено, що в результаті освітньої діяльності, спрямованої на формування полікультурної компетентності

*засобами іноземної мови, в студентів створюється цілісна картина світу, формується толерантне ставлення та повага до інших культур, що є передумовою їх успішної інтеграції у полікультурне суспільство.*

**Ключові слова:** *полікультурна освіта, полікультурна компетентність, міжкультурне спілкування, іноземна мова, діалог культур.*