

# The formation of a multicultural space as a real necessity of modern education

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**Abstract.** The purpose of this study is to develop a model of the multicultural space of the university. The objectives of the research are to analyze the multicultural approach to education, its principles, methods, technologies and advantages for creating a safe educational space in the conditions of a modern intercultural society. The formation of a multicultural space in the university allows us to determine the main tasks and guidelines of the educational process, including: the socio-cultural approach to the organization of multicultural education; the priority of the relationship between language and culture; maximum personal development with a wide range of foreign language competencies. The research methodology is based on ethnographic, cross-cultural and semiotic methods of studying cultural systems and cross-cultural situations. As a result of the research, the principles, methods, and innovative pedagogical technologies of implementing the educational process in the conditions of intercultural interaction between students and university teachers are described and classified. The study presents a descriptive model of the multicultural space of the Russian university.

## 1 Introduction

In the modern conditions of the society development, there is a need to educate a person of culture who is committed to universal values, to introduce a person of the 21st century to the world culture, to bring his cultural level closer to the European standard, to study several languages. A foreign language is an objective means of not only interpersonal, but also interethnic, interstate and international communication.

For a specialist, a foreign language becomes both a means of communication in a foreign language environment, and an effective factor of professional and personal development and self-realization. The formation of a multicultural space in the university allows us to determine the main tasks and guidelines of the educational process, including the organization of multicultural education, based on the methodology of the socio-cultural approach, the development of a high level of various communicative competencies of the individual, the implementation of the relationship between language and culture with the leading role of the second. The educational system is an important institution of citizens' general education, a leading factor in the preservation and development of national cultures and languages [1-3].

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Based on the general trends of the world development, the multicultural space should reflect the common interests and common strategies of the cultural development of a society, which are allowed to preserve the historical and socio-cultural environment of a person, to protect the cultural identity of an ethnic community. The most important socio-political prerequisites for political and polylingual education in Russia are directions of integration into the world cultural and educational space. Such nationally and politically significant documents as the draft concept for the development of multicultural education in the Russian Federation, the law of the Russian Federation "On Education", the national doctrine of education in the Russian Federation (for the period up to 2025) form a common approach and concept of the multicultural educational space and its quality at the current stage of the development of global society. [4-6].

The socio-cultural approach and the concept of forming an adaptive educational space of the university are also justified by the need to improve language education and professional competence at all levels of the educational process and were presented in the decisions of UNESCO and the Council of Europe, as well as maximum mastery of the range of foreign language competencies. It is generally accepted that a true culture can only be built in accordance with its past and with its own future [7-10].

Strengthening the cultural independence of many countries allows us to determine the general trends of a multicultural space, where the national cultures of the peoples of the world would be integrated. The central element of a multicultural space is the relationship of the components of culture, the development of civilization and global development, taking into account the national cultures, traditions and customs of other peoples. In this regard Sabekiya R. B., considering this problem, notes that «one of the tasks of the modernization of education is to differentiate the intellectual elite of science with a developed sense of self-esteem and moral duty to other people, the motherland, and humanity.»[11]

I. I. Khaleeva, S. G. Ter-Minasova, O. M. Osiyanova, G. I. Elizarova, L. P. Khalyapina, O. M. Vereshchagina, V. G. Kostomarova and others in their studies emphasize the importance of improving the language training of future specialists, revising its content and technological basis from the point of view of the socio-cultural approach, changing the value orientations of the specialist and the conditions for the implementation of its individual components [12, 13].

We are talking about the desire to meet the modern requirements of Russian education, due to the processes of globalization in Europe and around the world, the expansion of mobility in all directions, the development of technologies that help to influence the worldview and targets of the Russian students. One of the conditions for the formation of a multicultural space is the training of a specialist in demand in the labor market, who is fluent in a foreign language. Therefore, the process of learning a foreign language is characterized by the notion that it not only forms professional and personal competences, but also influences the development of a new type of personality.

In this regard, the problem of optimizing the teaching of a foreign language and the formation of a language personality becomes the most relevant. "To ensure the language training of graduates capable of real and productive learning, it is necessary to focus the educational process on the result of foreign language education with representatives of other cultures in the domestic and professional sphere, i.e. to increase the level of foreign language literacy, for a specific positive result. [14-17].

It should be emphasized that the modern multicultural space assumes a three-dimensional component of the level of development: national-regional, all-Russian and the trend of world culture. Therefore, it is important to preserve cultural diversity and its spotlight on the social and cultural views of young generations by increasing the tolerance and variability in the modern global world. The most important role in this process belongs

to the foreign language learning, that helps in solving such kinds of problems. The effective use of various learning technologies allows you to identify the socio-cultural component, to understand the peculiarities of the worldview with representatives of a different cultural tradition, to be tolerant and to respect your historical and cultural heritage.

As G. B. Askarova notes, in critical epochs humanitarian knowledge develops the cultural image of the individual and forms a holistic cultural and spiritual level of the development, as well as educates such important competencies as the ability to better understanding of each other in a multicultural society, the need and ability to work in a team, cooperate and interact with representatives of different cultures.

## **2 Methods**

In this study, having generalized and systematized the main provisions of the multicultural space, it is possible and useful to present such characteristics of the multicultural environment and forecast their development in the near future, as:

- social adaptability and stability of individual interaction in a multicultural environment;
- value-centered communication interaction;
- availability of means and ways to meet the cultural and information and educational needs of the student's personality;
- forms of organization of social and pedagogical support of students in a multicultural environment and interpersonal interaction in it.

The presented characteristics allow us to describe the foundations, goals, structure and content of the multicultural educational environment and form the basis of forecasting for the purpose of its design and modeling of the main communication processes. At the same time, it should be noted that the development of the foundations, goals, stages and content of a multicultural educational and communication space is a complex and multidimensional task. Currently, the concept of multicultural educational space as a process of implementing multicultural interaction and communication is not well developed in pedagogical science. This is due to the fact that the model of multicultural education should take into account not only educational institutions of different levels of education, but also various socially significant phenomena and systems such as media, value orientations, cultural and national communicative-significant features, various national ideas and worldviews of different peoples, as well as current social processes in different countries that cause a response in the development and changes of global society. Such a model of a multicultural educational space can be presented in the form of a predictive trend of the globalization of society and the need for innovative pedagogical technologies that will reflect the foundations, goals, content and methodological features of the communicative processes occurring in such a multicultural educational environment. The main provisions of such a model of a multicultural educational environment are the results of the consideration of such theses as:

- taking into account the integrity of culture, values, worldviews and ethnic groups in a multicultural communicative and educational space;
- taking into account the peculiarities of functioning in the multicultural communicative and educational space of representatives of various ethnic components, taking into account the need and importance of using and mastering the global human and civilizational cultural conformity by the individual.

Modeling and designing a multicultural communication and educational space is carried out in order to prevent interpersonal conflicts and eliminate ethnic contradictions based on

the assimilation of universal values, as well as understanding and acceptance of the individual, national and global culture of communication participants.

In connection with all the described problems of multicultural educational and communicative interpersonal interaction, we define an adaptive model of multicultural space as a multicultural environment that meets the need for education, adaptation and socio-pedagogical support for students from different ethnic groups, cultures, and parts of the world on the basis of mutual enrichment and interaction of the subjects of the educational process in cultural dialogue.

The objectives of the formation of a multicultural communicative and educational space are:

1. Creating pedagogical conditions for the implementation of the concept of multicultural adaptive dialogue.
2. Development and testing of mechanisms, technologies, methods and techniques of integration and adaptation of participants of the educational process in the global cultural space through education.
3. Search, description and support of mechanisms for effective self-realization and adaptation of the individual in a multicultural communicative and educational space.
4. Finding and identifying opportunities to gain access to education for students who find themselves in a marginal situation and their adaptation to a foreign-cultural educational environment and a multicultural society.

The goals of the formation of a multicultural educational space outlined in our study are focused on a predictive trend and are implemented on the basis of recognition of global cultural values, recognition of national culture and the need to implement communicative and educational processes in an adaptive model based on intercultural dialogue.

The description of the main provisions of our concept of the formation of goals, content, features and characteristics of the model of a multicultural communicative and educational space also makes it possible to present its functions, reflecting the prospects for its application:

1. Humanization of communicative educational processes;
2. Support and adaptation of the individual in a multicultural communicative and educational space;
3. Social support and pedagogical support.

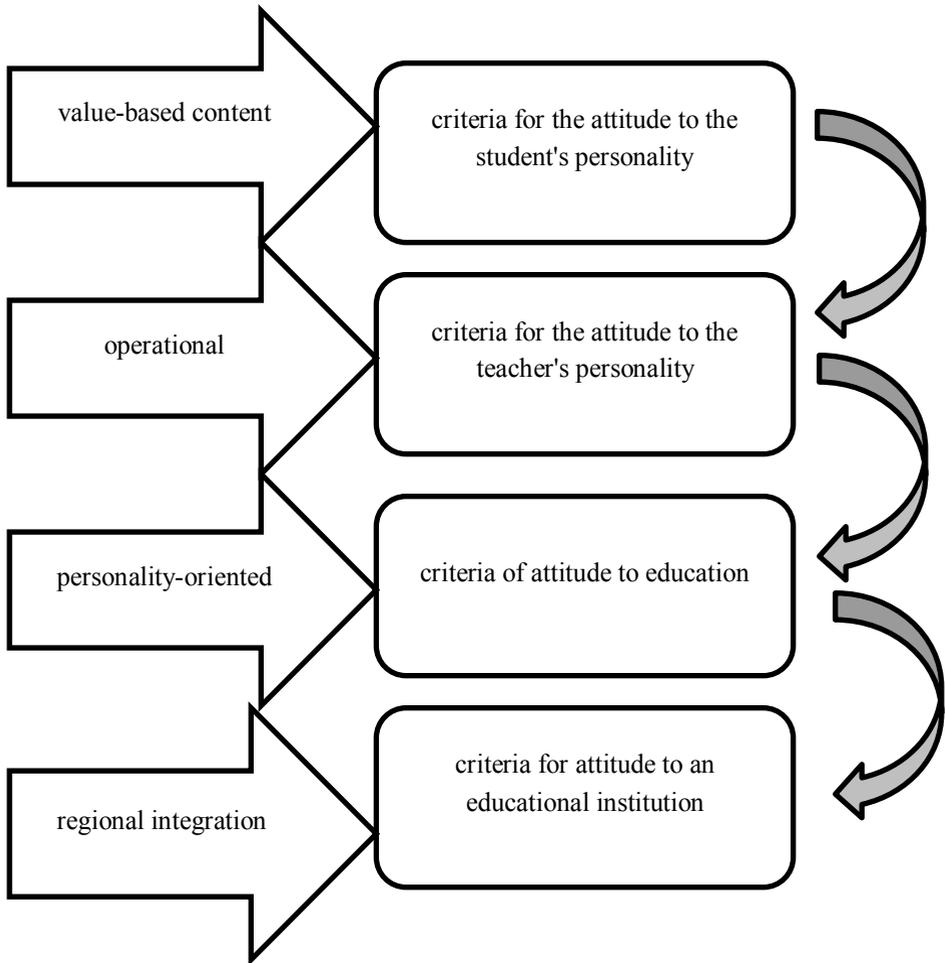
In modern education, there is a constant search for ways and opportunities to harmonize different cultures and ethnic groups in order to ensure their conflict-free interaction. This problem has not lost its relevance for many years and is an important socio-political task for all countries of the world. In our study, it is established that one of the most effective ways to achieve conflict-free and dialogue of cultures is the positive purposeful formation and modeling of a communicative and educational space that unites various ethno-cultural groups into a single global society.

The study conducted a comparative analysis of the functions of the multicultural educational space, reflecting global and regional trends in society. The analysis made it possible to present and confirm the multi-subjectivity of the modern educational space and suggest the need to combine the cultural, social and professional development of the student's personality.

Among the components of the formed multicultural educational space in the study are presented: axiological, personal, operational-activity, regional (Fig. 1). As a result of the conducted research of scientific literature sources the ratio of the selected components was presented as follows:

1. The relation to the individual as the highest value in the communicative and educational multicultural process.

2. The relation to the teacher as a translator between the individual and the culture of universal values;
3. The relation towards education and its content as a cultural and pedagogical process in cooperation;
4. The relation towards an educational institution as an integral part of communicative and educational space in which cross-cultural communication takes place, as well as the formation of a person capable of cultural dialogue.



**Fig.1.** Components of a Multicultural Educational Space

The culture of the individual and its spiritual values, changing in connection with the processes and realities of globalization, should be formed on the basis of invariant universal worldviews, the convergence of spiritual culture and the support of interethnic interests in the communicative and educational space. In a multicultural educational space, students' personal development is protected and supported, while the main goal of this process is to create adaptive pedagogical conditions. In this regard, it is necessary to practice technologies and methods of a personalized approach to socialization and adaptation of the individual in the intercultural educational space, while carrying out various types of educational activities, such as:

1. Stimulating the processes of self-improvement and self-development through the mechanisms of reflection.

2. Search and application of forms of practical educational activities aimed at adaptation, protection, counseling, informing and supporting the individual.

3. Identification of the most significant communicative and educational needs of the individual in a multicultural environment and in the process of pedagogical interaction with the definition of the sphere of self-realization for achieving personally significant life goals.

Analyzing the concept of multicultural education, we turn to scientific sources that define it as two components of the educational space. The first is multicultural education as a concept that assumes the existence of a close connection between all ethnic groups. The key aspect of the concept is that cultures and nationalities do not develop in isolation, and all achievements are the result of interaction between different cultures. And the second is the education system as an educational space that encompasses all the objects and processes that are included in the educational process, and lead to an educational result: the development of values; the mastery of various ways of thinking, activity and behavior of a person.

In scientific sources, according to the training method and the content of the training material, the models of the formation of a multicultural space are distinguished. According to the teaching method, they are presented as experimental and didactic models. The didactic model includes the study and understanding of foreign language culture through history, customs, traditions, outstanding personalities, etc. The experimental model is aimed at real learning in a foreign language in the process of international communication, at organizing various types of speech activities of linguistic and socio-cultural orientation (conferences, round tables, role-playing games, etc.). According to the educational content, they can be represented as general cultural and cultural-specific models.

The general cultural model of the multicultural space involves the study of the individual as the bearer of his nation, regional culture, its specifics and historical heritage. Cultural specific model aimed at mastering the realities of the language being studied, the specifics of speech behavior, taking into account the historical development, customs and traditions of the native speaker. It should be noted that the paradigm of education has been changing in recent decades, and this is naturally due to the professional career paths of the person in the global space. Interaction of cultures, creation of a new concept the humanization of education is based on the solution of such basic tasks as the development of the spiritual potential of the individual. Increasing the level of culture of thinking and professional competence forms a cultural phenomenon based on the needs for developing one's own career and increasing the level of professionalism, which develop the student's spiritual potential and awareness of the need and importance of adopting the values and paradigms of other cultures.

Education is an important functional component of culture, as it ensures its preservation and potential development, including in the context of universal culture. Therefore, the process of forming a multicultural space in a university can be defined as a process of communicative and educational interaction between its subjects, which organizes the social environment taking into account the peculiarities of the diversity of cultures in it. This process of upbringing and education of a modern person is characterized by the recognition of his rights and freedoms of social and cultural worldview, national culture, continuity, tolerance to foreign cultural values and other peoples.

The intercultural environment is the first level not only for the realization of the components of national and regional subcultures, but also for the universal culture as a whole. M. M. Bakhtin noted: «A foreign culture only reveals itself in its entirety before the eyes of another culture» [18], and the interaction of cultures can be carried out only through the dialogue of cultures, the process of intercultural communication. Considering the

concept of culture as a methodological basis for linguistic multicultural education, I. A. Tsanturova draws attention to the fact that language and culture have a single target orientation for the formation of humanitarian thinking, which is characterized by universality and orientation from person to person. Dialogue and culture are universal and permeate all areas of human life.

The analysis of scientific sources on the problem of integration of culture into the system of language education shows the ambiguity of approaches to solving important linguistic and sociolinguistic problems that have recently increased with the scientific and economic ties of foreign countries and peoples. The process of forming a multicultural space is of a systematic nature, in which it is possible to implement the continuity of the sequence and interrelation of the processes of integration of language and culture. This is a holistic pedagogical and methodological process, the implementation of the structural elements of pedagogical technologies, including the goals, content, principles and methods of teaching a foreign language, the development of conditions for the implementation of the educational process. Based on the analysis of scientific research in the field of methods of teaching foreign languages, it is possible to distinguish psychological and pedagogical, as well as didactic conditions for the formation of a language personality [19, 20].

Psychological and pedagogical conditions include:

- organization of teacher-student interaction based on the principle of dialogue of cultures (M. M. Bakhtin, V. S. Bybler);
- identification of the motivational and personal component aimed at understanding the importance of the acquired language skills;
- taking into account the psychological characteristics of the student in order to overcome the psychological barrier in the process of mono-cultural communication;
- creating conditions for the implementation of feedback by the interlocutor;
- using the principles of collective cooperation and creative search;
- formation of research skills on the basis of inclusion in scientific activity in its various forms, encouraging the most active participants in creative activities;
- promote cognitive activity aimed at studying the characteristics of other cultures that are formed in the process of intercultural communication with representatives of native speakers.

### **3 Results**

Activities, which are necessary for building a specific model of the learning process, including the gradual formation of speech, linguistic, and socio-cultural skills for the formation of language skills, are:

- to activate the cognitive activity of students to self-knowledge and self-education on the basis of the development of linguistic and cultural content of the educational material;
- inclusion of speech activity using innovative methods of teaching a foreign language;
- use of research techniques;
- use of problem-based teaching methods in practical classes and lectures to develop the skills of independent, creative work in the process of speech communication;
- to promote the development of communication skills using the interactive method, project methods, the technologies of scientific knowledge.

It should be emphasized that the choice of methods for organizing foreign language teaching according to the intercultural approach is based on the general didactic advantages. They include:

1. The principle of the organization of the educational process and its management.
2. The principle of goal setting and determining specific directions and results.
3. The principle of personality-oriented and differentiated approaches.
4. The principle of a comprehensive approach to motivation in teaching a foreign language.
5. The need for self-education.

Based on the goals and conditions for the implementation of the intercultural approach, it is also necessary to highlight the specific methodological principles of teaching a foreign language. They include:

1. The principle of situational and oral-speech communicative orientation of exercises;
2. The principle of selecting authentic educational material;
3. The principle of continuity and consistency in the presentation of linguistic and cultural realities;
4. The principle of relying on the native culture.

A significant role in the implementation of these tasks belongs to the teacher of a foreign language, who must freely navigate the multicultural world, understand its values and embody them in the educational process.

In modern society, it is impossible to limit oneself only to the transfer of linguistic knowledge and skills. Currently, the goal of teaching intercultural communication is the development of the ability to use a foreign language as an instrument of pan-European cooperation, as a way of bilingual and multicultural self-development that means the formation of a linguistic personality capable of active and productive life in a multicultural, multilingual society.

We agree with the statement of G. V. Terekhova, who notes that in modern society, it is possible to create conditions for the formation of any variant of intercultural education, and the educational institution is considered as a center of the cultural environment, which simultaneously takes into account national and multicultural characteristics. At present, it is very important to create conditions that provide opportunities for the development of speech skills to communicate in foreign languages. The development of information blogs allows you to conduct a message in a real format, take part in competitions on the Internet, participate in video conferences and communicate with peers abroad.

Internet communication allows you to carry out real social and cultural communication with representatives of other cultures, there is the possibility of interpersonal interaction with the use of the greatest number of speech language tools and the use of various communication strategies in a multicultural environment. Multi-discussion and computer discourse allows you to touch on various everyday literary, scientific, linguistic and cultural topics, expand the creative speech capabilities of multicultural training of students.

Despite the fact that 45 million people (according to experts of the European Union) speak English, and 87 nations officially recognize it as the state language, the Council of Europe considers it necessary to take measures to study different languages, including Russian, in the international education. A program for the development of linguistic educational policies in Europe has been adopted, which focuses on the development of transversal competence, which includes the fields of linguistic and multicultural competence. Many foreign studies in the field of multicultural approach are aimed at choosing a learning strategy for productive mastering of foreign languages. The most famous are the strategies developed by Canadian scientists F. Ruph, R. Oxford, M. Pothier and others [21-23]. They believe that the main objective of their specific strategy is to focus on modular learning, on the level of language acquisition and directly improve the quality of learning.

Modular training provides for:

- mobilizing existing knowledge;
- extracting new knowledge;
- integration of new knowledge;
- control of acquired knowledge.

The level strategy is:

- personal approach;
- joint creative efforts;
- individual exchange of knowledge in the process of intercultural communication.

F. Ruph highlights:

- learning motivation;
- mobilization of language resources to improve knowledge;
- ability to manage the psychological state (stress resistance);
- control over the result of the acquired knowledge, development of ideas, and so

on.

## 4 Conclusion

Undoubtedly, active methods of teaching a foreign language influence the motivational sphere of students, creates prerequisites for the formation of a multicultural personality and the further development of socially significant value orientations. At the same time, it is necessary to pay attention to the internal factors, the needs and motives of students, the creation of favorable conditions for learning the optimization of the educational process the choice of methods that allow organizing the educational process taking into account their interests, inclinations and abilities.

All of the above allows us to conclude that the formation of a multicultural educational environment depends on many factors, including integration processes, the variability of the educational paradigm in the global space, orientation to European trends in foreign language teaching, a multicultural approach to the formation of language skills using modern innovative technologies and strategies. In the field of language education, these trends determine the formation of a new type of language personality, in which participants in intercultural learning will be able to participate in various fields, based on language literacy, tolerance, mutual respect for cultures where a foreign language acts as an instrument of pan-European cooperation and active life in a multicultural multilingual world.

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