

## **MULTICULTURAL EDUCATION AS A FACTOR OF FORMATION OF CROSS- CULTURAL COMPETENCE AMONG BACHELORS-TEACHERS**

**Assist. Prof. Galina Sleptsova<sup>1</sup>**

**Assist. Prof. Victoria Ushnitskaya<sup>1</sup>**

<sup>1</sup> Northeast Federal University named after M.K. Ammosov, Russia

### **ABSTRACT**

The article deals with the pedagogical problem of multicultural education as a factor influencing the formation of cross - cultural competence of the personality .

A definition "cross-cultural competence" is given in the article . Pedagogical conditions of formation of cross-cultural competence of bachelors - teachers are considered. The main results of the conducted research on formation of cross-cultural competence among bachelors - teachers in the process of teaching of foreign language are reflected.

The relevance of the appeal to multicultural education is defined by multiculturalism and polyethnicity of the Russian society.

We live in an era of active global interactions within the extending sociocultural space, in a world of linguistic and cultural diversity, where different peoples and national cultures interact intensively. Processes of interaction of national cultures, the international cooperation are followed not only by progressive, but also negative tendencies. Issues of interethnic relations are becoming particularly difficult in the system of international cooperation, the problem of interethnic conflicts, the preservation of the uniqueness and identity of national cultures becomes aggravated. In these conditions the problem of developing of culture of interethnic relations, harmonizing ethnic relations, multicultural education of young people with a stable outlook and tolerant consciousness capable of understanding, accepting and respecting the culture of other peoples and finding effective ways to reduce interethnic conflicts is particular importance.

Efforts are necessary to find effective solutions of these problems, and not only at the world, state, but also interpersonal level. One of the possible solutions to this problem is the formation of cross - cultural competence of the individual as a means of nurturing of his personality. Since the teacher is a key figure in formation of the worldview of young generation, the task of forming cross - cultural competence of future teachers comes to the forefront in the education system.

By cross - cultural competence we mean the ability of a person to freely navigate in the multicultural world, to achieve understanding in other languages and cultures in the process of cross-cultural interaction.

Technology of formation of cross-cultural competence of the bachelor - the teacher is based on the principles of social and cultural peculiarities, dialogue, value enrichment of the content of teaching in a foreign language with the values of the national culture and the culture of the learned language .

The effectiveness of the process of formation of cross-cultural competence of bachelors - teachers are provided by the following pedagogical conditions: the implementation of education of spiritual culture and the development of national consciousness in multicultural education in the system of higher education ; realization of technology of valuable semantic enrichment of the content of foreign language teaching with the values of national culture and culture of the learned language; a learning of foreign language on a basis of comparative cross-cultural analysis realized in a polylogue of the Yakut, Russian and English cultures.

To solve the problem the following research methods were used: theoretical, empirical, statistical.

***Keywords: multicultural education, cross-cultural competence***

### **INTRODUCTION**

The relevance of the appeal to multicultural education is determined by multiculturalism, diversity of original and unique cultures of modern society. We live in a world where different Nations, different nationalities intensively interact, which have their own history, unique features of material and spiritual culture. This factor requires openness between people of different cultures, readiness for dialogue, awareness of the need for a culture of interethnic interaction, the ability to live peacefully with people of other cultures, languages and religions. The objective need for unity, spiritual integration of human communities, cooperation and mutual understanding are becoming a global challenge of our time. Education as one of the most important components of the national culture should react to the challenges of the new time. There is a social need to educate young people in the spirit of humanistic relations between representatives of different ethnic groups, cultures and religions with different worldviews, value orientations, stereotypes of behavior.

### **METHODS OF RESEARCH**

The methodological basis of a research was made by the idea of a cultural approach which has allowed to interpret polycultural education as a process that allows to study and realize more deeply the diversity of the people and cultures, to justify the position that the full development of the culture assumes development of other cultures in comparison, dialogue and a polylogue. For the solution of these tasks research methods are used:

- theoretical: analysis, comparison, generalization of psychological and pedagogical literature;
- empirical: pedagogical observation, pedagogical experiment, survey;
- statistical: registration of the obtained data, average values, Mann's U-criterion – Whitney.

The pedagogical research on formation of cross-cultural competence of bachelors - teachers was conducted by means of a foreign language on the basis of North Eastern Federal University of the Sakha (Yakutia) Republic

The Republic of Sakha (Yakutia) is the largest multinational region of the Russian Federation. In the Republic, where more than 120 nationalities, where everyone lives in a multicultural environment of diverse languages and cultures, special importance is gained by the problem of preserving the uniqueness and identity of the national culture of his people, understanding and appreciation of cultural values of other people, awareness of the diversity of the spiritual and the material world, the ability to live and communicate in a multicultural environment in conditions of cultural diversity. According ethnic structure in the Sakha (Yakutia) Republic Yakuts prevail and occupy 45,5% of all inhabitants, 41,2% living - Russians, 3,6%-Ukrainians, 1,9%-Evenks. State languages in the republic are Yakut and Russian.

In 2000, the Republic of Sakha (Yakutia) adopted the concept of school language education, which proclaimed the idea of formation and development of a language personality, able to realize itself in the language and through language. The structure of language education in Yakutia consists of the following components: training in the native languages, training in Russian as to a state language and as to language of international communication of the Russian Federation and Republic of Sakha (Yakutia), at the Yakut schools, training in Yakut as to a state language of Republic of Sakha (Yakutia), at schools with training Russian, training in foreign languages. The main directions of the concept of language education develop the concept of UNESCO on linguistic diversity and continuous multilingual education. The national - regional component of education is implemented in schools of the Republic of Sakha (Yakutia). Students learn the native language, culture of the peoples of the Republic of Sakha (Yakutia), Russian and foreign languages. Knowledge of the state languages, native and foreign languages not only expands knowledge and Outlook of the person, but also promotes formation of installation on international and ethno-cultural tolerance. The value of foreign language education is that learning languages and cultures of other peoples, students are enriched spiritually and emotionally, attached to the world culture, universal values that then is expressed in their attitude towards surrounding people, the world around.

Knowledge of a foreign language plays an important role in professional activity, exerts an impact on foreign-language communicative competence, provides thereby efficiency of activity in polycultural society and positive cross-cultural interaction. N.D. Galskova notes that knowledge of a foreign language is "additional chance to orient in the modern dynamically developing society with more and more pronounced tendencies to integration of all spheres of public life" [1]. By means of a foreign language there is "cultivation" of the personality to the world of human culture that, according to A.A. Leontyev, is a basis of his socialization [2]. Therefore, the foreign language should be considered as the instrument of socialization of a person in the polycultural world, his adaptation in a professional context. This is what the qualities of a person, including multicultural knowledge, skills, abilities and competences, formed in the course of University training should be directed to

Knowledge of material and spiritual culture of the people, its values, beliefs, traditions, customs, mentality, worldview, moral attitudes, life, national character, vision of the world in total determine the behavior of partners in communication.

Only co-learning of language and culture provides an opportunity to master a foreign language as a means of communication and contributes to the formation of tolerant forms of consciousness and behavior of the personality, education of the principles of mutual respect, tolerance and understanding.

The ability to understand and respect other people, to develop a culture of interethnic relations and to adapt to the conditions of life in a multiethnic society is facilitated by multicultural education. Polycultural education forms steady outlook, cultivates tolerance, ability and readiness to live and interact in the multicultural, multiethnic environment. According to A.A. Sokolova polyculture in education, is understood as creation of education on the principles of cultural pluralism, on recognition of equivalence and equality of all national, ethnic and social groups, inadmissibility of discrimination of people on signs of national and religious affiliation, on understanding of a variety of society as significant factor of his development, ensuring adaptation of the person to the changing living conditions, formation of a many-sided picture of the world [3]

The purpose of multicultural education is to create conditions for the formation of a multicultural personality, education of openness and tolerance between the representatives of the contacting cultures, the study of the traditions of their own culture, the process of processing these traditions within the new culture, education of friendly attitude to other peoples, regardless of nationality, race, religion, readiness for dialogue of cultures.

The content of multicultural education is multidimensional and must meet the following requirements:

- reflection in the learning material humanistic ideas;
- \* information about the unique features of the cultures of the peoples of Russia and the world;
- \* revealing common elements and traditions in the cultures of the Russian peoples that allow them to live in peace and harmony;
- \* introducing students to the world culture, understanding the interdependence of countries and peoples in modern conditions, taking into account the process of globalization [4].

The result of multicultural education is intercultural competence. The problem of formation of intercultural competence of bachelors - teachers is of particular importance in education, because it is the teacher who becomes the main figure in the transition periods of society, a factor in the formation of the worldview of the younger man, national security.

Under the intercultural competence of the bachelor-teacher, formed by means of a foreign language in the conditions of multicultural education of the Republic of Sakha (Yakutia), we understand the integral characteristic of the secondary linguistic personality, based on the national consciousness and spiritual culture, providing adaptation of the individual to the conditions of foreign culture, successful and effective intercultural communication, joint activities and cooperation with the carriers of other cultures, solving personal and professional problems [5].

Intercultural competence integrates social and cultural knowledge, manifestations of spiritual culture and peculiarities of national self-consciousness, personal characteristics that determine respect for the representatives of another culture. All this contributes to the readiness of the individual to work together with people of different views, regardless of social, ethnic, racial, religious affiliation.

The effectiveness of the process of formation of intercultural competence of bachelors-teachers by means of a foreign language in the Republic of Sakha (Yakutia) is provided by the following pedagogical conditions: the development of national self-consciousness and the education of spiritual culture in the multicultural education of the University; the implementation of pedagogical technology of value-semantic enrichment of the content of teaching a foreign language with the values of national culture and the culture of the studied language; the study of a foreign language on the basis of comparative intercultural analysis, implemented in the polylogue of the Yakut, Russian and English cultures.

The specificity of the formation of intercultural competence of the bachelor-teacher in the conditions of multicultural education of the Republic of Sakha (Yakutia) consists in the features: multicultural education of the University associated with the ethnic composition of students; education of spiritual culture on the basis of familiarization with the values of national culture and the development of national consciousness, suggesting the presence of such personal characteristics as tolerance, self-esteem, respect for the dignity of others, empathy; the formation of a secondary language. personality in the region, consisting in the fact that the training of foreign languages is carried out in stages: from learning the native language, through learning Russian and from it - to a foreign language.

The experimental base of the research was the Pedagogical Institute of the North Eastern Federal University named after M. K. Ammosov in Yakutsk, Republic of Sakha (Yakutia).

At the ascertaining stage, the study of the formation of intercultural competence of teachers-bachelors demonstrated the unsystematic knowledge of students about the country of the language, weak evaluation and reflexive skills in social and cultural activities, the lack of formation of social and cultural skills, experience of interaction with representatives of other cultures. The analysis of the primary values of the entire sample was subjected to the procedure of mathematical analysis using a single sample nonparametric Kolmogorov - Smirnov test, which showed its homogeneity at the level of  $p < 0.01$ . The results of the ascertaining experiment confirmed the need for purposeful work on the formation of intercultural competence of students. Implementation of pedagogical conditions that contributed to the formation of intercultural competence of bachelors-teachers, was carried out consistently. Education of the spiritual culture and development of national identity in multicultural education NEFU helped to involve students in cultural heritage, involving students in research work within the framework of project activities, problem-based learning, participation in the traditional educational University-wide events, annual conferences "Step to the future", meetings with native speakers, participation in contests, games, quizzes, grant programs. In order to form value orientations, value attitude, love for native culture, a special course was developed,

the main purpose of which was the formation of spiritual and moral values in the process of learning a foreign language.

North-Eastern Federal University named after M. K. Ammosov contributes to the preservation and development of the diversity of languages and culture. NEFU is a diversified University and has nearly 20 thousand students from 33 regions of the Russian Federation and 24 foreign countries: from America, China, Vietnam, Taiwan, South Korea, Norway, India, Canada, France, Finland, Switzerland, Austria, Turkey, Mongolia, Tajikistan, Uzbekistan, Kyrgyzstan and many other countries. Foreign nationals from Asia, Europe and Latin America are being promoted.

qualifications, training and training in NEFU. In addition, students take part in various student exchange programs. For example, NEFU students win grants and go to language training in Norway, Finland, the USA, Sweden and other countries. Going abroad, students get acquainted with the country of the language, its mentality and culture, traditions, way of life of the people of the country of the language.

The two-level education system allows the bachelor to continue his education in the master's degree not only in Russia but also abroad. NEFU students actively use this opportunity and continue their studies, undergo language training abroad.

## RESULTS

The control stage of the experiment allowed to reveal the positive dynamics of formation of intercultural competence of bachelors-teachers. At the end of the experimental influence, the dynamics of key indicators of the main components of intercultural competence is statistically proved. At the control stage, using the nonparametric Mann - Whitney test, we compared the diagnostic results before and after the experiment. As a result of repeated diagnostics, significant ( $p= 0.00$ ) differences were revealed in the following characteristics of spiritual culture and national consciousness: situational system of knowledge of individual components of national culture, situational ability to cultural self-development and self-determination in the world of cultural values, the correct perception of the culture of the language; positive attitude to the national community; sustainable desire to communicate in their native language. At the level ( $p= 0.03 - 0.08$ ), changes were found in the awareness of belonging to a certain national community; sustainable understanding of language, culture, typical features of their community, the community of the historical past, religion, territory and statehood; sustainable, valuable and respectful attitude to the dignity of others. In the course of the experiment revealed that the introduction to the foreign culture contributes to cultural self-development and self-determination in the world of cultural values; acceptance of the lifestyle of the nation; a positive assessment of representatives of other national cultures; readiness for cross-cultural communication; self-assessment of yourself as a representative of the nation; building self-esteem and respect for the dignity of others. The analysis showed positive dynamics in the process of formation of intercultural competence of students. Diagnostics of formation of intercultural competence of students was carried out by means of methods aimed at assessing

intercultural competence (questionnaire of Intercultural Development / OMR (M. Bennet, M. Hammer): the nature of value orientations of the individual (test M. Rokich " Value orientations»; the severity of tolerance and empathy (Express questionnaire "Index of tolerance of G. U. Soldatova, I. M. Yusupov questionnaire "assessment of the ability of the teacher to empathy"); the level of sociability (test V. F. Ryakhovskiy for for evaluation of the General level of sociability), and others. We were convinced of the effectiveness of the implementation of pedagogical conditions, the formation of intercultural competence of bachelors - teachers.

## CONCLUSION

The development of intercultural competence of bachelors-teachers makes it necessary to organize the educational process on the basis of a dialogue of cultures. The process of development of intercultural competence of students, in turn, necessitates the creation of the most favorable conditions for the development of value-based attitude to the native and foreign culture and its carriers, the establishment of humane relations between representatives of different peoples and nationalities. It is a multicultural education is considered as a purposeful process and the result of the development of students ' humanistic values, providing for the development of skills and competencies of interpersonal interaction in a multicultural environment, among which can be identified intercultural competence. Multicultural education, as a means of education of the individual in the spirit of peace and respect for all peoples, adaptation to the conditions of life in a multi – ethnic society, as a condition of survival and sustainable development of modern civilization, is a necessary factor in the formation of intercultural competence of bachelors-teachers.

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