

MULTICULTURAL EDUCATION IN NON-LANGUAGE HIGHER EDUCATIONAL INSTITUTIONS: ON THE SAMPLE OF THE FOREIGN LANGUAGE CLASS

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The article presented analyzes the problem of multicultural education within the university environment at the foreign language classes. The given issue draws the great attention of national pedagogies. The paper highlights the importance of the ethnic and cultural factor and the development of pedagogical conditions for learning the mentality and culture of the target foreign language countries. Special emphasis is put on the role of the teacher in the classroom as it is he who is an important link when it comes to introducing a tolerant attitude to the foreign language.

Key words: multicultural education, foreign language, educational process, students of non-language specialties, multicultural society, tolerant attitude.

It is a well-known fact that a foreign language broadens the general outlook of university students. When studying a foreign language, learners make better their interactive skills through innovative methods of teaching as they get engaged into the world culture of other people, to be more exact, they get acquainted with the peculiarities of the country of the target foreign language they learn within their educational establishments. Consequently, tendency of multiculturalism through foreign educational environment undoubtedly leads to the better understanding of the inner world of people whose language is learnt by non-language students according to their university curriculum. Multicultural education “viewed as the ideal way to facilitate interaction between cultures and to achieve more effective equality of opportunities and, therefore, a fairer society” [1].

This article aims to investigate the influence of multicultural education on foreign language learners through the academic process, as well as “to study the conditions of teaching university students to live and communicate successfully in the multicultural world [2].

According to the results of numerous surveys by famous scholars, it is worth mentioning that implementation of multicultural education within the curricula has many more advantages and definitely effects the law students’ academic attendance and performance.

Multicultural education is sure to be advan-

tageous and valuable for students of non-language faculties as it permits many more chances for self-development, which is known to be quite encouraging and motivating.

Multicultural education is required to be used into the ever-developing academic process as students presenting at a class represent small multinational society. It is essential for foreign language learners within a classroom to know that they are sure to be understood by their groupmates.

It is also vital to highlight that both academic and psychological achievements need to be taken into account in terms of multicultural education. The explanation of this phenomenon is quite evident as positive outcome in general will no doubt lead to the students’ professional proficiency and further encouragement in the legal career.

Multicultural education is an educational process integrating the academic information about individuals coming from diverse cultural backgrounds. It is a teacher who decides what needs to be included into the lesson contents to reveal the cultural diversity of the students in a particular class.

It is vital to take into account that academic performance of non-language students demonstrates their obvious advance and perfection due to multicultural education as it is of great importance for their prospective career in general.

In most cases the contents of this kind of education greatly influences on non-language stu-

dents' attitude to learning a foreign language.

Thus, experienced and competent teachers are responsible for creating the most appropriate conditions to make learners study other people's culture and traditions. Proper academic approach is a key to get students engaged into the multicultural education environment.

When achieving academic goals in a foreign language classroom by means of proper multicultural-oriented methods and techniques implementation both teachers and students feel proud of themselves to know a different culture.

Multicultural education has always been relevant and undoubtedly will always be. To avoid cultural misunderstanding and earn a respect to each other within the same academic environment students are required to get more knowledge and expertise about each other's culture and background. If teachers work hard on implementing some pedagogical techniques to tell their students about some cultural tolerance ideas, then any learning process is sure to be beneficial as it is significant to study successfully in the multicultural classroom.

No doubt that it takes educators much effort and competence to teach foreign language learners to be tolerant to other individuals who belong to this or that cultural community as it is a vital constituent of the foreign language learning.

It is worth mentioning that all non-language students at a foreign language class are representatives of different cultural background, and to make them work together and achieve good academic goals they are to strive to respect each other. These results can be easily achieved by them in case they get truly more and more interested in their common success.

Any foreign language is a good and perfect way to get to know the native speakers of this language much better, thus, a foreign language class is sure to be a significant step to multicultural education. Multicultural education is considered to be "an essential agenda nowadays. As a present-day learners need to be introduced to

values and ideology" of people whose language is presented in the curriculum [3].

There are cases when students find it hard to tolerate new cultures presented by a foreign language and it takes them much time to get used to it. This educational process is likely to be beneficial and successful if teachers do their best to overcome these difficulties and get their learners respect and study the target foreign language.

Educators are responsible for developing a multicultural community, at least within the academic discipline known in a curriculum as a "Foreign language". Moreover, most non-language university students do realize the necessity to learn a foreign language as it assists to "function effectively in quickly changeable reality, to master a foreign language fluently as a means of cross-cultural communication, to demonstrate tolerant attitude toward a foreign culture [4].

Getting non-language students to make up various situational dialogues and many other culture-oriented activities during a lesson is likely to bring appropriate beneficial results. Students' active participation in numerous foreign language events and festivals can easily encourage them to go on learning at least one more foreign language.

According to the educational curriculum non-language learners are expected to get acquainted with a culture of this language and its people.

There are a lot of information resources, which can effortlessly assist learners not to get trapped by these both language and culture issues. At a foreign language class students learn some confusing traditions and customs, which are sure to result in miscomprehending because of their mental peculiarities and for a few students it is a real challenge to deal with these linguistic and cultural issues. Thus, when learning a new language some students face different problems including language barrier and culture shock. Only proper and competent pedagogical approach is considered to be an only way to make a student a success.

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ПОЛИКУЛЬТУРНОЕ ОБРАЗОВАНИЕ В ВУЗАХ НЕЯЗЫКОВОГО ПРОФИЛЯ: НА ПРИМЕРЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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Представленная статья посвящена проблеме поликультурного образования в университетской среде на занятиях по иностранному языку, привлекающий все большее внимание отечественных педагогов. В работе анализируется значимость этнокультурного фактора и создание педагогических условий для познания менталитета и культуры стран изучаемого языка. Особое внимание уделено роли преподавателя на занятии, так как именно он является важным звеном при воспитании толерантного отношения к изучаемому языку.

Ключевые слова: поликультурное образование, иностранный язык, образовательный процесс, студенты неязыковых специальностей, поликультурное общество, толерантное отношение.