

Бібліографічні спасылкі

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EDUCATIONAL MULTICULTURALISM AS A USEFUL FACTOR IN MORE RAPID STUDENTS' ADAPTATION TO CHANGING MOBILITY CONDITIONS

Multicultural educational process includes the common elements of ethnic cultures and features, emphasizing the originality and uniqueness of each culture. It helps to use diversity as a useful factor of development, it promotes more rapid social adaptation to changing mobility conditions, helps to form a contemporary picture of the world.

Key words: *multiculturalism, cultural pluralism, multilingualism, intercultural communication, national culture, interaction of language and culture.*

Multicultural education is based on the principles of cultural pluralism, equal value and equal rights for all ethnic groups that make up a particular society, non-discrimination of people on the basis of their ethnic or religious origin, gender or age. The greater knowledge of the characteristics of different cultures is, the better understanding of the behaviour, attitudes and outlook, which will be well-revealed in the foreign language environment, will be.

As a multicultural educational process, it is necessary to take into account both the common elements of ethnic cultures and their features, while emphasizing the originality and uniqueness of each culture. Educational multiculturalism helps to use diversity of the society as a useful factor of development, it promotes more rapid human adaptation to changing conditions of living and helps to form a multifaceted, or diverse picture of the world.

In recent years, there has been an increasing interest in the cultural aspect of language learning. The problems of language, thinking and ethnos are becoming increasingly urgent. The tendency towards a comprehensive approach to the study of society, culture, and ethnos as well as the desire to consider any phenomenon in the context of its diverse connections is developing rapidly. Language and culture are independent social phenomena, with a close interdependence between them. Language does not exist without people speaking it, words and phrases it contains; it accumulates and stores knowledge about the surrounding world. Words represent the collective memory of native speakers, a key to understanding

the way of life of certain people, a mirror of the past and the present of the nation, reflection of its cultural heritage. Despite the differences that exist among the speakers of different languages, many phenomena described in a specific language have a universal nature.

A comparative study of certain groups of words in different languages provides the basis for analysis of the nature of lexical meaning of words, revealing the peculiarity of semantic systems of different languages.

Identification of these similarities can assist greatly in learning a foreign language. The similarities and differences found in comparison of different languages are associated with the facts of culture of the studied nations, and they are derived from geographical, economic, historical and other data.

Since the semantics of every language has a universal conceptual-sensory basis, and there are cultural universals and the similarity of linguistic means reasoned by the genetic or typological similarity of languages, we assumed that the meanings of designated words of two languages generally overlap, and the individual elements in the form of expressed individual signs can coincide or overlap. The number of linguistic signs with the signified common to contacting languages depends on the degree of difference between languages and the respective cultures [2, p. 109].

Carriers of different cultures represent different conceptual ideas about the world, since they can choose different aspects of the same phenomenon as the basis for generalization.

It should also be noted that using the similarity of the forms of certain words, their meanings, can also help significantly with learning of foreign vocabulary. For example, it would be easier for Belarusian students to memorize the word *paper* – рус. ‘бумара’, if we correlate it with the Belarusian language, in which there is a coincidence of the form: *paper* – Bel. ‘папера’ [papiera]– Rus. ‘бумара’. This can work effectively with much more complex words: *bishop* – бел. ‘біскуп’ [biskup]– рус. ‘епископ’. Thus, taking into account the above mentioned ideas, we can organize the learning process for both foreign students representing different cultures and for students learning a foreign language more efficiently and effectively.

The acquisition of comprehensive speech and communicative competencies by students in the process of foreign language communication is impossible without taking into consideration the national culture of speakers of this language in the methodological work with the students. Cultural aspect penetrates into the whole process of teaching.

Relationship and interaction of language and culture should lie within the frameworks of the linguistic approach and linguistic didactic aspect, especially when projected on intercultural communication.

In addition, not only specialists who are able to teach the basics of a particular foreign language are needed, but also it is vital to give a complete representation of the cultural peculiarities of the countries of the studied language and intercultural communication within the general cultural competence of trainees. To do this, you need to know the characteristics of the cultural background of the foreign language country, which includes various norms, values and customs of certain nations and ethnic groups, as well as to take into account the similarities and differences in the language perception of the world by speakers of different languages.

Modern higher school is currently transformed with mechanisms ensuring multicultural and multilingual situation, i.e. knowledge of foreign languages is a standing requirement for educational standards in the first and second cycles of higher education.

Academic, social and personal as well as professional competences are represented in all educational standards in all countries of the European Higher Education Area (further referred to as *EHEA*), including the Republic of Belarus, which joined the area in 2015. The new generation educational standards require compliance of professional qualifications with the above-mentioned competences, although quite often the legal acts in the field of education do not contain description of control measures and actions of acquisition of professional qualities and educational competences cited in educational standards in detail.

Students in universities have to obtain a lot of general academic and general professional competences, but this is not always reflected in curricula: the requirements to competences are high, but there is no sufficient number of academic hours for acquisitions of those competences, and it actually devaluates the very idea of the language competence. When mentioning the language competence, we have to note that we take into account not only foreign languages, but also native tongue(-s). When we speak about a foreign language competence for forming autonomous subjects of the educational process, everything is complicated by determining the level of the foreign language competence, which has been shaped within the general secondary education framework (programs and standards provide learning of the full paradigm of the foreign language at the level of phonetics, vocabulary and grammar, including reading and writing, listening comprehension, etc.

After implementing actions for internalization of the higher education of Belarus the academic mobility is rising, the larger number of students and teaching staff members are participating in implementation of the international scientific and educational programs and projects.

Within the State Program «Education and Youth Policy» perspective graduate students of higher education institutions (further referred to as *HEIs*) are sent to be trained for priority sectors of education and economy with a requirement to

come back to the Republic of Belarus after studies; leading specialists and experts, including foreign ones, are invited for lecturing in HEIs with taking into account the innovation achievements in the respective area of study.

The goal to maintain the best features of the Belarusian education (national specifics, state support, accessibility, tuition-free basis, justice, high quality, stability, socioeconomic environment) and foundation on the global education tendencies with use of the best practices of other countries are the distinguishing traits of the development of the national education system now.

Organization and management tools in the foreign language acquisition should be presented to students in a comprehensive set for ultimately successful functioning of the training process, which will ensure dynamics in learning and research of trainees and which is impossible to do without using information and communicative technologies in foreign language teaching.

This issue is particularly relevant in the framework of education globalization and promotion of national education systems on e-learning platforms with the view of export of educational services and recognition of national educational certificates according to the Lisbon Convention.

Learning foreign languages is an integral part of modern education in the light of expansion of intercultural ties. It helps to meet various needs, including political, economic, cultural, educational and social ones. Learning another language access to other value systems and ways of interpreting the world, encouraging intercultural understanding and helping reduce xenophobia.

If multilingualism is considered to be the use of more than three languages in daily life, educational multiculturalism that guarantees equal value and rights for all ethnic groups, helps to understand outlook of others and creates conditions for more rapid social adaptation to changing mobility in contemporary world.

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