

Conference Paper

Educative Aspect of Multilingual Education

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Abstract

In this article the author considers the aims of multilingual education and opportunities of changing its content. The study emphasizes the value of developing the educative aspect of multilingual education in every lesson of foreign language. Due to the humanistic character of education, the main place is occupied by human values, that is why the author examines the educational aspect of multilingual education and the skills and values forming at school: patriotism; tolerance; communication ability; and language. Moreover, the forms and methods used in educational process of multilingual education are considered: patriotism; social solidarity; citizenship; family; work and creativity; traditional religions; science; art and literature; nature; and humanity. In addition, the study identifies the values instilled to students during foreign language lessons, such as: language; communication; beauty and correctness of speech. The article concludes with some examples of forming these values during educational process – different forms and methods of work in the classroom: verbal, reproductive methods, games, etc.

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1. Introduction

The educative activity is one of the most important components of the pedagogical process. In preparing lesson plans, teachers determine the learning objectives, as well as educative and developing goals. According to the text of the Federal Law *On education in the Russian Federation* dated December 29, 2012 N 273-FZ (last revised on March 6, 2019), education is an activity aimed at developing a person, creating conditions for self-determination and socialization of the student on the basis of sociocultural, spiritual and moral values, rules and norms of behavior adopted in society in the interests of the individual, family, society and the state [1].

Recent trends have led to changes in the school related to education, namely with emphasis on civil, patriotic education, the formation of family and moral values. In this regard, this article discusses the need to identify the basic values formed in the school to characterize multilingual education and its goals as one of the most important components of modern education. In addition, it is necessary to identify

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forms and methods that can be used in foreign language lessons in the implementation of educational goals.

2. The Degree of Research Problem in Science

Scientists such as M.M. Bakhtin, N.E. Bulankina, B.A. Zhetpisbayeva, E.I. Passov, V.A. Sharikova and others say about the goals and objectives of multicultural education. The term “multilingual education” was finally formed and began to be widely used in the XX century. According to the New Dictionary of Methodological Terms and Concepts, multilingual education is an educational system that provides the process of simultaneous learning of several foreign languages in an educational institution [2]. However, we must not forget that the educational process is not limited to the study of foreign languages. An important aspect is also the study of culture, traditions, history of the country of the target language. The purpose or result of multilingual education is the willingness of students for dialogue, both in their native language and in other languages, where the specificity of languages as a reflection of the country’s cultural values of representatives of a country, certain patterns of behavior in given situations is an obligatory factor. In other words, when learning a language at school, the student studies the characteristics of other nations (culture, history, mentality). According to O.G. Pocheptsov, “In the initial stages of language learning, the person moves from the language of thought to the socio-cultural stereotypes of world perception. In the future, after mastering the language, the connection is reverse – socio-cultural factors determine the language mentality” [3].

In the process of multilingual education it is possible to combine these processes for a deeper and more complete knowledge of a foreign language. Nevertheless, it is necessary to identify the basic values that are currently formed in the school, and also to determine the methods and forms by which the student ascends to these values, and their purpose is real.

Such scientists as I.V. Baburova, A.V. Kiryakova, V.V. Kraevsky, B.T. Likhachev, V.A. Slastenin speak about the problems of forming value orientations of students. In the Concept of spiritual and moral development and education of the personality of a citizen of Russia, the following are distinguished among the main national values:

- **patriotism** as a manifestation of love for the Motherland and its people;
- **social solidarity** as a manifestation of personal and national freedom, trust in people, institutions of the state and civil society, justice, mercy, honor, dignity;

- **citizenship** as an opportunity to serve the Fatherland, live in a state of law, civil society, observe the law and the rule of law, live in a multicultural world;
- **family** as a manifestation of love and fidelity, health, abundance, respect for parents, care for the elderly and youth, about childbirth;
- **work and creativity** as a manifestation of respect for work and creativity, possessing such qualities as determination and perseverance;
- **traditional religions** as knowledge of faith, spirituality, religious life, tolerant attitude to representatives of different religions;
- **science** as an awareness of the value of knowledge, a constant desire for truth, the presence of ideas about the scientific picture of the world;
- **art and literature** as a way knowing beauty, harmony, the development of the spiritual world of a person, the formation of moral choice, the meaning of life, spiritual development;
- **nature** as love for one's native land, planet Earth, a way of forming environmental awareness;
- **humanity** as a recognition of world peace, the diversity of cultures and peoples, human progress, international cooperation.

As indicated in the document, these values form the basis of school life, the basis of the spiritual and moral development of students [4].

When learning a foreign language, the most important tool for the secondary socialization of students is the language being studied, so, we are speaking about the formation of a secondary language personality, according to I.I. Khaleeva [5]. S.G. Vorkachev emphasizes that “the result of any language education should be a formed linguistic personality, and the result of education in the field of foreign languages should be a secondary linguistic personality as an indicator of a person's ability to participate in intercultural communication” [6].

3. Methods

As a result of theoretical analysis and experimental studies, we determined the values instilled in students in foreign language lessons:

- **language** as a studied subject with its inherent features of a grammatical, phonetic, lexical nature. In the lessons of the native language, the student does not need to explain a lot of things (for example, the simplest principles of constructing a sentence

– word order, endings or prepositions), while learning a foreign language focuses even on seemingly insignificant rules.

- **communication** with native speakers of a foreign language as a way of displaying of already acquired knowledge and gaining new ones. The formation of communication value is a rather complicated process. Despite the fact that the main thing in the process of learning foreign languages is a communicative approach, that is, the student should be able to communicate in the language on everyday topics without any difficulties, due to the individual characteristics of the students or lack of time, communication in the classroom is not enough trained (and sometimes this is not at all possible).

- **beauty and correctness of speech** as a result of the peculiarities of the language system of a particular foreign language. If in our native language (for example, Russian), we do not think about where to put a preposition or a word – we do it automatically, then a foreign language requires more attention from us and, most importantly, minimization of mistakes – only then the communicative goal will be achieved. Of course, it is impossible to eliminate all errors of a grammatical, phonetic or lexical nature, but it is their minimization that makes the process of communication possible. With correctly formulated sentences, the student forms an integral picture of the sound of the language, thus developing linguistic insight.

- **search for new ways** to solve problems in stressful situations as a way of communication. You can often hear from the teacher: “try to say this phrase differently, think about how it can be expressed in other words”. The value of the search cannot be underestimated: this method will help not only at school, but also in any life situations, and in foreign language lessons it also makes students think in “extreme” conditions.

Forms and methods of classroom work can and should be different. We have identified those that are more conducive to the implementation of educational goals.

Promoting the formation of such values as patriotism, traditional religions, social solidarity, citizenship, and humanity, it is recommended to study the thematic blocks devoted to Russia (history and geography) and outstanding people. Lessons can be held in the form of a round table, mini-conference, virtual tour, and coaching session using verbal, visual and research methods, project, essay, report, presentation, and case method. As an example, we present several teaching sets:

- “Spotlight” by Vaulina Y.E., Duly J. and others: work with the module Spotlight on Russia;

- “English (in-depth)” by Vereshchagin I.N. and Afanasieva O.V.: when studying the basic topics, analogies with Russia are drawn;

- “L’oiseau bleu” by Beregovskaya E.M.: when studying the unit Bonjour la France, analogies with Russia are drawn.

Speaking of family values, in primary and secondary schools it is recommended to practice writing a family biography and portraits, drawing up a family tree and pedigree. In high school, it is possible to develop a family portfolio. In addition, it is necessary to conduct integrated lessons – English, French, and history – to create conditions for working on multilingual projects of students within the frame of multicultural education. Classes can be held in the form of seminars, round tables and conferences, using explanatory and illustrative, search, research, and problem methods of work, multilingual projects, and exhibitions.

Love for work and creativity, art and literature are formed through the cultivation of a culture of mental work, through the implementation of various exercises, creative individual and group tasks in the form of practical exercises and round tables, using problem methods, game methods, interactive technologies, case studies and quests.

The value of science and nature is formed through writing research papers on topics of students’ interest, participation in intercultural seminars, conferences, round tables and optional classes. It is recommended to use such methods as search, research, problem, cooperation and integrated learning.

The formation of value to the language and to the search takes place at each lesson of a foreign language through training grammatical, phonetic and lexical skills at all stages of the lesson in the form of lectures, practical classes, optional classes, using explanatory and illustrative, interactive methods, game method, case studies and trainings.

The value of communication, beauty and correct speech is formed during the organization of meetings with native speakers or during any other similar events that can take place in the form of practical exercises, consultations and video conferences. At the same time, we will single out the following working methods: interactive methods, trainings, games, quests and multilingual projects.

4. Results and Their Interpretation

As an illustration, we propose to consider a form such as video conferencing, as well as multilingual projects and interactive methods that contribute to the formation of patriotism, communication values, value attitude to language as a means of communication, development of reality, and familiarity with the culture and traditions of the people speaking the language.

The task is to prepare a group project in English, Russian and French on the topic of interest – Traditions and holidays in Russia, My hometown, Leisure of the Russian youth, Values of the Russian youth, National stereotypes – was given to the students of the European Lyceum of the Orenburg region. The goal of the lesson was to practice the ability to present their country, culture, representatives of other nationalities, as well as to get acquainted with the culture of the countries of the target languages. On the day of the lesson, the teacher held a video conference with native speakers. After the event, an exhibition of multilingual students' projects was organized.

This type of work is not only interesting for students, but it also allows them to express themselves as much as possible, to get new information, to develop a valuable attitude to the material under study. The teacher is required to competently divide students into groups with both "strong" students and those with poor language skills. Such division makes it possible to distribute the load between the participants of the event and involve everyone, to attract the knowledge and skills of all students (computer skills, skills of making presentations and public speaking, search and process information skills).

It should be noted that the systematic implementation of such activities is invaluable to overcome the language barrier when communicating with native speakers. However, with a lack of time and a tight work program, often the teacher does not have the opportunity to organize such meetings. In this case, it is possible to do on one's own – instead of a native speaker other teachers of foreign languages can be invited. It is important that the speech is not familiar for students and it is necessary to bring the conditions of communication as real as possible; switching to Russian to translate any obscure phrases is not desirable. Students should understand the essence of a phrase through the proficiency in two languages (English and French). The mother tongue should be used only in planned cases.

According to G.V. Rogova, the formation of a socially active personality is possible only with obligatory holding of traditional lessons outside regular hours in the form of consultations and extracurricular activities in a foreign language [7]. If there is no opportunity to diversify the learning process with additional classes, these technologies can be used during the lessons. In this case, the students will improve motivation and foreign language skills, and their knowledge and personal development will grow.

5. Conclusion

The educative aspect of multilingual education is not limited to the formation of any one value in one lesson. It is a gradual process with a focus on integrated lessons and the

use of non-standard forms and methods of work with students. Otherwise, this process will be ineffective and educational goals will become a pro-forma.

Taking the above into account, we note that in our opinion, such forms of lessons as a conference, coaching session, trainings and quests can have a beneficial effect on the implementation of educational goals of the lesson. Unusual for students forms and methods of work contribute to the formation of generally accepted value orientations and the development of secondary linguistic identity of students.

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