



Multiculturalism in the Study of a Foreign Language in High School

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Abstract

The multicultural society requires new outlook, aimed at the integration of cultures and people with a view to the further rapprochement and spiritual enrichment. English as a global language is the important means of students' social competence formation with respect for languages, traditions and culture of other nations. Despite the numerous studies on the problem of international communication, there are insufficient works dedicated to the use of a foreign language as the means of the formation of a tolerant personality of a student in multicultural academic environment. The article deals with the theoretical and methodological bases of the formation of a tolerant personality of students by means of a foreign language in high school, including: concepts of cultural pluralism, culture of inter ethnic communication, linguistic multicultural education, bilingual communication; the theory of multicultural education and the dialogue of cultures. The students of the experimental group participated in testing, interviewing and self-evaluation. A foreign language contributes to the formation of students' tolerance, which includes impartiality towards the representatives of other countries and cultures, and the ability to live and interact in a modern multicultural world.

Keywords: education, language, learning, EFL learners, student.

1. Introduction

The multicultural society requires new outlook, aimed at the integration of cultures and peoples with a view to the further rapprochement and spiritual enrichment. English as a global language is the important means of students' social competence formation with respect for languages, traditions and culture of other nations. The process of the formation of a student's personality by means of a foreign language in high school will be effective only on condition that the student's multicultural motivational involvement in the academic and extracurricular activities, as subjects of high school intercultural cooperation, is provided and the model of the formation of a student's tolerant personality by means of English is projected. It is worth noting, tolerance as a basic moral sense is considered in both foreign and domestic scientific works [1], [2], [3], [4], [5], [6]. The experimental work was carried out with the students of the Russian International Academy of Tourism of Volga-Kama branch / Kazan (Volga Region) Federal University). The experimental work included the participation of 50 students.

2. Methods

In the research we used the following set of methods: theoretical (study and analysis of the scientific literature on the issue of research, system analysis of the phenomena under study); diagnostic (observation, survey, conversation, questionnaire, interviewing, testing, self-evaluation, monographic method of studying the experience, the analysis of legal and regulatory documents, the analysis of the results of academic and extracurricular activities of students, ranging, expert interviews); experimental (notes forming and controlling stages of the experiment); pedagogical modeling; methods of mathematical statistics; comparison, generalization. The use of different methods of the formation of a tolerant personality of a student should be based on the specifics of students' future profession and, on the objectives and content of education. In the research, we adhered to the classification of teaching methods in accordance with the degree of independence and creative activity of students developed by I.J. Lerner [7], M.N. Skatkin [8], and others.

3. Experiment

We tried to determine what kind of traits, according to the students' opinions, a tolerant personality should have. The survey results are shown in Table 1.

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Table 1. The Level of the students' awareness of a tolerant personality's traits

Features of tolerance	The number of students opting for this feature	Percentage ratio
1) respect	272	90,8 %
2) education	230	76,7 %
3) tactfulness	218	72,5%
4) kindness	225	75%
5) perseverance	203	67,5%
6) politeness	188	62,5%
7) self-possession	184	61,4%
8) condescension	165	55%
9) tolerance	163	54,2%
10) ability to understand another person	160	53,3%
11) compassion	118	39,2%
12) confidence	125	41,7%
13) patience	103	34,2%
14) self-control	107	35,6%
15) self-restraint	85	28,2%
16) conflict-free	53	17,5%
17) insistence	55	18,2%
18) sense of humour	30	10%
19) neglect	28	9,2%
20) calmness	25	8,3%

As the table shows, the percentage of such features as "tolerance"–54.2%, "conflict-free"–17.5%, "the ability to understand others"–53.3%, "compassion"–39.2%, i.e. the traits that directly or indirectly correspond to the definition of tolerance given earlier are low. The only exception is the trait "respect"–90.8%, which obviously includes the fundamental quality characteristic of a tolerant person.

The greater part of the students pointed education as the trait of a tolerant person (the percentage of responses that indicate this trait–76.7%) or tactfulness (72.5%) and kindness(75%), what, in our opinion, is not quite right.

The following questionnaire was conducted to identify the level of the students' formation of the traits required for the tolerant interaction with people, namely, the evaluation of conflict(conflict-free) in the behavior of students, the evaluation of the level of empathy, cultural identity and the existence of representations of cultural diversity.

Table 2. Are you conflict?

Below are given twenty statements (ten under the letter "A" and ten under the letter "B"). Use the following phrases for your answers and their evaluation in points, "never" – 1 point; "almost never"– 2 points; "sometimes"– 3 points; "almost always"– 4 points; "always"– 5points.Put down the points in the gaps next to each statement.

Questionnaire1 "A"	Questionnaire 1 "B"
1. I'm eager to argue	1. I try to elude any quarrel.
2. I accompany my arguments with the tone that doesn't admit any objection.	2. I accompany my arguments with an apologetic tone.
3. I believe that I will achieve what I want, if I object to it.	3. I think I will lose if I argue to the contrary.
4. I do not pay any attention to the fact that others do not understand the arguments.	4. I feel sorrow, if I see that others do not understand the arguments.
5. Controversial issues I discuss in the presence of the opponent.	5. I think over controversial issues in the absence of the opponent.
6. I Do not feel embarrassed, if I get into a tense situation.	6. I feel uncomfortable in the tense atmosphere.
	7. I believe that it's unnecessary to show emotions during disputes.

7. I think that our character should be shown in the dispute.
8. I think that people shouldn't concede in disputes.
9. I think that people can easily come out of the conflict.
10. I can't help losing my temper, it's inevitable.

8. I think that people should concede in disputes.
9. I think that people hardly retire from conflict.
10. If I lose my temper, I soon feel guilty.

On the basis of this questionnaire we managed to find out the extent of the students' tolerant behavior manifesting such traits as "conflict" / "conflict-free of their actions". The analysis of the data showed that the degree of absence of conflict among students is low (23%), and the degree of being conflict is high (76%). The data of a rather high degree of conflictness is characterized by the fact that the students feel that in the dispute their character should be shown (52%), believe that they can achieve what they want by objection (48%), without paying attention to the fact that others do not understand their arguments (60%), not to give in disputes (44%).

To determine the effectiveness of using the educational manual at the English lessons and identify the level of the formation of tolerance, we set tests at the final stage of the experiment. The determination of the level of the formation of tolerance was based on the same diagnostic tools as at the initial stage. The results are shown in Table 3.

Table 3. Levels of the students' formation of tolerance before and after the experiment

Level	Experimental group	
	Cognitive (number of people in %)	
	Before	After
High	10, 34	12,2
Middle	24,14	25,9
Low	65,52	61,9

The results of the survey confirmed the existence of positive dynamics in the experimental group, which is consistent with the theoretical positions of our research and confirms the correctness of the chosen direction of the organization of the process of the formation of a tolerant personality of students by means of a foreign language in the multicultural environment of the university.

4. Results

In the study we have experimentally proved and identified the following educational conditions, conducive to the effective formation of a tolerant personality of a student by means of a foreign language in the multicultural environment of a high school. They include: providing motivational involvement of students and extracurricular activities on the basis of culturological, acculturational and dialogue-oriented approaches; the identification of the educational potential of the multicultural environment of a high school as the system of cross-cultural, social and educational relationships that promote the internalization of national and world culture, the identification of forms and methods of its implementation.

At the beginning of the experiment, the students showed a low level of the formation of tolerance. One of the reasons was lack of motivation. That is why at the lessons of the English language were used methods, forms and means of work aimed at the improvement of students' motivation. As a result, the following objectives were achieved:

- were broadened and deepened the students' knowledge of the nature of tolerance and characteristic features;
- game-oriented communicative methods of foreign language teaching were used for creating positive motivation of a multicultural personality;
- the basis for the formation of tolerance as a personal value was successfully created;
- the linguistic and nonlinguistic means of communication were practiced with the native speakers.

The comparative analysis of the results showed a quantitative increase of the criteria of the tolerance formation among the members of the experimental group. The correlation of results shows the



effectiveness of the process of formation of a tolerant personality of students by means of a foreign language in the multicultural academic environment.

5. Conclusion

Thus, after carrying out the comparative description and analysis, it became possible to come to the following conclusions. Modern higher education should be targeted not only at the specialist training as a professional, but also at the formation of his/her respective values, ideals, philosophy, outlook, the development of the capacity for the productive interaction with other people and social responsibility.

A foreign language – is the very component of the multicultural environment of the high school, which serves to be the means of familiarizing students to the spiritual culture of other peoples and understanding reality through the foreign language communication, the way of self-exploration and self-expression of the individual in the process of communication. Mastering a foreign language in the new educational paradigm involves the acquisition of socio-cultural competence of students, i.e. the ability to relate linguistic resources with the objectives and conditions of communication taking into account the social norms of behavior in the process of communication with the representatives of other cultures.

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