



Theoretical Foundations of a Multicultural and Multiethnic Approach to Teaching Foreign Languages

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Annotation: The article gives theoretical approaches to cognitive and linguodidactic aspects of teaching foreign languages in multicultural and multiethnic environment, reveals the conceptual foundations of positive transference and the interference influence of previously studied foreign languages, determines the place of the native language in teaching the third foreign language.

Keywords: multicultural, multiethnic, linguodidactic aspects, extralinguistic factors, cognition.

For more than ten years, the theory of teaching a second or third foreign language has been actively researched. Many works are devoted to the issues of teaching foreign languages based on the languages of national groups or two foreign languages through their sequential assimilation (N.G. Atalaeva, D. Bonchani, K.N. Borisova, Z.B. Devitskaya, O.N. Ivanova, T.A. Lopareva, L.B. Lubsanova, A.S. Markosyan, A.Sh. Mutalibov, V.S. Sabanchieva, E.V. Sitnikova, Yu.I. Trofimova, T.N. Chevanina, etc.).

Domestic and foreign researchers (I.L. Bim, P.Ya. Galperin, A.A. Mirolyubov, Z.M. Tsvetkova, A.V. Shchepilova, P.M. Abadía, G. Kasper, M.A. Dufon, etc.) on the issues of teaching a second or third foreign language note that students have already to some extent formed the following skills:

- observe, compare, analyze and argue your thoughts;
- recognize and differentiate linguistic phenomena (articles, proper names, copula verbs, word order);
- use a dictionary and guess the meaning of unknown words according to the context or by word-formation features;
- study individually, in pairs and groups;
- build a plan of utterance, to perceive speech by ear, to enter into dialogue and polylogue (Сорокина, 2012).

Research in the field of bilingualism is closely connected with the study of extralinguistic factors that cause the emergence of language contacts and the influence of bilingualism on the development of an individual's linguistic personality, taking into account psycholinguistic, sociolinguodidactic aspects.

Learning at least two foreign languages has a positive impact from the point of view of psychology and pedagogy. Dozens of experiments have been conducted proving an increase in the number and density of connections between neurons when learning one foreign language, and the parallel study of several languages significantly intensifies this process, that is, with the assimilation of each new



foreign language, cognitive mentality, experience, thinking, that is, the cognitive base of an individual, changes every communicative act and cultural component.

The main difference in the cognition of the native language from the cognition of a foreign language is that the psychophysiological mechanism of a person is not fully used: when artificially mastering a foreign language, an individual focuses his attention only on the linguistic stratum, while his sensory capabilities are limited by a number of objective factors.

Thus, he learns language superficially without exploring deep structures. A second foreign language is acquired by a person according to the same scenario. The specific features of the formation of the second and third foreign languages are the complicated psychophysiological background of the course of all foreign languages:

- a) the interaction of foreign languages at the level of functional systems (interference processes) becomes more complicated;
- b) the phenomena of mixed thinking are becoming more complicated, during which three speech mechanisms already dominate alternately, as a result of which the problem of the source of interference arises (H.B. Баррамова, 2005).

The phenomenon of interference is studied in the works of many domestic and foreign scientists (V.V. Alimov, U. Weinreich, E.M. Vereshchagin, V.A. Vinogradov, V.V. Klimov, R.K. Minyar-Beloruhev, N.B. Mechkovskaya, R.Y. Rosenzweig, L.M. Uman, L.V. Shcherba, etc.). However, terminological disputes related to the concept of interference continue to this day. There is a broad and narrow understanding of interference in the scientific literature. The definition of U. Weinreich, meaning by interference those "cases of deviation from the norms of any of the languages that occur in the speech of bilinguals as a result of the fact that they know more languages than one" (У. Вайнрайх, 2000).

When mastering foreign languages, language systems overlap each other in a peculiar way. In the mind of a polylinguist, as A.A. Metlyuk notes, there is not a "pure" system of the second foreign language, but the so-called third system, which is the result of the mutual influence of the systems of the native and foreign languages (Метлюк, 1988). In the situation of artificial trilingualism, the mechanism of mutual influence of languages becomes more complicated, since we are already talking about the functioning of three language systems.

Quite a lot of works are devoted to interference issues, less work is devoted to another phenomenon - positive transference. It is advisable to consider positive transference as a generic concept in relation to the concept of interference, since the mental mechanisms of action of positive transference and interference are the same. The difference is observed only in the results that we observe in the speech of bilinguals. Positive transfer creates favorable conditions for the assimilation of new material, interference creates interference. Thus, when organizing the process of teaching a third foreign language, it is necessary to take into account the actions of both positive transference and interference.

Thus, the interference process proceeds as the interaction of all languages: native, first, second and third foreign. When speaking any foreign language, the human brain adjusts to another, opposite to the usual system of communication reproduction, where the dominant position is occupied by a language with stronger characteristics compared to the newly acquired language. In this situation, the native language comes to the rescue only when the foreign language cannot provide the required support, that is, in the case when the desired material is unknown, or the proficiency in it is not strong enough to provide immediate help.



In the course of the study (Раджабова, Курбанова, 2014; Косогова, 2008), the following functional characteristics of the multicultural environment were identified and described, which form the scientific basis for determining the essence of the process of formation of ethno-cultural and intercultural competence of students, as well as the development of principles for its implementation:

- Developing. The multiethnic and multicultural educational environment provides ample opportunities for realizing the potential of each subject of the educational process, as well as the educational organization as a whole. In addition, in such an environment, the formation of self-development abilities of students in a multicultural society takes place.
- Value-oriented. The multicultural and polyethnic educational environment makes it possible to significantly expand the value-semantic context of perception of reality through cross-cultural communication.
- Regulatory. The multicultural and multiethnic educational environment supports the regulation of the activities of subjects on the basis of already formed general norms and rules of the organization of life.
- Interactive. The multicultural and multiethnic educational environment provides a high level of consistency in the value aspect and the aspect of the interests of its participants, which optimizes the interaction of students both in the format of the educational process and outside it.

A related concept included in the terminological field of the problem under study is also the concept of "polyethnic and multicultural education", which we consider, following N.Y. Sinyagina, as the process of education of students in groups with polyethnic and multicultural composition. Polyethnic (multicultural) education is interpreted as a process that implements linguistic and cultural resources with the target dominant of preparing an individual for social reality, as well as the formation of intercultural understanding (Синягина, 2012).

The content and semantic content of the concept of "polyethnic education" consists in its consideration as a type of education that promotes the familiarization of students with ethnic, national and world culture, as well as the formation of a person's readiness for successful existence in a society with a multiethnic composition. The target component of polyethnic (multicultural) education is formulated as effective learning in groups with polyethnic and multicultural composition. It, according to researchers (Козина, 2014; Куликова, 2017), consists in the formation of ethno-cultural and intercultural competence of students, which we interpret as the ability and willingness to communicate (including. foreign language) in a multiethnic and multicultural environment.

Achieving this goal is possible, in our opinion, by solving the following tasks and implementing the relevant principles that have been developed by us, based on the current requirements of educational practice and our own theoretical conclusions. The principles are correlated by us with the details of the tasks of polyethnic (multicultural) education:

- 1) the principle of humanization of the educational process involves the formation of students' ability to understand and accept ethnic diversity;
- 2) the principle of leveling negative ethnic stereotypes means that there is an opportunity for students to understand their belonging to the world community and accept the need to eliminate ethnic stereotypes;



3) the principle of democratization of relations between representatives of different nationalities presupposes the formation of knowledge and objective ideas about diverse multi-ethnic cultures and their specifics, as well as models of interaction in a multicultural environment;

4) the principle of tolerance education provides for the education of respect for all peoples and cultures;

5) the principle of recognizing the priority of universal values in culture means the formation of the ability to adopt a model of comfortable intercultural and interethnic interaction. The methodological foundations for the implementation of foreign language teaching in a multicultural and multiethnic environment are student-centered, communicative-activity and cross-cultural approaches.

It seems to us that one of the main goals of teaching a third foreign language in a multicultural environment is to reveal the mentality of any nation and its culture through language. In this sense, knowledge of the theory of discursive analysis in teaching foreign languages helps the teacher to introduce students studying the second, third and subsequent foreign languages into the secrets of the author's vision of the text and feel the state of the language.

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