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### POLY CULTURALISM AND POLY LINGUALISM IN EDUCATIONAL ENVIRONMENT: EDUCATIONAL AND UPBRINGING PERSPECTIVES FOR FOREIGN LANGUAGE INSTRUCTION

The article studies educational environment in the light of polyculturalism including multiculturalism in a foreign language instruction environment, first. Second, it is the aspect of polylingualism, which is faced and discussed in the context of educational environment. The educational process in higher education, including cultural and spiritual upbringing from the standpoint of the environmental approach, is a chain of successive actions. It is noted that these include (i) goal setting and determining ways to implement it, (ii) analysis and use of opportunities of the environment, and (iii) selection of necessary educational actions in the environment and with the environment. It is followed that many scholars and researchers study the questions of polyculturalism / multiculturalism along with polylingualism locally and globally. However, very little is discussed in terms of a linguistic, psychological and pedagogical combination that discusses the concepts of 'environment', 'educational environment', 'polylingual environment', and 'poly- / multicultural environment' altogether as inseparable whole. To this part, an understanding of the 'polylingual educational environment' and 'poly- / multicultural educational environment' in their combinatory complexity may serve a good ground for setting the enhanced value standards and broadening pedagogical horizons in higher education, especially when it comes to foreign language instruction and teaching and learning languages for specific purposes (LSP), in particular, in foreign language classrooms. The following objectives – (a) definition of polyculturalism and polylingualism under the research, (b) introduction of such concepts as 'polylingual educational environment' and 'poly- / multicultural educational environment', and (c) specified description of the structural components of the 'poly- / multicultural educational environment' helped achieve the aim of the research.

It is stated that polylingualism and poly- / multiculturalism are closely linked. In particular, the paper refers in the theoretical part of the literature review to the classification by Horchakova in regards to the structural components of a poly- / multicultural educational environment. According to the scholar, these include the socio-psychological, pedagogical, and communicative components. Discussing the value of poly- / multiculturalism in the multinational classroom and highlighting the need in educating poly- / multiculturally focused foreign language teachers, including teachers of languages for specific purposes, it becomes evident that university is that very educational environment that can ensure driving reforms for enhanced quality in the 21<sup>st</sup> century globally changing world.

**Keywords:** polyculturalism; multiculturalism; language for specific purposes (LSP); future LSP teachers; foreign language instruction; environmental approach; methodology; methodological framework.

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### ПОЛІЛІНГВАЛЬНЕ І ПОЛІКУЛЬТУРНЕ ОСВІТНЄ СЕРЕДОВИЩЕ СУЧАСНОГО ЗВО ЯК УМОВА ВИХОВАННЯ ПОЛІКУЛЬТУРНОСТІ МАЙБУТНІХ ВИКЛАДАЧІВ ІНОЗЕМНИХ МОВ

У статті досліджуються питання, присвячені вивченню полікультурності / мультикультурності та полілінгвальності як в Україні, так і у цілому світі. Відзначається проблематика поєднання лінгвістичної, психологічної та педагогічної складових щодо висвітлення понять "середовище", "освітнє середовище", "полілінгвальне середовище" та "полі / багатокультурне середовище" як нерозривне ціле. З цієї точки зору, розуміння "полілінгвального освітнього середовища" та "полі- / мультикультурного освітнього середовища" в їхній комбінаційній складності може слугувати хорошим ґрунтом для встановлення підвищених стандартів і цінностей вищої освіти у світлі міжкультурної комунікації, розширення педагогічних кругозорів у вищій

*школі, особливо коли мова йде про викладання іноземної мови та навчання / вивчення мов для спеціальних цілей (фахових мов, мов за професійним спрямуванням), зокрема, у багатонаціональних класах у вищій школі.*

***Ключові слова:** полікультурність; мультикультурність; виховання полікультурності; фахові мови (мова для спеціальних цілей); майбутні викладачі фахових мов; викладання іноземної мови; освітнє середовище; методологія.*

**S**tatement of the problem. In the 21st century, “due to the globalization trends, the English language competence is significant for survival” [8, 52]. Furthermore, contemporary societies are characterised by multilingualism and cultural exchanges [2], and as Luka and Rohanova reasonably stress out the use of several international languages has become topical [8; 12]. The educational process including cultural and spiritual upbringing from the standpoint of the environmental approach is a chain of successive actions [12; 13; 14]. These include (i) goal setting and determining ways to implement it, (ii) analysis and use of opportunities of the environment, and (iii) selection of necessary educational actions in the environment and with the environment. After all, the minds and behavior of young people, which altogether lead to certain transformations in the life, mindsets and behavior, reflect the new realities of the modern world. The mentioned relates to the coexistence of people and peoples in a global living environment of different mindsets, lifestyles, traditions, religions, as well as the formation of a certain personality – to be not only a citizen of their community, but also a citizen of the world. Surrounding people, the media, the Internet and other sources open up huge opportunities for development, due to the powerful pace of intellectual and communicative emotional activity, and at the same time, they oblige to act accordingly.

In the education of poly- / multiculturalism of students who are training to become future teachers of foreign languages, the environmental approach plays a crucial role [12]. The environmental approach determines the creation of polylingual and poly- / multicultural educational space of modern free education, one of the main tasks of which is to train a specialist capable of intercultural professional dialogue and active interaction with the polylingual world [13]. This is especially important given that modern higher education institutions are building and looking for better ways of academic and professional mobility of future professionals, their involvement in a multilingual educational environment [11], which primarily requires the implementation of appropriate curricula and training programs and express a distinct need in addressing the ethnocultural component in education [1], which contributes to the ideas associated with wealth of the national culture, spiritual values of people’s lives, its history and language, respectively.

**Aim of the research.** The present paper aims to

discuss the terms of polyculturalism / multiculturalism at large along with polylingualism in the area of higher education provided such are characterized of the required academic and pedagogical conditions to educate a foreign language instructor, including a teacher of languages for specific purposes in a multinational classroom. It may also be reasonable to connect the concepts of polyculturalism / multiculturalism and polylingualism to the environment, in which the said becomes possible and advanced further. Next, the environmental approach as part of the methodological framework may serve decent foundation to explain a number of educational phenomena in the teaching and learning processes.

**Challenges of today.** It is agreed that a poly- / multicultural environment refers to a variety of cultures and subcultures that surround the individual and the carrier of which s/he is [5; 10; 14]. It is also agreed that such individuals and simultaneously carriers of their specific cultures and subcultures may speak different languages and, thus, necessitate some extra knowledge about history, culture, religion, customs and traditions of the people whose language they are studying, practising or using for communication [3; 6].

In addition, it is followed that many scholars and researchers study the questions of polyculturalism / multiculturalism along with polylingualism locally and globally [2; 3; 8; 11; 12]. However, very little is discussed in terms of a linguistic, psychological and pedagogical combination that discusses the concepts of ‘environment’, ‘educational environment’, ‘polylingual environment’, and ‘poly- / multicultural environment’ altogether as inseparable whole. To this part, an understanding of the ‘polylingual educational environment’ and ‘poly- / multicultural educational environment’ in their combinatory complexity may serve a good ground for setting the enhanced value standards and broadening pedagogical horizons in higher education, especially when it comes to foreign language instruction and teaching and learning languages for specific purposes (LSP), in particular, in foreign language classrooms.

In order to achieve the aim of the paper, it is necessary to specify the following objectives:

(a) To define polyculturalism and polylingualism under the research,

(b) To introduce such concepts as ‘polylingual educational environment’ and ‘poly- / multicultural educational environment’, and

(c) To specify and describe the structural components of the 'poly- / multicultural educational environment'.

**Methodology.** The environmental approach as part of the methodological framework in the higher educational space remains a key focus for the study. The other part of methodology relates to synthesis and analysis, induction and deduction, inasmuch these make principal academic methodological vectors for professional study. Moreover, the adoption of relevant methodological approaches along with techniques enables scholars and researchers to better understand which ways to go and decisions to take in order to improve the contemporary education in high school and universities locally and globally, to make it more progressive, to bring more value in the teaching and learning processes for teachers of foreign languages, including LSP teachers, and by such teachers. The alternative among many may lead to a today's need of deeper understanding associated with including the value component of poly- and/or multiculturalism and polylingualism in the course of foreign language instruction and acquisition in all higher educational institutions.

**Literature review, results and discussion.** According to Longman Dictionary of English Language and Culture, polylingualism and poly-/multiculturalism are quite common phenomena and make an integral component in the development of various spheres in connection with human activity [7].

Under the research, polyculturalism and multiculturalism refer to the key concept of culture awareness and tolerance, on the one hand. On the other, while polyculturalism may look into absorbing elements of other cultures into the source culture, dissolving intercultural boundaries, multiculturalism will keep to ethnic identity and remain with diversification rather than humble absorption of elements that are natural of other cultures.

Further, it is noted that polylingualism and poly-/multiculturalism are quite complex and multifaceted phenomena that require detailed study and specification in the field of education, and "educational space" [2; 11]. From the point of view of poly- / multiculturalism and polylingualism, the meaning of the concept of "educational space" can be considered a space that is territorially defined and reflects the specific characteristics of ethnic diversity as a universal educational basis for socialization of poly-/multilingual learners who can speak a number of languages [2; 5; 12; 13].

Polylingualism as a trend of the 21st century is, firstly, the prestige of speaking languages and language mastery. Secondly, it is found in the study

that a polylingual educational environment is a system of specially created conditions for the implementation of the learning process of several languages at the same time, as well as the environment of the subjects associated with such educational process, and a group of these subjects expressly connected with these shared conditions. Specific features of the polylingual educational environment of higher education institutions are those that ensure the formation of such personality abilities of a foreign language teacher as a high level of linguistic and cultural knowledge, fluency in several languages and their use in various situations, including professional. Such a teacher of modern languages makes into a professional philologist, who is equally fluent in several languages and is able to apply their skills in the educational process [9]. They can apply their knowledge and skills in teaching the subject, communicating with students, moderating educational and academic events with participation of teachers, who are their colleagues, students, and guest speakers in such conferences, seminars, including those of international plane.

Similarly to the polylingual educational environment, a poly- / multicultural educational environment is a system of specially created conditions for the implementation of the learning process of and acquaintance with several cultures at the same time, as well as the environment of the subjects associated with such educational process, and a group of these subjects expressly connected with these shared conditions.

Pedagogical dialogue in a polylingual educational environment is a component of intercultural interaction, which is considered as productive pedagogical cooperation of subjects of educational process. On the one hand, it is a professionally oriented and culturally appropriate role of a teacher; on the other hand, it is a degree of their readiness for co-creativity of degree seeking students.

Besides, it is significant to mention that competences have always been important in the educational process and in the research. Thus, Amelina and Tarasenko underline the relevance of the structure and content of the informational competence of the translator, which are considered in the context of its coordination with the educational programs of translators and the standards of the translation services. The authors determine the stages of formation of the informational competence of the translators and identify such as constructive and technological stages, as well as integration. Next, they focus on importance of "their correlation with the periods of study of the future translators, levels of their mastery of information technologies" [1, 44].

Moving further with questions of competence for foreign language teachers, LSP instructors, translators etc., it becomes evident that polylingualism and poly-/multiculturalism are closely linked. To this part, it is important to revert to the studies by Horchakova, who specifies the structural components of a poly-/multicultural educational environment as the below components:

- (i) Socio-psychological,
- (ii) Pedagogical, and
- (iii) Communicative [4].

The *socio-psychological component* consists of people and relationships between them, i.e. participants in the educational process, who are carriers of different cultures. It is they, who build relationships based on their ideas about interaction. However, these perceptions may not coincide due to cultural differences, different value systems, different understandings of social roles, etc.

The *pedagogical component* consists of patterns, principles, tools, methods, techniques and technologies, forms of organization of education and upbringing of students of different nationalities and cultures, educational and methodological support of the educational process including specially designed textbooks, manuals, workbooks, etc.

The *communicative component* is presented as a system of communications in the higher educational institutions, the conditions of their implementation as a mutual information exchange between representatives of different cultures. The main content of communication in the higher educational institutions is professional educational and scientific communication of participants in the educational process. The purpose of communication is to ensure adequate exchange of information, including cultural, in the course of the educational process and scientific activities [4].

The need for and specifics of education and upbringing of future teachers of foreign languages and instructors of languages for specific purposes in a polylingual educational environment can be determined by the following factors:

- (i) Social order, which provides for the implementation of a system of polylingual education;
- (ii) Academic mobility of students, which determines the ways of integration of students into the global educational environment;
- (iii) The use of communication technologies by teachers of higher educational institutions as universal tools; and
- (iv) Adjusting the content of higher education, taking into account the need to involve future professionals in the awareness and knowledge of other cultures [4].

In the context of creating a polylingual and poly-/multicultural educational environment of higher education, there is a need to provide foreign language teachers and LSP instructors with appropriate conditions within their professional activities, which provide for the implementation of innovative programs of poly-/multicultural education and upbringing for higher education. The latter aim to create and well establish poly-/multicultural values and relevant polylingual skills of students who are future foreign language teachers, including LSP teachers, for intercultural communication in a multinational classroom. That in turn will ensure their competitiveness in the labor market, as well as increase the prestige of poly-/multicultural education. For this purpose, it is necessary to saturate the space of higher educational institutions with a culturally diverse context, which allows expanding the knowledge of future teachers, involving students in creating a poly-/multicultural subject-spatial environment, which would also contribute to the formation of interest and positive attitude towards other cultures.

It is arrived that purposeful work on the development of poly-/multiculturalism not only of students, but also of teachers and staff, contributes to the formation of such a culture in the higher educational establishment, which is based on the recognition of cultural diversity and development of tolerant behavior. That altogether certainly expands the practice of intercultural communication by foreign language teachers and LSP instructors in the areas of professional knowledge domain, who may or will make into translators and interpreters in the future [1; 15].

In our understanding, the organization of the educational process in a polylingual educational environment is accompanied by not only the study of languages, the dialogue of cultures, and mutual enrichment of national values, but also the creation of conditions for self-development and self-realization. It is stated that the modern polylingual environment sees the learner the highest value of the poly-/multicultural and polylingual educational environment from a perspective of the learning individuality. Moreover, the main purpose and content of education should be related to their development and protection of the individual, socio-pedagogical support and the creation of conditions for creative self-realization, in particular.

The study of several languages in the process of professional training contributes to the involvement of students in world culture and ensures the formation of professionally oriented, foreign language based, communicative competencies of students [11; 6].

Next, it is defined as a holistic set of personal qualities and abilities, foreign language competence, communication skills and abilities, which is formed in the course of learning a foreign language or acquiring knowledge and skills in languages for specific purposes at a higher educational institution. In addition, the mentioned provides long-term readiness for independent oral and written foreign language communication in the field of professional activity. This competence acquires value concept and becomes an integrative property of the individual, their professional and developmental resources, integrating into the students' own experience in the process of purposefully organized active communicative activity in the educational space of the higher educational institution [5; 6; 11].

Realizing the essence of education of poly- / multiculturalism of future foreign language teachers and LSP teachers in modern globalization, changing the nature of work and increasing the intensity of interpersonal contacts of individuals with different cultures, it is critical to remember that poly- / multilingual and poly- / multicultural educational environment today is the most important condition for modern education. It develops and fosters with the students respect for the native language, national culture, along with the acquisition of foreign languages, including LSP, and awareness of traditions connected with other peoples.

The main task of the teacher at a modern innovative higher educational establishment is to stimulate the intellectual and emotional activities of students, taking into account the specifics of language, both linguistic and cultural, personal and professional characteristics of educational subjects. The teacher, first, should help to find the student's own individuality and activate their personal and professional development. To do this, it is necessary to involve students into the research in the context of international trends in intercultural communication, to promote further research in the field of acculturation, cultural determination and intercultural dialogue, which will form and deepen students' scientific ideas about cultural diversity and competence in these important issues.

Summing it up, the research conclusions refer to today's globalization. Contemporary poly- / multicultural education at all levels of education has its own characteristics, without which it is impossible to build an effective system of educational work in general and the system of poly- / multicultural education and upbringing, in particular. Consequently, it would be next to impossible to solve burning issues of business and multifaceted world, nor those in education, as to educating students and making them

ready for the professional activity in the poly- / multicultural environment unless elaborated differently and taking into account the diversifying world.

It is assumed to be going faster and more efficiently with the creation of a polylingual and poly- / a multicultural educational environment inasmuch such as part of the modern higher educational institution performs some specific functions:

(i) Contributes to the improvement of students' ideas about the peculiarities of language norms in the course of intercultural interactions;

(ii) Actualizes communication skills in poly- / multicultural and polylingual space;

(iii) Improves practical skills of oral and written communication in several foreign languages;

(iv) Promotes the acquisition of experience in communicating in several foreign languages in the professional sphere;

(v) Forms a positive attitude to the study of modern languages, to the values and behavioral attitudes of interaction in a poly- / multicultural and polylingual educational space.

Therefore, poly- / multicultural education is a purposeful process for formation and development of the system of personal qualities necessary in modern globalization. That should take place as a reflective process of cognition, comparison and juxtaposition of foreign and native linguistic cultures and aim at forming a student's personality as an independent subject of modern socio-cultural process in intercultural communication.

**Conclusion.** Formation of poly- / multicultural personality of a teacher who will be an expert in philology is designed as a holistic pedagogical system, which is carried out within a comprehensive approach. Polyculturalism and polylingualism may ensure the said. Such a vision integrates the provisions of systemic, culturological, axiological, reflective and environmental approaches that provide poly- / multicultural education, the formation of tolerant consciousness based on humanistic values. At the same time, it provides the ability to communicate productively at the interpersonal and intercultural levels, readiness for creative activity of students as conditions of their successful social adaptation and cultural integration in a modern poly- / multicultural society.

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*“Наука – це організовані знання, мудрість – це організоване життя”.*

*Іммануїл Кант  
німецький філософ*

*“Людина, що володіє вродженим талантом, відчуває найбільше щастя тоді, коли використовує цей талант”.*

*Йоганн Вольфганг фон Гете  
німецький поет*

*“Якщо хочеш, щоб у тебе було досить вільного часу, щодня читай... Не шкодує часу на те, щоб глибоко осмислити сутність фактів, явищ, закономірностей, з якими маєш справу”.*

*Василь Сухомлинський  
український педагог, публіцист, письменник, поет*

