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Внеаудиторная самостоятельная работа студентов по иностранному языку как средство поликультурного образования в неязыковом ВУЗе

В статье рассматривается внеаудиторная самостоятельная учебная деятельность как средство поликультурного образования студентов на примере проведения конкурса фотографий и видеороликов по курсу иностранного языка в неязыковом ВУЗе. Автор анализирует опыт организации фотоконкурсов и конкурса видеороликов в родном ВУЗе в аспекте межкультурной коммуникации. В статье обосновывается возможность реализации поликультурного образования во внеаудиторной самостоятельной учебной работе студентов.

Students' out-of-class independent study of a foreign language as a means of multicultural education in a non-linguistic higher school

The current global situation evidences culturological issues becoming more and more topical. Today's undeniable verities of life are another "great migration of peoples"; mixed populations; "the clash of cultures" and confessions. "European higher education also faces the major challenge ... of globalization and accelerated technological developments". [5] Teaching young generation dialogue, collaboration, tolerance and respect of other people's culture will help students develop the knowledge and skills needed to cross cultural borders and to perpetuate a democratic and just society.

The subject of intercultural communication is of special importance in higher educational establishments of Yekaterinburg. The statement is especially true about the USLU. The student body of our higher school is a poly-ethnic and multi-cultural staff. We receive entrants from Ural regions, Buryatia, Sakha-Yakutia, Tyva, Kazakhstan, Azerbaijan, and

Caucasian republics. Friendly associations of young people from the same areas demonstrate lively activities within the school. The non-study educational process of ethnic students' fraternities is led in accordance with the "Programme of civic and patriotic education of students in the USLU" and the "Programme of patriotic up-bringing of Russian citizens for a period from 2016 till 2020". The didactic purposes pursued by these normative instruments are to form students' "juridical values, tolerance, patriotic spirit and other basic elements of legal professionalism".

The "Strategic Development Programme" of our University also reads that prime tendencies for educational environment design are courses to form "planetarian world apprehension" and contemporary set of human values, pluralistic ideologies, up-to-date communication means and occupational forms. The decree points out that global evolution defining novel type of multi-cultural civilization specifies the higher school politics.

Sometimes, cultural education and patriotic up-bringing is mistakenly seen as elements of non-study activity only, whereas the terms of these phenomena are more intense and profound. In reality, there are frequent and ample opportunities for teachers to use ethnic and cultural content to illustrate concepts, themes, and principles in different disciplines. Opportunities of great potential exist to integrate multicultural content into the language arts. Moreover, a foreign language study course suggests the scrutiny of native country's peculiar features together with foreign ones.

The general part of this article will discuss the out-of-class independent study work of students. This type of cognitive activity is defined as a method of task-oriented knowledge acquisition under the tutor's guidance and control less his/her direct participation in the process.

A wide and diversified range of extracurricular activities in the USLU is complemented by a linguistic Olympiad. The primary goals of such a kind of study work are increased learning and enhanced academic advancement. The linguistic competition held at our University is an integral component of a greater event called "The week of the Russian and Foreign Languages", which subject matters and contents are elaborated in accordance with the Federal State Educational Standards.

The Week programme includes contests in the form of physical presence and correspondent tournaments of the Olympiad. Our special feature is on "Photo and Video Contest" research. Holding the contest aims

- to support the longing of exercising a Foreign Language as a means of interpersonal communication;

- to motivate a cultural awareness, positive attitude, and recognition of multifarious beliefs, values and customs;
- to expand and strengthen multicultural communication agents' ties.

Special posters announce the Photo and Movie Contest open on the University campus and introduce the mission, the tasks, and the entries guidelines of the contest. The competition offers students to submit their works under a specific heading. The heading of a photo or a video is to be a short literary translation or a brief English interpretation (1-3 sentences) of the contest's theme.

It should be noted, that the contest organizers choose the theme for Photography and Video Contest not at random. Implementing the activity we find it of major importance that students' awareness about Russian and foreign culture should be complemented, enhanced, and classified. The integrity of the discussed out-of-class activity and a Foreign Language Study Course in the aspect of their subject matter and content is accepted as the utmost term. In the USLU English language acquisition goes within the subject matters of "Educational and cognitive communicative competence" and "Social and cultural communicative competence" during the first semester. This serious and comprehensive material falls into three modules: "Higher Education in Russia", "Higher Education in the UK and the USA", "My native country and the country of the English language". Inasmuch as in 2016 our educational establishment celebrated its anniversary, the pedagogues responsible for Photo and Movie Contest made the conversational situation "My Higher School" their choice. That is an inclusive subject of the 1st module intended to develop a general language learning competence in the sphere of personal education. In the long run, the event took the name "East or West, home is best".

Together with the announcement of the Photo and Movie Contest the student are delivered a special kind of tutorial, during which the pedagogues explain the idea of the activity and prepare audience for their autonomous out-of-class job. That time, the aim of the lesson was to enlighten the academic audience about the concept of "home" in intercultural studies as a question of identity and belonging. We used this English proverb as a springboard to promote among the students the idea of their belonging, now and forever, to their higher school, "alma mater". The main intention of the class work was to establish the conceptual understanding of home as a place that one can identify with and house one's memories. Then it was put forward that home is a shelter for a

dweller protecting him from dangers of the outside world, but it will serve one productively for a long time in case he takes care of it and is concerned about it. Next, “home” was presented as the most personal and intimate idea, and extremely sensitive element of our lives. It was underlined that for both Russian people and inhabitants of the British Isles, “home” is an eternal value, because this concept includes ideas of “family” and “personal life” as well. So, students were assigned to visualize all discussed perceptions of “home” in their works of photography art or to convey their messages through film elements.

This academic year the Photography and Video competition component was entitled “Unity in Diversity”. The slogan was offered by poly-ethnic academic atmosphere of our higher school and defined in the content accordance with the module of “My World Around”, developing social and cultural communicative competence. Similarly, a specific class enlarged conversation is devoted to motivate and prepare the students for participation in the contest. The competition theme is represented as topical because the status of USLU students increases both their cross-cultural communication and the similarities among cultures they represent. The pedagogues of the groups talk of the meaning of the motto in the context of our multi-cultural academic society. They specify that we are all diverse but equal, despite belonging to different racial, ethnic, cultural, and socioeconomic groups. It is emphasized that these are fanciful ideas for people to be of the same appearance, physiology, intelligence, and way of thinking. The ideas of diversity and dissimilitude are based as meaningful and valuable at the discussion class. The educators try to bring the students to view cultural unlikeness as a national might and wealth rather than as a predicament to subdue through assimilation.

In conclusion, it is noteworthy saying the Photography and Video Contests are quite new in our University and reflects the tendency to widen the sphere of study and didactic events and forwards the purpose of meeting a variety of young people’s interests and developing the individual student’s level. We would like to underline that defining this linguistic Olympiad assignment in the practice of autonomous language acquisition we focus on cross-cultural component of higher education. The area of a multicultural home, a diverse nation and world takes on special, core significance in the context of poly-ethnic students’ community.

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