

Conference Paper

Pedagogical Conditions for Value Self-Determination of Students in the Multilingual Education

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Abstract

The article is dedicated to the problem of the value self-determination in the multilingual education. The article defines the relevance of the stated problem expressed in the fact that modern conditions both external (globalization, integration, informatization, mobility) and internal (life in a multinational, multicultural environment, maintenance of national identity) dictate the need to solve an important strategic task – the formation of a person capable of living and actively participating in all processes of a multicultural, multilingual world. The article emphasizes that science has accumulated sufficient experience in the development of multicultural, multilingual education, however, there are unresolved issues relating to the content, means of education, and the organization of the process of multilingual education. As a result of the theoretical analysis, the article defines that self-determination is a valuable part of the student's development, reflecting ascension to the values of multilingual education and the result expressed in the ability of responsible choice of aims and values, multicultural cooperation. As a result of the theoretical analysis and the application of such methods as questionnaires, cultural value orientation test, the test of communicative skills by L. Michelson, the pedagogical conditions of student's value self-determination in multilingual education have been revealed: axiologization of the educational content, enrichment of value attitude to the multicultural world, other nations and one's own Self, value cooperation in multicultural practices.

Keywords: multilingual education, value self-determination, pedagogical conditions

1. Relevance

Modern high-quality, competitive education cannot be imagined without knowledge of one or more foreign languages. This is not just fashion or assimilation to patterns, but a challenge to the development of education caused both by external conditions (globalization, integration, informatization) and internal needs: real life in a multinational, multicultural environment in peace and harmony; freedom of movement and mobility; opportunity to receive and continue education in other countries. One of the most important strategic tasks of education is the formation of personality, on the one hand, self-identifying itself as a representative of a certain national culture, and on the other,

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capable of living and actively participating on equal terms in the processes taking place in a multicultural, multilingual world.

Recently, there has been an increase in interest in the problems of education related to providing students with international qualifications, educating the individual in the spirit of understanding and respect for other cultures, values of other nations, their lifestyle, and mastering of one or more foreign languages. This is especially important in the situation of “cultural challenge” [1], that is, the crisis of culture and education, “associated with a sharp increase in the rate of destruction of old values, and the compression of the time frame of this process” [2], when “modern changing forms of communication lead to the fact that integrative language tendencies begin to dominate in global communication”, <...> “the subordination of all languages to the one that is most capable of spreading itself due to political, scientific, technical and other conditions” [2].

2. The Degree of Problem Research in Science

Problems of the development of a multicultural, multilingual education are considered in works dedicated to goals, content, principles, tools of teaching, pedagogical conditions.

According to scientists, the purpose of a multilingual education is the formation of such personal growths as multiculturalism and multilingualism. The key concepts in a multilingual education are “multilingual culture”, multicultural or multilingual competence. The formation and development of a multicultural, multilingual personality happens in the context of multilingualism and a multicultural environment, in a specially organized multilingual, multicultural space. The interpretation of value self-determination became possible by analyzing the works of scientists devoted to values, value orientations, which are fundamental to the concept under consideration.

3. The Purpose of the Research

The purpose of the research is to determine the pedagogical conditions for the student's value self-determination in a multilingual education.

4. Research Methodology

A theoretical analysis of the scientific literature, articles of the Higher Attestation Commission and dissertation research made it possible to clarify the concepts “value self-determination of the student”, “multilingual education”, and to identify pedagogical conditions for the student’s value self-determination in multilingual education. On the basis of experimental data, the validity of the conditions advanced was confirmed. Thus, in the process of questioning (“Questionnaire of Multilingualism”), testing cultural and value orientations and conducting a test-questionnaire of communicative skills by L. Michelson, the values of multilingual education were identified, which became reference points for determining its content, forming a value attitude to the multicultural world, other nations and one’s own Self in the process of multicultural practices.

5. Results and Their Interpretation

Having determined the pedagogical conditions for the student’s value self-determination, we had to decide on the understanding of “multilingual education”, which is understood in a simplified version of the vocabulary definition as “educational system that provides for the simultaneous study of several foreign languages in an educational institution” (New dictionary of methodical terms and concepts) [3]. In a more complete interpretation, this is a streamlined process that ensures the expansion of the range of knowledge about the cultural and linguistic diversity of the world by means of several languages, when languages act as a way to comprehend knowledge, ascent to values, and build productive intercultural interaction (M.S. Polezhaeva [4]).

In the works of A.V. Kiryakova [5], G.I. Chizhakova [1], A.L. Zhuravlev and A.B. Kuprechenko [6], and V.D. Povzun [7], value self-determination is defined as the process through which the individual chooses meanings and values, and the result of a search for personal, social, and professional status in life (A.V. Kiryakova); an activity that aims to create a lifestyle based on the choice of “values in axiological personal and socially significant situations” (G.I. Chizhakova); as a property of the subject, state and process (A.L. Zhuravlev, A. B. Kupreychenko); a pedagogical category, which is the process of acquiring a personal meaning, goals and resources of one’s own life in the space and time of education (V.D. Povzun). Based on this information, in the context of multilingual education, we define value self-determination as the student’s personality development process, reflecting the ascent to general civilization and personally oriented values. On the other hand, it is the result expressed in the willingness to engage in a dialogue of

cultures, to make a responsible choice of goals and values of multilingual education changes in the attitude of the individual towards a multicultural, multilingual world, other nations and one's own Self [8]. Value self-determination of students is carried out by organizing the value interaction of the subjects of the educational process in their native and foreign languages, using the content of multilingual education enriched with the values of languages and cultures, and with adequate educational technologies.

As a result of comprehension of scientific literature and generalization of personal experience, the pedagogical conditions for the student's value self-determination in multilingual education were revealed: axiological learning content, enrichment of the value attitude to the multicultural world, other nations and one's self, and value interaction in multicultural practices.

The first pedagogical condition – axiological learning content of education [9] - involves the saturation of the educational content with knowledge that is of particular value in the process of learning two or more languages, namely, the knowledge that has value potential - linguistic, regional geographic, cultural, and regional. These are systematic knowledge of native and foreign languages; comprehensive knowledge of specific countries, their geography, nature, economics, politics, and social structure; cultural knowledge, that is, knowledge of the relationship of language and culture as a factor of national mentality; the formation of national identity; knowledge, reflecting geographic, historical, socio-political, and ethnocultural values.

Based on the above questionnaires and tests, we highlighted the values we focused on in the process of developing teaching and methodical support (textbooks “Values in the multilingual educational space”, “Values of young people in the Russia-France dialogue”, “Espace plurilinguistique d ' Orenbourg. The multilingual world of Orenburg”, “The French workshop - a technology of value orientations”). For example, national values are reflected in the following substantive order: national wealth, national symbols, national character, national values, national culture, outstanding people, and language as a value (language policy, the role of the national language and its contacts with other languages).

The second pedagogical condition is the enrichment of a value attitude to the multicultural world, other nations and one's self. It is characterized by raising interest and respect, tolerant attitude to one's own people and other people who are native speakers of the target languages, and their cultures; the formation of a value system of a general civilization nature (life, science, knowledge education, cultural heritage); values of national character (patriotism, language, history of the state, culture of the country, civic consciousness); values of a personality-oriented character (person, ideal,

self-development, self-expression, self-determination, intercultural communication, multilingual personality).

The above condition is actualized within multicultural practices, assisting in: formation of the ability to adapt and actively interact in the multicultural space; cultivation of a culture of communication and behavior, as well as skills in the use of knowledge of languages and cultures, values in the process of intercultural communication (verbal and non-verbal) in everyday, professional activities; development of communicative activity, cooperation in the multicultural space, and students' autonomy using native and foreign languages.

Multicultural practices in terms of content and method of implementation are communicative-axiological, as they intensify interaction, communication with people of other nationalities or / and communication in several languages; allow the use of any forms and methods aimed at the formation of an innovative style of thinking, mastering new knowledge, assist in developing of individual and group self-awareness, presenting and spreading their views, as well as appropriating values, therefore, contributing to the students' value self-determination.

Polycultural practices contribute to the ascent of the student's personality, as well as the personality of the teacher to general civilizational, national, and person-centered values; to the realization of the creative potential of students; to the acquisition of such qualities as sociability, tolerance, ability to work in a group; to the development of the ability of aesthetic comprehension of reality; to the training of improvisation skills; to the creation of an atmosphere of interest, ease, and freedom.

Polycultural practices include multilingual discussions, philosophical cafes, multilingual games and projects, integrated classes, etc. An example is a multilingual project involving the preparation and holding of the Halloween holiday. Halloween is not an imitation of another culture holidays and customs, not a copy of other cultures, but a tasting of a new one – according to one participant. This undoubtedly brings pleasure to the language communication. Halloween fashion not only in foreign countries, but also in Russia is connected, firstly, with the fact that all cultures have identical historical roots, and secondly, holidays, wandering from one national culture to another, facilitate the exchange of values. It was about this, as well as about the history and custom to celebrate this holiday that students spoke in French, English, and German.

Polycultural practices in the form of multilingual discussions have become a familiar form of communication for students and schoolchildren in the frame of philosophical cafes. The choice of topics is determined by the values presented above. As an example, we would like to cite a multilingual discussion on the topic "Life without memories is

life without a future.” Students and schoolchildren of Orenburg schools used several languages speaking about such concept as “memories”: What do memories mean to a person? What are they associated with? What reminds us of important people and events in life? Are they often pleasant or negative memories? How to get rid of unpleasant memories? At the same time, the participants acted as translators.

6. Conclusion

The article is devoted to the problem of the student’s value self-determination in multilingual education. The author clarified that value self-determination is the process of the student’s development, reflecting his ascent to the values of multilingual education, and the result, expressed in readiness for a responsible choice of goals and values, and for intercultural interaction. Consequently, the pedagogical conditions for the student’s self-determination in multilingual education were revealed: axiological learning content, enrichment of the value attitude to the multicultural world, other nations and one’s self, and value interaction in multicultural practices.

Consideration of the concepts of “value self-determination” and “multilingual education” in unity and interconnection made it possible to study this process in more detail and determine the pedagogical conditions for its development: axiological learning content, enrichment of the value attitude to the multicultural world, other nations and one’s self, and value interaction in multicultural practices.

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