

Genesis of the Problem of Preparing Students for Intercultural Interaction in the Context of Subject-Language Integrated Environment

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Abstract—The article deals with the genesis of the issues of theory of intercultural communication as a strategic guideline for development of higher education. The “portrait” of a graduate of a higher educational institution today is presented as a person not only having specific knowledge, but also able to cooperate, interact with different people and cultures. A thorough consideration of the essence of this pedagogical phenomenon is impossible without an understanding of its genesis. That is why this study considers the problem of preparing students of non-language faculties for intercultural interaction in the context of subject-language integrated environment in a historical aspect.

Keywords—*genesis, foreign language, students of non-linguistics faculty, intercultural interaction, subject-language integrated learning*

I. INTRODUCTION

Global changes in politics, economics, culture, occurring in the modern world, lead simultaneously to rapprochement and separation of cultures and states, to emergence of numerous interethnic and interfaith conflicts. They sharply expose the problem of ensuring sustainable global development. One of the consequences of the ongoing global changes is a significant increase in the interest to the problems of interaction of cultures and cultural identity of people. In this context, the phenomenon of effective intercultural interaction acquires a special

significance and unique orientation towards dialogue. The purpose of this dialogue is to avoid conflicts and confrontation, to understand others on the basis of tolerance and desire for equal cooperation.

The intercultural orientation of the stated position is affirmed in the educational policy which makes adjustments to the “portrait” of a graduate of a higher educational institution. They are presented as a person not only having specific knowledge, but also able to cooperate, interact with different people and cultures. They are also able to conduct constructive dialogue and navigate in the system of socially significant world values. There is no doubt that modern higher education, following the path of democratization and humanization, plays a significant role in shaping the skills of intercultural interaction of students. In the designated context, the preparation of an individual for intercultural interaction, which determines their ability to constructively cooperate with people of different cultures, is seen as particularly relevant for a citizen of a multi-ethnic state. The enormous potential for this lies in the methodology of subject-language integrated learning. In the context of implementation of the FSES (Federal State Educational Standards), it is seen as a targeted component of the process of education and training. It carries out the spiritual and moral development of the personality and its familiarization with socially significant values.

At present, a pedagogical science has gained considerable experience in preparing for intercultural interaction among students of different age groups, forming a respectful attitude to representatives of other cultures, abilities and skills of effective intercultural communication, and educating younger generations in a multicultural environment. Nevertheless, the issue of preparing students of non-linguistic faculties for intercultural interaction in the context of the subject-language integrated environment remains poorly developed today.

A thorough consideration of the essence of the pedagogical phenomenon is impossible without the research of its genesis. Therefore, we turn to the study of the problem of preparing students of non-language faculties for intercultural interaction in the context of subject-language integrated environment in a historical aspect.

II. RESULTS AND DISCUSSION

Pedagogical science construes historiography as conscious developing of a chain of historical events (and the lacunae between them) in form of complete historiographic work focused on a specific historical region [1]. The important tasks of presenting historiography of an academic issue are determination and justification of its “starting point” and construction of the periodization of the formation of the investigated issue [2].

The developed historical and pedagogical analysis allowed us to come to the following conclusions. We consider them to be fundamentally important for the presentation of historiography of the problem under study:

1. The genesis of the process of preparing students of non-linguistic faculties for intercultural interaction in the context of subject-language integrated environment should be considered from two positions: didactic and intercultural. Taking into account the didactic aspect is necessary to track the dynamics of the content of education and various models, technologies and teaching methods in the history of pedagogical theory and practice. This is also necessary to consider the concept of “subject-language integrated environment” and its interpretation in pedagogy.

The analysis of the historical experience of teaching the basics of life in different cultures and bringing up tolerant and friendly attitude of younger generations towards them is built on the basis of the intercultural aspect. Extrapolating the results of the analysis on the basis of the positions presented to the plane of the problem being studied, we conclude the necessity to present readiness for intercultural interaction in a student of a non-language faculty as their focus on intercultural dialogue.

2. The preconditions for the study of the problem at issue are:

- the actualization of the problem of intercultural interaction in public life of the world of the 21st century;
- the focus of the Russian educational policy on the organization of tolerant education of the future specialist’s personality in implementation of the FSES;

- the assertion of the anthropocentric paradigm in modern pedagogy, allowing one to form readiness for intercultural interaction directly in the learning process.

The above features of the modern era allow us to define multiculturalism as its significant characteristic. A prerequisite for harmonious development of the multicultural world is intercultural dialogue. It is understood as a process that includes an open and polite exchange of opinions between individuals and groups with different ethnic, cultural, religious and linguistic past and heritage, based on mutual understanding and respect [3]. In accordance with the tendencies of life in the context of expanding intercultural relations, the strategic direction of interaction between different people should be the readiness of an individual for intercultural interaction. The higher educational institution plays a significant role in the formation of intercultural interaction.

Modern educational technologies used to form foreign language communicative competence at university are very effective in terms of creating an educational environment that ensures interaction of all participants in the educational process. When teaching a foreign language, a lecturer is entitled to use or independently adjust any modern technology in accordance with the functions, content of educational material, goals and objectives of training in a particular group of students. One of these technologies is subject-language integrated learning, or CLIL (Content and Language Integrated Learning). This technology considers learning a foreign language as a tool for studying other subjects. The method creates a student's need for learning. This, in turn, allows them to rethink and develop their abilities, including their native language.

Let us directly proceed to consideration of a trajectory of the formation of the problem under study in accordance with the following provisions:

1. The determination of the historiographic beginning of the study of the preparation of students of non-linguistic faculties for intercultural interaction is associated with the emergence of the system of international education in the Soviet period;

2. The basis for constructing the periodization of the issue under consideration is the transformation of the state of the process unit, coupled with the ideological restructuring of social and scientific thought about the need to include intercultural dimensions in the process of education and training in higher education;

3. The description of the identified periods is based on the study of the social, scientific, methodological, practical preconditions for the formation and development of the problem.

The historical and pedagogical analysis shows that certain aspects of the formation of a tolerant attitude to a person of a different culture and its representatives have been present throughout the development of pedagogical science and thought. “The feeling of compassion, hospitality, the desire to solve peacefully not only personal, but also inter-ethnic conflicts, helping the pilgrims were brought up among the Slavs through such forms of social interaction as nepotism, fraternalism and nursing” [4].

Numerous means of expression of folk thought, such as fairy tales, epics, parables, testify the importance and value of friendly relations with other peoples and states. This fact is also reflected in the first pedagogical writings. For example, the teachings of Vladimir Monomakh emphasize the necessity of mercy and tolerance. Ideas of transnational, interracial, interfaith education can be heard in the works of Y.A. Comenius, R. Owen. Such great pedagogues as P. Kaptelev, K. Ushinsky, N. Pirogov also spoke about the importance of international education. Thus, we consider the historical period since the mid forties of the XXth century as a preparatory stage in the historiography of the problem of preparing students of non-linguistic faculties for intercultural interaction in the context of subject-language integrated environment in accordance with the following bases:

- In different eras, knowledge of different cultures of the world was transferred fragmentary in Russia. Most often, life in a multinational state spontaneously developed a tolerance to foreign traditions and customs among younger generations;
- The accumulated experience in the pedagogical heritage of progressive pedagogues actualizes the importance of establishing and practical application of interdisciplinary connections in the process of preparing future specialists.

We consider that it is advisable to present the historiography of the process of preparing students of non-language faculties for intercultural interaction in the context of subject-language integrated environment in the period from the forties of the XXth century till nowadays. This period is characterized by a significant change of moral guidelines in public life and, consequently, in pedagogy. This allows for tracking adequately the evolution of the issue being studied, the study of which has been updated and is fully developing in the designated time frame.

We conditionally divided this period into 4 stages:

1. the mid 40's of the XX century - the end of the 60's of the XX century (politicization of the education system; persecution and bans on the natural and humanitarian branches of the basic and applied sciences; restriction of information coming from abroad; active struggle against cosmopolitanism);
2. mid 60's of the XX century - the beginning of the 90's of the XX century (the process of debunking the personality cult of Stalin; intensification of research activities; addressing issues of multicultural education);
3. the beginning of the 90's of the XX century - the beginning of the 2000's (XXI century) (period of "stagnation"; science under the influence of political censorship; tentative attempts at scientific analysis of events occurring in the country; first studies in the field of intercultural communication);
4. the beginning of the 2000's (XXI century) till nowadays (integrated nature of education; recognition of the importance of intercultural education of future specialists; the need to introduce into practice the preparation of students for the ideas of intercultural dialogue).

Let us proceed to a detailed review of each of the stages.

The mid 40's of the XX century - the end of the 60's.

The indicated stage covers a rather large time period associated with the domination of the Soviet power in the country. It is characterized by rigid politicization and regulation of all spheres of social life, including education. Aimed at building communism, Soviet society asserted collectivism, egalitarianism, love of the socialist homeland, and work for its prosperity. Along with these communist values, respect for the countries of socialism, friendship of the peoples of the USSR, fraternal solidarity with the working people of all countries were proclaimed, which is reflected in the programs of the Communist Party of the Soviet Union. The social order focused educational institutions on providing students about knowledge of class struggle, inter-ethnic relations of the USSR, and fostering respect for other nationalities. The implementation of the social order took place in the framework of the implementation of international education or the education of proletarian internationalism.

For the first time in Soviet pedagogy, N. Krupskaya turned to the problems of international education, and she developed an appropriate system of measures for its practical implementation. N.K. Krupskaya noted the systematic nature of international education, regarding it as one of the components of the communist worldview [4].

No less significant contribution to the development of international education ideas was made by A. Makarenko. In his pedagogical heritage, the unity of patriotic and international education can be traced to the necessity to rally children of different nationalities into a single collective. Proletarian internationalism, which at that time was an expression of the fraternal solidarity of the working class of all countries in the struggle for the fulfillment of its world-historic mission, suggested patriotism as the inner side of the international duty of the working class of a particular country. This side was to do the maximum possible in the country for the world revolutionary process.

In the historiography of the problem, a special place is occupied by the works of I. Willows, Z. Hasanova, L. Gogol, M. Dzhunusova, V. Merited, V. Pryanikova, V. Pyslaru, A. Rosenberg, M. Terenty and others, in which the basic foundations of the theory of international education (concept, tasks, principles, conditions, methods and forms) were substantiated. Also, these researchers gave a scientific analysis and theoretically generalized the experience of international education of individual teachers, schools and out-of-school institutions.

In modern pedagogical science, there is an opinion that the academic discipline "Intercultural communication" appeared during this period (1954). This was the year of the publication of the book "Culture as Communication" by E. Hall and D. Trager. In this book, the authors first proposed the term "intercultural communication" for wide use, reflecting in their opinion a particular area of human relations. Developing his ideas about the relationship of culture and communication, Hall came to the conclusion that it was necessary to teach culture. Thus, Hall was the first who proposed to make the problem of intercultural communication not only as a subject of academic research, but also as an independent academic discipline.

Analysis of dissertation research on contemporary problems of international education (S. Zakaryev, F. Ziatdinova, L. Kuts, N. Kharkov, D. Chupalova) allows one to reconstruct the realistic look of the implementation of international education in 40-60's [5]. In the presented works, such aspects of international education were examined: cultivation of the culture of interethnic communication by means of a foreign language, visual arts, children's literature and folklore, folk musical traditions; education based on the principles of a culture of peace, multicultural education in a national and multinational school; international education of adolescents, students, etc.

In this period, foreign pedagogy (the USA, Canada, Great Britain, Germany, Australia) began to conceptualize (30-40's), and later to develop (70-80's) the ideas of multicultural education. This is determined by a combination of political, sociocultural, economic factors (mass migration processes, the struggle of African Americans for their rights in the United States, declaring the need for a new educational policy of UNESCO, the UN, the disintegration of some countries into separate states, etc.). The interests of American politicians and businessmen led to the emergence and development of intercultural communication as an academic discipline. International government officials and businessmen who worked abroad were forced to admit their lack of preparation and inability to understand misunderstandings that arose during communication with people of other cultures. This often led to conflicts, mutual hostility, and resentment. Even perfect knowledge of the relevant languages could not ensure the readiness and ability to solve complex problems that arose while working abroad. Gradually, there was the awareness of the necessity of studying not only languages, but also cultures of other nations, and awareness of the necessity of special training.

On the European continent, the development of intercultural communication as an academic discipline occurred later than in the United States, which was determined by other reasons. The creation of the European Union opened the borders for free movement of people, capital and goods. European capitals and major cities began to intensively change their appearance due to the appearance of representatives of different cultures in them and their active involvement in the vital activity of these cities. The emergence of the problem of mutual communication between carriers of different cultures was caused by the process of active expansion of contacts, against the background of which there was a gradual formation of the interest of researchers to the problems of intercultural interaction.

Unfortunately, the tendencies described above did not find the answer in Soviet pedagogy, which was focused on building a classless society at that time. The variety of forms and methods of Soviet education was based on the solidarity of the proletarians of all countries, friendship of the peoples of the USSR, intolerance to national and racial discrimination. The younger generation was actively involved in international work. And at the same time, it was impossible to compare multicultural education with international education due to the erasure of cultural differences.

The analysis of this stage allowed to state the absence of a direct focus of pedagogical science on preparation of students of non-linguistic faculties for intercultural interaction in the conditions of subject-language integrated environment. The objective reasons for this condition are:

- building an educational policy based on a rigid ideological doctrine, closeness of the Soviet school from the influence of foreign trends of intercultural education, on the basis of which it is impossible to state the truly democratic and humanistic nature of international education;
- lack of interest among representatives of the national pedagogy to the phenomenon of "integrated learning";
- orientation of the social order for the communist postulates.

Based on the foregoing, we can state that in the period under consideration, the phenomenon we are studying was not an object of independent study. There were only a few prerequisites for its development. Thus, the first stage of the historiography of preparing students of non-linguistic faculties for intercultural interaction in the context of subject-language integrated environment is characterized by: 1) the closeness of Soviet society, 2) the predominance of totalitarian tendencies in pedagogy, 3) the focus of the education system on the formation of a patriot-internationalist through international education, 4) the lack of a social order for usage of interdisciplinary connections in preparing students; 5) the emergence of intercultural communication as an academic discipline and trends in multicultural pedagogy abroad.

At this stage, consideration of the phenomenon of subject-linguistic integrated environment and study of the issues of educating adolescents in the spirit of tolerance, respect for other cultures, cultural pluralism did not find points of contact and were not the objects of detailed and conscious research.

The second stage - the mid 60's of the XX century - the beginning of the 90's.

The second stage of the historiography falls on the period of the Khrushchev "thaw" which occurred after the work of the 20th Congress of the CPSU. The Soviet Union began the process of debunking the Stalin's personality cult and the purification of history studies from the legacy of Stalinism. Research activities were intensified in the country. During these years, interesting works were created that told about the life of schools, specialized secondary schools and higher educational institutions, as well as about the functioning of educational institutions in the studied period of time. The studies of this stage have expanded the historiographic base and created the conditions for new conclusions and generalizations.

During this period, there was active modernization of education in accordance with the tasks of scientific and technological progress. New areas were developing - problem and developmental education, computer literacy training. But Soviet pedagogy was in a state of crisis. The main signs of the crisis of Soviet pedagogy were: ideologization of methodological research, devaluation of concepts in pedagogical thinking, deformation of the meanings and goals of pedagogical activity, dogmatism and formalism in the content

of education, falsification of historical and pedagogical thought, self-isolation of Soviet pedagogy. Education in the USSR was socially ordered, aimed at transfer of experience and knowledge; students' interests, their individual abilities were not taken into account.

In the 1960's the greatest scientific interest was caused by the ways of formalizing a message, its encoding and decoding, the transfer of information from the addressant to the addressee (cybernetics and computer science). In the 1960's – 1970's, psychologists and linguists began to focus their studies on the study of various aspects of the process of communication, which, in turn, placed the main focus on the psychological and social characteristics of communication, the rules and characteristics of speech behavior.

In the 1960's, the first journals began to be published in which problems of culture, language, and communication were covered, for example, *The International and Intercultural Communication Annual*, *International Journal of Intercultural Relations* [6].

E. Vereshchagin and V. Kostomarov are considered to be the founders of the theory of intercultural communication in Russia. They are the authors of the work "Language and Culture: Linguistic and Regional Studies in Teaching Russian as a Foreign Language." They were the first who used the term "intercultural communication" (1973) considering it as "an adequate mutual understanding between two participants of a communicative act belonging to different national cultures" [7]. An important merit of Vereshchagin and Kostomarov is the generalization and optimization of the foundations of the methodology of teaching regional studies in teaching Russian as a foreign language.

It should be noted that the study and analysis of specialized literature suggests that in Russia, as in the United States, the interest to intercultural communication initially appeared among scholars and teachers of a foreign language. The development of the theory of intercultural communication as a science was also associated with this direction for a long time.

In the 1980's, sociologists began to be involved in studying of communication methods, and they were responsible for the analysis of the social essence of communication. During this period, a cultural interest in communication was gradually emerged, that was satisfied within the framework of socio- and psycholinguistics. Within these scientific directions, it became possible to connect the communicative process with the personality of a participant in communication, to understand communication as a phenomenon of one or another type of culture. It is impossible to ignore the fact that in the same period, a new direction appeared on the scientific horizon - cross-cultural psychology as a separate branch in American psychology. However, it should be recognized that in teaching practice, despite the reforms taking place in education, issues of personality formation, complication of the content of individual subjects, use of integrative forms and teaching methods remained unresolved.

Let us turn to the analysis of the state of the problem of subject-language integrated learning in the period under study.

It is noteworthy that the concept of integrative learning is based on the activity of the theory of learning which began in the writings of A. Disterweg at the beginning of the 19th century. Later, the ideas of the integrative method in training were developed by L. Vygotsky, S. Rubinstein, A. Leontiev, D. Elkonin, V. Davydov [8] and other Russian academics. In the late 60's, A. Zaporozhets introduced the concept of "development amplification", basing it on integration of educational areas, thereby introducing a learner to the hermeneutic circle, creating conditions for the birth of all new interpretations and associations.

It is characteristic that in the late 60's, the focus of Russian researchers in the field of pedagogy was made on interdisciplinary integrative relations, which, in their opinion, have both thematic and competence orientation. That provision was connected, in particular, with the organization of interdisciplinary integrative "immersion" developed by the Russian researchers A. Ostapenko, A. Tubelsky, A. Khutskikh, M. Schetinin, M. Epstein [9]. So, A. Ostapenko considered interdisciplinary "immersion" to consider integrated classes, integrated days, and a parallel training system itself, when similar in content topics that are studied in classes in other subjects, would be studied on the same days.

I. Zverev [10] (1981) saw in interdisciplinary connections the consistency of the content of education in different disciplines and the optimal consideration of cognitive tasks, based on the specifics of the given academic subject. In turn, V. Maximova [10] (1988) considered interdisciplinary communication as one of the principles of learning, involving integration in the course of an inseparable process by merging sections of different subjects, scientific concepts and methods of their presentation to uncover interdisciplinary educational problems in a single synthesized course.

III. CONCLUSION

The analysis of dissertation research of this period indicates a growing interest in the problem of intercultural interaction in pedagogy: 1) recognition of the necessity of intercultural training by educational institutions, 2) synthesis of the theoretical experience of interdisciplinary study of the concept of "intercultural communication", 3) accumulation of theoretical and practical experience of using subject-integrated environment, 4) understanding of the structure of the phenomenon under study scientific approaches and models of its development, 5) definition of pedagogical conditions and criterion-diagnostic apparatus.

At this stage of development of the studied issue, it is still too early to talk about the students' preparation for intercultural interaction. Despite certain theoretical developments on this issue, many issues remain insufficiently resolved. In addition, the analysis of the literature allows us to state the absence of works on the preparation of students of non-language faculties for intercultural interaction in the context of subject-language integrated environment. However, in the light of the democratization tendencies, the openness of society to cooperate with foreign states and their representatives, actualization of the issues of multicultural pedagogy, rethinking

of the culture of peace, tolerance, and mutual understanding between nations arise in the pedagogical environment.

It is necessary to recognize that the reforms in the field of education in the 60's of the 20th century were very controversial; they were promoted by the inconsistency of the "thaw" itself and its main architect, N. Khrushchev. Raising the labor, polytechnic, and production component of school education, reformers often destroyed another - scientific - component. It was impossible to achieve the necessary "golden mean" in each case. The intellectual development of students was sacrificed to the idea of a polytechnic school. The main lesson that can be learned from the analysis of reforms in the field of education during this period is that any changes in the field of education should be deeply thought out, scientifically substantiated, developed, taking into account all possible negative costs.

Thus, the second stage of the problem of preparing students of non-linguistic faculties for intercultural interaction in the conditions of subject-language integrated environment is characterized by: 1) the stage of development of alternative education, democratization, de-ideologization, variability, leading to extensive integration in different areas; 2) the emergence of the orientation of the post-Soviet educational policy to prepare an individual for life in a multicultural society; 3) the actualization of the ideas of multicultural and integrative pedagogy, in the framework of which tolerance, personal dignity, the right to receive comprehensive quality education, cooperation are proclaimed priorities; 4) youth mobility and free education at all levels, its mass character and general accessibility.

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