

The Relevance of Modern Students' Multicultural and Multilingual Competence Formation

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Abstract — The article deals with the training of modern specialists as individuals who speak two or more foreign languages. Such language training is due to the irreducibility of the individual to be capable of harmonious coexistence in a multicultural and multilingual society. Modern society moves towards the integration of production, digitalization of the surrounding space, and the further in-depth development of the world educational system. The strategy of modern education in the field of studying foreign cultures through mastering foreign languages is aimed at a dialogue of cultures. These circumstances imply the willingness of modern graduates to engage in intercultural communication with representatives of foreign cultures, their willingness to participate in international projects and programs. The article refers to the activity of representatives of small peoples and cultures in preserving national languages and cultures, which should dissipate the fears and doubts of antiglobalists regarding the disappearance of languages and cultures, the loss of identity by different peoples.

Keywords — *multicultural and multilingual competence, intercultural communication, integration, dialogue*

I. INTRODUCTION

The education system is always sensitive to social changes, which is the basis for the formation of the labor market of a request for the training of specialists who are in demand by time and production. To confirm what has been said, we will mention some benchmarks in the development of society from the second half of the last century to the present day.

II. METHODOLOGY AND MATERIALS

The author relies on an interdisciplinary approach, exploring the problem of the need for training intercultural communication of modern students. The interdisciplinary approach allows taking into account the multidimensional nature of the discipline, its close relationship with sociology, which uses quantitative methods of personality analysis in the development of foreign culture.

After the end of World War II, there is a need in the world to build a new economy. Current economic conditions form a request for the training of specialist economists with an in-depth knowledge of the language and culture of partner countries in order to establish cooperative relationships for successful business promotion and development.

The response of the education system to a request from employers was the emergence of a new discipline of "intercultural communication." Initially, this discipline has arisen since 1960 in American universities, where they began to teach a training course on intercultural communication, developed by E. Hall. In the 70-80s, many Western European universities began to teach intercultural communication [1].

The Russian Soviet Federative Socialist Republic (RSFSR) was the largest of the 15 Soviet republics of the former USSR. The USSR was a multinational socialist state, formed in 1922 and totaled more than one hundred nations and nationalities [2]. In the 70-80s of the 20th century, according to the population ethnic composition, the RSFSR represented the territory in which more than 180 peoples lived. According to the 1970 census, the Russian language "was called the native or second language of 183.7 million people" [2]. In the remaining republics, in parallel with the Russian language, national languages and cultures functioned that remained guardians of the cultural heritage of their ancestors. In other words, Russia has initially been a multicultural and multilingual state. Contacts with non-CIS countries were limited, mainly Moscow and St. Petersburg as tourist centers in Russia. Therefore, in the country's educational institutions, when studying the "foreign language" discipline, the main goal was to teach the language as a system from the standpoint of the information-knowledge approach. The "Khrushchev thaw" period is marked by the holding of the International Festival of Youth and Students in 1957. This Festival indicated the opening of the "Iron Curtain." During this period, a course was taken at Russian universities to teach a foreign language as a means of communication, familiarization with a foreign culture, and a means of understanding between representatives of different cultures. Many recognized domestic authorities in the field of pedagogy and methods of teaching a foreign language, such as I.A. Bim, V.P. Kuzovlev, E.I. Passov, became supporters of this policy in the field of linguistics [3, 4].

In the 90s, during the transition to the rails of a market economy, a need arises for establishing new contacts with non-CIS countries. Teachers of foreign languages initiate the development and implementation of the subject "intercultural communication" in the curriculum of Russian educational institutions. Teachers drew attention in the course of personal contacts with native speakers to the fact that when interacting at the intercultural level, knowledge of only a foreign language is not enough. Knowledge of the culture of the country of the language being studied is necessary so that university graduates can avoid situations of misunderstanding, resentment and conflict. The purpose of studying the discipline "foreign language" is the formation of foreign language communicative competence from the perspective of a communicative approach for people interaction at the intercultural level [5].

III. DISCUSSION

Today, there is a request for the training of highly qualified specialists who are knowledgeable in information technology, computer skills in various programs and able to integrate into the international multicultural and multilingual environment harmoniously. This need is due to the large-scale introduction

of computers and the Internet, the development of new information technologies, the construction of network space. The relevance of modern specialists training is associated with integration processes in the global economy and politics. For example, such processes are the creation of the European Union, the collapse of the USSR and the CIS formation – the Commonwealth of Independent States. Two trends are emerging in society, namely, globalization and diversification, i.e. desire for diversity.

The world educational system responds to this request by signing the Bologna Convention in 1999. One answer to this challenge is to build a unified world educational space with the provision of youth to the countries participating in the Bologna process of freedom in terms of mobility and the choice of educational institutions for education. These actions expand the capabilities of future graduates in finding the best conditions for work and career. In the field of language policy, the Council of Europe declares the primary intercultural approach, and as the main task of language education, "the positive development of the person and self-identity as a result of the acquisition of a new linguistic and cultural experience" [6].

Russia signed the Bologna Declaration in 2003. Russia has become an active participant in the formation of the world educational space, studying the experience gained by the world's educational systems and spreading its own experience among the countries participating in the treaty. The Bologna process was a response to a request from employers to take into account the requirement to eliminate a significant shortcoming in the training of specialists in various fields. It was a discrepancy between the intense theoretical preparation of graduates and their weak ability to put the theoretical knowledge into practice. Employers often had to re-develop practical skills from newly hired personnel. In this case, the author of the article relies on the opinion of Russian and foreign employers identified during the implementation of international projects under the TEMPUS program (the project coordinator was the Grenoble Academy (France)), which were successfully implemented in 2008 at the Department of Service and Tourism of the Ural State Technical University-UPI (Institute sports, tourism and social services) in the HTR sector (Hôtellerie, Tourisme, Restauration: hotel business, restaurant and tourism), as well as from 2009 to 2011 at the Department of Social Security of Ural Federal University the TEMPUS BMSR ET project was successfully implemented FJP-00471-2008 "Professionalization of training in the direction of "social work."

For training specialists who meet the requirements of the world labor market, competency-based models of students have been developed in the Russian Federation. In this list of competencies, in addition to professional competencies, a significant role was given to general cultural competencies. Competency models turned out to be promising and consistent with the cultural concept of personality-oriented education (E.V. Bondarevskaya, N.I. Alekseev, I.E. Vidt, V.V. Zaitsev) [7], a spiritually oriented concept of education (T.I. Vlasova, I.A. Makarova, VI Murashov) [8], the draft strategy for innovative development of the Russian Federation for the period until 2020. According to these concepts and the project, the main task of education in modern Russia is the education of

a person of an innovative culture [9]. It is assumed that a person of an innovative culture is a spiritual and moral personality endowed with such qualities as industriousness, citizenship, respect for human rights and freedoms, love for the motherland, integration into the world and national cultures.

When teaching foreign languages, the requirement for the formation of intercultural foreign-language competence, foreign-language communicative competence becomes relevant. The author of the article offers the following definition of foreign language communicative competence. Foreign-language communicative competence is the learner's ability, through the study of a foreign language, to act as a mediator in intercultural dialogue, using intercultural knowledge, skills, personal qualities and relying on the integration strategy as an optimal way of acculturation (development of foreign culture).

IV. RESULTS

The 21st century is a century of further deepening the trend towards globalization with building a digital space, joint research by scientists of the world in the areas presented in the NBICS model (nano-bio-info-cogno-social sciences and technologies). The NBICS model has become the basis for the development of the pilot centre of the Kurchatov Institute Research Center. Along with artificial intelligence development, society is moving along the path of blurring borders, towards homogeneity and the loss of identity. There is fierce competition in the world labour market for new technologies and their further use. We will illustrate what has been said, based on the opinion of the member of the board of directors of the company NAUMAN I. Kirichenko, who gave a brief analysis of the immediate development of the company. In particular, I. Kirichenko named the figures for capital investments in the development of artificial intelligence. Thus, from 2013 to 2018, the share of the USA and China amounted to 90% of the global funding for artificial intelligence.

I. Kirichenko also noted the dominant fundamental scientific school of our country and described the successes achieved: "the development of uncrewed vehicles, VisionLabs face recognition technology, the Erudite intellectual platform, which allowed the United Nations evaluating Russia as a country with a very high e-government development index and include the PwC consulting agency Moscow is among the five most "digital" cities in the world in terms of their readiness to introduce future technologies" [10]. According to I. Kirichenko, "the digital transformation has no country borders, as it characterizes the emergence of new business models under the influence of new technologies" [10]. Indeed, today is characterized by rapid digitalization of space, a crisis in several European countries in various fields, serious environmental problems, a wave of terrorist acts. These processes contribute to the rapprochement of different states to jointly combat the above phenomena, but as a result, language barriers and cultural differences are erased. Anti-globalists, in their speeches, reflect the reaction to these processes. Anti-globalists come out with concern and fear about the possibility of the disappearance of national languages and cultures, in particular, the fear of losing the identity and identity of small nations. It is not accidental that 12/19/2019 at the base of the Karachay-Cherkess State

University named after UD Aliyev an interregional scientific-practical conference "Problems of preserving the languages of the peoples of the Karachay-Cherkess Republic" was held. It is significant that the main requirement of the conference participants was the compulsory study of native languages [11].

The second trend in the development of society, such as the trend towards diversification, becomes apparent. Diversification leads to a new awakening of interest in national languages and cultures. O.A. Kazakevich, head of the Laboratory for the Preservation and Study of Small Languages of the Institute of Linguistics of the Russian Academy of Sciences, acted as an expert on the radio channel "Different Times". In her speech, O.A. Kazakevich clarified that at least 70 groups of small peoples currently live on the territory of the Russian Federation. At the same time, the official criterion for referring to small nations is considered to be grouped in which there are less than 50 thousand people. Speaking about the importance of preserving small languages and cultures, O.A. Kazakevich emphasized that "we perceive the world around us through the prism of language. Therefore, the more languages we know, the more voluminous we see our world" [12]. O.A. Kazakevich recalled that Russia is "a part of European culture, in which language is the core and which is lingua-centric in nature. Being a part of Western civilization, Russia is a multilingual and multinational state, and it is crucial to maintain multiculturalism and multilingualism, which promotes tolerance, that is, mutual respect and the creation of a favorable climate for the coexistence of different peoples" [12].

The relevance of preserving multiculturalism and multilingualism is evidenced by the proposal to declare 2021 year as Year of the Numerically Small Peoples of Russia. This proposal was put forward by the deputy chairman of the People's Assembly of the Karachay-Cherkess Republic, M. Ekzekov at the VIII St. Petersburg International Cultural Forum [13]. A document adopted on November 6, 2019 at the 74th session of the UN General Assembly declared the proclamation of the period from 2022 to 2032 as the International Decade of the Languages of Indigenous Peoples [14].

V. CONCLUSION

As modern trends of social development, globalization and diversification lead to the conclusion that the idea of dialogue, the desire of nations for mutual understanding in the modern

multilingual and multicultural world is vital (fundamental). Corresponding to this trend is the thought of M. Kagan that "a new era is approaching, in which the "multidimensional dialogue" of cultures comes to the forefront of world history" [15].

Therefore, in modern education, the requirement for students to develop a foreign language culture through the study of foreign languages of multicultural and multilingual competence is becoming relevant.

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