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Conference Research Paper

Nurture of Multiculturalism of Future Teachers in The Process of Foreign Language Teaching

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Abstract

The main target of this paper is the theoretical justification and experimental testing of the education of multiculturalism among future teachers in the learning process. The main research method was the pedagogical experiment and the development of a structurally meaningful model for the education of multiculturalism of future teachers through the introduction of an elective course, on the basis of which an education program of multiculturalism was developed. In the framework of the proposed program, an elective course "Education of Multiculturalism of Students", training for practical classes, case studies, projects that can be used in the preparation of future teachers in the university system have been developed. In the course of testing the proposed model, it was revealed that the integrated implementation of the proposed methods, forms and means of training and education could also be a way to solve the problem of education of multiculturalism of future teachers in the learning process.

Keywords: Multiculturalism; Culture; Tolerance; Multicultural Competence; Multicultural Environment.

1. Introduction

The ongoing process of globalization widely developed the world pedagogical theory and practice of the problem of education of multiculturalism of the personality, a competitive, morally mature type of personality who can think creatively and work in a multicultural world (Barzanò, Cortiana, Jamison, Lissoni, & Raffio, 2017; Chang, Pak, & Sleeter, 2018; El Ashmawi, Sanchez, & Carmona, 2018; Means, Ford, & Slater, 2017; Valeeva & Valeeva, 2017; Vasilyeva & Nurutdinova, 2018; White & Shin, 2017). Education of multiculturalism is seen as the introduction of the younger generation to ethnic, nationwide and world cultures for spiritual enrichment and formation of youth's readiness for changes for life in a multicultural environment. The multiculturalism of future teachers is a value-semantic professional and personal property that integrates systemic scientific knowledge, creative skills, abilities, experience, motives, and values, characterizing the ability and willingness of a future teacher to carry out functional cooperation with representatives of other cultures and to ensure intercultural, interethnic and interpersonal interaction of students in a multicultural world, as well as in a multicultural educational environment.

Within the sense of sociology, political theory, and colloquial usage, the word multiculturalism has a number of meanings. It is a synonym for "ethnic pluralism" in sociology and in common usage, with the two words sometimes used interchangeably, such as cultural pluralism, in which different ethnic groups cooperate and enter into discourse with each other without losing their particular identities. It can identify a mixed ethnic group region in which there are different cultural practices (such as New York City or Trieste) or a single country in which they exist (such as Switzerland, Belgium or Russia). The emphasis is also on groups identified with an indigenous, aboriginal or indigenous ethnic group and

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settler-descended ethnic groups. Multiculturalism is the end-state of either a natural or artificial mechanism in relation to sociology (for example: legally regulated immigration) and exists within a nation's populations on either a broad national scale or a smaller scale. This may artificially occur on a smaller scale when a jurisdiction is formed or extended by combining areas with two or more distinct cultures (e.g. French Canada and English Canada). It can happen on a wide scale as a consequence of either legal or illegal migration to and from various jurisdictions around the world. Multiculturalism today appears as a necessary property that allows it to perceive ethnic diversity differently, thereby forming the worldview of the individual, in which the vitally important personal meaning of interethnic interaction acquires value (Baghana, N Prokhorova, S Blazhevich, G Voloshina, & L Kuksova, 2019; Ghaedsharafi, Yamini, & Dehghan, 2019; R Shevchenko, O Nesmelova, & A Vysotskaya, 2019). The analysis of theoretical and methodological approaches allowed us to examine in detail the process of education of multiculturalism of future teachers, to reveal the deep foundations of its existence and the mechanisms of action, taking into account the dynamics of significant internal connections. Along with this, the analysis of these conceptual approaches allows us to talk about their deep internal unity, interconnection, complementarity; about the possibility of realizing the problem of interest to us. Each of the approaches to a certain degree of completeness is reflected in the solution of the desired problem (Vora et al., 2019; Ward, Kim, Karl, Epstein, & Park, 2020; Watters, Ward, & Stuart, 2020).

At the present stage of education, pedagogical science and its practice is aimed at solving problems and updating the content of education, methods, and forms of educational activity, as well as the implementation of innovative technologies. The emergence of updated education standards requires the need to train competitive specialists who are ready for the implementation of received knowledge of cultures and tolerant coexistence in a multicultural environment.

In the education of multiculturalism of future specialists, the educational process plays an important role. The potential of the educational process lies in the fact that its content includes acquaintance of future teachers with the culture and history of peoples; and forms a positive attitude and respect for other cultures.

The analysis of the scientific and pedagogical literature shows that many works are devoted to the issue of education of multiculturalism. But the problem of education of multiculturalism among future teachers is not reflected in the considered works. Thus, the relevance of this study, as well as the following main contradiction, becomes apparent:

- the needs of society in the formation of a personality that can integrate into a multicultural space, and the insufficient intercultural knowledge and skills acquired in the walls of higher educational institutions and sociocultural practice.

The relevance and lack of elaboration of the problem led to *the research* problem: "The education of multiculturalism of future teachers in the learning process."

The purpose of the research is to develop theoretical and methodological foundations and practical recommendations for the education of multiculturalism of future teachers in the learning process.

1.1. Research objectives

To develop and justify a structural-substantive model for the education of multiculturalism of future teachers in the learning process theoretically;

To verify the effectiveness of the model of education of multiculturalism of future teachers in the learning process experimentally;

1.2. Scientific novelty and theoretical significance of the research

1. Disclosed the essential characteristics of the education of multiculturalism of future teachers in the learning process;

Developed and theoretically justified a structurally substantive model for the education of multiculturalism of future teachers in the learning process;

Verified the effectiveness of the model for the education of multiculturalism of future teachers in the learning process experimentally.

1.3. The practical significance of the research

In the framework of a comprehensive program of education of multiculturalism of future teachers in the learning process, an elective course "Education of Multiculturalism of Students" was developed, the content of which consisted of training sessions, case studies, project protection, which can be used to prepare future specialists in the university system.

In a number of environments, ethnic personality traits have been shown to predict intercultural outcomes. How these characteristics impact behaviour during intercultural interactions, however, remains an understudied field. The essence of the process of developing a multicultural personality is considered by a number of foreign scientists as (Pommerin, 1984). In their opinion, multiculturalism is activity-oriented and based on the recognition of individual differences and upbringing in the spirit of peace, by resolving intercultural conflicts, which involves the joint resolution of intercultural conflicts, enrichment through a dialogue of other cultures. In this regard, Hepfert formulates some criteria that educational programs must meet. "Other peoples and cultures should not be regarded as objects, but as historical subjects. It is necessary to show representatives of other cultures along with their lifestyle, traditions, characteristics and life circumstances." J. Banks (Banks & Banks, 2019) defines multiculturalism as the education aimed at recognizing and establishing respect and tolerance, ethnicity, religion, and cultural values. G. Gay (Gay, 2018) defines multicultural education as an educational policy that has specific values and rules based on educational rights for ethnic and cultural differences that provide academic opportunities for students to succeed.

Based on these definitions, education of multiculturalism can be defined as the process of creating equal opportunities in the field of education, providing cultural values.

A.N. Dzhurinsky in his works indicates that the meaningful, humanistically cultural, moral, aesthetic and ethical standards that underlie upbringing and teaching of multiculturalism constitute a "complex and dynamic system of human life", which can be represented in the form of the following groups of values, ideals: family, civil and universal. "All of them specifically manifest themselves in a certain pedagogical context of multinational societies".

The issues of multiculturalism at the beginning of the 20th century was considered by (Bakhtin, 1979; Gutmann, 1994; Jary & Jary, 1991; Raz, 1998; Sandercock & Bridgman, 1999). Kodzhaspirova considers the concept of "multiculturalism" as "building education and upbringing the principle of cultural pluralism, recognizing the equality and equal rights of all ethnic and social groups that make up a given society, on the inadmissibility of discrimination against people based on national or religious affiliation, gender or age. Multiculturalism in education helps to turn the diversity of a society into a useful factor in its development, provides a faster adaptation of a person to changing conditions of existence; helps him form a multifaceted picture of society" (Kodzhaspirova & Kodzhaspirov, 2000).

In general, in domestic science, education of multiculturalism is not only the dialogue of cultures and the establishment of links between multi-ethnic communities but also the understanding of the specifics of another culture, the tolerant attitude towards its manifestations, as well as the development of one's own culture and the enrichment of one's spiritual world. In the issue of multicultural education of young people, it is advisable to focus on the formation and development of their tolerance. According to scientists, nowadays a tolerance should be considered as one of the key competencies of the individual since the future of humanity as a whole depends on the readiness of everyone to live and act constructively in a diverse world (Zhazykova et al., 2019).

In the study of the problem of education of multiculturalism, such directions as education of tolerance, cultures of interethnic communications, ethnic socialization are considered.

The study of the problem of education of tolerance is discussed in the works of (Garza, 2019; Kazakova, 2007; Lysenko et al., 2020), the formation of a culture of interethnic communication in (Bochner, 2013); education of multicultural of specialists in (Kartal, 2016; Sharma, 2005).

Among domestic scientists involved in the studies of the problems of education of multiculturalism, the ideas of scientists (Absatova et al., 2013; Fatkullina et al., 2019; Gabdulchakov, 2014; Koriakina et al., 2019; Turebayeva et al., 2013; Valeeva & Valeeva, 2017; Yusupova et al., 2015) should be noted too. Thus, K. Turebayeva considers multiculturalism as a combination of such qualities as tolerance, empathy, humanity, as well as a positive motivation for positive cooperation. This vision of the concept includes the positioning of tolerance as a personality trait and implies the presence of the positive intentionality of a person (Turebayeva et al., 2013). J. Namazbayeva, in her work "Psychological

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Problems of the Formation of a Multicultural Personality," claims the following: "... orientation in the world is the need of any civilized person, while only an optimistic and humanistic orientation of the worldview can contribute to a positive change in the world's picture of each of us ...". Based on the theoretical and methodological analysis of the available approaches, Sh. Turebayeva in her studies identifies the personal, informational, motivational and active components of the education of multiculturalism of future English teachers as an informative block in the learning process.

2. Material and Methods

The study consisted of several stages: diagnostic, practical and control.

The diagnostic stage was aimed at identifying the relevance of the research by studying the theoretical foundations on the topic of the research, the experience of foreign and domestic scientists. The fundamental methods at this stage of the work were the methods of theoretical review and comparison. The historical and methodological foundations, instructive and normative acts, state education standards, working curricula of educational programs, etc. were studied. Theoretical analysis and comparison of the studied material were carried out, based on which the scientific apparatus was identified, and the model was designed.

At the organizational stage of the experiment, the goal and objectives of the experimental work were determined, the criteria and indicators of the formed multiculturalism among future teachers were identified. On this basis, tasks were selected, and a control cut was carried out to determine the initial level of multiculturalism among future teachers. The following methods were used to obtain the information: questioning, surveying, interviewing, diagnostics, observation, evaluation.

The questionnaire was used to obtain information about the participants in the experiment. The survey, interviewing, and observation was used for the reliability and objectivity of recorded information about the behaviour of participants. For the subsequent stage of the experimental work, diagnostics, assessment and analysis of the obtained data were carried out.

Then, at the practical stage, the experimental and control groups were determined, with a number of 20 people and a diverse national composition. The elective discipline "Education of Multiculturalism of Students" was introduced into the curriculum of the experimental group, and various educational activities were conducted.

These are the methods used during education activities.

2.1. Methods of teaching

Problem statement method, problem-search method, explanatory and illustrative method, research, reproductive (case studies, TRIZ - work, business and role-playing games, active training, project activity, development of critical thinking, etc.)

2.2. Methods of upbringing

Formation of personality and its consciousness (conversation, discussion, debates), organization of activities and formation of norms of social behaviour (educating situations, exercises, etc.), stimulation of behaviour (encouragement, competition, etc.).

At the control stage of the experimental work, a repeated diagnostic section of the level of formation of multiculturalism of future teachers and a comparative analysis of the data was carried out. Also, the methods of questioning, surveying, interviewing, diagnostics, observation and evaluation were reused.

3. Results and Discussion

In the course of the study, a theoretical model for the education of multiculturalism of future teachers in the learning process was proposed, which involves the mandatory designation of the target, substantial, operational-activity components that have a fundamental role in compiling the content of the academic discipline.

The purpose of the proposed model is to increase the effectiveness of education of multiculturalism of future teachers in the learning process.

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Tasks are the following:

1. To ensure the development of a system of knowledge about a multicultural environment, interethnic communication and interaction;

To provide the opportunity for personal development of students and the development of positive emotional qualities;

To develop skills of positive communication and interaction;

To develop reflective attitudes towards positive interaction with representatives of other nationalities.

Principles: The principle of tolerance, the principle of mutual respect, the principle of openness and humanity, education of high moral and spiritual qualities, cooperation, the principle of integrity, system city.

To introduce the model into the educational process, the third-year students were involved, since the elective course "Education of Multiculturalism of Students" is studied after mastering the main disciplines of the Pedagogy course. The age characteristic of future teachers in this course of training is the most optimal time for multicultural education. Because, in most cases, the most intensive stabilization of moral foundations, the development of moral qualities and socialization of the individual occurs at this age. However, such intensive complex personality development is not always successfully mastered by young people, as some of them are not yet ready to work independently, learn and control their own behaviour and activities. It is also usual that at this age, most students in general, do not have developed managerial skills and, competence, which are important in the process of their training. The research confirmed a huge value of purposeful development and improvement of managerial competence as an important element for the effective implementation of professional activities of specialists (Abilbakieva et al., 2018). Senior students have already formed views on the world and certain attitudes. Therefore, it is advisable to insert the proposed course into the senior program. The educational-methodical analysis of this problem allowed us to consider multiculturalism as the result of education of multicultural.

The education of multiculturalism among future teachers is a multifactorial process containing a system of interdependent and complementary elements:

I. Personally emotional (tolerance, empathy).

II. Knowledge of interethnic interactions and relationships.

III. Motivational - reflexive: the exploration of their culture and the culture of other peoples, their positive cooperation.

IV. Skills of positive interaction with the representatives of other nationalities.

Based on this analysis, we tried to present the formula for the education of multiculturalism among future teachers as follows:

$$EMFT = PR + K + MN + PN \qquad (1)$$

where: EMFT - education of multiculturalism of future teacher;

PR - personal relationships;

K - knowledge about education of multicultural;

MN - motivation and needs;

PN - practical skills.

The content of the model includes a theoretical and practical focus. In the theoretical orientation, the study of knowledge of multiculturalism and of information about interethnic relationships are fundamental. The practical orientation is focused on the application of acquired knowledge, the development of skills, abilities while interacting with representatives of other cultures and ethnic groups.

The *content* of the education of multiculturalism is the cohesion of the personal, motivational-reflexive and activity-process components.

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The *personal component* includes taking into account personal characteristics, such as a tendency to empathy, tolerance, which are necessary for positive interaction with representatives of other cultures.

The *process-activity component* combines communication skills and actions that build up positive interaction with representatives of other cultures.

The *motivational-reflective component* contains motivation in studying one's own culture and cultures of other peoples for positive cooperation with representatives of other nationalities.

All selected components are interconnected, changing the quality of one lead to the improvement of others, thus incorporating into a single whole and contributing to the personal qualities of future specialists.

The foregoing presented the opportunity to diagnose the level of multiculturalism formed on the indicators emphasized in the model at an ascertaining stage of the experiment: personality characteristics, level of knowledge, well-formed actions, the motivation of activity.

For each indicator, levels were determined: high, medium and low, as well as the criteria for their determination.

The *high level* of education of multiculturalism of future teachers represents emotional stability, poise, empathy, a benevolent and tolerant attitude towards others, and a positive experience of moral behaviour.

The *average level* of education of multiculturalism of future teachers represents an emotionally positive attitude, stable positive behaviour, but they do not always show a benevolent attitude towards others; expression of tenderness is rather frequent than rare, not conflicting.

The *low level* includes poorly expressed tenderness, compassion, sympathy, empathy, misunderstanding, indifference; constantly conflicting and addressing unfriendly remarks to others.

The upbringing of multiculturalism is considered as an effective process, ensuring the well-formed qualities of future teachers.

Variety of traditional and innovative *forms of teaching* are proposed in this model: regular lectures, lecture-discussions, tutorials, workshops, research, problem-search work, independent activities, group works, project activity, training lesson.

Forms of upbringing: social projects, debates, extracurricular activities, contests, thematic meetings.

Methods of teaching: brainstorming, working in pairs and in groups, discussions, training, business games, role-playing games, reflective games, case-studies, project-based learning, situation modelling, coaching, problem-solving, etc.

Methods of upbringing: conversations, educating situations, exercises, stimulation of positive behaviour, encouragement, competitions.

The pedagogical experiment was conducted to test the effectiveness of the model for the education of multiculturalism among future teachers in the learning process. It was based at K.Zhubanov Aktobe Regional State University (Aktobe, Kazakhstan). The experiment was carried out in three stages: ascertaining, formative, control.

At the ascertaining stage, the levels of education of multiculturalism of the control and the experimental groups were determined. They were asked to fill out a questionnaire, the analysis of the answers of which allows revealing the internal attitudes of such components as knowledge of one's culture, norms and rules of communication. Further, using the method of conversation, future teachers were asked to determine their levels of education of multiculturalism by the method of diagnosis and self-esteem.

The results of the ascertaining stage showed us that 55% of the participants (11 people) from the control and 50% (10 people) from the experimental group have a low level of education of multiculturalism, 35% (7 people) and 40% (8 people) respectively have an average indicator, 10% (2 people) from both groups have a high level. These data showed us the need to educate multiculturalism for future teachers.

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At the formative stage, the developed model was tested, its effectiveness was identified, and the motivational-reflective and active components of education of multiculturalism were formed. An elective course "Education of Multiculturalism of Students" was introduced into the program of the experimental group.

At the final stage, we conducted a final section to determine the level of education of multiculturalism among future teachers. During the diagnosis, the presence of changes was determined, and comparative analysis of the results was conducted.

The results of the experimental group at the final section were as follows: 80% of the participants (16 people) showed a high result, 15% (3 people) - an average level, and only 5% (1 person) - low. (Table 1)

Table 1. *Levels of Education of Multiculturalism*

Level	Control group (20 people), %		Experimental group (20 people), %	
	Before	After	Before	After
high	55	60	50	80
medium	35	35	40	15
low	10	5	10	5

In order to determine the growth rates in the level of education of multiculturalism, we used the following calculations.

1) The average indicator (AI) reflects a quantitative assessment of the growth of levels (AI = (a + 2b + 3c) / 100, where a, b, c are the numbers of students (%) who are at low, medium, high levels (Table 2)

2) Efficiency factor of experimental work is defined as E = AI(EG)/AI(CG) (Table 2).

Table 2. *Average Indicator and Efficiency Factor of Experimental Work (%)*

AI(CG)		AI (EG)		E
Beginning	End	Beginning	End	
2,45	2,55	2,4	2,75	1,12

3) Growth rate. The difference between the indicators of the initial and final levels of development (GR = GI (beginning) – GI (end), where GI (beginning) is the initial growth indicator, GI (end) is the final growth indicator (Table 3).

Table 3. *The Growth Indicator of Levels (%)*

Groups	GR			
	high	medium	low	GR of AI
EG	30% (6)	-25% (-5)	-5% (-1)	0,35
CG	5% (1)	0% (0)	-5% (-1)	0,1

The results obtained in the course of the research show satisfactory effectiveness of the model for the education of multiculturalism of future teachers in the learning process.

For a theoretical justification, foreign and domestic models of the content of education of multiculturalism were investigated: J. Banks - the Banks model; G. Gay - a model of integrative multicultural basic skills; C. Bennett - a model for global and multicultural perspectives; A. Absalyamova - a model for the education of multiculturalism; A. Romanenko - a model for the formation of the preparedness of future teachers for the education of multiculturalism of teenagers in the process of teaching pedagogy.

Based on the material studied, the following conclusions were made. Domestic education and training are aimed at understanding and respect of different nationalities, which takes into account the characteristics of all cultures, as well as enrichment and development of one's own culture.

4. Conclusions

The results of the experimental work allowed us to conclude that the introduction of the developed model for the education of multiculturalism among future teachers in the learning process provides a positive result. An analysis of the

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data obtained after experimental work showed a high level of education of multiculturalism, i.e. high indicators for all criteria (personal, knowledge, motivation and needs, practical skills).

In the course of testing the proposed model for the education of multiculturalism, it was revealed that the integrated implementation of the proposed methods, forms and teaching aids could also be the best way to solve the problem of education of multiculturalism.

This model, its theoretical justification and the results can serve as a support for compiling the content of the academic discipline and the development of training courses.

4.1. Contribution

The theoretical justification of the results of experimental work can be used for the further preparation of the content and development of training courses in pedagogy, theory and methodology of educational work.
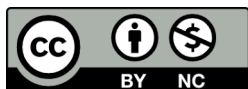
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