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THE PROBLEMS OF THE LINGUISTIC APPROACH IN MULTICULTURAL EDUCATION: FOREIGN EXPERIENCE

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The relevance of the study stems from the spread of globalization processes on our planet, which is the most important trend in the development of modern world. From the point of view of the socio-cultural development of societies and states, globalization is realized in the deepening of multicultural processes that provide for social harmony in a multicultural environment – from educational systems to people's workplaces, revealing their mutual respect and harmonious adaptation to the cultural characteristics of representatives of nations and states, thus forming a relatively new phenomenon – multicultural identity.

The interdisciplinary study develops the problems of the linguistic approach in multicultural education in the context of foreign experience. The study uses a theoretical analysis of the problem field of psycholinguistic, pedagogical research, the concept of functional asymmetry of the human brain hemispheres, as well as a synergistic approach, priming effect, the psychological effects of subjective semantics, the phenomenon of sound symbolism.

The focus of the study is on the most important scientific problems related to certain language/linguistic factors, which on the one hand contribute to, and on the other hand hinder, the educational process in the context of multicultural education.

A wide range of important psycholinguistic, pedagogical facts, theories, concepts and hypotheses related to the study, teaching and use of foreign languages is analyzed: the concept of universal grammar of N. Chomsky; neuropsychic conflict of communicative experience in the context of mastering and using native and foreign languages, which can lead to learned helplessness; the influence of language on people's perception of the world, which is expressed in the concept/hypothesis of linguistic relativity; the principle of "linguistic asymmetry"; facts that the study and use of foreign languages can lead to a certain transformation of the moral aspect of human behavior and thinking.

It is argued that if the use of a foreign language can, under certain circumstances, negatively affect the value-moral aspect of a person's behavior and thinking, then this problem can be solved thanks to the developed approximate-analytical method of learning English. This method presupposes the process of learning a foreign language as a native one, which involves the convergence of the verbal networks of the foreign and native languages to the degree of their mutual penetration.

Keywords: globalization processes; multiculturalism; multicultural education; foreign and native languages; psycholinguistics; the concept of universal grammar.

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ПРОБЛЕМИ ЛІНГВІСТИЧНОГО ПІДХОДУ В ПОЛІКУЛЬТУРНІЙ ОСВІТИ: ЗАРУБІЖНИЙ ДОСВІД

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Актуальність дослідження впливає з поширення процесів глобалізації на нашій планеті, що постає найважливішою тенденцією розвитку сучасного світу. З точки зору соціокультурного розвитку суспільств і держав, глобалізація реалізується у поглибленні мультикультурних процесів, що передбачають соціальну гармонію у мультикультурному середовищі – від освітніх систем до робочих місць людей, виявляючи їхню взаємну повагу та гармонійну адаптацію до культурних особливостей представників націй і держав, формуючи, таким чином, відносно нове явище – мультикультурну ідентичність.

У міждисциплінарному дослідженні розробляються проблеми лінгвістичного підходу в полікультурній освіті у контексті зарубіжного досвіду. У дослідженні використано теоретичний аналіз проблемного поля психолінгвістичних, педагогічних досліджень, концепцію функціональної асиметрії півкуль людського мозку, а також синергетичний підхід, праймінг ефект, психологічний феномен суб'єктивної семантики, феномен звукової символіки.

У центрі дослідження знаходяться найважливіші наукові проблеми, пов'язані з певними мовними/лінгвістичними чинниками, які з одного боку сприяють, а з іншого – перешкоджають освітньому процесу в контексті полікультурної освіти.

Аналізується широкий спектр важливих психолінгвістичних, педагогічних фактів, теорій, концепцій та гіпотез, що стосуються вивчення, викладання та використання іноземних мов: концепція універсальної граматики Н. Хомського; нейропсихічний конфлікт комунікативного досвіду у контексті оволодіння та використання рідною та іноземною мовами, що може привести до навченої безпорадності; вплив мови на сприйняття людьми світу, що виражається в концепції/гіпотезі лінгвістичної відносності; принцип "лінгвістичної асиметрії"; факти про те, що вивчення й використання іноземних мов може привести до певної трансформації морального аспекту поведінки та мислення людини.

Обґрунтовується, що якщо використання іноземної мови може за певних обставин негативно впливати на ціннісно-моральний аспект поведінки та мислення людини, то цю проблему можна розв'язати завдяки розробленому апроксимативно-аналітичному методу вивчення англійської мови. Цей метод передбачає процес вивчення іноземної мови як рідної, що передбачає конвергенцію вербальних сіток іноземної та рідної мов до ступеня їх взаємного проникнення.

Ключові слова: глобалізаційні процеси; мультикультуралізм; полікультурна освіта; іноземна та рідна мови; психолінгвістика; концепція універсальної граматики.

Introduction of the issue.

Globalization processes on our planet are the most important trend in the development of modern humanity. At the economic level, globalization manifests itself in the form of transnational corporations, which essentially overcome the boundaries between individual states, making the world economically and politically unified.

In terms of the sociocultural development of societies and states, the globalization is realized in the deepening of multicultural processes shaping personal well-being as well as social harmony and effectiveness in multicultural environments – from educational systems to workplaces of the people, emphasizing their and mutual respect and harmonious adaptation to cultural peculiarities of the

representatives of nations and states thus revealing a relatively new phenomenon – the multicultural identity [16] creating favorable conditions for internationalisation processes [27; 28].

In the educational sphere, globalization is realized in the form of multicultural education [3; 4; 28]. One of the most important aspects of this education is linguistic one, since language expresses the deep foundations of the cultural code of each individual and of a nation as a whole [9]. Moreover, language is a way and tool of human thinking that makes a given person a representative of *Homo sapiens* [29].

Current state of the issue. So, we can study the linguistic aspect of multicultural education analyzing diverse languages not as a barrier for human development but as an important asset

and stimulus concerning building cultural bridges between people, teaching them tolerance, and simultaneous developing critical thinking, often through "first-language-first" (L1 first) multilingual approach (or mother tongue-based multilingual education, MTB-MLE). This approach presupposes starting the educational process with a student's mother tongue learning before transitioning to other languages [5; 15].

At large, the multicultural education emphasizes how language shapes identity, using linguistic diversity to enrich the curriculum and create inclusive learning environments that value and develop all linguistic backgrounds [10] including the internationalisation processes [27].

Due to the development of the mentioned processes the concept of plurilingualism has been developed of late [12; 30] stemming from the problems of bilingualism and bilingual education [2; 21-23].

Particularly important are the *problematic aspects* of the multilingual approach in multicultural education in the context of foreign experience [8; 14; 19; 24; 28].

The focus of our research covers some important scientific problems associated with certain language/linguistic factors that on the one hand facilitate and on the other, – hinder the educational process in the context of multicultural education [5; 8; 14; 15; 19; 24].

The aim of the research. The purpose of our research is to analyse some important linguistic factors that can facilitate and hinder multicultural education.

Research methods. The theoretical analysis of the problem field of psycholinguistic, neurolinguistic, pedagogical studies, as well as the concept of functional asymmetry of the hemispheres of human brain have been used in our interdisciplinary study. The synergetic paradigm including the dynamic systems theory approach, within which any system reveals the emergent, nonlinear functioning has been used. The priming effect, the psychological effects of

subjective semantics, the phenomenon of sound symbolism are also mentioned in the study [29].

Results and discussion.

1. Positive peculiarities of linguistic aspect of multicultural education

Noam Chomsky and some researchers consider the central problem of linguistic theory to be the surprising fact of the discrepancy between the linguistic knowledge that is integrated in the mind of the average speaker of a language and the meager data that were at his/her disposal when he/she was learning the native language as a child. Due to this we can mention N. Chomsky's theory of *universal grammar* that proposes that humans are born with an innate biological predisposition for language, covering a set of fundamental/universal principles and constraints being common to all human languages. N. Chomsky repeatedly expressed the opinion that a child has to master a language, relying on few and poor-quality data, namely, on the speech of people around, which is characterized by all sorts of omissions, deviations, started and unfinished phrases. And yet, perceiving continuous anomalies, the child eventually becomes the owner of an extremely complex and specific grammar of the language, the model of which is a certain generative/transformational grammar (N. Chomsky, however, does not say anything about how a child, having mastered the "correct" grammar, begins to generate "incorrect expressions" on its own, like adults). N. Chomsky finds only one explanation for this fact: in the child's mind there is some innate mechanism, an "internal schematism", enabling to see and comprehend a certain universal grammar based on heterogeneous and diverse linguistic data, which contributes to the mastery of the native, and not only the native languages [17].

N. Chomsky's phenomenon of deep/universal grammar can be explained in the context of the synergetic paradigm (including the dynamic systems theory approach [24], within which any system reveals the emergent, nonlinear functioning.

Since the emergent properties/parameters of a system are formed due to integration of its components into a single whole, these systemic/emergent properties are understood as characteristics of a whole system. These characteristics being the result of the interaction of its individual components cannot be found in or predicted from the components themselves – the principle "the whole is greater than its parts".

These properties (being not just the sum of system's parts) represent the unique behaviors, qualities, or functionalities of the system as a whole, representing the systemic properties of the whole which can and should determine the basic conditions of system's functioning, reflecting its deep/fundamental features, revealing, for example, *infant's inborn competencies* or the phenomenon of *interlanguage grammars* [19].

Thus, language as a system must exhibit emergent qualities (manifested in the functioning of deep grammar), to which the elements/aspects of language are not directly reduced.

The emergent qualities of language as a system are expressed not only in the phenomenon of deep/universal grammar, but also in such phenomena (which will be further discussed) as the priming effect, the psychological effects of subjective semantics, the phenomenon of sound symbolism, etc.

It is quite understandable that the phenomenon of deep/universal grammar is a very important linguistic factor of the development of multicultural education.

2. Negative peculiarities of linguistic aspect of multicultural education

The process of child's mastering the native language is implemented at two interdependent levels – *the emotional-practical and abstract-logical*. The latter level concerns the language knowledge, skills, abilities, and the former one – the basic communicative experience of implementing the specified knowledge and skills, creating the system of experience of mastering the language in various communicative situations. The two levels in

their integrity constitute the unity of linguistic (the system of language) and speech/ communicative competence of participants in the educational process.

During mastering a foreign language outside the communicative environment of its speakers (as happens in the academic environment of the educational process), new language skills and abilities are crystalized, while the basic communicative experience remains unformed. In this case, new language skills and abilities are associated with the old communicative experience of mastering the native language. This creates a certain *neuropsychic and psycholinguistic conflict*, which will be greater the more etymologically distant the native language is from the foreign one.

The negative aspect of such a situation is that the specified conflict can initiate the process of rejection of a foreign language, which occurs in accordance with *the law of psychic sympathy*, and this, in turn, can lead to both negative motivation for learning a foreign language and the formation of a psychological attitude towards rejection of new information, when the educational process of learning new things can be problematic, and the person will be inclined to actualize the psychological attitude towards failure, which can have negative consequences for human life: as evidenced by studies by teachers and psychologists, a person's life/professional success depends on how successful this person was in play, communication, and educational activities in childhood (refer to the phenomenon of *the learned helplessness*).

Under such conditions, the separation of the emotional-practical and abstract-logical aspects in the process of foreign language mastering does not give a chance to learn this language perfectly: for a person who has passed the period of his/her early childhood, when the feeling of language and the basic communicative experience of mastering the native language are formed, it is extremely difficult, if not impossible, to form a new authentic/true communicative experience of mastering a foreign language, just as it is impossible to return to childhood [29].

The above considerations convince us that in the process of mastering a foreign language outside the communicative environment of its speakers, we should rely on the native language thus realizing the mother tongue-based multilingual education approach.

We can also analyze the problem of the influence of language application on people's perception of the world [20], for example, on the evolution of color perception. According to the Sapir-Whorf hypothesis (also known as the principles of linguistic determinism and the concept of linguistic relativity), the language we use significantly (or to some extent) influences how we perceive, understand the world, and interpret its events [1]. If language can shape the processes of thinking, then, quite possible, different languages can lead to different worldviews, determining the ways of our categorization, classification, processing and expressing of information [23; 26]. The mentioned hypothesis also reveals questions about how differences in language might affect cross-cultural communication [18], including the multicultural education [23; 26].

Another problematic aspect that appears during the study/use of foreign languages is associated with a certain *transformation of the moral aspect of a person's behavior and thinking* [7; 13], with a certain increase in the level of aggressiveness of a person who uses the foreign language in communication and information processing.

In this regard, the researchers have found that the use of a foreign language in some way changes the moral judgments of the participants, increasing the level of their subconscious aggression, revealing the phenomenon/principle of "linguistic asymmetry" [14].

Cognitive scientist Julie Sedivy, the author of the book *"Language in Mind: An Introduction to Psycholinguistics"*, analyzes scientific data on the "moral fluctuations" that can occur when people think and communicate in another/foreign language [25], when the use of a foreign language can in some way change the moral judgments of people, revealing negative/aggressive attitudes towards social environment [6;

11]. Thus, "Foreign language promotes less harsh moral judgments and less confidence in one's moral evaluations" [11].

Let us consider our explanation of this phenomenon: the differences in the perception of the world by a person using the native and foreign languages are due to the fact that the native language of our childhood is realized/mastered with colossal emotional intensity than in the use of a foreign language that people master in an academic environment, when there is an active development of the functions of the left hemisphere of the brain, which is abstract-logical and characterized by a "cold-emotional" perception of reality. Thus, moral judgments expressed in a foreign language (which is studied as a rule at the level of left-hemisphere processes of persons' activity) are less charged with emotional reactions and experience, compared with the situation when we use the native language, mastered in childhood and associated with empathetic reactions – with the process of immersing the child in the atmosphere of the native language and direct perception of reality based on the functions of the emotional and imaginative right hemisphere of the brain, which is active in childhood [29].

Conclusions and research perspectives. If the use/study of a foreign language can, under certain circumstances, negatively affect the value-moral aspect of a person's behavior and thinking, then this phenomenon can be overcome thanks to the approximative-analytical method/strategy for studying/teaching the English language that we have developed [29]. This method involves the process of studying a foreign language as a native language, which realizes the convergence of the verbal networks of the foreign and native languages to a degree of their mutual penetration, when the words of the English language are not perceived by the learners as words of the foreign language, but, on the contrary, familiar features begin to be noticed in them.

Thus, the goal of this methodology is to create conditions for converging the communicative codes of the native and foreign languages using the developed

system of approximative-analytical means of transforming the vocabulary of the English language. The context of the approximative-analytical method includes a system that greatly facilitates the mastering of the corpus of the English language – not only words, but also sounds, syllables, sentences.

In general, the approximative-analytical method based on "first-language-first" multilingual approach or mother tongue-based multilingual education, solves both the problem of increasing the aggressiveness of a person using a foreign language and resolves contradictions

between communicative codes, since this method allows learning a foreign language on the basis of the communicative experience of mastering the native language, freeing a person from the psychological conflict between the two codes that we wrote about. *The perspectives of the study*. The development of our method reveals the problem of bilingualism being person's ability to use two languages fluently. It covers individual competence and community-level practices and needs further profound study.

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