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## **PROBLEMS OF MULTILINGUAL EDUCATIONAL ENVIRONMENT**

### **ABSTRACT**

In the article the author speaks about problems of modern language situation in Ukraine. The problems of multilingual education are characterised in the article, the specific historical prerequisites of language identity formation of a typical Ukrainian citizen are given.

Internationalization in all spheres of modern society dictates their terms of content and organization of education and the educational process. Modern people are increasingly faced with racial, national, religious factors. In this regard, in one of the first places in the education process the task of educating the younger generation in the spirit of tolerance comes. This, in turn, involves the organization of educational and upbringing process in the multicultural space. Polinational membership and multicultural environment will educate children and adults in the spirit of tolerance in a real dialogue of cultures.

The new rise in the philosophical understanding of language is associated with an appeal to the social aspects of language. A special role is given to the role of language socialization and hence the nature of

communication processes in the modern world. It captures it in the lexicon experience of people and makes communication organized, secures generations with experience and information, creating a social time-space culture. Language is not just a tool for thought and communication, but also the key to the information space.

Each new generation, each representative of a particular ethnic group, masters the language, because it is involved in a collective experience, collective knowledge and social values. It is the "archives of history" and "experience of the culture of peace". The people disappeared, and the words generated by them went into the treasury, became immortal.

Today, there are philosophical and linguistic problems of displaced accents: statistical concept of language as a system of signs

(system, the language as an instrument of transfer of information) have given way to dynamic concepts (language as a way of designing and condition values).

Language is an educational value. This approach implies primarily linguistic character of world experience, a special section where openness of the world is realized as a process of hermeneutics.

The focus of hermeneutics is "language as a universal medium of understanding"; language as the nature of the world, a universal code of social and cultural development. Linguistic phenomenon is the subject of special attention of hermeneutics, at the same time it is a method and tool of hermeneutics. Hermeneutical approaches have focused on the philosophy of language: from the perspective of semiotics, semantics and etymology. The basis of any knowledge here is the text.

Any information of the semantic space has the conceptual sphere, with which it can fit into reality, integrate with other related sciences. While working on the meaning of the words, it is necessary to direct attention to the differences, similarities and relationships between words. It is important to know the relationship. It is important not only to check the meaning of words, but also explore the meaning contained in the words, and the reasons on which the use of such words is explained. The situation in Ukraine is characterized by a combination of controversial

factors. Thus, a fundamental mismatch between attempts to declare as a major "Ukrainian idea" and those realities, in which the idea is to operate today, it can lead to increasing tension in society. Moreover, this process is reflected in the various fields of modern Ukraine, and especially in the field of operation in its territory of the Ukrainian and Russian languages and cultures. The situation with regard to the issue of "national language", generates a number of negative consequences, identifying and understanding which leads to the need to consider some "language" nuances. Indeed, in language as a medium of communication between people there is a feature which in any case does not forget: any violation of human rights in language inevitably leads to the disruption of human life and, therefore, its mental balance by stimulating inappropriate external reaction.

Compared to 1991-1994 years the problem of language in Ukraine is largely transformed. Previously, she had a shade of statehood of Ukraine, it is now reflected in the context of social functioning.

It shall take account of that in Ukraine there is such a historical situation in which there are little people who do not understand Ukrainian or Russian. Therefore, in terms of socio-cultural "Ukrainian language" and "Russian-speaking" populations are mostly abstractions, reflecting the fact of preferential intake of a particular language. In Ukraine, spontaneous

bilingualism and multilingualism are often a problem of self-determination and personal choice.

Functioning of language in Ukraine today is defined by a complex interplay of factors, including the rank directly psychological. It is multilingual (Russian or Ukrainian) due to the influence of two main factors: personal and psychological: an idea, which the native language is, includes understanding of ethnic-native language, understanding of culture-native language, socio-psychological and the socio-professional environment in a family friendly environment.

The attitude of the population of Ukraine to actual use of bilingualism (the use of a second language) is also determined by two factors: personal and psychological: the level of language proficiency, type of linguistic thinking, ease of practical use of language, socio-psychological: view of their own ability and mastery of the need for the second (other) language as a priority, understanding the need for mastering a second (different) language.

However, modern reality distinguishes three levels of language use: everyday communication, social, professional, administrative and public interaction. Most people consider the use of language at this level to be a private matter and "natural right" of every person. The significant level of everyday communication for the normal functioning of society cannot be underestimated, for it is to

satisfy the basic needs of cultural and recreational needs of the individual and the family. 38 % of the population are most concerned about "problems associated with getting education" and another 37% are worried with "small opportunities to meet cultural needs".

Socio-professional level contains a complex set of social contacts and professional requirements. It is the level of Russian-speaking part of the population that feels the most discomfort. Adapting to new social conditions, including language requirements it may occur in two ways - as a social adaptation and as a social conformism. Unfortunately, we must admit that today in Ukraine there is a situation that leads to a mass social conformity - more than half of the population is forced to move to the level of social use of the Ukrainian language in maintaining psychological predisposition to Russian. Thus, the linguistic situation in Ukraine today is defined by the action of another factor - namely the factor of subjective evaluation of social conditions of life that reflects the ability to meet cultural (in the broad sense) needs and understanding of the degree of the use of the Ukrainian language in social level.

The level of administrative and public interaction concerns mainly the rendering of various documents. In most people this level of language use although is associated with certain difficulties, but does not cause psychological

rejection.

Note that the problem of language is, therefore, most essential and crucial for the general population, the level of culture which is quite high. Nevertheless, direct language "problems" are unlikely to be the cause of open and large-scale social conflict. Such a conflict is now preventing psychological, geopolitical, social factors.

From the success or failure of solving the language problem in Ukraine depends largely on the nature of socio-cultural processes within the country and the state of its relations with some neighboring countries. The degree of wisdom and balance in the approach to this issue mostly on mark and image of Ukraine as a European country.

It cannot exist apart from culture. This is all an inexhaustible diversity of culture in its verbal incarnation. And like verbal hypostasis culture is not just one of the important forms of representation of the latter. It is unlikely most significant form of cultural representation, because it enables visual differentiation and thus "distinguished" culture in its functional manifestations".

The facts indicates that now the people of Ukraine spontaneously and gradually consolidate and perceive themselves as one socio-cultural body, ethnic differences between the main components of which are not essential and not confrontational. Since the existence of Ukraine as an independent state it is possible

only on the basis of consolidation in conditions of increasingly close cooperation between the two major multilingual populations, which is part of Ukrainian society. In this respect, the facts supporting the natural course of the consolidation of Ukrainian society, shows only natural and logical nature of the process.

The possibility and feasibility of such real signs of consolidation means in principle the opportunity and actual signs of consolidation of the two main components of the polyglot culture of Ukraine. Thus, it is not about their parallel operation, not takeover of a component of another, and the gradual assimilation of mutual Ukrainian and Ukrainian - Russian cultures and transformation them into a single coherent bilingual culture of Ukraine that could encourage the emergence of a fundamentally new situation in the country's socio-cultural field. Objections of the dialogue and consolidation of Ukrainian and Russian culture in Ukraine can achieve only one thing - the confrontation of cultures.

Multicultural character of education includes the following components: education for citizenship and willingness to actively participate in society, promote the continued development of society, democracy, understanding, conservation, learning the local, international and historic cultures in the context of cultural pluralism, education ability to protect and enhance social values laying the foundation of a democratic society, the

development and improvement of education at all levels, including teacher training, improving their skills.

For the concept of multiculturalism national education means functioning of educational environment of linguistic, cultural, multi-ethnic and spiritual diversity. Of particular interest there are the works of Y. V. Bondarevskaya, Z. A. Malkova, L. M. Suhorukova. Y. V. Bondarevska believes that one of the goals of multicultural education is to create a different cultural environment, which will be a child's development and gaining experience of behavior in cultural identity and self-creativity. According I. A. Moskalenko globalization confronts education complex task of preparing young people for life in a multi-ethnic and multi-cultural environment, developing abilities to communicate and collaborate with people of different nationalities, races and religions. It is very important to teach young people to understand and appreciate the uniqueness of different cultures, to bring it in a spirit of peace and respect for all peoples. The study substantiates the importance of T. F. Kryaklinaya's cultural approach in solving the problems of international communication, which involves awakening the interest of other peoples to cultural values, adequate perception of their identity and assimilation; time.

T. F. Borysova's study emphasizes that multicultural educational environment is characterized by openness, ability to quickly

respond to the educational needs of people and society, which has found reflection in the content of these courses and professional development of teachers, communication and international cooperation. It should be a close link of theoretical learning with actual practice, taking into account the socio-cultural context of the region, its traditions and spiritual heritage, multicultural processes.

Based on the characteristics of multicultural educational environment in the region, it is recognized that modern educational system's content of multicultural education must meet the following criteria, as reflected in the learning material humanistic ideas, the ideas of freedom and non-violence, the unique characteristics of ethnic and national identities in rice cultures of the peoples of Ukraine and the world, opening in Ukrainian culture common elements that allow you to live in harmony, tolerance, bringing to the world of culture, the disclosure of globalization, interdependence of nations and peoples in modern conditions; humanity that expresses absolute faith in the good beginnings laid the nature of the democracy, based on the recognition of equal rights and responsibilities of adults and children, providing Ultimate Freedom of life in the family, school, social environment, tolerance for different kind of looks, manners, habits, peculiarities of different nations, religions, competence, i.e. the need for a special teacher and capacity of the child for

the acquisition of knowledge and intellectual education of the individual, able to solve the problem of the creative nature in a multicultural society, the basic foundation of the content of multicultural education. The problem of multicultural education at the global, regional level is not only relevant, but also reflects reality. Development of pedagogical content characteristics of the phenomenon becomes especially significant today, providing rationale functions of multicultural education space, developing psychological and pedagogical foundations of training and retraining of teachers. The programs of further education of teachers must be implemented by theoretical and methodological foundations and innovative ideas of multicultural education and training, integrated principles of philosophy of humanism, cross-culturalism. The major ideas of these approaches are: humanity, implying recognition of the supreme value of people, their dignity and the protection of civil rights, the creation of conditions of free and full expression abilities of the individual. Educational support and assistance should be based on the humanization of psychological and educational effects on children and their families, a deep respect for the child, recognizing the priority of individual characteristics and capabilities; cross-culturalism, which leads to the equality and diversity of cultures, self-worth and their importance, their role integration in order to

successfully identify and adapt individual in another culture.

Educational institution as a place of multicultural education in the early twenty-first century develops theory and practice of multicultural education, methodological apparatus relation of universal, international and national principles of the concept of "multicultural education"; culture as a basic concept of multicultural education, cultural functions, global, universal, national, personal culture, multicultural education as a cultural phenomenon, the polylogue dialogue of cultures; polylanguage and bilingual identity, global processes in the development of multicultural education, multicultural education objectives, functions (humanistic - orientation, cultural, educational, communicative, adaptive), model of multicultural education from leading pedagogical paradigms personality - oriented education, cultural approach (as an objective relationship between man and culture, values, synergistic approach as a pedagogical system of self-actualization in multicultural education), development of public education and ethnopedagogy in multicultural education, subject, objectives, means, factors of development, stereotypes, the problem of correlation of multicultural education and ethnopedagogy; pedagogical culture in multicultural teacher education area: multicultural education as a component of

teacher culture, conceptual ideas of multicultural education, the formation of humanitarian protection; specific features of multicultural education: combination of national (language, history, art, folklore, traditions, folk pedagogy) and national categories, a dynamic process of interaction in teaching multicultural education, multicultural education specific content (globalism , planetary world, humanitarian culture personality), the essence of the principles of multicultural education (learner – centered, cultural approach, regionalization of education), integration of pedagogical interaction in an integrated manner, taking into account ethnic, individual, differentiated approach, goal-setting for the implementation of multicultural education: the goal of multicultural education is determined by social migration, historical conditions of life, the development of multicultural education in the context of humanitarian culture, the content of multicultural education deterministic leading cultural traditions and ideas of tolerance, religious tolerance, national and human values; focus on the humanitarian zone of proximal development, culture self-actualization, self-expression and identity as a factor in the formation of multiculturalism on the verge of cultures, ways of multicultural education: learning of scientific - educational, philosophical, ethnological data, analysis of social and cultural phenomena of migration and

multicultural differences, association and identification with the values of a particular culture, the formation of cognitive interest in the problems of multicultural society, education through the educational process and Continuing Education subcultural orientation, mastery of a cultural mechanism for decision-making, the development of the capacity for self-realization potential in the fields of culture and subcultures.

Thus, in the early twenty-first century teacher education plays traditional function of education in the new socio-cultural environment - developing ideas of multicultural society, the role of regional educational systems, changing the requirements for teaching staff due to new processes of civilization. Professional development for teachers of multicultural education involves the use of key ideas of andragogy, continuing education, modern advances in multicultural training of specialists.

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