**УДК 378.016:811**

МИНАСЯН Е.Т.

**Ключевые слова***: межкультурные компетенции, мультикультурная образовательная среда, мультикультурное образование, мультилингвальное обучение*

 В статье рассмотрена одна из актуальных проблем современного профессионального образования – подготовка будущего специалиста в мультикультурной образовательной среде. В статье анализируются базовые педагогические категории, которые лежат в основе указанного процесса и уточняются ключевое понятие исследования. Современный этап развития общества актуализирует необходимость в пристальном изучении понятия мультикультурного образования, в виду необходимости подготовки будущих специалистов к осуществлению профессиональной деятельности в условиях многонационального коллектива. К основным методам научного исследования, используемым при написании настоящей статьи, относим анализ, сравнение, абстрагирование и обобщение.

**MINASYAN E.T.**

**CROSS-CULTURAL COMPETENCIES IN MODERN EDUCATIONAL ENVIRONMENT**

**Keywords:** cross-cultural competencies, multicultural educational environment, multicultural education, multilingual education

 The article considers one of the most urgent problems of modern professional education - the training of a future specialist in multicultural educational environment. The author analyzes the basic pedagogical categories that underlie this process and clarifies the key concept of the research. At present the social development requires a thorough study of the notion of ‘multicultural education’ in view of the necessity to educate future professionals ready to interact in a cross-cultural team. The core methods of the scientific research include analysis, comparison, abstraction and generalization.

The current stage of development of society actualizes the need for a close study of the concept of multicultural education and cross-cultural competencies, in view of the need to train future specialists to carry out professional activities in a multinational team.

The main methods of scientific research used in writing this article include analysis, comparison, abstraction and generalization. In order to define the concept of ‘multicultural educational environment’, it is necessary to clarify such terms as ‘environment’ and ‘educational environment’. The concept of environment is studied by many sciences: sociology, philosophy, cultural studies, pedagogy, psychology. In the philosophical sense, the environment is a complex of natural conditions in which the activity of humanity takes place. From the point of view of sociology, it is a set of material, spiritual and social conditions of human existence. In psychology, the environment is defined as ‘a property that resists a person in the world around him; a socio-historical and social situation; certain conditions that surround a person and affect him as a person and as an organism’.

From the point of view of pedagogy, this term was first discovered in the works of P. Lesgaft [3], who applied the concept in the pedagogical environment. Later, in various aspects, this phenomenon was considered in the studies of many scientists. The so-called theory of the environment was developed by putting the category of interaction into the basis of this concept. This led to the emergence of a specific classification of the environment as a pedagogical phenomenon, and they began to distinguish natural, subject-spatial, aesthetic, educational, socio-pedagogical and socio-cultural environments. Modern scientists and teachers define the environment as a set of conditions for the flow of people’s lives, their environment and environment; as ‘a space for the development and improvement of an individual, his knowledge, skills and abilities’ [9]. Taking into account all the above-mentioned opinions, as well as modern pedagogical practice, we will give such a definition of the concept of "environment" – it is a psycho-sociocultural notion, which consists of the physical, psychological, social and spiritual environment of the individual, in which his immediate formation and development takes place.

Derived from this is the concept of ‘educational environment’. As in the case of the previous term, modern scientists do not come to a consensus. Thus, G. Beljaev [2] puts into this concept the understanding of the educational environment as a part of the socio-cultural environment in which the interaction of various educational processes, their components, as well as the inclusion of the student in cultural communication with society. N. Spichko [8] specifies the environment as a complex of psychological, social, material and spatial factors and interpersonal relationships. O. Artemyeva, et al. [1] define the educational environment as learning and educational specific for the school, which is created and managed by teachers and the administration of the institution. V. Slobodchikov [6] explains this concept with the interaction of the individual with their environment and comprehension of it as a system of influence and a number of factors that ensure the development of the personality in its space-time and social environment.

Based on the above definitions, as well as taking into account the analysis of pedagogical theory and practice, we will define the educational environment as a set of social, physical, psychological pedagogical conditions that effectively contribute to the formation and development of the student's personality by taking into account modern educational trends. Studying the problems of the educational environment, it is impossible to bypass the work of V. Jasvin [9], who is considered to be the founder of the theory of the educational environment. The scientist says that any educational environment consists of spatial-architectural, social and psycho-didactic components. The author also describes such components of the educational environment as a single educational, information environment; a set of electronic tools to support the educational process and scientific research; a set of training programs and literature, visual aids; laboratory equipment and furniture; infrastructure and method support for open education; a social security system, etc. physical education of participants in the educational process; architecture and construction of educational buildings and energy-saving technologies; training and retraining of scientific and pedagogical staff.

A number of scientists [7, 8, 11] distinguish several functions of educational environments, depending on the point of its consideration, which can be generalized and reduced to four main ones: The consideration of EE (educational environment) as a set of opportunities for the student's learning and development of his skills and competencies, as well as personal potentials. A look at the EE as a set of training tools that are focused not only in the collective pedagogy, but also in the student’s development zone. Today, the ability of modern students to choose independently and build an EE for themselves is especially relevant, which makes the student the subject of self-development, and the EE is the object of choice and the tool used. The vision of the EE is to design the course relying every student’s requirements, which is key to our research. Based on this, the EE of a particular educational institution should first be theoretically designed, and then practically modeled in accordance with the purpose of training, as well as a number of specific features of the contingent students and conditions of the educational institution.

 The analysis of the EE as an object of psychological and pedagogical monitoring is dictated by the constant dynamic changes in the modern educational environment. We also share the opinion of O. Obdalova [5], about the impossibility of considering the EE as an unambiguous pre-set model. According to the scientist, the EE has no beginning and no end, it opens where the teacher and the student meet, and where they work together to design and acquire knowledge. And such an environment should be considered both a subject and a resource for joint activities. The scientist considers the system of relationships between an adult and a child to be a special EE, in which it is possible to identify the processes that occur with a person in the process of development and assimilation of norms.

V. Slobodchikov [6] defines two basic indicators of the EE: 1. its resource potential and structuralism. In general, from the point of view of the environmental approach, which will be discussed in the corresponding paragraph, the emphasis should be shifted from the dominant pedagogical influence on the student’s personality to the development of such an EE, where his self-learning and self-development will be organized. In this case, its internal learning mechanisms will be activated in interaction with the environment. This approach identifies a number of tasks that need to be solved, namely, to construct a variety of EE; to determine their general and local learning effect and its growth; to analyze the influence of the environment on the further behavior of the subject.

The problem becomes relevant in the regard of management impact on the operating system. It should be noted that at the level of a separate educational institution, it should be designed in accordance with the idea of expanding the spheres of current and immediate personal development, which is based on transformation of the EE into an optimal productive one for personal development. Based on the refined definitions of the notions ‘environment’ and ‘educational environment’, we will define the key concept of this study – the multicultural educational environment. It should be noted that there are also a huge number of discrepancies in the interpretation of this concept. We have considered some of them.

Thus, I. Potapova, et. al. [4] defines this term as a dynamic system of cultural elements, the mutual influence of subjects and objects of the educational process, which helps to instill universal and national values, social and cultural traditions, as a result enriching the life experience of all its subjects. According to the scientist, the multicultural educational environment contributes to the formation of tolerance, social activity, mobility, flexibility and self-regulation; the accumulation of life experience in various cultural and social contexts.

Relevant for our research is the scientific search of O. Reshetova [10], aimed at definition of the multicultural educational environment of a higher educational institution. The scientist interprets it as a spiritually rich atmosphere of business and interethnic relations, which influence the worldview, way of thinking and behavior of its subjects, stimulate the introduction to a number of national and universal spiritual values. In a practical sense, a multicultural educational environment assumes the presence of a multicultural audience consisting of multi-age, multi-ethnic and multi-confessional faculty and students. Summarizing the above works, we can conclude that the authors rely on the concepts of culture, environment and education and understand the multicultural educational environment as the integration of the activities of the cultural sphere with the sphere of education in a particular region within the framework of ethnic and world components.

Based on the above opinions and the analysis of the concepts of culture, environment, multicultural education, and educational environment, we define multicultural educational environment as a relevant hierarchical space-time continuum, where various ethnic and international teaching phenomena interact practice cultural and educational competencies aiming at a comprehensive planetary (global) formation and development of the modern person with high-level tolerance, mutual interest, respect and empathy. The main directions of the further study of the problems raised in the article include the study of features, justification of pedagogical conditions, as well as modeling of foreign language training for future specialists in a multicultural educational environment. Thus, we can conclude that the multicultural educational environment is a complex pedagogical phenomenon that involves the comprehensive development of the individual with a special emphasis on his competences to act in a multinational society effectively.

References

1. Artemyeva O.A., Makeeva M.N., Milrud R.P. Methodology for organizing professional training of a specialist based on intercultural communication. Tambov: Publishing House TSTU, 2005. 160 s. Access mode: www.tstu.ru/education/elib/pdf/2005/makeeva.pdf

2. Beljaev G.Ju. Pedagogicheskaja harakteristika obrazovatel'noj sredy v razlichnyh tipah obrazovatel'nyh uchrezhdenij. M.: ICKPS. 2000. 157 s.

3. Lesgaft P. Izbrannye pedagogicheskie sochinenija. Pedagogika, 1988. 400 s.

4. Potapova I.A., Korobkova O.M. Model' formirovanija mul'tikul'turnogo povedenija uchashhihsja obshheobrazovatel'nyh shkol polikul'turnogo regiona // Uroven' zhizni naselenija regionov Rossii. 2012. №2. S. 95 – 108.

5. Obdalova O.A. Independent educational activity as the basis of the modern model of teaching foreign languages: Sat. scientific. Art. IX International. scientific. conf./Under the general ed. S.K. Gural. Tomsk: Publishing House Tom. state. Un-ta, 2007. Page 89-94.

6. Slobodchikov V. I. Obrazovatel'naja sreda: realizacija celej obrazovanija v prostranstve kul'tury // Novye cennosti obrazovanija: kul'turnye modeli shkol. 1997. №7. S. 17 – 184.

7. Minasyan T.E. Case study guidelines for business English learners // V sbornike: Gumanitarnoe obrazovanie v jekonomicheskom vuze. Materials of the IV International Scientific and Practical Correspondence Internet Conference. 2016. pp. 268-274.

8. Spichko N.A. Obrazovatel'naja sreda v obuchenii inostrannym jazykam // Inostrannye jazyki v shkole. 2004. №5. S. 44 – 48.

9. Jasvin V.A. Obrazovatel'naja sreda: ot modelirovanija k proektirovaniju. M.: Smysl. 2001. 365 s.

10. Reshetova O.P. Innovative orientation of language education. Access mode: http://www.altgaki.ru/forum/printpage.php?forum = 6 & topic = 26

11. Kazaryan Sh.E. Comparative-conceptual analysis of verbs of movement of the base level (based on English and Spanish) // Bulletin of Moscow State Linguistic University. 2012. № 657. pp. 76-84.

МИНАСЯН ЕВА ТИГРАНОВНА

кандидат филологических наук, доцент кафедры иностранных языков № 1, РЭУ им. Г.В. Плеханова