

**TO THE DEFINITION OF THE NOTION
„MULTICULTURAL EDUCATIONAL ENVIRONMENT”**

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Abstract: *The relevance of the research: the relevance of this research is grounded by the need in developing new methods of preparing future specialists to the work in multicultural context due to current civilisational processes that take place in our modern society at the current stage of its evolution. The aim of the research: the main aim of this article is to review various ideas of professional scientists on the theory and practice of multicultural education, environmental approach and to clarify the notion of multicultural educational environment. Research methods: the main research method used while working on the article is literature analysis for critical consideration of different scholars ideas on multicultural education and educational environments; also comparative method, content abstraction and generalisation are applied for concretising the notion of the term „multicultural educational environment”. Results: the notion of multicultural educational environment and its structural concepts are concretised, grounded and described. Significance of the research: the research proved the necessity of the study of multicultural education issues, the notion of multicultural educational environment was introduced, specified and grounded, what now allows to continue the research in the field of designing the system of professional foreign language training for future specialists of economic sphere.*

Keywords: multicultural education, environmental approach in education, polycultural education, intercultural competence, professional training of future specialists of economic sphere.

The modern stage of the development of society actualizes the need for a close study of the concept of multicultural education, due to the fact that such sociological and philosophical trends as multiculturalism, the dialogue of cultures, the struggle against manifestations of ethnic intolerance have become an integral part of our modern life. These phenomena are not only the basis of interpersonal relationships, but already the basic principles for building healthy, productive interstate cooperation.

All this is reflected in the education system and makes it necessary to develop special methodological concepts of preparing future specialists to work in this multinational and multicultural environment.

Literature review

Problems of multicultural education became the object of research of many scientists. Thus, P. Sysoev¹ developed the framework of language multicultural education (on the basis of cultural studies in the United States), ethnopedagogical factors of multicultural education were studied by G. Palatkina,² the formation of the ethno-cultural competence of students in a polyethnic educational environment was investigated by T. Poshtareva,³ the peculiarities of multicultural education in the USA, Canada and Australia belong to the sphere of scientific interests of I. Balitskaya,⁴ the study of the development of multicultural education in France was carried out by V. Lonshakova,⁵ A. Efremov⁶ devoted his scientific endeavors to considering the pedagogical conditions of the influence of the cultural environment of the university on the formation of the moral values of students: in the context of multicultural education.

Nevertheless, we note that these works are focused on certain aspects of multicultural education, at the moment the notion, concept and framework of multicultural educational environment have not been studied in the aspect of professional foreign language training.

Materials and methods

The study is structured as a multi-level unit, carried out by the longitudinal type. The methodology of the system approach requires not only a holistic, but also a relatively autonomous examination of a number of structural elements of the developed single conceptual model of multicultural educational environment.

¹ P. Sysoev, *The concept of language multicultural education: on the material of cultural studies of the USA*, Doctoral abstract thesis, Moscow, 2004.

² G. Palatkina, *Multicultural education in a polyethnic region*, Astrakhan, Publishing House of the Armenian State Pedagogical University, 2001.

³ T. Poshtareva, *Formation of ethno-cultural competence of students in polyethnic educational environment*, Doctoral abstract thesis, Voronezh, 2009.

⁴ I. Balitskaya, *Multicultural education in the USA, Canada and Australia*, Doctoral abstract thesis, Moscow, 2008.

⁵ V. Lonshakova, *The development of multicultural education in France*, Ph.D abstract thesis, Chelyabinsk, 2011.

⁶ A. Efremov, *Pedagogical conditions of the influence of the cultural environment of the university on the formation of the moral values of students: in the context of multicultural education*, Ph.D abstract thesis, Moscow, 2006.

To solve the set tasks and verify the initial assumptions, a set of complementary and reciprocal methods of theoretical analysis is used (comparative literature analysis, content analysis).

Comparative literature analysis enables critical consideration of different works of present day scholars in the field of multicultural education and theory of educational environments design.

Content analysis is introduced for concretising the term „*multicultural educational environment*”.

Results

Nowadays it is especially urgent to create a new system of training of the future specialists, the basis of which will not only increase its quality, but also the achievement of a higher level of multicultural tolerance of the modern professional.

The first decisive component of any system is the environment that in turn, necessitates a review of the forms and means of the organization of the educational process, the development of new technologies, integrating a multicultural component.

We agree with the point of view of N. Fominykh,⁷ who believes that today modern scientific and pedagogical research can not be carried out without using a terminological approach that involves analysis of a number of interpretations of the key concepts of the study, as a result of which a number of definitions and explications of the categorical apparatus are followed by the author's personal position regarding the terms. The essence of this approach is that it is necessary to understand any pedagogical phenomenon not from the standpoint of practice, but from the standpoint of the available lexical repertoire of pedagogical science.

Thus, we start analysing the terminological categories with the closest general term, that is multicultural education.

It should be noted that in modern pedagogy the concept of multicultural education is considered to be new, nevertheless this category in scientific circles is applied from two main positions:

⁷ N. Fominykh, O. Barsova, M. Zarudnaya, N. Kolomyitseva, „Approaches to Prospective Economists Professional Foreign Language Training in Computer Orientated Language Learning Environment”, in *International Journal of Environmental and Science Education*, no. 11(18), 2016, pp. 12067-12083.

-as a conceptually ideological direction of educational practice of modern democratic societies;

-as a pedagogical strategy, which consists of a number of consecutive educational processes, the purpose of which is the resolution of a number of problems (which arose in society as a result of evolutionary development of national states and post-colonial immigration trends).

In general, a number of scientists who deal with problems of multicultural education, in their work identified a number of requirements to the study of this concept, where the application of system approach is grounded (it allows to consider a multicultural environment as an integrated set of interrelated elements, which in themselves are representatives of systems of higher hierarchical order). It should be noted that the study of multicultural educational processes must be organised in dynamics (in view of the fact that this concept is not a static component, but is constantly evolving as a system and a number of factors, which in turn are subject to changes under the influence of specific situations).

Any research in this field should be practically oriented (a scientist must have a clear idea of the practical benefits of research results for pedagogical daily life); focused on priority elements (because of the breadth of the concept of multicultural education, it can be studied in completely new points of view, so it should be priority for the given region or the given sphere problem of the components of multicultural educational environment, nevertheless completely ignoring its minor components is not possible); operated in terms of loyalty and tolerance for relation to all ethnic groups; done with the help of projective (ability to predict and project near and far prospects for the evolution of the object of research) and integrative approaches (professional training in a multicultural educational environment should be studied not only from the perspective of future specialists, but also from the position of scientific and pedagogical staff of universities, employers and current specialists). Hence, need for a clear plan of research and a sound methodological apparatus is actual in this respect.

The basic conceptual idea of multicultural education is the opposition to cultural assimilation through educational methods and strategies. The main direction of work here lies within the importance of simultaneous study of the languages of national minorities together with the dominant language (the language spoken by the nation dominating the territory).

Basing on this assumptions let's come to analysing the notion of „*multicultural educational environment*”.

Firstly, in order to define the concept of „*multicultural educational environment*”, it is necessary to clarify such terms as „*environment*” and „*educational environment*”.

The notion 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 mankind's activities take place. From the point of view of sociology - this is the totality of material, spiritual and social conditions of human existence. In psychology, the environment is defined as: a property that exerts resistance to a person in the world around him or her; social, historical and social situation; certain conditions that surround a person and influence him or her 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,⁸ who used the concept of the pedagogical environment. Later, in different aspects, this phenomenon was considered in the works of many scientists.⁹ The so-called theory of the environment was developed, which put the category of interaction or interaction into the basis of this concept.

This was the emergence of a specific classification of the environments as a pedagogical phenomenon, namely, there were natural, subject-spatial, aesthetic, educational, socio-pedagogical and socio-cultural environments classified.

Modern scientists-teachers define the environment as: a set of conditions for the flow of people's lives, their context; as the space for the development and improvement of the individual, his or her knowledge, skills and habits.¹⁰

Taking into account all the above mentioned opinions, as well as modern pedagogical practice, we will give the following definition to the notion of „*environment*”-it is a psycho-socio-cultural construct that consists of the physical, psychological, social and spiritual contexts of the individual person's life, where the immediate and constant skills formation and development take place. The derivative of this is the concept of „*educational environment*”. As in the case with the previous term,

⁸ P. Lesgaft, *Selected pedagogical compositions*, Moscow, Pedagogy, 1988.

⁹ K. Ushinsky, *Selected pedagogical works*. Moscow, Pedagogics, 1968; S. Shatsky, *An introduction to the philosophy of education*, Moscow, Vldos, 1921.

¹⁰ E. Pugacheva, *The formation of students' tolerance in the multicultural environment of the university*, Nizhny Novgorod, NN, 2008.

modern scholars do not come to a common opinion. Thus, N. Krylova¹¹ puts into this notion the understanding of the educational environment as the part of the socio-cultural environment in which the interaction of various educational processes and their components happens, and where the learner is culturally connected with the society. N. Spichko¹² sees in the environment a complex of psychological, social, material and subject-spatial factors and interpersonal relations. G. Belyaev¹³ defines the educational environment as teaching, relevant to a particular educational institution, which is created and managed by the teachers and administration of this establishment. V. Yasvin¹⁴ defines this concept from the standpoint of the interaction of the individual with his or her environment and understands it as the system of influence and a number of factors that ensure the development of the individual in its space-time and social environment.

Proceeding from the above definitions, and also taking into account the analysis of pedagogical theory and practice, we will define the educational environment as an aggregate complex of social, physical, psychological and pedagogical conditions that effectively contribute to the formation and development of student's personality, taking into account modern educational trends.

Studying the problems of the educational environment, it is impossible to bypass the work of V. Yasvin, who is rightfully considered to be the founder of the theory of educational environments. The scientist says that any educational environment consists of the spatial-architectural, social and psychodidactic components.¹⁵

He also describes such components of the educational environment as a single educational information environment; a set of electronic tools to support the learning process and research; a set of training programs and literature, visual aids; laboratory equipment and furniture; infrastructure and methods of providing open education; the system of social security and physical education of participants in the study process; architecture and construction of educational buildings and

¹¹ N. Krylova, *New values of education: thesaurus for teachers and school psychologists*, Moscow, Elbar, 1995.

¹² N. Spichko, „Educational Environment in Teaching Foreign Languages”, in *Foreign Languages in School*, no. 5, 2004, pp. 44-48.

¹³ G. Belyaev, *Pedagogical Characteristics of the Educational Environment in Various Types of Educational Institutions*, Moscow, IKKPS, 2000.

¹⁴ V. Yasvin, *Educational environment: from modeling to design*, Moscow, Sense, 2001.

¹⁵ *Ibidem*.

energy-saving technologies; training and retraining of scientific and pedagogical staff.

A number of scientists¹⁶ distinguish several functions of educational environments, depending on the point of its consideration, which can be generalized and reduced to four main ones:

-consideration of the educational context as the set of opportunities for teaching the student and developing his or her skills and abilities, as well as personal potentials;

-as a set of teaching aids, which are concentrated not only in the field of pedagogy, but also in the area of student development. Today, the ability of modern students to choose and build any educational environment for themselves is especially relevant, which makes actual the subject of self-development for the student, and since that the educational environment is the object of choice and the tool used;

-as the subject design. And this point of view is the key to our study. On this basis, the educational environment of a particular educational institution should first be theoretically designed and then practically modeled in accordance with the purpose of instruction, as well as a number of specific characteristics of the student population and the conditions of the school;

-as an object of psychological and pedagogical monitoring. The relevance of this position is due to the constant dynamic changes of the modern educational environment.

We also share the opinion of V. Slobodchikov that it is impossible to consider the educational environment as a single-valued preassigned construct. According to the scientist,¹⁷ this type of environment does not have any borders, it opens up where a teacher and a student meet, and where they work together to design and build something. And such an environment should be considered both an object and a resource of their collaborative activity. The scientist considers to be special the system of mutual relations of an adult and a child, in which it is possible to identify those processes that occur with a person in the process of development and assimilation of norms and patterns. Thus, Slobodchikov defines two

¹⁶ I. Balitskaya, *Multicultural education in the USA, Canada and Australia*, Doctoral abstract thesis, Moscow, 2008; N. Krylova, *New values of education: thesaurus for teachers and school psychologists*, Moscow, Elbar, 1995; P. Sysoev, *The concept of language multicultural education*, V. Yasvin, *Educational environment: from modeling to design*, 2001.

¹⁷ V. Slobodchikov, „Educational Environment: Realization of Educational Purposes in the Space of Culture”, in *New values of education: cultural models of schools*, no. 7, 1997, pp. 177-184.

basic indicators of the educational environment-these are its resource potential and structure.¹⁸

In general, from the position of the environmental approach, the emphasis should be shifted from the dominant pedagogical influence on the personality of the student towards the development of such an educational environment, where their self-learning and self-development will be organized. In this case, their internal learning mechanisms will be activated in interaction with the environment. This approach identifies a number of tasks that need to be addressed, namely, to design the variety within the educational environment; determine their general and local learning effect and its growth; analyze the influence of the environment on the further behavior of the subject.

Actual in this regard is the problem of management impact on the educational environment. It should be noted that at the level of a separate educational institution it must be designed according to the idea of expanding the areas of current and nearest personal development, based on the transformation of the educational environment into an optimally productive one especially for personal development.

On the basis of refined definitions of the concepts „*environment*” and „*educational environment*” we will define the key concept of this research-„*multicultural educational environment*”.

It should be noted that there is also a huge amount of discrepancies in the interpretation of this term. Let's consider some of them.

Thus, I. Potapova¹⁹ defines this notion as a dynamic system of cultural elements, the interaction of subjects and objects of the study process that helps to instill universal and national values, social and cultural traditions, thus enriching the life experience of all its participants (students, teachers, parents). In the opinion of the scientist the multicultural educational environment promotes teaching tolerance, social activity, mobility, flexibility and self-regulation; the accumulation of experience in different cultural and social contexts. It is important for the current research to analyze the work of E. Pugacheva,²⁰ aimed at determining the multicultural educational environment of a higher

¹⁸ *Ibidem*.

¹⁹ I. Potapova, O. Korobkova, „Model of formation of multicultural behavior of pupils of general education schools of a multicultural region”, in *Living Standard of Population of Russian Regions*, no. 2, 2012, pp. 95-108.

²⁰ E. Pugacheva, *The formation of students' tolerance in the multicultural environment of the university*, Nizhny Novgorod, NN, 2008.

educational establishment. The scientist gives her interpretation of this concept and describes it as a spiritually saturated atmosphere of business and interethnic relations that influence the world view, the way of thinking and behavior of its participants, and stimulate the introduction of a number of national and universal spiritual values. In a practical sense, a multicultural educational environment presupposes the existence of a multicultural force (people), consisting of a multi-age, multinational and multi-denominational faculty and students.

Summarizing the above mentioned works, it can be concluded that the authors rely on the concepts of culture, environment and education and understand the multicultural educational environment as the integration of cultural activities with the sphere of education in the territory of a certain region within the ethnic and world components.

Proceeding from the above mentioned opinions, and also basing on the analysis of the concepts of culture, environment, multicultural education and educational environment, we will define a multicultural educational environment as an actual hierarchical space-time continuum in which various ethnic and world pedagogical phenomena, cultural traditions and educational practices interact in a nonlinear way with the goal of comprehensive planetary (global) development of the personality of a modern student in the positions of tolerance, interaction, interest, respect and empathy.

As a result of this definition, there appears a need in analysing the functions of the multicultural educational environment.

Its main functions. We consider them to be humanistic, socio-oriented and cultural. Let's describe each of the functions.

The humanistic function is aimed at developing the key moral characteristics of a citizen of a globalized society, regardless of his or her nationality and ethnic origin. This function is realized through the education of the community of historical and geographical affiliation, languages, cultures, as well as self-identification of oneself as a part of the people or culture. The main goal of the multicultural educational environment is the preparation of a worthy representative of the culture on the principles of humane pedagogy. This position prevents all sorts of manifestations of educational authoritarianism, creates a creative space in which the upbringing of independent thinking and social responsibility takes place.²¹ All this is realized with the help of organizing the necessary conditions for the development of the skills of each participant of the

²¹ J. A. Banks, C. A. M. Banks, (eds.). *Multicultural education: Issues and perspectives*. Hoboken, John Wiley&Sons, 2010.

study process, with the goal of forming harmonious individuals facing the spiritual component of the native and other culture.

Socio-oriented function is devoted to ensuring the inclusion of students in social life, the assimilation of their social experience and adaptation to another environment. The educational institution today is designed to help the student overcome the cultural shock of the new environment, adapt to new conditions of life and learning.

Cultural function promotes for its part the formation of an understanding of the culture of international interaction, national identity and universal values. An important accent here is the humane character of the national culture, which is necessary for the emergence of a harmonious correlation between the national and the universal. This function considers development as part of the general cultural context while actively mastering the values of another culture. The leading here is the paradigm of cultural education, implemented in creating conditions for understanding the variability of culture and education.²²

The functions considered are fundamental for describing the structure of a multicultural educational environment.

Let's start with the definition of the concept of „*structure*”. In Latin it means location or internal composition. As in the case of culture, there is a large number of definitions of the concepts „*structure*”. Nevertheless, the following is relevant for our research. The structure is a complex of stable relationships between the individual components of the object under consideration, which ensure its integrativity and identity.

In our opinion, the multicultural educational environment consists of cognitive, emotional, axiological and regulatory dimensions. Let's consider each of them in more detail.

The cognitive one includes knowledge of the historical, cultural and literary features of ethnic cultures, whose representatives are the participants of the study process, as well as the cultures of the whole world. This component is expressed in the multicultural and educational vertical of the study process, which is realized by filling the contents of the subjects studied at all hierarchical levels of higher education with multicultural content.

Analyzing the emotional dimension of the multicultural educational environment, we note that the key here is the formation of adequate relations with the real state of a multi-ethnic society in which the students live. This component is realized through the development

²² J.A Banks, „Chapter 1: Multicultural education: Historical development, dimensions, and practice”, in *Review of research in education*, no. 19 (1), 1993, pp. 3-49.

of the sensory, empathic and appraisal spheres of all representatives of the educational continuum, which contributes to the formation of a positive attitude towards various ethno-cultures.

The axiological dimension is based on the motivation of students and teachers to study their own culture, to raise their personal cultural level; on the value of studying the culture of their own and other peoples. This component is interdisciplinary by its nature and is realized by integrating the content of various fields of knowledge within the framework of a single educational process.

We now turn to a description of the regulatory measurement. Its essence is to train students to determine the ways of their own behavior, active interaction and conflict-free communication of representatives of various ethnic cultures. This component is introduced during the implementation of a number of psychological and pedagogical technologies aimed at the formation of cultural identity, ethnotolerance, communicative culture in the organization of interpersonal relationships among representatives of different cultures.

Taking into account these points, we believe that the multicultural educational environment has contents that is associated with the cognitive dimension, which we spoke about earlier, namely, the content of a multicultural educational environment includes knowledge of the native language, its literature, its culture and other peoples that live in the given region, and in the world, familiarizing with their history, literature, culture and folklore from the position of humanizing the contents of education.

Also, to the content of a multicultural educational environment, in addition to the knowledge and skills described above, one should also include the methods and means to which the pedagogical technologies of personal development education are accepted, audio-visual, information and oral folk art, folklore and folk crafts, folk etiquette, music, arts and crafts, theatrical performances and improvisations. Methods that are an integral part of the multicultural educational environment include a number of general pedagogical methods (discussion, play, research projects).

The forms of the multicultural educational environment are also included in the concept of its content; accordingly, the disciplines of the programs of regional and national components, optional courses, elective disciplines, excursions, organization of meetings, competitions, comedy performances, festivals, matinees, theatrical performances, creative

projects, family projects, celebrations, folk rituals and folklore performances.

It should be noted that the concept of tolerance and the so-called ethno-pedagogy of the teaching and upbringing process is based on the content of the multicultural educational environment, which is expressed in the organization of the educational process in a multinational team from the position of preserving the cultures, language and traditions of the peoples, whose representatives are students, their introduction to the humanistic pedagogy.

Thus, summing up all of the above, analyzing the conceptual aspects of the emergence of a multicultural educational environment, it can be stated that today this issue is extremely relevant, given the growing value of intercultural interaction, not only at the interpersonal, but also at the professional intercorporate and interstate levels, which requires special studying of features and modeling of innovations in professional training of future experts of an economic profile, its concept, the purposes, problems and contents, taking into account the modern achievements of world science.

Proceeding from it, this type of environment is based on a number of values, the consideration of which is the subject of this article. First, let's define the essence of the concept of „value”. Different scientists understand this concept in different ways. In general, we note that the study of the theory of values deals with a separate science, called axiology. In the ancient world the concept of „value”; was not allocated but was considered part of the concept of „being”. The first to start talking about the nature of values were the ancient thinkers Socrates, Plato and Aristotle, who in their writings reflected on the basic categories of good and justice in society.²³ In different historical epochs the values themselves were different (for example, in the Middle Ages they were associated with religion, during the Renaissance with humanism etc.). The first concept of value in the customary sense was used by I. Kant, who understood by them ideals or goals that are significant for the individual.²⁴ This point is shared by most other scientists, we are particularly impressed in the scientific sense of the definition of M. Weber, who saw in this concept a set of norms that are of particular importance to the social subject.²⁵ We completely share this definition and focus on it in the process of characterizing the basic values that

²³ E. Barker, *Greek political theory: Plato and his predecessors*, London, 1918.

²⁴ I. Kant, *Kant: The metaphysics of morals*, New York, Cambridge University Press, 2017.

²⁵ M. Weber, *The Theory of Social and Economic Organization*, New York, Free Press, 2009.

underlie the multicultural educational environment, to which we will go further.

Theoretical analysis of official documents and observations of the practice of working in a multicultural environment, as well as the method of generalization and abstraction, make it possible to single out the following values of this phenomenon: tolerance; respect; empathy; the value and importance of each individual ethnic group and the rejection of cultural stereotyping; freedom of expression; independence; prestige of intercultural interaction; communication in the style of win-win.

Let's consider each of these values.

Describing tolerance as a value category, we note that this concept also passed a long path of its evolution. We share the opinion of A. Potapenko that this is a dynamically developing quality of the individual, which has a tolerant attitude towards the representatives of other ethnic groups, their traditions and customs, actions, which allows not to harm the physical and mental health of others and avoid or exit conflicts constructively without losing their own ethnic identity.²⁶ This definition most fully reflects the main tasks of the multicultural educational environment, which is aimed primarily at developing the skills of stable interaction and tolerance for the manifestations of other people - representatives of their own and other cultures. We support the author in a special emphasis on preserving the physical and psychological health of others as the main goal of the development of the multicultural society, and this basic concept should be formed in students in the course of various activities to promote their tolerance (useful forms of work for the formation of tolerance as a value will be debates, clubs, trainings of interethnic tolerance).

From this follows the essence of respect as the value of the multicultural educational environment. It should be noted that respect for representatives of other cultures will be fully possible in the presence of respect for own culture and oneself (not only as a representative of this people, but as a whole as a person, since if a person hates himself or herself, any respect for the other, regardless of cultural affiliation, is out of the question). Even F. Dostoevsky spoke about the fact that to become truly Russian, we must stop despising our people²⁷ and this should be placed in the basis of the organization of work to foster

²⁶ A.V. Potapenko, „Interethnic tolerance as a social value”, in *Scientific and methodical electronic journal „Concept”*, no. 27, 2016, pp. 57-65.

²⁷ F. Dostoevsky, *Writer's Diary Volume 1: 1873-1876 (Vol. 1)*, Evanston, Northwestern University Press, 1997.

intercultural respect. This is especially relevant for the professional training of the future specialists, since mutual respect in the team with colleagues, management and partners is also the basis not only for the success of the individual employee, but of the company as a whole.

Let us turn to the description of empathy as the value of the multicultural educational environment. This process is extremely relevant not only for professional pedagogy, but also as a whole for the development of the personality of man an individual. Empathy is interpreted as a conscious understanding of the inner state of the surrounding people. In turn, with intercultural interaction, the task is further complicated by the fact that the internal emotional traits of different ethnic groups are different.²⁸ Consequently, in the course of professional training of the future specialist, special attention should be given to the forms of work aimed at acquaintance with the basic manifestations of representatives of different cultures and with their interpretations in order to prepare the student for possible situations in the course of carrying out his or her professional functions in the future. It is also necessary to introduce a number of trainings on the development of empathy in general, which will affect the increase in the productivity of interpersonal interaction.

Developing an understanding of the importance of each individual people with a view to abandoning cultural stereotypes, it is necessary to take into account that these prejudices are formed from childhood and can be corrected to varying degrees. Very clearly this fact is illustrated by the words of Albert Einstein that it is easier to break an atom in the modern world than to abandon prejudices. Note that stereotypes at the moment of development of science are considered to be elements of the so-called mass unconscious opinion and have a number of subspecies (cliches, superstitions, intercultural errors etc.).²⁹ In the course of the lessons, it is necessary to constantly postulate to students that their beliefs about any peoples and their national characteristics should be subject to careful analysis, since many stereotypes are due to a number of historical factors, but in reality the situation has taken on a completely different character. The main goal of various forms of work to educate this value is the development of the global-planetary thinking of the future specialist not only as a representative of his or her country, but

²⁸ M. H. Davis, *Empathy: A social psychological approach*, London, Routledge, 2018.

²⁹ W. Stephan, *Reducing prejudice and stereotyping in schools*, Garns, Teachers College Press, 1999.

also as a citizen of the world. During classes, it is necessary to facilitate the syncretic thinking of students, developing its plasticity in the categorization of events only within the dual concept of „good and evil”, it is necessary to view the world as a multidimensional continuum in the unity and uniqueness of all its manifestations in general, and in the aspect of intercultural interaction in particular.

The following values, which require also due attention, are the independence and freedom of self-expression. These are the basic values of the life of any person. On the positive side it will be noted that at the present stage of development of our society positive changes in the approaches to the formation of these phenomena are on the face. In the process of professional training, the future specialist should regularly emphasize the acceptance of expressions of representatives of other cultures and allow them to be what they are without changing them, as well as the advantage of the position of seeking opportunities for interaction instead of intercultural rejection, which obviously hurts the success of the cooperation.³⁰

Proceeding from this, it is necessary to allocate as value prestige of intercultural interaction that assumes formation of ability to see opportunities in professional development at the expense of advantage of productive mutual relation with representatives of other cultures. Here it is necessary to consider as a case study a number of strategies of successful companies in this regard, in view of the large number of cases of significant growth of companies due to the internationalization and multinational mergers (for example, the development path of Unilever brands).

The last few values are connected with the general notion of communication in the style of the „win-win” strategy, which has become part of the theoretical scope of science quite recently. This phenomenon came from the world of Western business and the father of this strategy is considered to be S. Covey.³¹ The essence of this theory is that any interaction can occur within the framework of several vectors:

-lose-lose (when both sides of the communication did not receive a positive result in the end for themselves);

³⁰ N. Dolby, *Rethinking Multicultural Education for the Next Generation: The New Empathy and Social Justice*, New York, Taylor&Francis Group, 2012.

³¹ S. R. Covey, *The 7 habits of highly effective people: Powerful lessons in personal change*, Texas, Simon and Schuster, 2013.

-win-lose (when one of the parties made a weighty result after communication by oppressing the opponent);

-win-win (when both sides of the interaction came out of it, getting a positive result for themselves).

It's no secret that there are cultures in which the second position acts as a priority, but in the future it still does not bring positive results. Consequently, in the course of professional training, it is necessary to constantly emphasize the latter strategy as the most beneficial for both sides of the act of communication, not only in the professional, but in the universal sense.

Discussion

This study investigated the problem of definition of multicultural educational environment as a context for professional foreign language training. To our knowledge, it is the first study that viewed the multicultural educational environment in this respect. In general, the results show the ambiguity of this term as considered by different scholars, having one common goal-teaching tolerance and well-elaborated co living in the World. Moreover, our resulting definition of this term reveals a significant direction-the focus of multicultural education environment of professional foreign language training on developing global planetary thinking of students as future professionals.

Conclusion

Thus, it can be concluded that the multicultural educational environment is a complex pedagogical phenomenon that assumes the all-round development of the individual with a special emphasis on his or her preparation for activities in a multinational society.

The main areas of further study of the issues raised in the article include the study of features, the rationale for pedagogical conditions, and the modeling of foreign language training of future specialists in a multicultural educational environment.