

Multicultural education of law students by means of foreign languages: theoretical aspect

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Paper received 12.11.15; Accepted for publication 25.11.15.

Abstract. The problem of the multicultural education of future lawyers by means of foreign languages is elucidated, the position of the investigated issue in the modern pedagogics is analysed, the general pedagogic question of the essence of multicultural education in the process of intercultural communication in compliance with the new educational paradigm is characterized in the article. The author of the article theoretically substantiates the new tendencies of the subsequent development of multicultural education of future lawyers.

Keywords: *multicultural education, intercultural communication, foreign languages, tolerant attitude, future lawyers*

Introduction. The development of the world civilization is determined by a combination of qualitatively new trends, such as the globalization, the universalization, the unification of the lifestyle and it's characterized by a certain expansion and interaction of the basic processes of the human activity. Considering this fact the higher educational institutions of law have for an object not only to assure the quality of training of future lawyers for performing their future professional duties, but their personal and spiritual development, the center of which is the high level of general culture, tolerance, cooperation mentality, value pluralism, cultural relativism and the ability to cross-cultural communication by means of foreign languages.

In the modern society there is a need to define the strategy of the multicultural education of future lawyers, who are educated, creative and active, capable to self-improvement, mutual understanding and interaction with speakers of different languages and cultures for the good of the mankind.

Overview of publications on the subject. Scientists, philosophers, teachers of the past have devoted their works and researches to the study of the correspondence of the national and universal education (M. Berdyaev, V. Bibler, M. Drahomanov, P. Kapyrev, S. Rusova etc.).

The meaningful aspect of the multicultural education, the identification of the best means of its implementation have been explored by G. Abibullayeva, R. Agadullina, I. Babenko, V. Boychenko, V. Bolgarina, L. Volyk, O. Gulenko, A. Dzhurynskyy, V. Kovtun, N. Krylova, I. Loschenova, O. Molyako, A. Panchenkov, O. Pershukova, A. Solodka, L. Suprunova and others.

American scientists made a significant contribution to the solution of this problem (G. Baker, J. Banks, M. Gibson, S. Nieto etc.) [1-4].

However, despite the considerable number and variety of works, which analyze the specificity of the multicultural origin and the development of the multicultural education, there are a very few publications that overview the role of specific factors in this process. The aim of this article is to consider the multicultural education of future lawyers by means of foreign languages.

Materials and Methods. Global interaction has become one of the main reasons for being aware of multiculturalism as the significant feature of contemporary social and cultural reality. The processes of globalization lead to renewal and revival of different cultures and languages of culture by multiplying the number of integral connections favouring mutual understanding between the members of the cultural dialogue. The problem of tolerant coexistence of different ethnic and social communities is quite urgent nowadays. It

is realized not only by politicians but also historians, sociologists, psychologists and even lawyers. The concept of the multicultural education by means of foreign languages is the most appropriate to the main conditions of the development of our modern society. The multicultural education is defined as a new educational strategy that determines the structural and semantic organization of the educational process, the nature of teaching methodology and educational work on the principles of the humanism, the democracy, the cultural dialogue, taking into account cultural and psychological factors of the development of the personality.

Originally, the ideas of multicultural education grew out of social movements in the United States such as the Civil Rights Movement of the 1960s, the Women's Rights Movement, and People with Disabilities Rights Movement.

A famous American scholar of multicultural education G. Baker states that multicultural education allows a personality to become acquainted with one or even more cultures; she highlights the role of a personality as a representative of a particular nation for preserving and developing culture of this nation [1].

In order to solve the problem of multinational coexistence it is highly important to create an educational policy aimed at reviving the ideas and traditions of people's friendship, and recognizing the value of every culture.

Because lawyers are constant learners, it is critical to improve the learning multicultural skills of our law students. Engaging law students in developing the metacognitive skills of self-reflection and self-assessment helps them deepen their learning and transfer it to new multicultural situations. During the multicultural presentation, participants will learn about concrete methods they can utilize to be effective during multicultural interaction.

In many Western societies, including the United States, a person who does not maintain "good eye contact" is regarded as being slightly suspicious, or a "shifty" character. Americans unconsciously associate people who avoid eye contact as unfriendly, insecure, untrustworthy, inattentive and impersonal. However, in contrast, Japanese lower their eyes when speaking to a superior, a gesture of respect. A widening of the eyes can also be interpreted differently, depending on circumstances and culture.

The knowledge of cross-cultural understanding is very important for future lawyers. As far as we know, there are certain popular universal truths about jurisdiction which can successfully be applied in various cultural contexts. Cultures are so varied and so different throughout the world that jurisdiction has to take account of differences rather than simply assume similarities. Effective jurisdic-

tion of human resources is the key to everyone achieving their full potential. So, law students have to know how to avoid the impact of culture on their professional work and during intercultural communications.

Since multicultural education is focused on comprehension of cultural diversity, positive attitude towards cultural differences, development of skills and abilities to interact with different cultures through tolerance and understanding, multicultural training of law students is placed high emphasis on.

Results and Discussions. Nowadays we can observe the search of the adequate level of the multicultural education that promotes the tolerance in human thoughts and the social stability, the morality and the humanity, the practical ability to use the acquired knowledge, the ability to live in a society that is transforming. The knowledge of the foreign language and understanding of other cultures is an essential condition for the effectiveness of the multicultural education of future lawyers.

The foreign language serves as an instrument for the education of the multicultural identity. Learning foreign languages can contribute to the development of the bilingual socio and cultural competence of law students, the components of which are the tolerance and the positive attitude towards other cultures (I. Bim, P. Sysoyev, M. Fleming). A person who studies a foreign language, goes through the cultural identity formation influenced by cultural values not only his or her people, but also the country whose language is being studied.

The knowledge of modern European languages, the deepening of the multilingual culture, the education and the practice of law students of European countries create better conditions for the mobility, the full participation in current and future joint educational and professional projects, providing equal opportunities of the integration into the European society. In this context, the important educational value acquires the language tolerance, the positive perception of the diversity of peoples and cultures.

The necessary condition of the development and the professional success of the future lawyer is fluency in the foreign language, the study of which has not only intellectual, but also educational function.

The education in the process of learning a foreign language is carried out through three aspects:

- linguistic (physical expression of the language in grammatical or sound form and what is called the value of linguistic units, ie sounds, letters, words, formative elements etc., and what is remembered by the student regardless of whether he has the skills and abilities of language or not);
- psychological (effectiveness, procedural. This aspect does not provide the mandatory presence of extra-

linguistic reasons of expressions, situations and other things that accompany the natural speech, such speech activity occurs almost exclusively in class, that is prepared speech training);

- social (language as a means of non language activity, skills geared to specific situations and which are considered as a communication, including extra-linguistic instruments of the reception and the transmission of the information, they are the intonation, gestures etc.) [5, p. 10].

In the context of these problems the educational potential of the foreign language is an indisputable fact that shows and reflects all types of speech activities – thinking, listening, speaking, reading, writing and translation [6]. Teachers should purposefully create the relationship of the knowledge and types of speech activity, maintain the proposed unity by all methods and techniques not only during practical lessons but after classes too.

The question of bringing up youth in the spirit of inter-ethnic respect and tolerance became more acute every day. Taking into account peculiarity of professional work of lawyers, it is obvious that for them speaking foreign languages is not only a means of comprehension of history, traditions and culture of different countries, it is also a powerful way of professional intercultural communication.

Learning a foreign language develops the intellect and the abstract thinking. Numerous studies of psychologists confirm this view. The holistic approach to the formation of the identity of the lawyer in the process of learning a foreign language involves the development of mental processes and the ability to plan efficiently activities, exercise self-control and execute the appropriate rate of basic educational actions. The whole mental activity requires the attention, the concentration, the activity, and it must be constantly encouraged and supported, increasing motivational training (needs of the society, the environment, the teacher's requirements, the assertiveness and self-development).

Conclusions. Since the institution of higher education is an important link in the general educational system and creates a favourable atmosphere of the national reconciliation and the social stability, so the educational institution is entrusted with the task of saving the great intercultural tolerance, the harmonization of interethnic relations and the building of a democratic civil society in our country.

Nowadays when Europe becomes a unique multinational, multicultural and multilingual entity, the representatives of the society at all levels, especially in the field of law, must understand how important it is to know different foreign languages. The process of language learning helps to educate the tolerance, the ability to the cooperation, the mutual understanding between people, the respect of the personality regardless of the race, the nationality, the religion, the political affiliation.

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