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Ethnologic Linguodidactic Approach as a Methodological Support for Multilingual Education

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Abstract. The present work investigates the issues of methodological support for the process of multilingual education, where ethnologic linguodidactic approach is being considered and substantiated. There is being discovered the essence of the methodological approach based on identifying the relation of this concept to the methodological principle. It has been shown that the ethnologic linguodidactic approach is a systematic combination of fundamental principles, specialized methods and specified tools serving to distinguish the issues of multilingual education, to define a strategy to resolve them under specific sociolinguistic conditions of multilingual and multicultural community.

Keywords: multilingual education; methodological approach and methodological principle; ethnologic linguodidactic approach; language learning.

Introduction. Considering the issue of methodological aspects of multilingual education, we have come across a problem of defining the concepts of "methodological principle" and "methodological approach". In the course of analysis of the relevant scientific literature, we have concluded that a number of scholars consider the methodological principles based on the concept of methodological approaches, but there are options to consider them separately.

Materials and Methods. The main number of the sources are the materials of dissertations and social analysis. Methods. The article uses comparative method, which supposes the study by the means of comparing two or more events, facts, subjects and etc.

Discussion. In our opinion, the methodological approach designed to determine the starting positions of scientific knowledge of anything, should be a set of fundamental principles, specialized methods and specified tools of its implementation, because according to the interpretation of the dictionary of education and pedagogy terms (the compiler is V.M. Polonskii) approach is defined as a set of techniques and methods in the study of any pedagogical problem [1].

According to the definitions given in the same dictionary, the principle is understood as a basic, initial position of a pedagogical theory, the concept defining the content, organizational forms and methods of teaching and educational work; whereas pedagogical principles are defined as the fundamentals of a normative nature, or the general provisions which apply to all phenomena of the given field of education.

V.I. Zagvyazinskiy considered the essence of the pedagogical principles within the context of realization of teaching laws in the real process of teaching and educating. According to his definition, the principle of teaching is the instrumental expression of a pedagogic concept given in the categories of the activity. This is knowledge about the nature, content and structure of education and its laws and patterns expressed in the form of rules and regulators for the practice. From a theoretical perspective this is the output of the theory, not the starting point of the investigation, but its final result. That is why they are the benchmark for the design of practice. The concept of "pattern" in this definition is used as an expression of the laws in the specific conditions of educational practice. It should be remembered that the bases of principles are the laws and

patterns already learnt. It should be noted that there are no major contradictions regarding the definition of a nature of principle.

We rely on the following definitions of "methodological principle":

– it is the fundamental idea, the ground proposition of the theory reflecting the cumulative effect of objective laws of nature, society and thought [2].;

– it is a guiding norm aimed at achieving the goals set in both the theory and practice, variability and multi-criteria evaluation of strategic decisions in education, the collective substantiation of strategic solutions in the field of education [3].

In regard to the multilingual education, we are considering the following fundamental provisions:

1) the principle of actualization of "double entry of knowledge";

2) the principle of functional activity of the languages in ethnic and cultural educational environment

3) the principle of balance between the state language and the official language in the educational content.

It is needless to say that the ethnologic linguodidactic approach to understanding the essence of multilingual education cannot be limited to the set of three principles listed above. They are the basic ones. The disclosure of their intrinsic value is largely driven by the theory of educational content. Justifying the notion of the content of education, V.S. Lednev believed that the system under analysis should be determined "... first, by, the characteristics of its "position" in the metasystem; secondly, by describing its functions and structure" [4]. In this regard, we believe that the content of multilingual education is not a simple set of language education, i.e. this is not the total number of issues relating to language teaching (native, non-native, foreign). It also affects the technological side; whereas not just language disciplines are being considered. In other words, the content of multilingual education is determined by the features of all levels of education (according to V.S. Lednev, the first level is the content of education in general; the second level is the content of education with respect to the basic stages of learning; the third level is the cycles of training courses (subjects); the fourth level is the main gradation of the learning process in descending order).

The principle of actualization of "double entry of knowledge." It stems from the fact that the principle of "double entry of knowledge", known in didactics as a principle of selection of the content of education, in the context of multilinguism acquires a new meaning, as a parallel study and mastery of languages occurs through the study of linguistic courses and through the language of non-linguistic subjects (for instance, Chemistry and Physics are studied in English, History of Kazakhstan, Kazakh literature – in Kazakh, Russian literature, World history – in Russian, etc.). Here we can speak not only about interdisciplinary connections, but also about the integration of different subjects on a content level (unrelated ones – the language and mathematics, the language and biology, etc.).

There is one more principle of selection of educational content which is of great importance - the principle of significance of forms and methods of teaching. From the perspective of a personality development, the learning outcomes are directly linked with the methods and forms of teaching. In other words, the methods and forms of organization of learning are inherently meaningful. Using "technologies" of teaching is one of the goals of general education; therefore, forms and methods of teaching may be viewed as a component of the content of education, of course without absolutization of such view. The logical extension of this idea in relation to multilingual education is manifested in the principle of functional activity of languages being in contact in the ethno-cultural educational environment. This principle means creating the conditions for active use of various languages in accordance with the needs and interests of society in the institutional sphere, as well as with the interests and needs of the individual and the individual social groups in informal spheres. In Kazakhstan there live representatives of more than one hundred ethnic groups, including those living in the diaspora. It is clear that it is not possible to arrange teaching of all languages institutionally. In places of compact residence the minority languages often serve as the language of instruction/learning. However, as native languages of small ethnic groups, they are basically studied in the Sunday schools in the national-cultural centers, family environment, etc.

The principle of balance between the state language (Kazakh) and official language (Russian) in the content of education means taking into account the peculiarities of the socio-linguistic situation in the particular region. The emphasis on these two languages is stipulated by the fact that their functional activity is not equal in different regions of Kazakhstan. It is understood that the Russian language is less active in the southern areas of the country, whereas in the north it has a wider scope of use.

The implementation of these principles requires appropriate methods, i.e. the ways to achieve this goal and to solve a particular problem, which are implicitly present in the contents of the principles above designated (and not only above indicated).

The methods of research are understood as ways of solving research issues; it is a variety of tools to reach the essence of the objects under research. At the present time, as V.I. Zhuravlev notes, there is observed a tendency for the methods of science to become the methods of practical activity of teachers. In our view, it is worth mentioning a moment, which, according to the scientist, is necessary to consider while selecting a research method. He is talking about two principles:

- 1) the principle of accumulation of research methods, which means that to solve any research issue it is required to use not one, but several methods;
- 2) the principle of the adequacy/relevance of the method to the essence of the subject studied and to the specific product to be obtained [5].

Considering the peculiarities present in the phenomenon we are studying, the methods that are actualized and activated in a special way within the frame of the ethnologic linguodidactic approach must be specialized. Also, considering the issue of methods in pedagogics, it is essential not only to take into consideration their classification, but also to clearly remember whether we are talking about the methods of pedagogical research, or the methods of teaching, methods of educating, and the methods of pedagogical management.

In this regard, we have presented a set of methods that would reflect all of the groups above, namely the methods of pedagogical research (the scientific study of nature of multilingual education), methods of teaching and educating (or rather their organic symbiosis such as "teach by educating; educate by teaching") and management methods (or rather the organization of the educational process). Based on this we are including the following methods into this set of methods:

- 1) the method of ascent from the abstract to the concrete;
- 2) methods of motivating and encouraging the use of different languages to meet the needs and interests of those interacting in the ethno-cultural educational environment;
- 3) methods of organizing the educational process for the study of languages (primarily the state and official languages) in accordance with the sociolinguistic situation in a particular region.

The method of ascent from the abstract to the concrete is a versatile method of learning. Nevertheless, we considered it necessary to be a part of the ethnologic linguodidactic approach. As a method of studying the object, which consists in passing from the abstract and one-sided knowledge about it to its more specific reproduction in theoretical thinking, this method will ensure understanding and explaining the nature of multilingual education. In regard to the problems of language learning, "abstract" means that in the course of studying languages, a person primarily deals with the sign system characterized by the high degree of abstraction. Moreover, this level of abstraction cannot be reduced by the intercultural communication paradigm of modern language education. Thus, a culture, expressed in peculiar forms of traditions, customs, etc., determines a "concrete" which is sensuously perceived.

In our opinion, in the practical organization of multilingual education and in the process of parallel learning several languages, isolating abstraction (the phenomenon under investigation singled out from some integrity) and generalizing abstraction (which gives a generalized picture of the phenomenon) will be in high demand. Idealization (substitution of the real empirical phenomenon with an idealized scheme) as a type of abstraction is more applicable to the scientific learning of the nature of multilingual education.

There are methods of organizing the educational process for the study of languages (primarily the state and official languages) in accordance with the sociolinguistic situation in a particular region. In spite of the unitarity of Kazakhstan as a state entity, it encompasses a very diverse geographical landscape, which, in many respects, determines the specific mentality of those who settle and live in it. Therefore, it creates a different language situation in different regions. First of

all this situation is connected with the nature of bilingualism: Russian-Kazakh and / or Kazakh-Russian. This, in turn, causes prevalence of the Kazakh-national and national-Kazakh bilingualism (for instance, Kazak – Uygur or Uigur – Kazakh) or national-Russian and Russian-national (similarly, Russian-Uyghur or Uigur-Russian) bilingualism in a given region. However, we are particularly emphasizing Kazakh, as the state language, and the Russian language. This emphasis is justified by the fact that they, unlike the foreign languages, are developing in a natural language environment, but to different degrees of activity. The state mandatory educational standards do not cover such situation, but they possess the potential to correct and adjust it. Therefore, in the course of allocation of study hours in the variable sections of the educational plans it is necessary to consider the priority of the study of one of them (the southern region generally needs more study time to learn the Russian language, the northern regions, on the contrary, need to study more of the Kazakh language).

The logical extension of identifying the principles and selection of methods of the ethnologic linguodidactic approach to study the essence of multilingual education is the development and selection of means for its implementation. It is necessary to note that, in accordance with the second definition of the methodological principle (approach), this component of the ethnologic linguodidactic approach is practice-oriented. We include the following into them:

1) parallel functioning of several languages of instruction in educational institutions, which involves the development of the Standard Rules, which determine the list of disciplines taught in the state language, the Russian language and foreign languages regardless of the language of instruction of education institutions, as well as which support the advantage of study of native languages of ethnic groups out of institutions;

2) financial rewards and moral encouragement imply increasing the motivation of the entities of multilingual education in the issues of parallel study of languages;

3) development of unified rules for the preparation of educational and organizational documents in the field of multilingual education aimed at:

- improvement and use of educational and methodical complexes (EMC) on relevant subjects in the language of instruction (elementary school level);

- the development and stage-by-stage use of EMC for the Kazakh language, the Kazakh literature, History of Kazakhstan, Geography of Kazakhstan in the official language, on the Russian language and Russian literature – in Russian; the use of EMC for World History, individual disciplines of Mathematics and science series – in a foreign language, mainly in English, etc. (middle, senior high school);

- adjustment of foreign educational and methodical complexes for various subjects to the conditions of Kazakhstan (for all levels of education and all types of organizing education);

- development and use of educational and methodical complexes on the subjects "General Professional Foreign Language" and "The Foreign Language for Specific Purposes" (vocational and higher vocational education);

- development and use of educational and methodical complexes for teaching majors on the discipline "Methods of Teaching / subject / in the foreign language" (vocational and higher vocational education);

- the development and implementation of pedagogical monitoring of multilingual education, reflecting a common mechanism for monitoring and assessment of its quality.

Development of the ethnologic linguodidactic approach allows to distinguish the real problems of multilingual education and determine the strategy and the basic ways to resolve them, to analyze the amount of problems of multilingual education and to establish their hierarchy, as well as to foresee the prospects for the development of multilingual education as the purposeful process of formation of a multilingual person on the basis of the parallel acquisition of three or more languages.

Thus, we have defined the ethnologic linguodidactic approach as a methodological support to ensure the process of multilingual education and which is the combination of the following:

1) fundamental principles:

- the principle of actualization of "double entry of knowledge";

- the principle of functional activity of languages in contact in the ethno-cultural educational environment;

- the principle of balance between the state language and the official language in the educational content.

2) specialized methods:

- the method of ascent from the abstract to the concrete;
- methods of motivating and encouraging the use of different languages to meet the needs and interests of those interacting in the ethno-cultural educational environment;
- methods of organizing the educational process for the study of state and official languages in accordance with the sociolinguistic situation in a particular region.

3) specified means:

- parallel functioning of several languages of instruction in educational institutions;
- financial reward and moral encouragement;
- development of unified rules for the preparation of educational and organizational documents in the field of multilingual education.

These theoretical and methodological principles can and should be the starting point for exploring the issues related to scientific and methodological support for multilingual education.

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Этнолингводидактический подход как методологическое обеспечение полиязычного образования

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Аннотация. Исследуются вопросы методологического обеспечения процесса полиязычного образования, в качестве которого рассматривается и обосновывается этнолингводидактический подход. Раскрывается сущность методологического подхода на основе выявления соотношения данного понятия с методологическим принципом. Показано, что этнолингводидактический подход представляет собой системную совокупность основополагающих принципов, специализированных методов и специфических средств, позволяющих вычленив проблемы полиязычного образования, определить стратегию их разрешения в конкретных социолнгвистических условиях жизнедеятельности полиязычного и поликультурного сообщества.

Ключевые слова. Полиязычное образование; методологический подход и методологический принцип; этнолингводидактический подход; обучение языкам.