

## MULTICULTURAL EDUCATION IN THE CONTEXT OF INTERNATIONAL COMMUNICATION

**Efimchik S. L.**

The Republic of Belarus, Minsk  
International University “MITSO”

Development and strengthening of interstate political, economic and cultural relations caused changes in the field of education in respect of a foreign language. In this regard, in many, particularly non-language universities, entered the study even more foreign languages. The purpose of learning a foreign language is to develop linguistically multiple personality capable of cross-cultural communication. Since learning any language is inseparably linked with the culture of the country of the studied language, valid to speak of the phenomenon of multi-cultural education. Multicultural education is a multidimensional concept that refers to a purposeful educational process of moral and civic education of students developing their global consciousness, initiation to the cultures of other people, forming desires to live in peace in a multicultural environment.

Language is not only a means of communication but also a means of mastering different cultures. The study of even one language makes education if not fully multicultural, it is already quite definitely a bicultural . The process of mastering a foreign language can be rightly qualify as a dialogue of cultures. Nowadays education without mastering foreign languages becomes a monocultural, deprived of prospects [2, p. 14]. But such a dialogue is possible only if the students appreciate their own national culture and thus their native language. This is a necessary condition for the interpenetration and interaction of cultures, i.e. contact of cultures and mentalities through languages provide a sufficient level of native language and culture. Such a system of language and cultures cooperation is open to foreign cultural integration of the components in the context of the overall picture of the world. There are a lot of approaches and points of view on a problem of studying the interaction of cultures, until mutually exclusive. Of course, the culture is inseparable and cannot exist independently from the people. But at the same time and people are not free from the influence of culture, since the behavior of people – the function of culture. In other words, culture

is constant, the behavior is variable. Therefore, mastering a foreign language, the elements of the system of cultural values of other people, you can see and some changes in the behavior of students, at least in the communicative behaviour. Thus, the language, as guardian and the treasury of the cultural values of people, simultaneously serves as a culture translator. The most complete definition of intercultural communication formed I.I. Haleeva, which believes that intercultural communication is a set of specific processes of interaction of people, belonging to different cultures and languages and translated to the fact that each of them is the «other» and everyone perceives the «foreignness» of the partner.

No doubt, but the main cause of misunderstanding in communication should be considered divergence of cultures. Therefore one of the tasks of learning foreign language is to prepare students for real communication in a foreign language with native speakers of the language in various fields human activity while preparing for a real intercultural communication going on for several years, is the training of communication in foreign languages peers belonging to the same culture. And this paradox until avoid. Teachers can help students discover their academic strengths by helping them discover their own learning style. In this way, students discover what method of comprehension works best for them based on their own backgrounds and personalities. If educators make this learning style quest a class project, an inherent lesson in multiculturalism is taught.

Learning a foreign language is a great educational task of the comprehensive development of the individual, the formation of such important qualities as sociability, causing feelings of fullness of life, the feeling of personal success, self-confidence. Especially brightly implemented these qualities in the multicultural field when a contact is easily transformed into communion with one language to another. This, of course, is a matter of respect to the interlocutor from the side of multilingual partners. Every human language as a large store: everyone can find something. And obviously, if we go not in one but in many stores, we will find more interesting.

Thus, the study of a foreign language is paving the way for us to other people. If you know the language, you know, and how other people live, what they think, but at the same time you learn something new about yourself. You start to see yourself as others see you. You begin to learn, it would seem, a foreign language, and comprehend something personal and intimate.

*References*

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2. Banks, J. A. *Multicultural Education : Historical Development, Dimensions, and Practice* / J. A. Banks, C. A. M. Banks (eds.) // *Handbook of Research on Multicultural Education*. – New York : Macmillan, 1995a. – P. 3–24).

**ФРАЗЕОЛОГИЧЕСКИЕ ЕДИНИЦЫ В ТЕКСТАХ  
АНГЛОЯЗЫЧНОГО НОВОСТНОГО МЕДИАДИСКУРСА:  
К ВОПРОСУ ТИПОЛОГИЧЕСКОЙ ВАРИАТИВНОСТИ**

**Катюшина А. Э.**

Республика Беларусь, г. Витебск

Международный университет «МИТСО»,

старший преподаватель кафедры иностранных языков

и межкультурных коммуникаций

Материал нашего исследования – тексты из статей английской службы новостей BBC News, освещающей важнейшие события в мире. Мы просмотрели различные статьи за период с 2005 по 2019 год, и методом сплошной выборки отобрали 103 фразеологизма. Также мы распределили выбранные фразеологизмы на 3 группы (фразеологические сращения, единства, сочетания) по классификации В. В. Виноградова, основанной на степени спаянности элементов фразеологизма, и в отдельную группу мы вынесли обороты с буквальным значением компонентов – фразеологические выражения.

Первая группа включает в себя фразеологические сращения:

– *‘This is the last straw for Will – why does no one believe he can cope. Will tells Brian to stuff his job and his advice’ – Это последняя капля для Уилла – почему-то никто не поверил, что он может справиться;*

– *‘He believed Ms Markle and his late mother, Diana, Princess of Wales, would have been thick as thieves... best friends’ – Он считал, что Миссис Маркл и его покойная мать Диана, Принцесса Уэльская, были не разлей вода».*

Следующая группа – фразеологические единства: