

## Background and Prospects of Schoolchildren's Polylingual Education in the Context of New Federal State Educational Standards

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### ABSTRACT

The rationale of the problem under study is conditioned by the fact that the compulsory study of a second foreign language at school is a new, but by all means positive phenomenon, as the introduction of a second foreign language in the secondary school curriculum has become a practical step on the way to polycultural education, to the formation of a polylingual personality. The introduction of the compulsory study of two foreign languages has aggravated such problems as the absence of the unifying concept of teaching a second foreign language, the absence of requirements for a second foreign language proficiency level in the State Educational Standard, the absence of various and effective teaching resources. This article is aimed at the analysis of the background and prospects of schoolchildren's polylingual education in the context of new Federal State Educational Standards (FSES). The leading approaches in the research of the problem under study are competence-based and contrastive ones as they let us fully consider the phenomenon of polylingualism which gives an opportunity to use several language systems in communication. The article reveals the background of polylingualism, defines the purposes, content and main principles of teaching several foreign languages, justifies the application of competence-based and contrastive approaches in teaching a second foreign language in the modern school, develops the model of the foreign language communicative competence formation for a second foreign language in the context of studying two foreign languages (English and German). The materials of the article can be useful for foreign language teachers in order to upgrade their skills and make the teaching-learning process a learner-centered one.

### KEYWORDS

School disadaptation, art therapy method, emotional and personal violations, violations of behavior

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## Introduction

### *Pedagogical Bases of the Investigation*

Pedagogical insight into the current educational situation with the training of specialists proficient in two-three foreign languages and knowing the methods of their teaching has required to give the theoretical analysis and summarize the prospects in schoolchildren's polylingual education, as the main value now is a free, well-educated, intelligent personality who can live and create in the context of a constantly changing world, who is competitive and can become integrated in the world community (Bim, 2001).

The Federal State Educational Standard (FSES) authorized compulsory learning of two foreign languages since the new school year. Theoretically the introduction of a second foreign language is a wonderful initiative. It is a modern education standard in most countries of the world, learning of a second foreign language in the native school is a positive tendency which is able to propel the secondary school to the next level and become the basis for getting polycultural school education and forming a multilingual personality, besides, a language is not just a means of communication, but also a means of developing a child's memory, attention, creative imagination and intelligence (Gulyaeva and Mingalieva, 2015).

### *Polylingualism in Foreign Language Education*

With reference to the above mentioned it is becoming more and more important to characterize polylingualism which, generally speaking, is the use of several languages as well as the use of several forms of the same language. Polylingualism is the aggregate of a speaker's speaking skills and communicative competence that let them use several language systems in communication (Lopareva, 2013). Theorists and experts of language education often use the term "trilingualism" – a phenomenon when three languages come in contact. This phenomenon rarely occurs in its pure form, because Russia is a multinational country. Even if a person studies two foreign languages, it is quite possible that they have studied/know their native language (Tatar, Udmurt, etc.), or they attend the courses of any other foreign language, in other words, he is polylingual. However, if we apply this term to the number of taught languages, then we will deal with trilingualism, and the learners will be trilingual.

Trilingualism as a special type of polylingualism is a complex speech-language phenomenon. "Trilingualism" is a complex phenomenon that can be defined as "coexistence of three languages in the verbal-cogitative sphere of an individual who uses these languages in different communicative situations depending on the purpose of communication, place of the communication act, etc.". The third studied language "becomes a component of trilingualism not since the beginning of its study, but since the moment when learners acquire a certain level of proficiency" of a third language. Following N.V. Baryshnikov (2003) we will consider an artificial trilinguist "a person who beside their native language is, but not in the comparable degree, competent in two languages and is able if necessary on the level enough for communication to use either of them successively or alternately".

### ***The Logic of Reasoning in the Article***

The above testifies that the experience of polylingual education is the necessary background of successful foreign culture proficiency as the content of foreign language education. Thus, the logic of our reasoning in the article is determined by the fact that we are to:

- 1) consider the question of peculiarities of the polylingualism mechanism;
- 2) consider the question of interinfluence of foreign languages;
- 3) characterize the purposes, content and main principles of teaching two foreign languages in the context of subordinate trilingualism;
- 4) develop the conceptual model of the foreign language communicative competence formation for a second foreign language acquisition.

### ***Status of the Problem***

Despite a considerable amount of theoretical research on methods of a second foreign language teaching (Baryshnikov, 2003; Bim, 1997; Bim, 2001; Galskova and Gez, 2006; Kitrosskaya, 1970; Lopareva, 2013; Safonova, 1996; Shchepilova, 2005; Shchepilova, 2006) and a variety of approaches to its practical application in the process of teaching, nowadays the whole complex of organization-method problems on the theoretical and especially practical levels is not explored enough. The key problems of teaching a second foreign language at school are the absence of requirements for a second foreign language proficiency level in the State Educational Standard, the absence of various and effective teaching resources, the methodically ungrounded choice of the teaching model and content (Baryshnikov, 2003). The authors of the new FSES emphasize that the standard has “the framework character”, it defines the necessary results of the teaching-learning activity, but how to achieve these results is up to the school and its own programme to decide. The Ministry of Education has yet to decide whether it is worth turning the FSES into stricter and compulsory regulations or, vice versa, it is worth giving schools more freedom. Then this given freedom will result in extra methodic, psychological and pedagogical load of FL2 teachers, as FL2 teaching requires the knowledge of the formation and functioning of subordinate trilingualism from the teacher.

### ***The Research Hypothesis***

The analysis of theoretical works and practical experience in the sphere of the problem under study has shown that the questions connected with teaching schoolchildren a second and third foreign language in the context of school education are still the field of scientific knowledge and practical activity that is not studied enough, which let us state the hypothesis of the research of this problem: teaching German as a second foreign language in the context of school education will be successful if: the question of foreign languages interinfluence is studied; the models of contacting languages interaction are characterized; the model of the foreign language communicative competence formation for a second foreign language is developed.

### ***Methodological Framework***

#### ***The Main Goal of Modern Foreign Language Education***

The introduction of a second foreign language at school means that education is becoming polylingual: the native language, the first and second

foreign languages form a unique linguistic phenomenon – trilingualism. While learning a second foreign language a pupil acquires the foreign speech skills with the help of the native language as well as the first foreign one, and he does that connecting lexical items not with real objects, but with the words of the previously studied languages. In this case the subordinate type of trilingualism appears. And only later, on a higher level of a second foreign language proficiency, there begins to form coordinative trilingualism with three definitions, each connected with one language (Minyar-Beloruhev, 1991).

### *The Essence of Polylingualism*

The principles of teaching two foreign languages are understood as main (basic) scientifically grounded theses on which the process of a second foreign language teaching in the specified conditions is based.

Having studied the second foreign language teaching principles emphasized by N.V. Baryshnikov (2003), N.D. Galskova and N.I. Gez (2006), I.L. Bim (2001), let us compare their points of view and single out general (and thus basic) principles of teaching several foreign languages in the following table.

**Table 1.** Principles of teaching two foreign languages

| № | I.L. Bim (2001)  | N.D. Galskova and N.I. Gez (2006)   | N.V. Baryshnikov (2003)   |
|---|--|---|---|
| 1 | Communicative-cognitive approach   | Partial match (cognitive aspect): pupils' speech and learning experience must be taken into account in teaching | Partial match (cognitive aspect): the principle of accounting of pupils' linguistic and learning experience; the principle of cognitive-intellectual orientation      |
| 2 | Sociocultural orientation of the teaching-learning process                   | Teaching is aimed at the development of pupils' abilities for intercultural communication                       | The principle of intercultural orientation  |
| 3 | Activity-based character of teaching   | -   | -   |
| 4 | Interconnection of the main types of speech activity                         | Teaching foreign language communication involves interconnected teaching the main types of speech activity      | The principle of comprehensive training of all the types of communicative activity  |
| 5 | Focus on a pupil's personality   | -   | -   |
| 6 | Contrastive-comparative approach   | Pupils consciously acquire a second foreign language  | The principle of taking artificial subordinate trilingualism into account.<br>The principle of the balanced combination of the conscious and subconscious in teaching |
| 7 | Intensifying of a second foreign language teaching and the economy principle | -   | The principle of circumstantiality of the teaching process  |

**Table 1. Continued.**

| No | I.L. Bim (2001) | N.D. Galskova and N.I. Gez (2006) | N.V. Baryshnikov (2003)   |
|----|-----------------|-----------------------------------|---|
| 8  | -               | -                                 | The principle of the balanced combination of analytical and synthetic interaction patterns while dealing with an authentic text |
| 9  | -               | -                                 | The principle of appropriateness of learning activities   |
| 10 | -               | -                                 | The principle of the balanced use of reference materials  |

The analysis of the presented table shows the following matches: Bim-Baryshnikov: 5 matches; Bim – Galskova: 4 matches; Baryshnikov – Galskova: 5 matches; Bim – Baryshnikov – Galskova: 4 matches. Besides, the correlation of matches from the total number of principles pointed out by each of the teaching methodology experts lets us consider I.L. Bim’s (2001), N.D. Galskova and N.I. Gez’s (2006) principles as more general, but N.V. Baryshnikov’s (2003) ones as more concrete.

Thus, the following four principles are pointed out by all the scientists:

1. Communicative-cognitive approach (or the principle of accounting of pupils’ linguistic and learning experience / the principle of cognitive-intellectual orientation);
2. Sociocultural orientation of the teaching-learning process (or the principle of intercultural orientation or the principle of the development of pupils’ abilities for intercultural communication);
3. Interconnection of the main types of speech activity (or the principle of comprehensive training of all the types of communicative activity);
4. Contrastive-comparative approach (or the principle of consciousness / taking artificial subordinate trilingualism into account).

### ***The Purposes of Teaching a Second Foreign Language at School***

The determining of the purposes of teaching a second foreign language at school was a priority objective on the polylingual education formative stage. Up to a certain moment they were not well-defined due to the absence of profound research of this problem in the native teaching methodology on the one hand, and the absence of the corresponding social order on the other hand. Besides, the proactivity of separate regions in introducing a second foreign language at schools resulted in the practical diversity but theoretical ambiguity in the conceptions of teaching two or more foreign languages. The determining and stating of the purposes of teaching a second foreign language at the secondary school is the essential point in developing the whole set of issues connected with teaching a second foreign language at school. That is why the main requirement for the purposes of teaching the first as well as a second foreign language is their being realistic and attainable. The purposes of teaching a second foreign language are understood as the pre-planned and stated result of learning a

second foreign language by pupils in the specified conditions (Baryshnikov, 2003). The objectively existing artificial trilingualism prescribes to view the issue of the purposes of teaching a second foreign language not independently, but taking into account the actual subordination of languages.

The key concept in stating the purposes of teaching FL2 as well as FL1 is communicative competence formed with account of pupils' earlier acquired linguistic experience and having its own basic level which is different from the first foreign language proficiency level. This purpose correlates with the requirements for the results of completing the principle educational programme of basic general education (FSES of basic general education, December 17th 2010 № 1897) on the subject "The Second Foreign Language", according to which forming and improving the foreign language communicative competence comes to the fore, like in teaching the first foreign language. A certain level of communicative competence in the first foreign language makes learners strive for communicating in FL2.

### ***The Syllabus of Teaching a Second Foreign Language at School***

The syllabus is determined by the purposes of teaching, it must be appropriate for pupils' age peculiarities, their aptitudes and interests. The peculiarity of selecting the material is in the necessity to take into account the fact that a learner since the very beginning of learning already has quite a considerable potential vocabulary, certain speaking and learning experience. It lets specify higher requirements for the subject content of educational resources, gives an opportunity to initially refer to authentic texts that must provide the exposure to the culture of the country where the language under study is spoken and be informative enough (Bim, 2001).

All the above mentioned research is aimed at the implementation of the requirements for the results of completing the principle educational programme in accordance with the Federal State Educational Standard for a second foreign language. They must highlight:

1) forming and improving of the foreign language communicative competence; extension and systematization of the knowledge about the language; broadening the linguistic outlook and enriching the vocabulary; further acquisition of general speech culture;

2) forming a friendly and tolerant attitude to other cultures' values, optimism and well-defined personal stand in the view of life, in the development of national identity, all based on getting to know about the life of peers from other countries and getting acquainted with different genres of foreign literature with account of the achieved by learners communicative competence level;

3) creating the basis for sparkling interest in improving of the achieved level of the studied foreign language proficiency, based on introspection and self-assessment among other things, interest in studying a second/third foreign language, in using a foreign language as a means of getting information that lets extend knowledge in other subject matters;

4) reaching Elementary (A2) level of the foreign language communicative competence.

Speaking about the foreign language communicative competence it is necessary to point out that communicative competence in teaching a second

foreign language in the context of polylingualism is a multilingual and polycultural competence as well. Its forming implies forming of all its constituents:

1. language subcompetence that includes knowledge about the systems and structures of the languages under study, about how they function in the process of communication;
2. speech subcompetence that lets plan verbal behaviour according to the aim of communication;
3. sociocultural subcompetence that lets frame verbal and non-verbal behaviour with account for norms of environments speaking the languages under study;
4. compensatory subcompetence that lets fill the gaps in the language, speech and sociocultural constituents;
5. learning subcompetence that lets efficiently organize the learning activity and encourages the development of the self-education need.

### ***The Problem of the Languages Interaction and the Communicative Behaviour of Learners***

According to S.G. Ter-Minasova (2008) the medley of races, cultures and languages has recently reached the unprecedented scale, and the problem of fostering tolerance to alien cultures, of arousing respect and interest for them has become really acute; this resulted in the overall attention to the questions of intercultural, international communication. An individual's communicatively relevant behaviour is determined by their belonging to a certain sociocultural and language community. In the process of communicative activity each participant, implementing a certain option of the linguistic identity, acts simultaneously as an individual, and as a member of one or another social group, and as a representative of a certain national-cultural community, and as a representative of humanity. His mind contains individual, social-group, national and general knowledge; each of these types of knowledge plays its own role in a human's communicative activity (Grishaeva, 2003).

Acquiring an alien new language, a person simultaneously adopts an alien new world. With a new foreign word, a learner as if forwards into his mind, into his world a notion from a different world, from a different culture. Thus, learning a foreign language goes along with kind of a split personality. This exactly necessity to alter the mind, to remake one's own familiar world according to an alien, unfamiliar pattern is one of the main problems (including a psychological one) of acquiring a foreign language, but this problem is not obvious, is not on the surface, it is very often not perceived by learners (and sometimes by even a teacher), and this is, probably, the reason why this problem is not given proper consideration (Ter-Minasova, 2008).

While analyzing the easiest/the most difficult languages for learning it is necessary to take into account the fact that the degree of the acquisition complexity depends on the degree of the languages affinity. Not coincidentally the purposes of learning the subject "Foreign Language" at school according to the State Educational Standard include developing and arousing schoolchildren's striving for mutual understanding between people from different countries.

A great number of common traits of all world languages that are expressed on all language levels and in all aspects of communicators are a result of the influence of three main factors: the congruence of people's basic physico-geographical living conditions; the congruence of basic engines and categories of thinking; the congruence of psycho-physiological morphology of communicative organs.

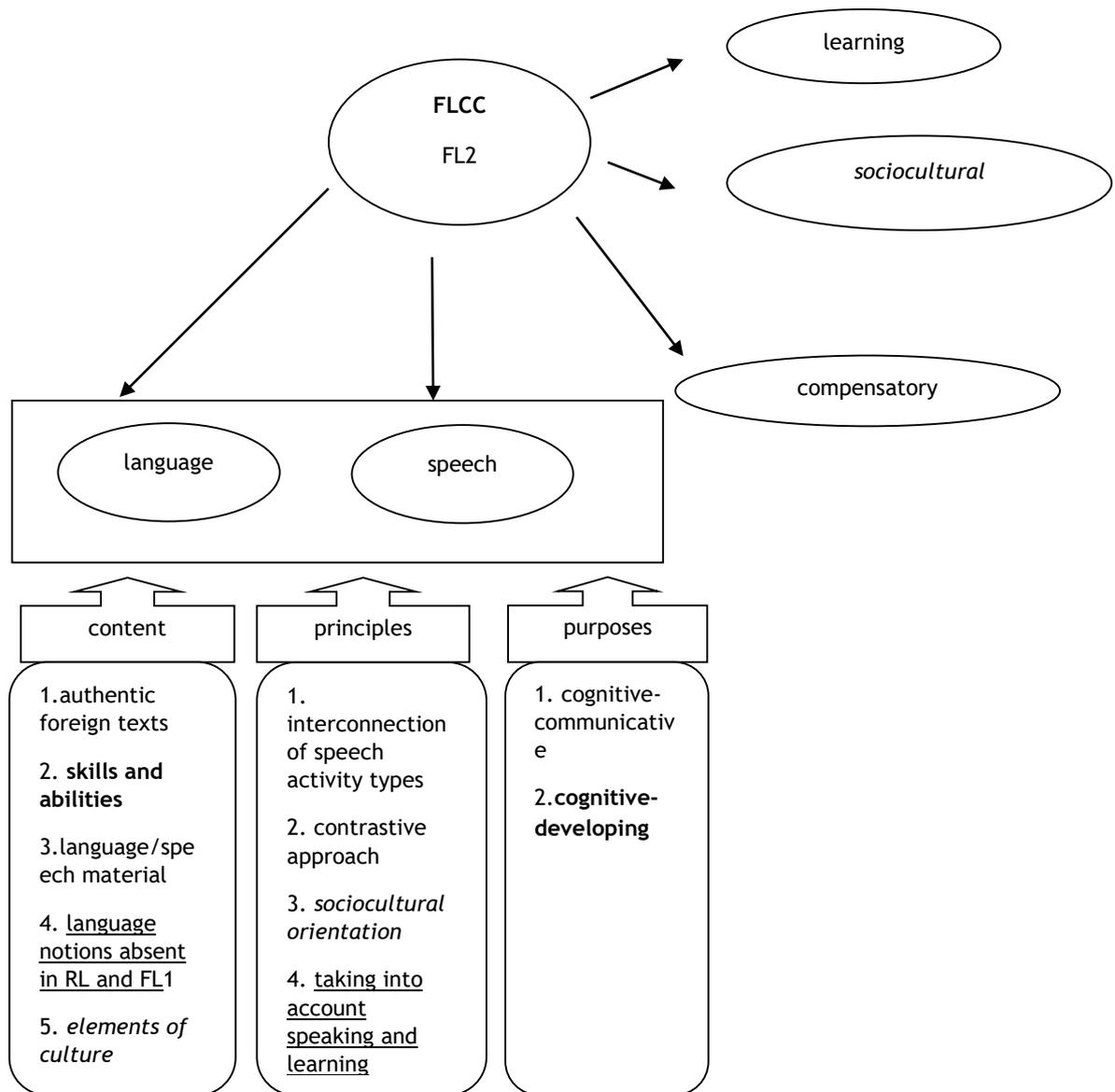
The issue of the role and place of trilingualism in the human's and society's life is urgent, as, according to the research conducted in this area, opportunities of a multilingual personality are incomparably wider than those of a monolingual one, and consequently a polylingual personality is more relevant in the modern society.

## Results

### *The Model of Forming the Foreign Language Communicative Competence in FL2 Acquisition*

A certain positive experience in working out teaching materials for teaching a second foreign language (German) based on the first foreign one (English) has been accumulated in Russia (For example, «Brücken: Deutsch nach Englisch» - Bim, 2003; Bim, 2006); «Und nun Deutsch» - N.D Galskova (2009), N.D Galskova (2011), N.D Galskova (2014). But today there is a demand for a large number of diversified second language teaching media that not only support, but also develop and inspire genuine multilingualism in the country, media that take into account the experience of some foreign countries in the area of working out models of teaching a second foreign language. A contemporary set of teaching materials for teaching German as a second foreign language which satisfies the requirements of FSES, in our opinion, is the set "Horizons" (Averin, 2011; Averin, 2012) and it has a number of advantages: Firstly, purposes and objectives stated by the authors of the course book fully satisfy the requirements and objectives given in FSES for general education and defined by the Common European Framework of Reference for Languages. Secondly, the content of the textbook is up-to-date and interesting for learners. Thirdly, tasks and exercises that this set of teaching materials contains let form learners' personal, communicative, cognitive and regulatory universal learning activities (ULA), develop reading skills, encourage the development of learners' informational and communicative competences. Fourthly, these teaching materials encourage the development of communicative and sociocultural competences on the basis of the fact that learners get acquainted with the mode of life, manners, day-to-day realities of the countries where the language under study is spoken, and also on the basis of the country-study unit connected with Russia. Fifthly, the textbook gives an opportunity to keep up to date the schoolchild's linguistic experience acquired in the first foreign language study (Gulyaeva and Migalieva, 2015).

The study of the theoretical background of polylingual teaching lets us work out the model of forming the foreign language communicative competence for a second foreign language in the context of studying two foreign languages (English and German) (Figure 1).



**Figure 1.** The model of forming the foreign language communicative competence for a second foreign language acquisition

### ***The Description of the Model***

The model represents the conceptual framework, purposes and content of forming schoolchildren's foreign language communicative competence in teaching a second foreign language. The scheme shows that this experience will be successful if

1) its purpose will be the development of a polylingual personality having a command of key competences in the area of foreign language education

(language, speech, linguocultural, sociocultural and compensatory); as the opportunities of a multilingual personality are incomparably wider than those of a monolingual one, and consequently a polylingual personality is more relevant in the modern society.

2) its content component includes the system of knowledge about the language, speech skills and abilities, speech culture; forming the background for inspiring interest to improve the achieved level of proficiency of the foreign language under study, which includes introspection and self-assessment, interest to study a second/third foreign language, to use a foreign language as a medium of collecting information that lets gain knowledge in other subject matter areas.

### Discussions

In the present research we used:

- studies into design and implementation of modern polylingual education, assessment of its quality (Bim, 1997; Bim, 2001; Baryshnikov, 2003; Galskova and Gez, 2006; Lopareva, 2013; Molchanova, 2009; Shubin, 2009; Shchepilova, 2003; Shchepilova, 2005; Shchepilova, 2006; Hahne, 2001; Neuner, 2009);

- works highlighting the issues of teaching a foreign language as a means of intercultural communication, dialogue of equal cultures, as a tool of mutual enrichment of peoples, countries, continents, as a way to learn about achievements of native and universal culture, to comprehend oneself as a citizen of your country and a member of the world community (Baryshnikov, 2003; Grishaeva, 2003; Zalevskaya, 2002; Leontiev, 1986; Minyar-Beloruhev, 1991; Safonova, 1996; Ter-Minasova, 2008; Shcherba, 1974 and others).

Nevertheless, in previous research no attention was paid to the issues of focused forming of the learners' foreign language communicative competence for a second foreign language in accordance with the new FSES of general education and the Common European Framework of Reference for Languages.

### Conclusion

In Russia as a multinational state there has been accumulated considerable experience of teaching several foreign languages, which is a necessary background of successful acquisition of the foreign language culture as the content of the foreign language education. The interpretation of the given experience in the context of the modern school is one of the primary goals of polylingual education.

All the facts presented in this article support the suggested model of forming the foreign language communicative competence for a second foreign language in the context of studying two foreign languages (English and German), as studying a second foreign language at the native school is a positive tendency which is able to propel the secondary school to the next level and become the basis for getting polycultural school education and forming a multilingual personality. However, the search of efficient ways to implement this experience and to reach the aim of polylingual education – which is the development of a free, well-educated, intelligent personality having a command of key competences, a cultured person – requires further system-functional analysis of the requirements for the second language proficiency levels, working

out of various and effective teaching resources, making the choice of the teaching model and content methodically grounded.

### Recommendations

The practical relevance of the research is in the fact that on the basis of the worked out model there can be designed a system of instructional implementation media, which is due to the special framing, richness in content and resource materials aimed at reaching purposes and objectives of a second foreign language acquisition on different learning levels would be prospectively ready to function at any moment of the foreign language teaching-learning process at the secondary school.

The developed materials can be included

1) into the curriculum of obligatory courses “Theory and Methods of Foreign Language Teaching”, “Theory and Methods of Second Foreign Language Teaching”, “Acute Problems of Methods of Foreign Languages Teaching”;

2) into the study guide and methodological recommendations that are used by teachers of secondary education institutions.

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