Резюмируя изложенное, мы приходим к выводам: во-первых, о сформированности в указанных античных государствах системы воспитательной работы, ориентированной на запрос общества и потребности времени; во-вторых, знание начальствующим составом ОВД сущностных основ становления античной системы воспитания в духе гражданственности и готовности к защите своего Отечества способствует как широте эрудиции данной категории сотрудников ОВД, так и позволит укрепить их уверенность в важности системной и целенаправленной работы с каждым подчиненным сотрудником по формированию у него профессиональных и общегражданских качеств.

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A new educational paradigm: the formation of a didactically competent multicultural and multilingual personality (linguamultimedia competence of a foreign language teacher)

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doi: 10.18411/lj-04-2021-181

Аннотация

Глобальные политические, экономические и социальные изменения в стране, а также укрепление межэтнических и международных контактов интеграционные процессы в полиэтническом обществе обусловили появление новой образовательной парадигмы, где базовым требованием является переход от интуитивных и технократических дисциплин, накопления знаний и навыков к повышению индивидуального и социального интеллекта, от классической и «открытой» триады «знание - навыки - способности» к замкнутому циклу «знания - навыки - умения - акцентуализация (применение, технология)» т.е. производство и развитие компетенций, но приоритетом выступает коммуникация. Такая интерпретация новой образовательной парадигмы привела к необходимости более тщательного изучения коммуникативных процессов, включая межкультурное общение в целом и преподавание иностранных языков в частности. Информатизация общества рассматривается не только как технологический феномен, но и как феномен современной культуры. Таким образом, лингвомультимедийная компетентность как информационная среда современной мультикультурной лингвистической реальности т.е. новая технологическая реальность.

Ключевые слова: парадигма образования, межкультурная коммуникация, цифровой лингво-мультимедийный контекст, лингво-мультимедийная компетенция, мультикультурность и многоязычность, мультимедийно-опосредованная межкультурная коммуникация.

Abstract

The global political, economic and social changes in the country and the strengthening of inter-ethnic and international contacts then integration processes in the multi-ethnic society have led to the emergence of a new educational paradigm. The basic requirement of which is the transition from the intuitive and technocratic disciplines' connection, knowledge and skills accumulation to the increase of individual and social intelligence, from the classical and often «open» triad «knowledge - skills - abilities» to the closed cycle «knowledge - skills – abilities – foregrounding (application, technology) » - knowledge production, competence development though the priority is given to communication. This interpretation of the new educational paradigm has led to a need for a more thorough study of communication processes, including the intercultural communication in general and in the foreign languages teaching in particular. The society informatisation is seen not only as a technological phenomenon, but also as a modern culture phenomenon. Therefore, multimedia appears as the newest and rapidly expanding information environment of modern multicultural linguistic reality as the new technological reality.

Keywords: education paradigm, cross cultural communication, digital linguamultimedia context, linguamultimedia competence, multicultural and multilingual personality, multimedia-mediated intercultural communication

As a result of globalization, multimedia communities of foreign-language teachers are increasingly acquiring an international character and are seen as a phenomenon of the multicultural environment of foreign-language teachers. Such international communities are governed by a certain system of rules and norms, which are an element of the multicultural context of the multilingual training [Evdokimova, 2010: 8-10]. All forms of intercultural communication among members of these communities, representing different cultures, are predominantly conducted in one or more modern foreign languages. Therefore, the development level of the foreign-language communicative competence of the foreign-language teacher should ensure the ability to be realized as a potential member of the international community in the field of foreign-language teaching, which is an important means of introducing the multilingual and multicultural context of the foreign language teaching profession, and therefore the content of its training should include appropriate teaching sections. The multimedia environment construction for foreign-language teachers and their intercultural communication means, by analogy with the multilingual and multicultural context of their profession, the multimedia existence, multilingual and multicultural context for the foreign language teaching profession [Astafieva A.E et al., 2019: 97]

For the future Foreign Language Education Specialist, such a context provides an environment and the means to construct a multimedia identity in the aggregate of cultural and behavioural aspects in the form of a personal website, the environment in which the individual trajectory of activities towards the formation of the multilingual and multicultural personality of foreign language teachers is implemented, its products are embodied, structured and reflected [Galskova, 2005: 59]

In this context, multimedia-mediated communication and cognitive competences fall within the priority competences of a foreign language teacher. The foreign language teacher's communicative and cognitive activities here will also be carried out using a multimedia environment. Therefore, the intercultural communication of foreign language teachers in a computerized environment must be taken into account when setting goals and objectives for the training of foreign language teachers in higher education [Zimnyaya, 2015: 40]. Consequently, the need to develop the linguamultimedia competence of future language teachers.

The linguamultimedia competence formation of a foreign language teacher is a separate task, which implies that future foreign language teachers are proficient in

professionally and culturally relevant linguamultimedia resources and competencies ensuring that future foreign language teachers are willing and able to use these resources in a multilingual and multicultural information environment that is integrated and forms the linguamultimedia competency of a foreign language teacher [Safonova, 2014: 236]. Its essence is the use of a complex of multimedia competences in the process of intercultural communication of the multilingual and multicultural personality of the teacher of foreign languages.

In defining the concept of linguamultimedia competency of a teacher of foreign languages two related constructions are distinguished: «lingvo» and «multimedia». If the «lingvo» construction is related to the multimedia mediated communicative structure of competence, which was discussed above, so in the modern literature there are many terms that do not have a uniform interpretation, which focus on the multimedia design development of the linguamultimedia competence of the language teacher [Shamov, 2019: 240]. Very often synonymous terms such as «multi/media culture», «information culture/communication culture», «multi/media literacy», «information/communication literacy», «computer literacy», are used, «multi/media competence», «information/communication competence», «multi/media-education», «information/communication education», «information/communication education», «information/communication competence», «multi/media competence», etc.

However, knowledge and skills in the field of foreign-language higher education, contributing to the acquisition and further personality development of a foreign-language teacher and constituting a substantive component of higher language education, cannot serve as a goal in themselves [Yakovets, 1997: 17]. As its means, they are designed to achieve the basic goal of multilingual and multicultural training for foreign language teachers - the individual development of their multilingual and multicultural personality and their competence in the teaching of foreign languages. Characterizing the goal as a systemically forming component of higher language education, K.E. Bezustolnikov [Bezustolnikov2018: 90] found that, in accordance with the modern needs of the development of a multicultural society, its purpose and value is the personality of a foreign language teacher as subject of polylingual and multicultural training and the development of his competence in the field of foreign language instruction. In turn, such consideration of the purpose of modern higher language education makes it possible to apply the term «competence» widely.

Thus, for the definition of multimedia design of multilingual multimedia competence, the most important is the concept of «linguamultimedia competence» in the context of multilingual and multicultural training of a foreign language teacher. Modern pedagogical and methodological literature presents a wide range of this concept interpretations. It seems logical to us to give an author's multimedia definition and, ultimately, of the linguamultimedia competence based on the professional competence.

Based on the conjunctive transformation of the professional competence concepts, we have adopted the definition given by K.E. Bezustolnikov [Bezustolnikov 2018: 85] by *“linguamultimedia competence of a foreign language teacher, we understand the complex resource of multilingual and multicultural personality, which provides the possibility of effective versatile multimedia-mediated intercultural communication”*.

In other words, linguamultimedia competence is a cumulative “readiness and ability” and the manifestation experience is a set of linguamultimedia competences in a situation of real intercultural communication, where “readiness” is related to long-term readiness as an integrative personal education, which includes motivational, emotional-volitional, attitudinal-behavioral and reflexive components, and “ability” - with cognitive and behavioural components.

Let us define the component linguamultimedia composition, which, in accordance with the above linguamultimedia competence definition, includes long-term readiness as an

integrative personal education, the ability and experience in a set of linguamultimedia competencies.

In the linguamultimedia structure of the "readiness", we distinguish motivational, emotional-volitional, attitudinal-behavioural and reflexive components.

In the linguamultimedia competence structure in the "ability" we distinguish informational, methodological and practical-operational components, which in the above definition corresponds to the knowledge, skills, abilities and content knowledge of the linguamultimedia competence of a foreign language teacher.

The manifesting experience of linguamultimedia competencies is presented by the contact-based component. The content of each component is shown in the table below.

This consideration of the linguamultimedia structure competence corresponds to the indicators' classification of media competence by A.V. Fedorov [Fedorov, 2015: 250], as well as the readiness concepts [Sannikova, 2010: 100], which correlates with long-term readiness as an integrative personal education, which includes motivational, emotional-volitional, attitudinal-behavioural and reflexive components; abilities [Bezukladnikov, 2018: 80] - with cognitive and behavioural components, i.e. knowledge, skills, abilities and content knowledge of linguamultimedia competence; and experience in the set of linguamultimedia competencies in various situations, i.e. with the concept of linguistic and multimedia competence of a foreign language teacher.

Research conducted by K.E. Bezukladnikov [Bezukladnikov, 2018: 70] showed that three components of professional competence can be distinguished: positioning, basic and advanced. It seems expedient to adopt them to indicate the development levels of the linguamultimedia competence components of a foreign language teacher.

The linguamultimedia competence structure of the foreign language teacher

COMPONENTS OF LINGUAMULTIMEDIA COMPETENCE OF A FOREIGN LANGUAGES TEACHER	EXPERIENCE	ABILITY	LONG-TERM READINESS
	Motivational and emotional-strong-willed – The linguamultimedia motives of the foreign language teacher activity: emotional, cognitive, moral, aesthetic, etc .; – Striving to improve the linguamultimedia competencies, including the developing their own multilingual and multicultural personality; – Emotional stability in linguamultimedia formation	Informational (knowledge) – The linguistic awareness level in the terminology, theory and history of multimedia culture, the process of multimedia-mediated intercultural communication, as well as the theoretical and pedagogical knowledge in the field of functioning multimedia in multilingual and multicultural education	Contact-based – Frequency of communication / contact with multimedia and multimedia culture products in the context of multilingual and multicultural activities of foreign languages teacher
	Attitudinal and behavioural – The independence level in linguamultimedia activities; – The activity level of multilingual and multicultural multimedia activities; – The creativity level of innovation; – The ability to take a conscious risk when dealing with multimedia in a multilingual and multicultural activity context of the foreign language teacher	Methodical (skills) – Theoretical, pragmatic and methodological skills in the field of foreign language education through multimedia	
	Reflective – Ability to analyze critically the process of multimedia functioning	Practical and operational (skills, abilities)	

	in the multilingual / multicultural context and types/genres of multimedia products based on certain multilingual perception levels of multimedia and multicultural critical thinking, as well as the ability to analyze the lingual and multimedia activities (including the process of their own development) and the students' activities	– Ability to choose media and multimedia products, create / distribute your own multimedia products based on the appropriate level of communicative competence development in this context; – Linguistic multimedia self-education skills; – The ability to build educational activities in the context of educational and research linguistic and multimedia activities	

The linguamultimedia competence structure of the foreign language teacher makes it possible to simulate the educational process, the purpose of which is to develop the linguamultimedia competence with the formation of a didactically competent multicultural and multilingual personality of a foreign language teacher.

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