

# **MULTIDISCIPLINARY ACADEMIC NOTES. SCIENCE RESEARCH AND PRACTICE**

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# **TOWARDS A MULTILINGUAL AND MULTICULTURAL FUTURE: A NEW DIMENSION IN UKRAINIAN EDUCATION**

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## **Abstract**

The paper examines the current linguistic situation in Ukraine through the lens of multilingual and multicultural education with special emphasis on the rights and challenges of national minorities. Linguistic rights are human and civil rights that protect the individual and collective right to choose the language for communication. Linguistic rights in international law are usually treated in a wide-ranging frame of cultural and educational rights. First the article gives a general overview on minorities in Ukraine, then the focus is moved to the educational framework of the country as currently worded and finally, the paper analyses and recapitulates the state language policy implementation in Ukrainian education.

*Keywords:* multicultural education, linguistic rights, national minorities, equal opportunities, language policy implementation.

## **Introduction**

The issue of national minorities is particularly relevant to Ukraine. Since the 1990 Declaration on State Sovereignty of Ukraine, and the adoption of the Act of Independence on 24th August 1991, the country has tried to find a middle ground, the right policies and practices to protect and promote Ukrainian, the state language and the ways of inclusion the languages of national minorities in education and social framework.

The Declaration on the Rights of the Nationalities of Ukraine adopted by the Verkhovna Rada in 1991 guaranteed equality before the law for all citizens of Ukraine regardless of their race and national identity. This act in law set the core principles of state policy against discrimination and privileges of individuals and ethnic groups in Ukraine. Moreover, this legal act states the right to free use of minority languages in all areas of social life, including education, manufacturing, media, the right to establish cultural centers, societies, communities, and unions.

The Declaration on the Rights of the Nationalities of Ukraine is of great significance, it outlines the national policy towards establishing and maintaining favorable conditions for the development of national languages and cultures.

Preparing young people to be global citizens requires a multilingual and multicultural structure of educational system in Ukraine. Multilingualism and multiculturalism constitute the prospective benefits of global sustainability.

Byram (2008) views language teaching as a social and political activity. Thus, the role and educational responsibility of teachers of foreign languages have changed. Moreover, it gives new insights into the topic of foreign language education. He goes on and stresses that teachers should encourage young people to identify with the nation-state. The importance of understanding otherness, people beyond the national borders is crucial.

Global processes raise new tasks for the education as well as pinpoints the importance of equal opportunities for education and linguistic rights of national minorities.

Modern comprehensive education in Ukraine must reflect the general European dimension i.e., particularly through the teaching and dissemination of the languages of the Member States.

In the Ukrainian context: to support the languages and cultures of Ukraine's indigenous peoples, to promote cultural and linguistic diversity. If multiculturalism is accepted as essentially positive, good, and valuable, then diversity itself is a value and a virtue and should be heightened within the educational arena. Therefore, policies and programmes need to reflect and support cultural literacy, to make every effort to ensure equality of education opportunity and academic achievements.

At the same time there is a need to draw attention to the challenges that arise in multilingual education in Ukraine. Minority language education is rarely concerned as a research subject. On the one hand, the field of research of language policy is rather comprehensive and sensitive issue in Ukrainian linguistic landscape. On the other hand, it has become an extremely politicized theme. Education is responsibility of nation states and that is why the issue of multilingual and multicultural education can be extremely political. The minority card is being played by the political elite of Ukraine.

The focus should be shifted from politics to academic domain problems, namely multilingual and multicultural education in Ukraine.

Thus, the critical questions arise how to effectively implement the latest law on education, in particular language minority education and how to promote the importance of multilingual education as an effective means to prepare young people to live and cooperate in the new international environment and interconnected world.

### **Literature Review**

For the time being, due to a globalizing society cross-cultural, social, educational issues are marked up to a multicultural dimension. Educational policymakers must strike a sensible balance between enabling people to use local languages in learning and providing access to global languages through education (UNESCO, 2003).

Banks (2019) puts forward the following argument, he states that scope and goal of multicultural education is to re-design schools so that all students gain the knowledge, attitudes, and skills needed to perform in ethnically and racially diverse communities and nations, and in the world. The idea that multicultural education is in the shared public interest of democratic nation-states is a core principle of this scholar.

Ukrainian researchers Nikolska and Pershukova (2020, p. 6) suggest to improve the “conceptual foundations of multilingual education, taking into account Western

European experience and national characteristics, the requirements of the labour market and Ukrainian society”.

According to Grigule (2018, p. 10), “implementation of multilingual education is about the change of the education paradigm in correlation with socio-political processes and concerning stakeholders at all levels. At international level it relates to the Western approach to minority education. At national, state, and regional level, it relates to the gap between multilingual education management and methodological support in the context of the Ukrainian regional reform”.

Goodman (2009, p. 35) outlines that “continued monitoring of the political situation as well as explicit and implicit language policy practices in Ukraine is necessary to ensure language rights for speakers of all languages in the country. More research is also needed on the attitudes, status and educational access or conditions of national minorities other than Russian in Ukraine. Finally, more systematic, nationwide data on the historical, current, and predicted position of English within the language ecology of Ukraine is needed”.

The critical analysis of related literature confirms that learning and using minority languages in social and cultural life of society makes a positive impact on the children of minority groups regarding their personal development, cognitive, affective, and academic progress, and achievements.

To sum up, it should be stressed that there is an unexampled interplay of policy, practice, cultural behaviour, and beliefs in Ukraine, which are likely to influence and shape Ukrainian multilingual education.

### **Present Study**

The aim of this study is to determine multilingual and multicultural education in Ukraine as basis for the cultural capital of younger generation to become effective world citizens. The study design was based on mixed methods: desk review, case study, structured and semi-structured questionnaires.

Based on the nature of the study, two main research objectives have been defined:

- to outline the opportunities and challenges of multilingual education;
- to explore the effective ways of multilingual language medium.

The methodological basis of the study was the desk research – the analyses of published texts (peer-reviewed journal articles, book chapters), legislative documents, a comparison of their content and the synergistic approach to their interpretation. The participants of this study were 17 stakeholders at different levels: scholars, school authorities and teachers, representatives of non-governmental organizations whose knowledge, expertise and understanding of the current state of multilingual education in Ukraine are rather valuable. Consequently, the findings resulted from a synthesis of the literature and practice. One of the main tasks in multilingual education in Ukraine is to transform attitudes to this problem through greater understanding.

### **Discussion**

Multilingualism is a distinctive facet of the national structure of the population of Ukraine. According to All-Ukrainian Population Census of 2001, representatives of more than 130 nationalities and ethnic groups live in Ukraine, 2.9% of people speaks

a language of one of 130 ethnic groups. The main minority groups comprise Russians, Belarussians, Hungarians, Moldovans, Crimean Tatars, and Bulgarians. Ukraine also has minority groups of Poles, Romanians, Jews, Armenians, Roma, and other nationalities.

At the same time, as reported by the Ministry of Education and Science (MoES) in Ukraine (MON), only four languages other than Ukrainian or Russian are used as a medium of instruction in schools: Romanian, Hungarian, Crimean Tatar, and Polish (MoES, 2010).

The use of languages is determined by the Constitution and Law of Ukraine on National Minorities. This Law encloses some general provisions regarding the language related rights of national minorities: “Persons belonging to national minorities of Ukraine are guaranteed the right on education in municipal educational institutions of pre-school and primary education in the language of the national minority they belong to and in the official language of the State.” (Law of Ukraine “On National Minorities”, 1992).

Article 10 of the Ukrainian Constitution protects linguistic rights and legislates the basic constitutional principles for the functioning of languages in Ukraine: “The State language of Ukraine shall be the Ukrainian language. The State shall ensure comprehensive development and functioning of the Ukrainian language in all spheres of social life throughout the entire territory of Ukraine. Free development, use, and protection of languages of national minorities of Ukraine shall be guaranteed in Ukraine. The State shall promote the learning of languages of international communication. The use of languages in Ukraine shall be guaranteed by the Constitution of Ukraine and shall be determined by law.”

The Law of Ukraine “On Education” (1991) declares that all citizens of Ukraine regardless of sex, race, nationality, and religion have the right to free education in all public educational institutions.

Thus, educators are responsible for fostering in the students the respect to cultural, national, and historical values of the state of residence and the state of origin, to prepare young people for life and work guided by the principle of mutual understanding, respect, dignity, and peace among all nations, ethnic, and national groups.

Finally, the official position of the Ukrainian state is that the education law is in accordance with the Ukraine’s Constitution, the Framework Convention for the Protection of National Minorities and the European Charter for Regional or Minority Languages.

The research showed that to change and improve multilingual education in Ukraine, it is not enough to regard it only based on legislation. In Ukrainian discourse, the law cannot be the only resolution. A more sophisticated approach is needed to solve this problem. There is the urgent need to strengthen the place and the role of minority languages in formal and informal educational and socio-cultural environment.

Zabolotna et al. (2019) consider that there is minority students’ vulnerability to educational failure and language-based pressure on the part of neighbouring countries. Thus, there is a need to develop evidence-informed language policies in Ukraine.

Csernicskó (2017) strongly reinforces the inequities in Ukraine’s education system. He argues that recent in-depth analysis of the results of External Independent Test

affirms the nature of inequity in terms of learning opportunities and outcomes in secondary education. It also specifies the results of preparation for higher education in Ukraine.

Consequently, it is vitally important not only to find the balance but the true relationship between linguistic plurality in Ukrainian education and the European Charter for Regional or Minority Languages (1992).

The European Charter for Regional and Minority Languages (ECRML) was prepared within the framework of the Council of Europe and opened for signature in Strasbourg in 1992. The Charter came into force in 1998 and is aimed at protection and promotion of languages used by traditional minorities.

Hence, there should be a broader platform for discussing the issue of minority language education in Ukraine.

For effective implementation of the Ministry of Education's Roadmap for the implementation of Article 7 of the Law on Education of Ukraine, the following issues should be addressed:

- the thorough analysis and discussion of the experience and best practices of European Union member states in teaching and learning the state and minority languages.
- the development and improvement of curricula and the contextualization of textbooks and teaching materials.
- the proportions of teaching hours and subjects taught in the state and in minority languages in Ukrainian primary and secondary schools.
- the professional training of subject teachers working with pupils belonging to national minorities.

Education in minority languages in Ukraine is the basis for all-round development of the individual in linguistically and culturally diverse modern world, refining student's language knowledge building. Demonstration of student's bilingual/multilingual competence enables them to be better at problem solving, helps enhance student's creativity and critical thinking.

The study also revealed that the use of minority languages was of paramount importance and a salient part of language minority identity. Thus, the national language policy is to be aimed at maintaining and protecting their language rights and have an equal opportunity to get education, to learn and be taught in their mother-tongue language. Another key aspect of multicultural education should not be neglected. The practice and experience of European member countries manifest the necessity to assure the language minority groups of learning and mastering not only their native and foreign languages but the state language as well. It will enlarge their opportunities to enter higher educational institutions in Ukraine as Ukrainian is the language of instruction there.

### **Conclusion**

The paper explored the state language policy implementation in modern education in Ukraine. The findings enriched understanding of the current multilingual situation in Ukraine.

The conducted analysis gave the opportunity to see the profile of multicultural education in Ukraine in a new dimension, its specific contemporary features. It requires the new approaches to teaching young people in relation to multilingual and multicultural, globalizing society.

Deepening and broadening the dialogue about multicultural education with stakeholders at all levels might be an onward movement in developing Ukraine's education paradigm, which lay the ground for alternative teaching strategies, teacher training, curriculum planning, and assessment.

Articulating approaches for enhancing multilingual education in Ukraine, it is essential to underline the close connection between linguistic and human rights. Within the frame of principal common values members of national language minorities have the right to hold on to characteristic cultural identities. Multilingual education involves drawing on language and cultural capital to form positive learning cultures for learners. Teachers' responsibility in multilingual and multicultural education is viewed as participation in promoting and supporting of linguistic rights of national language minorities on a national scale, in coordinating with stakeholders to improve the national language policy and strategy.

Teachers and educators are to be respected and assisted as change agents.

Finally, new dimension of the multilingual education involves the understanding that the linguistic problems of national minorities cannot be solved without a sense of national coherence in addressing the needs of both parties the majority and minority: to manifest and strengthened Ukrainian as the official state language that helps to safeguard the unity of the country, to transfer values and traditions and advocate indigenous and minority languages through education and public engagement. It suggests both eagerness of the majority group to accept linguistic diversity and state strategy to guarantee equal rights for minority language groups.

Linguistic pluralism and cultural diversity should be supported and promoted in policy and law making in Ukrainian social and educational landscape.

Multilingual education should gain the upper hand in modern society.

Education is powerful and life-changing force, and its main mission, priorities and goals are to foster human and linguistic rights, national dignity, respect for cultural diversity, to open new conceptualization of identity and belonging, and shared responsibilities for upbringing the younger generation to be active and effective global citizens, to succeed both professionally and personally in modern quickly changing world.

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