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Multicultural education in the context of perception of educational texts

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Abstract

Globalization of social relations determines the range and vector of development of main operative forces of communicative interaction. In particular, innovative technologies and multiculturalism of the information flows become defining, which is especially important in the issues of modern education. There is a significant strengthening of the role of the multicultural component of information represented in a sign form and creating a materialized mediator in the interaction of consciousnesses. The article deals with the questions of a multicultural aspect of educational information in the learning process.

Key words: multyculturalism, educational text, integrity, communication, system complexity.

The sign environment, which objectifies information, is determined by a set of elements, in particular: participations of information interaction, sign systems where every sign has its own structure and behavior, rules of signs transformation, interpretation rules. During data exchange information moves threw three stages of subsequent transformations determining it semantic, syntactic and pragmatic aspects. Information in any type of representation has properties of objectiveness, fullness, authenticity, adequacy, accessibility, relevance; the participants of an information process may have their own requirements to the information regarding it's dynamic character, adequacy of methods, dialectic character of data and methods interaction.

The psychological structure of information as a sign system is represented as the trine: a sign – significance – sense. The sign system in this context is understood as an organized multitude of signs with relations and connections between them, forming certain integrity; the sing is understood as the mean of communicative interaction and thinking. The significance of a sign is the information carried by the sign; the sense of this information is psychological, deeply personal formations.

According to Spirova E.P. signified and signifier are inseparably related to each other. The term "signified" was used by Stoics and medieval philosophers.

It matter was expressed by *signatum* in Latin. This term was developed in details in the concept of F. Sossur where the reproduced in the field of language subject plays the main role. Classic linguistics expresses a sign using the binar system of signified and signifier [Spirova 2012: 336]. The above implies that transfer and understanding of information requires activity of subjects of communicative process because it implies in particular the process of reconstruction of the transmitted message. M.J. Lotman notes in his works that "Incomprehension, incomplete understanding or reinterpretation are not the byproducts of information exchange but belong to its essence. The unified and consistent code and the model of information exchange connected with it arise at a higher level: 1) During the process of scientific description of communicative act. 2) As the metalevel of self-reflection of the communicative act which is necessary for communication" [Lotman 2002: 64].

In the context of the educational process, focused on multicultural education, different forms of recording of information are used. These forms have general and specific characteristics in the sphere of reflection of objective reality. On the one side of triad there are the pictographic sign systems as the most intuitive and the least abstract systems, on the other side there are the text sign systems that have these characteristics in the highest degree; the central position belongs to the ideographic sign systems as the systems capable of transferring of more hidden from the direct perception of properties and characteristics of the studied object or its fragment.

Text as a sign system is most widely represented in the educational resources. The systems described above are multicultural and complementary towards it. As the main functions of the text as a sign system the following components are detached: the function of message transfer or expression of the meaning as an information flow, and the communication function i.e a communicative component. Educational texts, being creolized, are viewed as special lingvo-vizual phenomenon in which the verbal and iconic "statements" form one visual, structural, semantic and functional unit which exerts complex pragmatic impact on the recipient, that has weighty significance in the terms of multicultural educational process.

There is another approach to the problem of integrity, multicultural educational texts in particular, involving the distinction of three types of connections (structure, operation and development). This approach allows to allocate the structural, functional and genetic types of integrity. The first type is determined by a unified structure of relations between elements or parts of a whole, the second – by correlation of the multiple functions performed by the various elements of the system, and the third – by the presence of a generating element or structure [Romanov 2015a: 49–54].

Educational texts may be classified by several criteria: the form of presentation, didactic orientation of the place and role in the learning resource, etc. There are certain requirements for an educational text especially one that has multicultural orientation concerning ensuring invariance of understanding, design, accounting regularities of perception, speech difficulty, availability for a reader, content complexity. All properties and characteristics of an educational text of multicultural orientation allow to regard its functioning in the terms of classical universal scheme of communication (sender, addressee, contact, code, reported, message) and consider the text an invariant of many different speech acts, differentiated by spheres, forms and conditions of communication in the conditions of educational process.

In terms of methodology the consideration of multiculturalism of educational texts is considered within the system approach, taking into account multidimensionality of the discussed phenomena, the structure hierarchy. The noticed requirements, of consistency in particular, are sufficiently reflected by the theory of activity. It regards consistency as a dynamic system of the subject interactions with the world. During this interactions take place the emergence and implementation of mental image in the object, realization of mediated by the image relations of the subject in the objective reality.

Let us mention some aspects of perception of semiotic and symbolic information in the context of multicultural perception of educational texts. Firstly, the acceptance of semiotic and symbolic information by the recipient begins from the sense of reflection of individual properties of objects and phenomena of surrounding reality. Further on the stage of identification it forms the perceptual object image which is compared with keeping in mind templates, next identification of the object of perception provides the identification of the stimulus as given. Decoding is the "translation" from perceived signs to the units of inner speech, which are directly connected with the ideas and thinking. Multicultural understanding of educational texts is a specific cognitive process which results in the creation of new and recreation of old but perceived in a new way systems of concepts and images combining the product of this reflection itself and the relevant elements of personal knowledge.

Psychological scheme of semantic perception of educational texts in the context of multicultural aspect is presented as a system with three levels: the inducing level, the forming level of functional scheme of semantic perception, the implementing level. Understanding of the text in terms of its multicultural orientation is a complex multistage process involving perceptual-cognitive-affective processing of perceived information. This is a process that requires interaction of different types of knowledge: language, encyclopedic, clearly reflected in the text and latent, perceived at the level of holistic perception of the subject. According to Leontev D.A. "It is accepted in psychology to contrapose

values – socio-cultural invariants, which secured the overall, shared experience to individual, uncodified and uncommunicative meanings" [Leontev 2003: 487]. Correlation of meanings and values in the context of multicultural perception of educational texts is a universal model of communication between the representatives of social communities, differ by any base.

Unique opportunities from the view of multiculturalism in contemporary educational texts are granted by modern computer educational systems. Modern information technologies of education in particular in psychology allow to shift the emphasis from theoretical to practical knowledge and activate educational processes. Bovtenko M.A. notices that to classify educational computer programs the following criteria are used: learning objectives, capabilities of integration of programs and the educational process [Bovtenko 2005: 216].

Educational multicultural oriented text, as an objective reality, given for students perception, is both a form of objectification of information and means of broadcasting of some immaterial essence. Text plays a mediating role between the author and the reader, immanently contains such kinds of information as factual, implied and conceptual information. The understanding of multicultural oriented text is a realization of procedures ensuring transformation of information during the transition from ignorance to knowledge: interpretation, reinterpretation, convergence, divergence, conversion. For relatively invariant understanding of multicultural texts it is required to know the meaning of words and phrases, and their relationships within the phrase, have certain knowledge that underpin the content of the text, to be able to set logical relations between elements of the text. The understanding of multicultural texts in the contemporary world, it is an essential element of training success. The perception and understanding of multicultural educational text, in the light of contemporary theories, should take into account the activity of the perceiving subject, the perception involvement into the activity system, purposefulness of perception, its dependence on such factors as motivation, environment context, the previous experience of the recipient, the complexity and integrity of the semantic connections of the perceiving subject.

Why does the divergence in understanding of texts, in particular texts having a multicultural component arose? Antonovskiy A.Y. notices that "there is an important difference in the understanding of systems of consciousness and the understanding in communication systems. In the latter case, the thematization of understanding is an indicator of stopping of this very communication". In other words, if a student does not understand what he should say on the exam, the problem arise not in his mind, but in the sphere of communication with the teacher [Antonovskiy 2011: 400]. This idea may be developed futher. Understanding is supposed to be an adequate if it follows by conclusions which are correct in pragmatic sense. At the semantic levels, the understanding is an orien-

tation that serves activities that fall outside the communicative processes located outside the interaction with the text.

Prospects of research of questions related to the multicultural orientation of educational texts are seen, first of all, in dealing with issues related to the tasks of invariance of meaning in communication processes. Also they are seen in the registration of integrity and system complexity of perception of the recipient during the reception and processing of information of educational texts.

Separately it should be noted that almost all modern fields of research and technologies in one or another form find their reflection in the information networks, which predetermines the necessity of timely study of the processes of appearance and development of new scientific and psychological studies with active involvement of modern information systems capacity [Romanov 2015b: 102–105].

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