Original article

SHAPING TOLERANCE AND CIVIC ENGAGEMENT THROUGH FOREIGN LANGUAGE AND GEOGRAPHY

N.G. Kozlova, M.V. Panina, O.P. Diyanova

Abstract

Background. The paper focuses on the interdisciplinary interrelations between geographical science and English as a foreign language in their role and possibilities in shaping a socio-cultural position, mainly its constituents such as ethno-tolerance and civic engagement. Materials and methods include a large-scale international survey of adolescents aged 13 - 17 from several countries regarding their level of proficiency in English as a foreign language, their goals in learning the language, their interests in the classroom, the socio-cultural environment in their school, and their current socio-cultural position (in 6 aspects). As a result of the research, a sample of technological map of a series of lessons in the 6, 7, 9, 10 grades aimed at shaping the socio-cultural position by using geography and a foreign language was represented. The designed sample of a series of lessons shows the effectiveness of geography and foreign language in shaping the two main parts of socio-cultural position: tolerance and civic engagement. The data received were analyzed according to the "Index of Tolerance" and explained by the present situation in the classes under the experiment. The research novelty lies in the metasubject combination of two disciplines in working together on the course of socio-cultural position development.

In the present day situation, where, on the one hand, globalization is gaining its popularity, and, on the other hand, there are a lot of multinational classes in Russian schools, the questions of tolerance and civic engagement arise. The authors of the article suggest a sample of a technological map of a series of multidisciplinary lessons of Geography in English for 6,

7, 9 and 10 graders in combination with a set of out of classroom activities, whose aim is to shape tolerance and civic engagement.

Purpose – is to design a sociocultural environment at a secondary school with the help of the means of Geography and English as well as out of classroom activities in English that would help to grow tolerant and active citizens. The tasks are: to analyze and systemize the theoretical knowledge; to develop and conduct among 13 - 17 year-old students a questionnaire that will show the level of their current sociocultural position; to design a sample of a map of a series of multidisciplinary lessons of Geography in English for 6, 7, 9 and 10 graders, whose aim will be to shape tolerance and civic engagement in the students of these age groups; to conduct a series of lessons in each of these grades with the use of the sample of the map and to analyze its effectiveness in shaping the students' tolerance and civic engagement.

Materials and methods. The main method of the studies is conducting and analyzing online questionnaire among teenagers from different countries. Quantitative indicators were used as an element of describing the dynamics of the changes in the educational and experimental environment. The article is based on a complex of theoretical literature and regulatory legal acts, statistical and reference materials, periodicals.

Results. During the implementation of the assessment modules, a sample of a series of interdisciplinary lessons in the 6, 7, 9, 10 grades was developed. The topics of the lessons were "The History of Populating the Mainland. Commonwealth of Australia" and "Ethnic and Linguistic Composition of the Population of Russia". One of the lessons is represented in the technological map, which shows the place and the role of the activity components at the lesson, particularly geographic and linguistic. Three groups of the aims of the lesson were formulated: *learning* and the skill of working with a map and formulate the conclusions based on the knowledge acquired; *developing* based on interdisciplinary connections of Geography with the English language; individual and team *discussions*, *searching* for solutions and *summarizing* the results of a new task. Personal learning outcomes prepare the students for participation in socially significant activities, a conscious and benevolent attitude towards another person and their opinion, expand communicative competence in communication and cooperation with peers

in educational, socially useful, pedagogical, research and creative activities. The lesson was developed using elements of productive technologies, problem-based learning, and the development of research skills.

Keywords: value settings; ethno-cultural tolerance; linguistic communication; foreign (English) language; geography; cross-subject skills; civic engagement

Научная статья

ФОРМИРОВАНИЕ ТОЛЕРАНТНОСТИ И АКТИВНОЙ ГРАЖДАНСКОЙ ПОЗИЦИИ СРЕДСТВАМИ ИНОСТРАННОГО ЯЗЫКА И ГЕОГРАФИИ

Н.Г. Козлова, М.В. Панина, О.П. Диянова

Аннотация

Обоснование. В статье основное внимание уделяется междисциплинарным взаимосвязям между географической наукой и английским языком как иностранным в их роли и возможностях формирования социокультурной позиции, главным образом таких ее составляющих, как этнотолерантность и гражданская активность. Материалы и методы включают крупномасштабный международный опрос подростков в возрасте 13 - 17 лет из нескольких стран относительно их уровня владения английским языком как иностранным, их целей в изучении языка, их интересов в классе, социокультурной среды в их школе и их текущего социокультурного положения (в 6 аспектах). В результате проведенного исследования был представлен пример технологической карты серии междисциплинарных уроков в 6, 7, 9, 10 классах, направленная на формирование социокультурной позиции с использованием географии и иностранного языка. Такой урок демонстрирует эффективность географии и иностранного языка в формировании двух основных со-

ставляющих социокультурной позиции: толерантности и гражданской активности. Полученные данные были проанализированы в соответствии с «Индексом толерантности» и объяснены текущей ситуацией в классах, где проводился эксперимент. Новизна исследования заключается в метапредметном сочетании двух дисциплин в совместной работе над курсом формирования социокультурной позиции.

В современной ситуации, когда, с одной стороны, глобализация набирает все большую популярность, а с другой – в российских школах много многонациональных классов, возникают вопросы толерантности и гражданской активности. Авторы статьи предлагают пример схемы междисциплинарных уроков географии на английском языке для учащихся 6, 7, 9, 10 классов, целью которого является формирование толерантности и гражданской активности.

Цель – создать в средней школе социокультурную среду средствами геграфиигеографии и иностранного языка и внеклассных мероприятий на английском языке, которая способствовала бы воспитанию толерантных и активных граждан. Задачи: проанализировать и систематизировать теоретические знания; разработать и провести среди учащихся 13 - 17 лет анкетирование, которое покажет уровень их текущей социокультурной позиции; разработать схему серии междисциплинарных уроков географии на английском языке для учащихся 6, 7, 9 и 10 классов, чья цель будет заключаться в формировании толерантности и гражданской активности у учащихся этих возрастных групп; провести серию уроков в каждом из этих классов с использованием образца карты и проанализировать ее эффективность в формировании толерантности и гражданской активности учащихся.

Материалы и методы. Основной метод исследования – проведение и анализ онлайн-анкетирования среди подростков из разных стран. Количественные показатели использовались как элемент описания динамики изменений в образовательной и экспериментальной среде. Статья основана на комплексе теоретической литературы и нормативных правовых актов, статистических и справочных материалах, периодических изданиях.

Результаты. В ходе внедрения оценочных модулей была сделана методическая разработка 1 из серии междисциплинарных уроков, кото-

рые можно использовать с модификацией в 6, 7, 9 и 10 классе. Темами уроков были «История заселения материковой части Австралии. Австралийское содружество», а также «Этнический и языковой состав населения России». 1 из уроков был представлен в виде технологической карты, которая показывает место и роль компонентов деятельности на уроке, в частности географического и лингвистического. Были сформулированы три группы целей урока: *обучение* и выработка навыков работы с *картой* и формулирование выводов на основе полученных знаний; развитие, основанное на *междисциплинарных* связях географии с английским языком; индивидуальные и командные *обсуждения*, поиск решений и подведение итогов выполнения новой задачи. Личностные результаты обучения подготавливают учащихся к участию в социально значимых видах деятельности, осознанному и доброжелательному отношению к другому человеку и его мнению, расширяют коммуникативную компетентность в общении и сотрудничестве со сверстниками в учебной, общественно полезной, педагогической, исследовательской и творческой деятельности. Пример урока был разработан с использованием элементов продуктивных технологий, проблемного обучения и развития исследовательских навыков.

Ключевые слова: ценностные установки; этнокультурная толерантность; лингвистическая коммуникация; иностранный (английский) язык; география; межпредметные навыки; гражданская активность

Introduction

The modern person's position in the world labor market, business, and economics is formed by the complex (group) of competencies necessary for successfully implementing tasks and a set of value imperatives that allow one to associate their personality with the ethno-cultural group of people. In turn, global economic processes do not belong to one or two

countries leading business negotiations; they are permeated with global connections in socio-economic processes, dialogue of cultures and nations, and global competencies. In this vein, the necessity of shaping linguistic communication skills, spatial thinking, complex event analysis, value settings, and civic engagement should be noted.

The present research focuses on two subject areas, the content environment of which forms the basis for shaping ethno-cultural tolerance and civic engagement among the younger generation. English is becoming an increasingly relevant language since it is spoken by many people in the modern world. Nowadays, it is insufficient to know only the linguistic equivalents in the two target languages. For successful cross-cultural communication, it is crucial to have certain socio-cultural knowledge and behave following the norms and generally accepted rules in a particular country and culture. What is considered a norm in one culture can be unacceptable in another one.

In Russia, the state educational standards of the third generation to higher education define the groups of universal, basic, general professional competencies and professional competencies that allow future specialists to master socio-cultural interaction skills.

The universal competences include the competence of "Communication" that demands the graduate's "knowledge of the rules and norms of communication in the state and foreign languages, cultural norms of communication, various methods of argumentation and persuasion in the communication process", as well as their ability "to conduct a discussion, build arguments in the state and foreign languages". The universal competence "Historical consciousness and patriotism" demands that the graduate "knows the features, main stages and patterns of the civilizational development of Russia and foreign countries, the historical and cultural foundations of the unity of the multinational people of Russia, national interests and its positive role in world politics, the foundations of the common civil and identity of Russian society"; and their ability "to analyze the main stages and patterns of Russia's development in the context of world history, substantiate historical conquests, state, cultural, multinational and confessional unity of the country, national interests and

progressive role in world politics and international conflicts, critically comprehend the geopolitical situation, and reasonably counteract falsifications of the Russian history". The universal competence of "Legal and political consciousness, civic position" presupposes the graduate's ability "to uphold a civic position" [15].

The tendencies in the modern educational relationships demonstrate that the so-called universal competencies acquire growing importance; they are intertwined in subject knowledge and form interdisciplinary teaching results [20].

At the same time, from the perspective of student training, when graduating from secondary and high school, a student must (1) demonstrate a pre-formed set of social interaction competencies, in particular, speak at least one foreign language; (2) understand the customs and the culture of other countries, admit the principles of multiculturalism, and possess the skills of interpersonal interaction.

The complex of legal, social, and political competencies and the ability to transform the acquired knowledge into the social reality, following moral and ethical norms, are also required. The students must demonstrate humanism, tolerance, civic engagement, high social responsibility, law-abiding behavior, healthy lifestyle, respect towards cultural values, critical thinking, and well-developed oral and written communication skills.

The requirements for the skills in basic general education show that the emphasis has been shifted to shaping civic engagement in the field of social disciplines and developing national self-awareness when mastering a foreign language. These requirements are consistent with the Federal State Standard of the third generation, aimed at developing cross-subject skills and personal results of mastering subject spheres.

This situation requires an integrative approach to teaching and educating not only on the part of the teachers of different subjects, but also from the position of socio-cultural practices of the students. Considering how the standards concerning the formation of communicative skills and social positions of students are built, we would like to say that employers' high standards, imposed not only on experienced employees but also

on university graduates, are not accidental. Succession in the stages of education plays an essential role here.

Modern studies explore the role of socio-cultural practices in civil-law, patriotic, and ethno-cultural education in the younger generation. At the same time, "socio-cultural position" is defined in the present research as "a specified combination of views and beliefs which serves as the basis of behavior and actions of the person-specialist in his/her everyday and professional vital activity" [8].

It is impossible not to agree with O.A. Zotova, that "the spiritual, moral and creative development of a personality is reflected in the system of its existential values. Knowledge about artistic values will contribute to the formation of a personality, develop its moral ideals, foster a culture of feelings and aesthetic taste" [6].

In connection with the developing market globalization, we suppose that the set of important professional qualities should be supplemented by *civic engagement.* I.D. Lapteva summarized the analysis of the term "civic engagement" in scientific literature. She wrote, "Civic activity is a life position consciously chosen by the subject, based on civic value orientations, supported by the motivation of civic duty and responsibility, implemented in the forms of civic behavior" [9]. S. Belousova fairly noted that co-learning of languages and cultures, mutually acceptable human values, and basic national values sets the foundation for shaping *citizenship identity*, the feeling of *patriotism* and *pride* for one's nation, motherland, country; it raises awareness of one's ethnic and national identity [2].

The subject sphere of socially important disciplines has always been the basis of shaping civic engagement. Historical and cultural values formed by the geographical science and its visual images contribute to the formation of identity and attract any linguistic means for cross-cultural communication. The combination of linguistic techniques and geographical analysis allows one to create "the portrait" of the territory, contrast the languages, cultures, and systems of socio-cultural inter-relations.

We suppose that the shaping of socio-cultural position with the students will be more effective if the following factors are defined: (1) the system of socio-cultural values; (2) criteria for assessing socio-cultural

phenomena; (3) interlocutors' feelings: tolerance and empathy; (4) the civic engagement of the interlocutors.

The civic engagement of both the student and the teacher is one of the conditions of shaping a socio-cultural position. As an institute of social relationships, civil society has a certain authority only if many citizens participate in the processes happening in its activity. The more active, organized, and cohesive the group is, the higher civic engagement. The person, in this case, acts as a committed participant in the life of the society, being aware of their acts and realizing common social values without losing public and social interests. The indicators of civic engagement can be enriched by the socially significant work, organizational and leadership skills, initiative, and understanding of one's place and role in the occurring processes. When evaluating and discussing social, political, and other processes, one can also trace how the person perceives the situation and criticism. These factors show the activeness in society and the qualities of a citizen [9].

Within the pedagogical science, the possibility of citizenship education and the formation of civic engagement was studied by T.V. Bolotina, I.V. Sukolenov, and others [3]. Particular attention to citizenship education was paid by P.P. Blonskiy, A.S. Makarenko, V.A. Sukhomlinsky, T.S. Shatskiy. The scholars considered it necessary to bring up in children the love to their family and parents, respect to people, as well as form spiritual needs [19]. Some scientists explored the influence of social and political factors on shaping the phenomenon of citizenship [12; 17]. In the Universal Declaration of Human Rights, the following definition of civic engagement is given, "a responsible fulfillment of citizenship duty" [14].

Citizenship is a moral position expressed in the feeling of duty and responsibility of the person to the civil group to whom the person belongs (e.g., the country, the family, the church, the professional or other community), expressed in the person's readiness to defend oneself from any invasion in one's rights and interests.

A well-known citation, "to live in the community and be free from it is impossible," belonging to V.I. Lenin has always been relevant. The authority of the civil community in the system of public relations is di-

rectly proportional to the involvement in the activity of its institutions of an absolute majority of the citizens, their activeness, organization, and cohesion in the implementation of specific goals and values.

Civic engagement is the sensible participation of the person in the life of the society, which reflects the person's conscious actions (deeds) concerning the environment on a personal and social level, which are directed on the implementation of public values with the adequate correlation of personal and social interests.

The components of civic engagement include three types of it: social activity, civic consciousness, and civic qualities. Civic engagement implies a mandatory interest in socially significant work, the possession of organizational skills, initiative and a sense of duty, and an adequate understanding of personal significance.

Based on the position of a person regarding the current situation in the country and the mood in the society, as well as the attitude of a person to critical comments to their statements, one can make an assumption about the social activity of a person and their civic qualities (i.e., the nodal components of civic engagement) [10].

To summarize, tolerance in the global world and a multinational society and active civic engagement of the citizens is of prior importance nowadays. The goal of this experiment is to design a sociocultural environment at a secondary school that would help to grow tolerant and active citizens. The tasks are: to analyze and systemize the theoretical knowledge; to develop and conduct among 13 - 17 year-old students a questionnaire that will show the level of their current sociocultural position; to design a map of a multidisciplinary lesson of Geography in English for 6, 7, 9 and 10 graders, whose aim will be to shape tolerance and civic engagement in the students of these age groups; to conduct a lesson in each of these grades with the use of the map and to analyze its effectiveness in shaping the students' tolerance and civic engagement.

Materials and methods

The concept of the socio-cultural position defined earlier comprises six aspects: (1) politeness; (2) tactful communication; (3) willingness

to compromise; (4) tolerance; (5) diplomacy; (6) civic engagement [8]. In each of the six criteria, we distinguished several indicators and three levels: optimal, acceptable, and critical [8].

Based on these indicators and levels of the criteria of the socio-cultural position being formed, we conducted large-scale testing of adolescents from several countries to detect their readiness for cross-cultural communication. Participation of adolescents aged 13 - 17 from Russia, Lithuania, and Italy was registered. The total number of respondents was 146. The testing was performed using Google Forms. The adolescents answered the questions in the survey online. The questionnaire contained the following questions:

- How long have you been learning English?;
- How many hours of English a week do you have?;
- What is your level of English?;
- Why are you learning English?;
- What topics are interesting to you to discuss at the lessons of English?;
- How do you use English at school but outside the classroom?;
- Do you use polite words and intonation in conversation?;
- Do you admit that your interlocutor may have a different opinion?;
- Are you ready to make concessions if you and your interlocutor have different opinions?;
- Do you consider all cultures of the world similarly good, or do you consider any culture better than others?;
- In case of a conflict situation in the conversation, how do you get out of it?;
- Are you proud of your nationality?;
- How do you act during the class discussion of the problems in your country?

The main method of the studies is designing and conducting and analyzing online questionnaire among teenagers from different countries. Quantitative indicators were used as an element of describing the dynamics of the changes in the educational and experimental environ-

ment. The article is based on analyzing and systemization a complex of theoretical literature and regulatory legal acts, statistical and reference materials, periodicals.
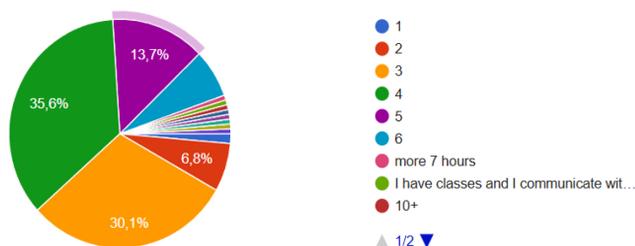
A map of a multidisciplinary lesson of Geography in English for 6, 7, 9 and 10 graders was designed and a lesson in each of the age groups was conducted with the use of the map. The aim of the lesson was to shape tolerance and civic engagement in the students of these age groups. The effectiveness in shaping the students' tolerance and civic engagement with the use of the multidisciplinary map was calculated according to the Index of Tolerance.

Results and Discussion

Fig. 1. The number of hours of English per week
Source: Compiled by the authors
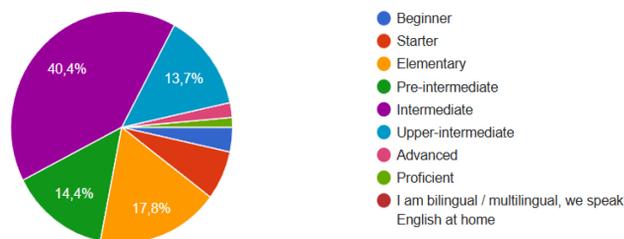
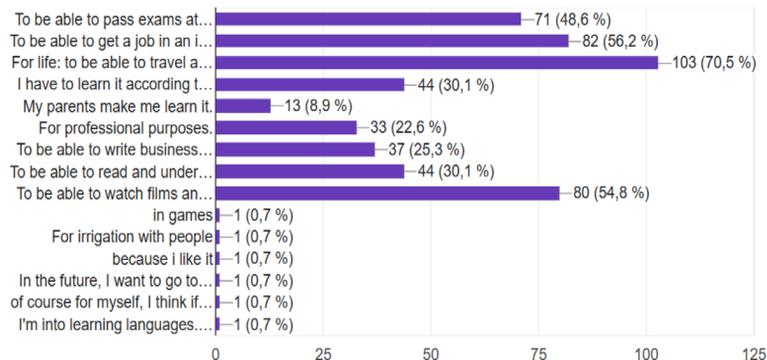**Fig. 2.** Level of English proficiency
Source: Compiled by the authors

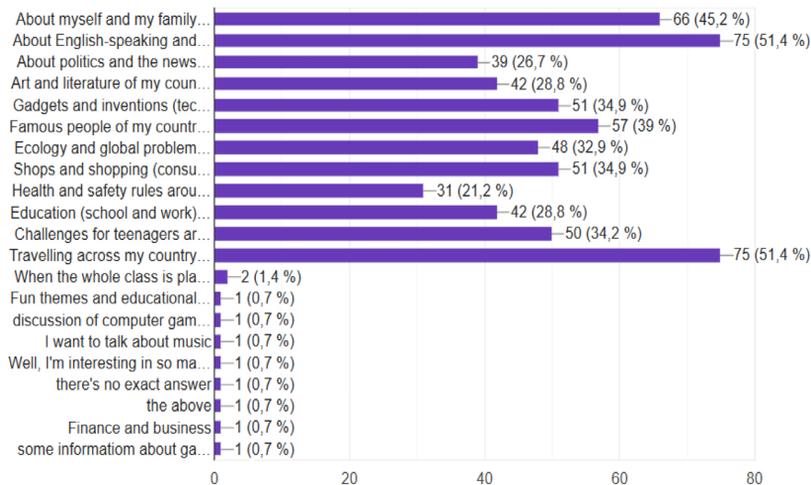**Why are you learning English?**

146 ответов

Fig. 3. Reasons for learning English
Source: Compiled by the authors

Choose the topics that are interesting to you to discuss at the lesson of English with your teacher and your classmates. You can choose as many as you like. If there is no topic you like to discuss, choose the last item on the list and write your favourite topic:
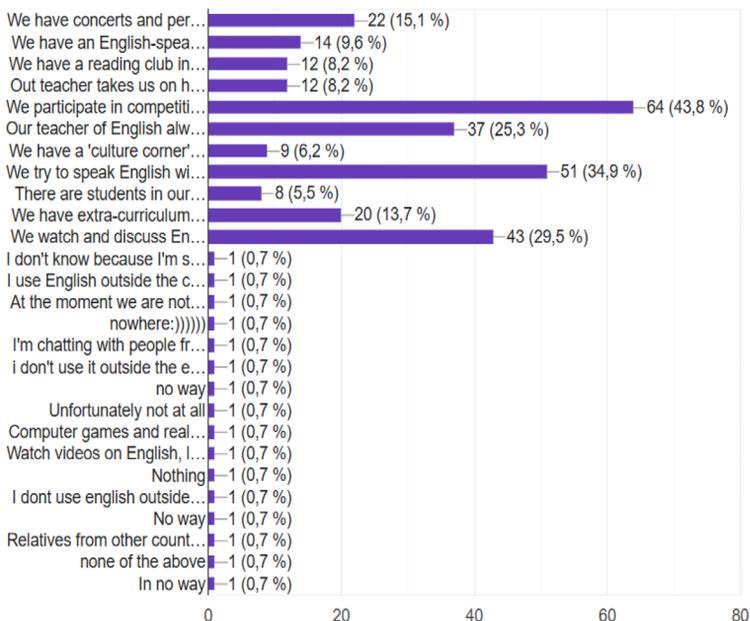
146 ответов

Fig. 4. Topics interesting to the adolescents
Source: Compiled by the authors

How do you use English at school but outside the English classroom?
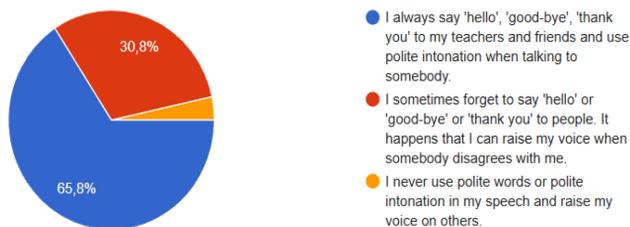
146 ответов

Fig. 5. Using English outside the classroom
Source: Compiled by the authors

When talking to teachers and friends, do you use polite words (please, excuse me, sorry, thank you) and polite intonation (with a rise at the end of the sentence)?
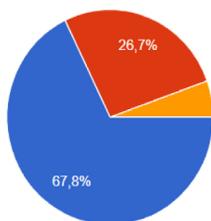
146 ответов

Fig. 6 The use of polite words
Source: Compiled by the authors

Do you admit, that the other person you are talking to may have another opinion, different from yours?

146 ответов

Копировать диаграмму

- I regularly ask my interlocutor what he thinks on this topic. I never show negative emotions when people disagree with me. If I disagree, I use s...
- I'm not always interested in the other person's opinion. I can show negative emotions if they disagree with me. If I disagree, I can interrupt the other pers...
- My opinion is the most important. If I disagree, I always show negative emotions. I always interrupt the other...
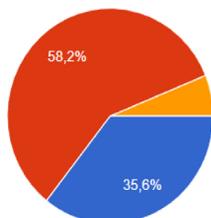
26,7%
67,8%

Fig. 7. Do you admit that the other person you are talking to may have another opinion, different from yours?
Source: Compiled by the authors

Are you ready to make concessions when you and your interlocutor have different views on the topic?

146 ответов

Копировать диаграмму

- I always try to find a compromise when we disagree and I am ready to sacrifice my principles for mutual agreement.
- I sometimes try to find a compromise and I am ready to give up some of my principles.
- I think my personal opinion is always right and I am not ready to give up any of my principles.
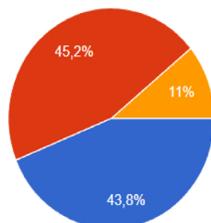
58,2%
35,6%

Fig. 8 Are you ready to make concessions when you have a different view?
Source: Compiled by the authors

When there is a conflict situation, how do you get out of it?

146 ответов

Копировать диаграмму

- I will do everything in my power to solve the conflict and not to have it in the future.
- Sometimes I try to solve the conflict. I not always use means to prevent the conflict.
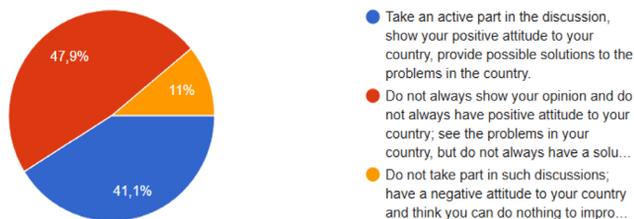- If there is a conflict, I continue insisting on my personal opinion and do not try to solve the conflict.

45,2%
11%
43,8%

Fig. 9. How do you get out of a conflict?
Source: Compiled by the authors

When there is a class discussion about your country, you:

146 ответов

Fig. 10. How do you behave when there is a class discussion about your country?
Source: Compiled by the authors

The responses received to the first two questions (Fig. 1, Fig. 2) assume that the number of hours in class does not play the key role in mastering a foreign language. Almost 70 % of the respondents had English lessons 3 - 4 times a week, and most adolescents (41 %) reached only an intermediate level of English by the age of 15. Meanwhile, the upper-intermediate level was reached by 13 % of the students. Some students had 7 - 10 hours of English a week, and by 15 years of age, they could achieve only elementary or pre-intermediate level. We can conclude that the number of hours does not significantly influence the level of mastering the target language. We dwelled on the question of what influences the quality of mastering a foreign language later in the paper.

The question "Why are you learning English?" (Fig. 3) showed that the majority of the adolescents were learning the language "for life" in order to (1) travel and communicate with the native speakers (70.3 %); (2) get a job in an international company (55.9 %); (3) watch films and videos in English (55.2 %). Many adolescents set a goal to pass exams (48.3 %), to be able to read specialized literature (30.3 %), and 30.3 % of respondents replied that "they must learn the language according to the school curriculum".

The majority of the respondents enjoyed discussing topics about English-speaking and other countries (51.7 %); traveling around their countries and to other countries (51 %); themselves, their friends, and families (44.8 %), prominent people in their countries and oth-

er countries (38.6 %); shops and shopping (35.2 %); gadgets and inventions (technology) (34.5 %); challenges for adolescents from different countries (33.8 %); ecological and global problems in different countries (33.1 %); education in different countries (29 %). The data obtained reveals that socio-cultural topics are not only useful when learning a foreign language but are also of great interest to modern teenagers from different countries (Fig. 4). We find support to the results of the survey on this question in the work of O.A. Kozhevnikova [7].

The question "How do you use English at school but outside the classroom?" (Fig. 5) exposed the socio-cultural environment of the school where the students are studying. Mainly, the socio-cultural environment of the school is created with the means of children's participation in contests, competitions, and Olympiads (44.1 %), the students' communication with each other in English (35.2 %), watching and discussing films in English after classes (29.7 %), using English by the teacher outside the classroom (25.5 %), children's participation in school concerts and performances (15.2 %), extra classes of English at the school (13.8 %), reading English books at school after classes (8.3 %) and speaking clubs (9.7 %), as well as trips to English-speaking countries on holidays with the teacher of English (8.3 %). Also, a few responses of the adolescents were of great interest to us as they allowed us to realize what means the teachers of English use to create the socio-cultural environment in their school: English culture corner in English classroom, non-speakers of the native language in the class (international students), relatives who live in other countries and speak a different language, watching films and listening to songs in English as a hobby.

Based on the data received in the questionnaire covering adolescents from different countries, we can claim that it is not sufficient to have 3 - 4 lessons a week at school for effectively mastering a foreign language. It is necessary to use the target language outside the classes. First, such a measure improves the knowledge of a foreign language. Second, thus the student uses the language being learned in real communication, which

motivates a person in the learning process and increases its effectiveness. Having analyzed the data received, we came to the conclusion that the students who have a medium number of lessons of English a week (3 - 4) with a highly developed socio-cultural environment at school possess a higher level of a foreign language than those who have 7 - 10 hours of English a week but do not participate in the socio-cultural environment at school.

The next part of the questions in the questionnaire was aimed at detecting formed socio-cultural position with the students by 5 - 7 years of learning a foreign language. The data received indicate that the majority of the adolescents in different countries demonstrate the "acceptable" level of socio-cultural formation, which requires further improvement to reach a high level of socio-cultural formation.

Assessment and diagnostic research on the level of tolerance to different cultures were conducted in the 6th, 7th, 9th and 10th grades before the module "Work" and after its implementation. The ascertaining stage was determined by the age characteristics of the students and the hypothetical expression of the imperatives of tolerance among them. The lessons and homerooms were conducted as part of geographic and linguistic modules of Moscow Municipal School "Kuzminki". A survey of the students to detect the level of personality tolerance was conducted based on the materials and the methodology of G.U. Soldatova [18].

The test "Index of Tolerance" has the following assessment scale: 22 - 60 indicate a low level of tolerance, 61 - 99 is a medium level of tolerance, 100 - 132 is a high level of tolerance. The questionnaire "Index of Tolerance" includes several statements that can be "True" or "False" depending on the respondent's personality.

The questionnaire allows one to assess in more detail the formation of the knowledge of key ideas about tolerance, its essence and manifestations, diversity of the world and polyculture of the global space and attitude to them. The peculiarity of the questionnaire is its ability to assess the formation of tolerance as an integrated dynamic personality quality, mainly on the grounds of knowing what tolerance is.

The choice of diagnostic materials is due to the fact that the categories of respondents are students of an educational institution engaged in ethno-cultural communication with peers, representatives of different ethnic groups, which makes it possible to evaluate the interaction personally. Moreover, the questions have clear wording and corresponding terms due to age peculiarities.

The events were given which often happen in society and describe different social groups (tramps, criminals, mentally unstable people). If necessary, one can consider three subscales of the questionnaire: diagnostics of ethnic and social tolerance as well as tolerance as a characteristic of the personality.

The common result was calculated for quantitative analysis without division into subscales. The assessment of the tolerance level was conducted in the following way:

22 - 6 – a low level of tolerance, a distinctly negative attitude to the surrounding world.

61 - 99 – a medium level of tolerance, a combination of both tolerant and intolerant features (in some situations, they behave tolerantly, while in others, they can show intolerance).

100 - 132 – a high level of tolerance, distinct characteristics of a person being tolerant. The results reaching the upper border (more than 115 points) show that a person blurs the boundaries of tolerance, the so-called psychological infantilism and indifference [18].

At the same time, high or very low results in the junior age group can demonstrate the absence of experience of social contact or refraction of outsider's experience (mostly the parent's/parents').

The questionnaire materials in the answers can often express a person's attitude to the world around them, as well as social attitudes in various spheres of human activity where tolerance is manifested.

During the implementation of the assessment modules, a sample of a series of interdisciplinary lessons in the 6, 7, 9, 10 grades was developed. The topics of the lessons were "The History of Populating the Mainland. Commonwealth of Australia" and "Ethnic and Linguistic Composition of the Population of Russia".

The sample of the series of the lessons was represented in the technological map (Table 1), which shows the place and the role of the activity components at the lesson, particularly geographic and linguistic.

Three groups of the aims of the lesson were formulated.

The first group involved *learning*, getting the students acquainted with the image of social and political unity (Australia, peculiarities of its history, population statistics) to continue shaping the knowledge of peculiarities of the geographical position of the mainland, the skill of working with a map, and formulate the conclusions based on the knowledge acquired.

The second group implied *developing*: forming a picture of colonization and settlement of the territory based on interdisciplinary connections of Geography with the English language, continuing the formation of skills for using various sources of information to solve cognitive tasks, the enrichment of active and passive vocabulary, the development of coherent speech, and the formation of communication skills.

The third group was connected with the *educational component*: developing the skill of conducting individual and team discussions, independently searching for solutions and summarizing the results of a new task, continuing to form an ethnic picture of the world based on the study of nature and the population of mainland Australia, instilling responsibility for the final result.

Subject results of teaching allow one to get the students acquainted with the main peculiarities and stages in the history of populating the mainland and ethno-cultural classification.

The *interdisciplinary* component dealt with shaping the skill of setting a learning goal and planning the activity under the guidance of the teacher; working following the goal and plan suggested; distinguishing the key points, substantial signs of the terms; participating in the joint activity; stating the opinion confirming it with the facts; searching and acquiring information in learning materials and reference manuals; compiling the description of the objects; working with text- and non-text components.

Personal learning outcomes prepare one for participation in socially significant activities, a conscious and benevolent attitude towards another person and their opinion, expand communicative competence in

communication and cooperation with peers in educational, socially useful, pedagogical, research and creative activities.

The lessons were developed using elements of productive technologies, problem-based learning, and the development of research skills.

Table 1.

A sample of a technological map of the series of lessons on the topic of "The History of Populating the Mainland. Commonwealth of Australia"

Stages of the lesson/ Semantic blocks of the content	Activity Components of the Lesson			Specification of the teacher's tasks
	Geographical component	Structure of the student's activity	English component	
Organizational and Motivational Stage				
Motivation, referring to the topic of the lesson, formulating the goal of the lesson	Bringing back the history of populating the Australian mainland and the historical and cultural peculiarities of Polynesia	Defining the goal and the tasks of the activity, applying the earlier studied material	Working with the terms: aborigines, nature peculiarities, continent's history, constitutional monarchy	Creating the motivational constituent to the student's activity
Content Stage				
Populating the Australian mainland	Identifying the ethnic composition of the population and the factors determining it based on the study of new material: the history of the mainland discovery. Travellers	Extracting information, analysis, representation in a different form, distinguishing interrelations	Pair work: reading about Australia	Forming concepts, organization of solutions to the situational task
Commonwealth of Australia symbols	Finding the connection between symbols based on educational tools: the Commonwealth of Australia: the emblem, the flag	Extracting information, analyzing, explaining, highlighting the main items	Work in groups: answering the questions of a mini-test	Organizing semantic reading

Identifying the nature and nation peculiarities of the Commonwealth of Australia	Forming the characteristics of the animal world of the continent	Extracting information, analyzing, representing in a different form, applying it in a new situation	Watching a video, compiling the characteristics of the indigenous population with the use of different sources of information	Organizing individual work, providing advisory assistance
Evaluation and Reflection Stage				
Self-control of the activity results	Completing the table using geographical information sources, passing the homework, taking an interactive test	Highlighting the main interrelations, reflective interpretation of the activity results	Consolidating knowledge, homework: coming up with three questions and passing them to the neighbors on the left to the team. The teams should answer the questions in the written form at home; they will get two marks (for questions and answers)	Organizing pair work, asking a problematic question, commenting on homework

Source: Compiled by the authors.

A series of 5 lessons on the topic of "The History of Populating the Mainland. Commonwealth of Australia" and 5 lessons on the topic "Ethnic and Linguistic Composition of the Population of Russia" was conducted in the grades 6, 7, 9, 10 with some modifications in the quantity of information and the level of English. During the lessons the students of all studied grades showed interest and enthusiasm and as a result of the lessons they demonstrated the rise in their sociocultural position and the index of tolerance together with the rise in their active civic engagement.

The diagnostic research evaluated the levels of tolerance formation with the students studied. It indicates that the interdisciplinary modular

forms of work with the students demonstrate good results and can be used in teaching.

Together with the series of lessons conducted we offered the students of the same grades to participate in the concerts and contests of songs in foreign languages and discussions of books they read in English as well as watch 4 films in English and discuss them in class.

The conducted research reveals a tendency for the tolerance index to decrease in the groups of mono-national classes, which indicates a low experience of students' interaction with the culture of other peoples.

The students took an active part in the discussions, particularly when it came to the comparison of foreign countries with the native country. They suggested clear and supported views on the improvement of the country's future.

Data processing allowed us to make the following assumptions:

Specialized classes (the 6th, the 7th grade (linguistic), the 7th grade (sport), the 10th grade (medical)), even at the ascertaining stage, demonstrated a higher tolerance level (105 - 129 points). This situation may be due to the fact that the students consciously chose the direction of their personal development that implies communication with people of different socio-cultural orientations. The students were aware of every person's uniqueness, value, and abilities; they perceived communication as learning and experience (Fig. 11, 12).
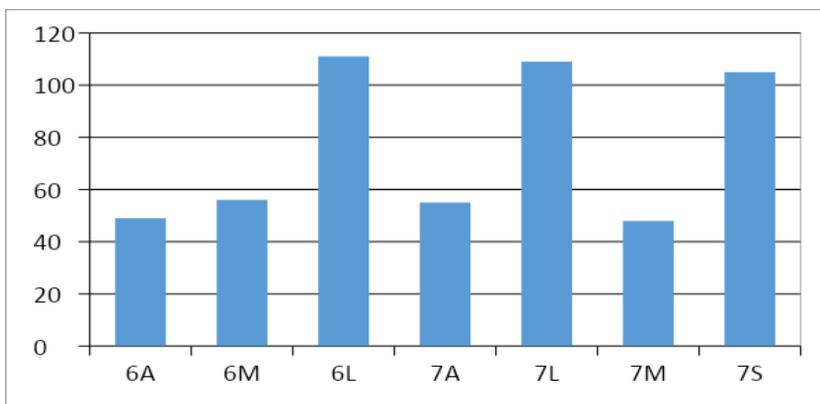
Fig. 11. Index of the main school students' tolerance before the module
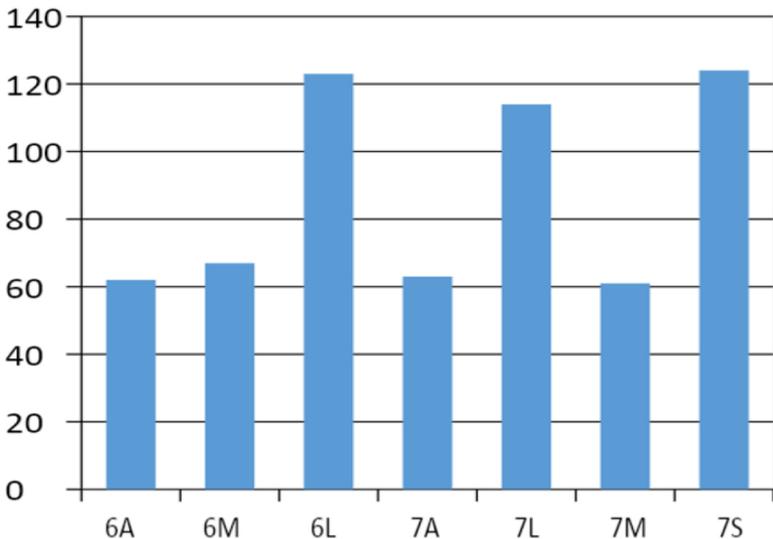*Source:* Compiled by the authors
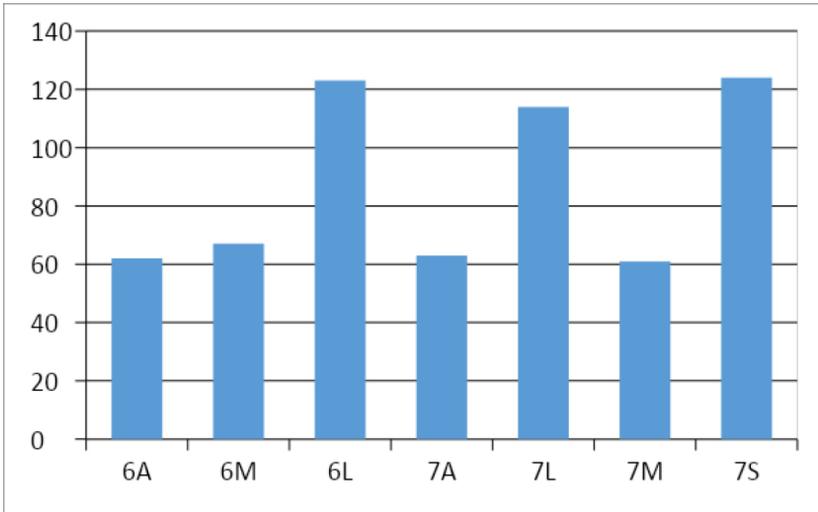
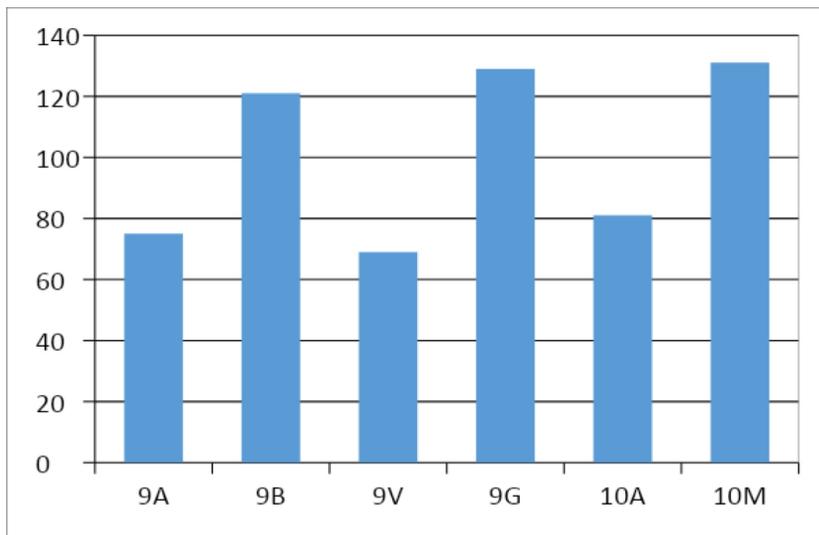**Fig. 12.** Index of the main school students' tolerance after the module
Source: Compiled by the authors

On the shaping stage of the questionnaire, we noticed an insignificant growth of the tolerance in some groups of students (Fig. 13, 14).

Fig. 13. Index of the main school students' tolerance after the module
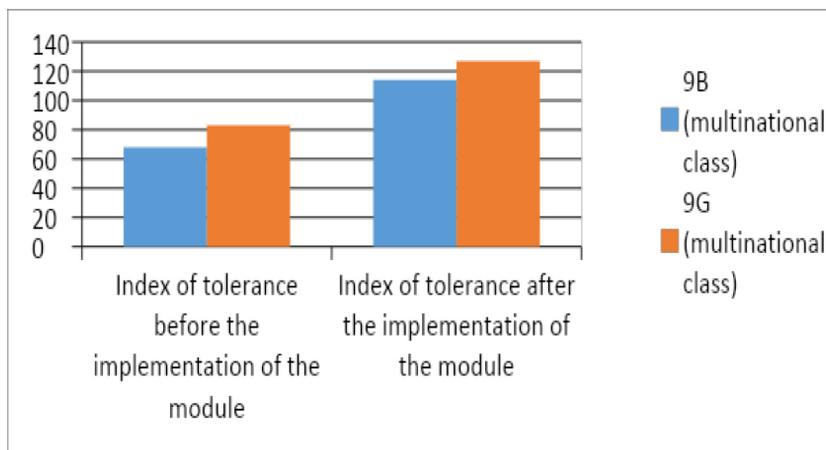*Source:* Compiled by the authors

Fig. 14. Index of tolerance of the students of high school after the module
Source: Compiled by the authors

The data received in the groups of the respondents who had no specialization on the stage of forming experiment shows an increase of tolerance and transmission from the medium to a high level of tolerance. Such a tendency was detected in all groups of non-specialized respondents. Here, the decisive factor is implementing the geographic and linguistic module, which creates the basis for reflection and acceptance of tolerance attitudes by the individual. In the mono-national classes (6A, 6M, 7A, 7M, 9A, 9V, 10A), the level of tolerance changed from 48 to 81 (medium level) due to the absence of everyday experience of interaction with the representatives of other confessions and nations; this group of students was on the stage of forming.

It is necessary to note the steady growth and transition from the second to the third level of ethnically heterogeneous groups of students: 9B and 9G groups, where students from Russia, Armenia, Southern Ossetia, Uzbekistan, Kirgizia, Togolese Republic, Ukraine, Moldovia, and Tajikistan studied together. The initial level of tolerance of these groups was from 69 to 83 points. After conducting the series of lessons on the top-

ic "Ethnic and Linguistic Composition of the Population of Russia" in English, the index grew to 127 points. The classroom teachers noticed improved relations in class; the children's communication became more enthusiastic and friendly (Fig. 11). Personal characteristics are acquired through a specially created socio-cultural environment during the preparation of the educational module and its implementation. The content of the module allowed us to form students' understanding of the essence and value of tolerance in emotional perception, convey the value of tolerance, and consolidate accepted values as internal norms [1].

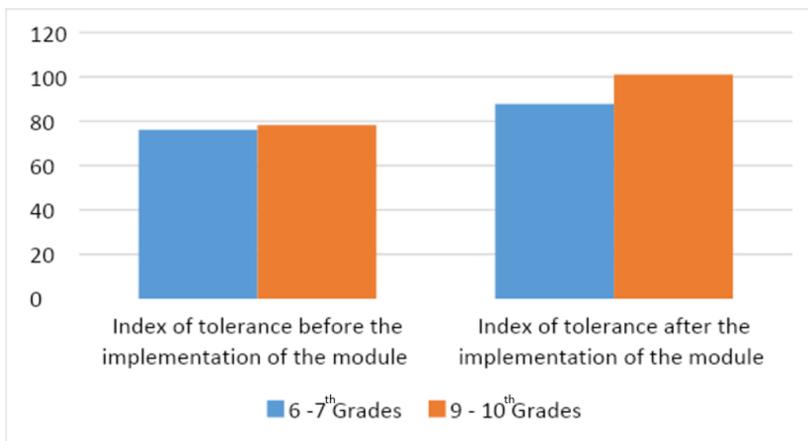**Fig. 15.** Dynamics of the index of tolerance
Source: Compiled by the authors

In general, we observed a higher growth in tolerance among high school students (the 9th and 10th grades) compared to middle school (the 6th and 7th grades). Students from the 9th and 10th grades demonstrated a high tolerance level in the second questionnaire.

A direct tendency to increase the tolerance factor in all groups was noticed, indicating the effectiveness of using the educational module in these pedagogical conditions (Fig. 16).

As a result of research and analysis of socio-cultural practice in a series of Geography and English lessons together with outside of the classroom activities (books and films in English discussions, concerts

and contests) and assessment of the formation of tolerance, the place of the educational function, and the significance of subjects in the formation of tolerance among students was determined. The questionnaire showed that the key factors of shaping tolerance in school are the age of the students and the poly-nationality of the groups.

Fig. 16. Dynamics of the index of tolerance
Source: Compiled by the authors

The questionnaire allowed us to detect the factors restricting the development of tolerance, define the degree of susceptibility of thematic information, and assume the ways and actual directions for designing lessons and after-class activities that can increase the tolerance index.

The sensitivity and awareness of the uniqueness of nations were especially acute among students of the 9th and 10th grades, who had more communication experience and basic ethno-cultural knowledge. The formation of tolerance is associated with age characteristics, the national composition of the group, and the specialization of the class. Combined with the three factors given above, the perception of peers of other faiths was not just easier and simpler; it was also accompanied by vivid interest, acceptance, and friendliness.

During the series of lessons combining Geography and English the students took the most active part in the discussions concerning the

geographical position, the formation of the countries and the history of population. A particular interest was demonstrated when it came to the comparison of foreign countries with the native country. They suggested clear and supported views on the improvement of the country's future. The number of students who were taking the active part rose to 72.8 %, meanwhile the number of those who did not take part in the discussion dropped to 0 %.

It is notable that such subjects as Geography and English are the ideal environment conditions for demonstrating to the students the opportunities of interethnic communication, the opening of the socio-cultural potential of the students, and shaping the skills of interaction with those who are different from the individual.

So, the shaping of ethno-tolerance of the students of the main school with the means of geographic and linguistic resources of the educational process is an important and available way of upbringing in the conditions of the high relevance of this trend in pedagogy.

The analysis results prove that the level of formation of ethno-tolerance depends on the combination of factors emphasizing which the teachers can successfully and dynamically develop this important quality in the representatives of a younger generation.

Analyzing the components represented in the sample of a technological map of a series of the lessons, we should note that some scholars also pointed out the person's appearance and position [14] and their attitude to the territory under study in the process based on the primary knowledge. Meanwhile, the content component prepares the student's position and directs their personal qualities to teamwork, forms critical thinking when performing situational tasks, activates knowledge and practical linguistic experience. According to the researchers [6; 16], such activity allows one to refine the skills of articulating their ideas, suggestions, and thoughts. The evaluation component helps formulate the results received, reset the goals of further work, and adjust the educational route. This situation makes it possible to realize the individuality and purpose of a person and, consequently, to compare and contrast their civic engagement with other territories and nations.

Shaping civic engagement through the prism of social and ethno-cultural tolerance is possible only in the joint efforts of the family, school, and country. This idea is supported by a number of scholars [11; 13]. Considerable importance is assigned to the role of individual subject areas, the content components of which have connections in the field of cultural values of peoples, as well as historical, cultural, ethnographic, and linguistic features of territories.

Activation of cognitive activity of the students occurs in the field of such disciplines as Geography, History, Social Studies. The linguistic environment widens the content focus of the interaction as far as it shapes the elements of ownership and personal motivation. In the next stage of studying socio-cultural skills and activating civic engagement among the younger generation, one may pay attention to social sciences and show the interrelations of History, Geography, and English. Moreover, teaching English as a foreign language shapes identity, self-identification, and in connection with social disciplines, defines tolerance and citizenship levels.

The researchers M. Byram, V. Esarte-Sarries and S. Tay noticed a deep educational essence and thought culture in teaching a foreign language. Making the students acquainted with a different thought culture has an important meaning in education; it is defined in the course of the German theory Landeskunde [21].

Conclusion

To sum up, the design of the activity at the lesson with the use of linguistic and geographical approaches allows one to form the student's tolerant attitude and civic engagement. The testing and interdisciplinary series of lessons conducted during the experiment together with a series of out of class activities, as well as the analysis of the data obtained, allowed us to assume that the growth in tolerance and civic engagement is possible in secondary and high school students.

The goal of this experiment was to design a sociocultural environment at a secondary school that would help to grow tolerant and active citizens. The following tasks were completed:

1) the theoretical knowledge on shaping tolerance and civic engagement has been analyzed and systemized;
2) a questionnaire that shows the level of the teenagers' current sociocultural position has been developed and conducted among 13 - 17 year-old students in different countries;
3) a sample of a map of a series of multidisciplinary lessons of Geography in English for 6, 7, 9 and 10 graders whose aim is to shape tolerance and civic engagement in the students of these age groups has been designed;
4) to conduct a series of lessons in each of these grades with the use of the sample of the technological map and to analyze their effectiveness in shaping the students' tolerance and civic engagement.

When planning further research in socio-cultural position and its components, we would take into account the assumption that it is possible to form a student's socio-cultural position even at earlier stages, in particular, at the beginning of secondary school and in the middle of elementary school. This issue will be examined in our next experiment.

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