



MODERN EDUCATION AND CULTURAL DEVELOPMENT: NURTURING GLOBAL CITIZENS IN THE 21ST CENTURY

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ABSTRACT

The article illustrates the main factors of communication that cover significant successful teaching of language via computer technology. Development of research activities are characterized by the existence of number variety methods of communication which scientists of current era have a great investigation. The article is aimed at determine the linguistic and psycholinguistic peculiarities to the issue of interrelationship in bilingual education.

KEY WORDS: linguists, psychologists, teachers, foreign, modern, language.

INTRODUCTION

In the fast-paced and interconnected world of the 21st century, education has evolved beyond the mere transmission of knowledge. There is the responsibility of researching with investigators to direct the complexities of a globalization of society, where cultural understanding and appreciation are not well accepted for personal growth and societal harmony as well. Modern education systems are founded the vital of cultural development in shaping well-rounded persons and nurturing the global citizens. This article explains the interaction of modern knowledge and cultural development, highlighting the significance of cultural competence in increasing empathy and open-mindedness of the learners.

DISCUSSION. CROSS-CULTURAL COLLABORATION AND EXPERIENTIAL LEARNING

Modern education plays the main role for the worth of cooperation in cross-cultural and experiential study in cultural development. Furthermore, educational establishments as schools are the main partnerships with educational institutions from different countries, enabling students to motivate in virtual exchanges, study oversea programs and cultural experiences. This modernity fulfill experiences of different cultures, providing students to increase cultural competence and global perspectives. According to the experiential learning activities, such as service-learning projects and community engagement programs, permit students to apply their cultural knowledge in real-world contexts, fostering empathy and a sense of social responsibility.

Social knowledge is the knowledge about people's social and professional status, educational and cultural level, gender, age, provision and psychological character. Extralinguistic factors include social and cultural context of the text. In other words, in order to understand the deep layers of the text, the addressee should be aware of socio-cultural background which includes the information about social and political system of the country

to author belongs to the economic development of the country, its national cultural specifics, ideology, etc. One more factor is called historical context that includes the time or the period in which the literary work is written. This context influences the reader's understanding of the text. These settings embrace culture, education, people, institutions with whom people interact, ideology, traditions and values of the people. All these factors have influences on text perception and understanding of the text on reader.

Historical knowledge is the knowledge about history, historical periods, historical characters, etc. There are also phraseological units in English literature that reflect historical facts. Let's mention some of them.

The curse of Scotland (card) - nine of diamonds (the playing card which is similar to the emblem of the Count of Dilprim Steyner who caused hatred in Scotland by his pro-British policy);

Hobson's choice – no choice (on behalf of Hobson, liveryman in Cambridge (XVI century), which required his customers to purchase only the horse closet to the exit door.

Literary knowledge is the knowledge of literary trends, literary personages, literary phraseological units, etc.

Robin Hood, the Merry man, Alice in Wonderland, Headless Horseman, Humpty Dumpty, Cinderella, Prince Charming, Romeo and Juliet, Othello, Robinson Crusoe are the best examples of literary personages which can be widely used as allusions expressing literary knowledge.

It should be noted that literary knowledge structures can be expressed by phraseological units. Here are some examples:

- The last of the Mohicans - the last generation);
- The bard of Avon - William Shakespeare);



- A dog in the monger - not for himself, not for anybody);
- Be under somebody's hand – entirely in the hand of someone, under the heel of his wife (S. Richardson, The History of Sir Charles Grefindson);

When we analyze the literary knowledge structures we cannot overestimate the role of intertextuality in the literary works.

Intertextuality can be understood as a peculiar quality of certain texts to correlate with other texts. The problem of intertextuality can be analyzed from the two approaches: from the position of theory of literature and from the linguistic point of view.

Any text is considered to be an intertext in literature. The fact shows that all texts are related to our knowledge of the world, reflect people's cultural and historical experience. For this reason, any text includes elements of other texts in a more or less recognizable form.

From the linguistic point of view intertextuality is limited to those texts which have explicit reference to other texts. In such cases the author deliberately conceptualizes the relationships between two texts with the help of special formal means. In other words, there must be special intertextual signals, indicators, and markers in the text. Special literature on this subject marks various kinds of intertextual relationships. Such intertextual relations can be title, epigraph, "sounding names", antonomasia, parody, repetition of text forms (structure, rhythm), lexical units, allusions and etc.

Encyclopedic knowledge is the general knowledge embracing all other types of knowledge. In other words, it is the knowledge about politics, pedagogy, media, scientific, religion, sport, medicine, juridical, etc. Britannica is the most famous dictionary that includes all types of knowledge of the world.

In short, encyclopedic knowledge is widely used in linguistics especially in cognitive linguistics. In our opinion it embraces all types of knowledge which we have already discussed.

In conclusion, knowledge structures are one of the main notions of cognitive stylistics. It can be of two types: linguistic and nonlinguistic. Linguistic knowledge includes the knowledge of lexics, grammar, semantics, syntax, etc. Non-linguistic knowledge can be of various types such as cultural, communicative, social, religious, historical, mythological, literary, encyclopedic, etc.

Teacher Training and Professional Development:

To effectively promote cultural development, modern education emphasizes the importance of teacher training and professional development. Educators receive training on cultural competence, inclusive teaching practices, and strategies for creating culturally responsive classrooms. They are equipped with the necessary skills to facilitate meaningful discussions on cultural diversity, address biases, and promote a

positive classroom environment that celebrates and respects students' cultural identities.

CONCLUSION

Modern education plays a vital role in cultural development by nurturing global citizens who possess cultural awareness, appreciation, and intercultural competence. By integrating cultural education into the curriculum, promoting cross-cultural collaboration, and providing experiential learning opportunities, education systems prepare individuals to thrive in an interconnected world. Cultural development in education is not only essential for personal growth but also contributes to societal harmony, fostering empathy, respect, and understanding among diverse communities. As we continue to navigate an increasingly diverse and interconnected global landscape, modern education must prioritize cultural development to shape a generation of individuals who can celebrate diversity, promote inclusivity, and contribute to a more harmonious and prosperous world.

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