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INTEGRATING MULTICULTURAL PERSPECTIVES INTO FOREIGN LANGUAGE TEACHING

Emphasising the necessity of students' all-round development and regarding educational requirements of the 21st century, the research defining the role of multicultural education within the framework of foreign language teaching seems relevant. Recent studies highlight "the critical need to recognize and embrace the diverse cultural tapestry that intricately shapes the language acquisition process" [3, p. 205]. Having examined the role of diversity, several studies have consistently shown an increase in critical thinking among students [2, p. 9]. Establishing the relevant atmosphere in the classroom that directs the teaching process depends on the qualified teacher as the manager of the class. In this regard, the current study advocates for enhancing collaboration among foreign language teachers as an influencing factor of multicultural education articulations and connecting them to the teaching practice.

Taking into consideration the dynamic changes of the modern world, multicultural education makes an important contribution to developing students' sense of national unity and integrity being at the same instant aware of the global issues [4, p. 5]. Ultimately, there seems to be the evidence of the necessity to tailor the current curriculum, enhancing its diversification into multicultural education as a means of students' cultural enrichment and tolerance development [1, p. 424].

The research findings highlight the significance of using authentic materials during the teaching process in the multicultural educational settings, which contribute to raising students' cultural awareness and more profound understanding of the target language. Regarding psychophysiological and cognitive peculiarities of the particular age group it is advisable to provide students with multimodal input to ensure the comprehension of the topic.

Based on the students' level of language proficiency, the foreign language teacher may use some fragments of cartoons, movies, or excerpts from the original literature

that should be thoroughly selected and adapted addressing a range of factors. The noteworthy dimension concerning material selection is its appropriateness for a particular age group and students' abilities to perceive the information. A significant factor that has a huge impact on the overall understanding is the trustworthiness of the chosen materials manifested through avoiding stereotypes and prejudices that represent the issue from a one-dimensional outlook.

Due to the time limits imposed by the school curriculum, the problem of multicultural education implementation may be addressed through the extra curriculum classes organized as an extension of the main course and relevant to the special needs of the particular students' group. The outcome production realized through creating multimodal group projects serves as the verification of students' comprehension.

The study conducted with foreign language teachers highlights the significance of ongoing professional development focused on enhancing sociocultural competence and integrating diverse multicultural perspectives into their teaching practices. The research results testify that integrating multicultural components into foreign language instruction is a transformative process that benefits students, educators, and the broader community. Its effective implementation requires cautiousness, collaboration and ongoing reflection to ensure that all students are represented and respected.

Future studies might focus on how digital tools can stimulate cross-cultural interactions in a foreign language classroom setting.

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