Psycho pedagogical and Methodological Approaches to the Multilingual Education of Students: The Analytical Framework

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Abstract

This article addresses the issue of identifying the learning and education needs of adults, primarily non-formal education and multilingual education. Different concepts and models are analyzed to identify the learning and education needs of adults. A concept is grounded and a methodology is developed in this regard. The factors that generate the learning and education needs of adults are described in detail: external factors – national educational policies, institutional educational policies, educational reform projects, etc.; internal factors – the need for compensation, recapitulation, complementary knowledge, the need for retraining, the need to realize one's own interests and options, the need to capitalize on free time, etc. At the same time, the place of foreign languages - whether world languages or heritage languages - within the education system is extremely complex Since there are many deficiencies in regard to the training of teachers for teaching these languages, teaching methods of the languages, updated study materials that match the context of language learning, assessment methods.

KEYWORDS: psychopedagogy; curriculum; multilingual curriculum; multilingual education; teaching methods; educational methodology; multilingual study;

Introduction

The concept of "curriculum" known in professional language as curriculum is a concept from the field of education that is used to describe an outline or a folder of general instructions that deal with the form and manner of teaching and the assessment of knowledge and skills in any particular profession or field of study. When I come to investigate the differences between bilingual students learning a foreign language, and monolingual students learning a foreign language, of course, the examination of the teaching plans is also necessary and requires a systematic and in-depth approach. The basic curriculum document that guides the field of formal education in each country often refers to how the teacher should act within the classroom lessons. At the same time, there is another element that requires reference, and that is the learner. In view of the fact that this document is general, uniform and rigid, it is not suitable for all learners. Therefore, there are many cases in which it is necessary to formulate another specific curriculum, designed for the learning style of an individual student or of a small group of students. As an example of this, in the formal education frameworks in many different countries it is possible to find a variety of educational programs with different characteristics that are built in accordance with the unique needs of students who are integrated and study in the formal education frameworks as part of the process of integration in education [2].

The influence of language characteristics on curriculum

The ability to use language as a communication tool for receiving messages and as a mental tool for understanding and organizing them makes it a significant ability

in learning processes. Because human knowledge is often represented by spoken and written language, the person listening and reading becomes familiar with the knowledge presented verbally in a linear sequence from the first word to the last word. Following the linear characteristics of the representation of linguistic knowledge, the curricula present the study materials in a hierarchical and linear manner with predefined goals. However, verbal representation cannot give expression to all human knowledge, because it has a complex and branched dynamic structure, all the more so when it comes to multilingual education [1].

The standards approach in a multilingual curriculum

One of the accepted approaches to learning several languages is the pedagogical approach that emphasizes the existing importance of education for understanding and thinking, the standards approach, which is reflected in the stated policy that guides the curriculum. These questions come up with great frequency in various discussion frameworks in which experts in the field of curriculum planning and assessment, academics from various fields and disciplines, administrators and teachers and other factors from the field of education participate. The agreed upon and accepted definitions for the term standards define that standards are standards that define what the student needs to know in the field of writing and reading skills in order to be able to determine what his level is. According to the model of levels of complexity that allows one to stand on the level of his linguistic performance, at different ages [2].

There are three types of standards: standards of content, standards of performance and standards of learning opportunities. "Content standards" - are contents that define what learners should know and be able to do. These standards indicate knowledge and skill, ways of thinking, vocabulary, and grammar rules. "Performance standards" are contents defined as more specific and concrete examples. That is, explicit definitions of what the student needs to know and be able to do in order to demonstrate compliance with the content standards. That is, these standards provide examples of learner activities regarding what they need to know and be able to do in order to demonstrate compliance with the content standards and the expected level of performance or understanding. These are indicators of quality that indicate how much proficiency or mastery the student's performance should reflect, that is, what is considered a good level in oral and written expression.

The performance includes a graded selection of performance levels in the learning process in order to be able to assess the progress of the learners in their learning process. "Standards of opportunity for learning" - these standards provide a measure for determining whether the school provides its students with an equal and equal opportunity to learn the new foreign language well. This is indeed an opportunity for teachers who have undergone appropriate training in the areas of content, teaching materials and resources suitable for the purposes of teaching, a suitable and safe learning environment and a teaching program which sets higher standards of content and performance. The policy of standards in the field of education in general and not only linguistic education, began to develop starting in 2000. The initial definition given to the concept of "standards" was in 2002. According to it, a standard in education expresses what all students should know and be able to do in each subject - in order to be able to determine "how good is good" in the different professions at different ages. A standard does not dictate pedagogy [5].

In one of the studies that took place on the subject, it was found that one of the

basic assumptions was that the standards approach will have a significant impact only when it focuses on the products and emphasizes what is received from the school, instead of what is introduced and included within the educational process. That is, when it seeks to intervene in the educational act by setting common, high, strict standards, which define what students should know and what they should be able to do or when it seeks to use appropriate evaluation systems, based on standards, it may succeed in realizing its ambition. In such a situation, it may be able to transfer the responsibility for achievements to students, teachers and schools, while being able to introduce a reward system accordingly. The standards approach defines standards in teaching as an expression of what all students should know and be able to do. This definition emphasizes and sharpens the existing importance to the result expected from the educational process - social-behavioral-value.

Developing standards and integrating them into programs for multilingual study and

national reforms

The findings of studies conducted in various parts of the world on the issue of standards in recent years and focused on how to develop standards and integrate them in an efficient and effective way in language-related curricula and national reforms, show the trend of change that has taken place in relation to the standards approach and the increase in the adoption and implementation of the approach. Based on the findings and results of the studies, it is possible to distinguish the process that develops in the education systems in different countries. It means a row of linguistic reforms centered on the idea of standards. It should be noted that these are general processes that characterize all countries where standards-based linguistic reforms were implemented. Likewise, the political-economic processes of all countries and the academic ideas that underlie them should not be ignored. In the process of developing the standards and integrating them into the curricula, the leaders of education are asked to formulate the expected result of the teaching and learning processes in the field of the foreign language taught according to the state curriculum: processes in which the state invests budgets not are canceled for the benefit of its citizens (2004, Watt). For this purpose, mechanisms and centers are established that specialize in formulating the standards, and in demonstrating corresponding assignments and tasks in order to use them to evaluate the achievements of the students and advance them towards achieving the expected standard. The curriculum, the standards and the assessment tasks that accompany them together serve as a fairly effective means of directing teachers to instruct their students what they should know and what they should be able to do. Adherents of standards-based reforms emphasize the contribution of the standards to the promotion and improvement of multilingualism [5].

Assessment in the standards approach

The evaluation processes of programs based on the standards approach are complex and problematic. The reason for this stems from the various gaps that still exist in the application of the approach. These differences arise from several aspects. The first aspect is related to the issue of the existing influence on the tests - the CRESST 7 studies point to a rather problematic picture in the context of the influence of political forces on the implementation process of standards-based educational reforms. Mainly, in relation to the impact of the tests on the process of evaluating the

students' achievements in relation to the standards, in relation to curricula and teaching methods, as well as in everything that accompanies the students between the walls of the classroom. The main problem is revealed in a large gap between the standards formulated by the state and what actually happens in the classroom.

A second aspect related to the fact that the standards direct the curriculum planning in the schools - schools tend to change the school curricula and adapt to the requirements of the standards, especially when there are external factors that check the level of the students and the extent of their progress. Sometimes they do this while focusing on areas where the test results indicated difficulties or gaps in their students. Many schools make sure that they prepare the students for the tests with special classes and activities. The teachers consistently report that the external tests have a real impact on the study content and the school evaluation methods.

A third aspect is related to the teachers' perceptions - the teachers see the external evaluation methods as a model to follow in their school work. For example, when the evaluation process uses open questions and indicators, the teachers will prepare the students while using similar methods. Such a process of adopting pedagogical approaches serves as an effective incentive for the processes of changing the methods of teaching and assessment in the classroom.

A fourth aspect arises from the fact that the schools tend to focus more on the test material than on the standards themselves. The findings of a study conducted in the states of Washington and Kentucky indicate a real priority for teaching content that appeared in the tests. The schools emphasized the knowledge and skills that were supposed to be included in the test [1]. The external evaluation, which is currently mostly based on tests, refers only to limited parts of the material learned in the classroom. The tests only measure what can be measured through tests of a certain type, in a limited period of time; there is no possibility that the tests will measure everything that seems important and relevant according to the stated intentions in the curricula. The external measurement provides an imperfect estimate of the students' performance and nothing more, and it cannot be the sole basis for decisions towards individuals and towards institutions. It should be noted that in examining teaching in language learning it is clear that this measure is not sufficient In general, since the language learning exam includes many skills such as: oral expression, linguistic competence in general in changing communication. These tests affect the behavior of educators and their decisions in the classroom more than the content and objectives that appear in the standards according to which they are supposed to plan the teaching and teach. The subjects of the tests and their dates There is a clear influence on the subjects of study that teachers chose to teach and the amount of time devoted to each subject. The teachers' decisions were made without relevant considerations for curriculum planning and regardless of the consistent process that meets the needs of learning and development of the students [2].

The visible diagram graphically presents the impact of the standards on reducing learning processes and student achievements:
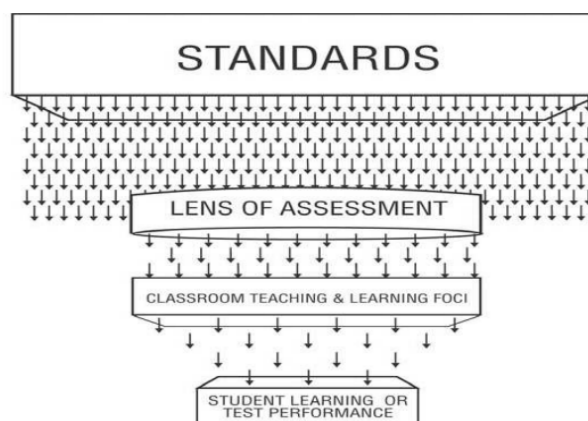
Fig. 1. The impact of the standards on reducing learning processes and student achievements.

Nicholas and Berliner (2007) refute the claim of the supporters of the standards that students learn better when they are exposed to the routine of tests. On the contrary. For most students, and especially students from low socioeconomic groups, such processes cause stress and contribute to a lack of motivation for learning that prevents them from achieving achievements that match their potential skills. According to the researchers of the Center for the Evaluation of Standards (CRESST), too many countries still define their standards as vague recommendations instead of defining standards with clear expectations that are realistic and compatible with learning processes.

According to them, the expected knowledge is still enslaved to narrow skills and passing educational fads, and standards are still presented that are too busy that there is no teacher capable of teaching them throughout one academic year. The conclusion of the last report submitted in 2006 to the US Senate by the Fordham Institute is that it is important to develop high-quality, defined standards Well, clear and high quality. But it is important to remember that beyond the influence of the standards - student achievements are also affected by many other factors, such as: the quality of teacher training - their certification processes, the level of academic expectations of the state from its students, the development of appropriate curricula and the correct choice of textbooks. There is a consensus among the educators at the CRESST researchers that the learning processes and the students' achievements, especially in language teaching, are influenced first of all by the following factors:

The quality of the teachers

Starting with the selection processes, through their training, certification and accompaniment, with an emphasis on preference for speakers of the language of instruction, including teamwork. For example, It is possible to mention the local teachers in Moldova who teach An alliance in the Jewish schools, in teamwork with emissary teachers from Israel who come to Moldova with the sole purpose of teaching the language and the Jewish tradition. As well as, the study of the Arabic language in Jewish schools in Israel in the middle schools by teachers from the Arab sector. The social value scale - the level of society's academic expectations of its future citizens in the importance of knowledge and multilingual use of the potential learner in the future, from an understanding of the advantage of multilingual education for the learner's future, exposure to the world, and personal global development. Processes of developing diverse curricula suitable for teaching multilingual education, including teaching the tradition and culture of the language to bring the learner closer to the

language being studied, with the aim of stimulating motivation and interest in the language.

Educational policy

The curriculum policy document is an outline for planning context-centered teaching-learning-evaluation processes - which on the one hand are in line with mandatory definitions appearing in the official programs and on the other hand allow the school's educational staff to cultivate local uniqueness. The rationale behind most of the educational policy documents in different places and countries in the world is based on the assumption that teachers are partners in the curriculum planning process by pouring their pedagogical interpretation into the official program and developing the teaching program in the school. The teacher's pedagogical interpretation of the curriculum is influenced by what is required of him according to the curriculum document as well as the stated policy of the school and the educational goals of the state. But that is not enough. The teacher's pedagogical interpretation is also influenced by his perceptions of the essence of knowledge and the ways of its formation (epistemological perceptions), especially when it comes to learning a foreign language, with the entire cultural complex surrounding it. This also appears in the student's learning of another language, which is influenced by his personal epistemological theory. Therefore, the place and status of the curriculum document is only one factor among many weighty factors that can influence the teacher's teaching act in his teaching process and the educational discourse that develops in the classroom [6].

Educational policy document in Moldova

The educational policy document in the Republic of Moldova is considered a pioneering document, which is an extracurricular document and a document outlining the educational policy. The main reason that led to the formulation and processing of this document is the need for a legal and unequivocal document that will clearly specify the goals in the field of extracurricular (unofficial) education. Also, the timing for the development of the document was due to a number of additional factors and motives such as the need to create a teleological framework for extracurricular education and training, the need to coordinate the set of goals in formal education with those from informal education, the need to connect to key skills for lifelong learning, the need to ensure coherence between different categories of skills.

In this policy document, educational competence is defined as an integrated system of knowledge, skills, attitudes and values, acquired, created and developed through learning, the recruitment of which enables the identification and solution of different problems in different contexts and situations. This definition corresponds to the basic characteristics of the competence formulated in the article of the research team by Henry and Cormier J.Henry and V.Cormier [3].

Educational policy and curriculum implementation mechanisms in multilingual learning

From all that has been said, we will learn that the mechanisms of implementing the curriculum and the integration of the standards approach create a connection and continuity between the stages and cycles of teaching, and are an important part of the

students' success. This important issue must also be addressed in the study of the differences between bilingual and monolingual students learning a foreign language. Therefore, it can be concluded that the implementation of the curriculum must be utilized in order to achieve the connection and continuity between the two through its valence mechanisms subject to certain conditions.

The first condition is the exact implementation of the curriculum concept for teaching the foreign languages being taught.

The second condition is the design of pedagogical programs within the curriculum, starting with a linear or concentric presentation of the goals in age cycles, ending with a linear and cyclical presentation of linguistic content within the curriculum. All this while taking into account and adjusting the specific goals for the linguistic discipline with the specific goals of the curriculum and with the national qualifications framework in accordance with each level.

The second condition is the adjustment of the teaching units in the multilingual framework to the contents being studied.

The third condition is, defining specific goals for the grammatical and linguistic subjects studied, in general and defining goals for the curriculum, in particular.

The fourth condition is the design and implementation of teaching and research technologies/strategies that focus on active learning with an emphasis on autonomous, problem-based, research-focused learning, etc. The fourth condition is, ensuring the connection and continuity between the stages of education. In order to create an effective learning process.

The fifth condition is, placing the program at the top of the list of priorities in terms of institutional policy in the multilingual field. Compliance with all of these conditions may establish the educational mechanisms of the study program in multilingual study. Also, it may enhance and give meaning to the learning process, to the teaching process in multilingual education, and to achieve mutual connection and continuity between cycles and stages of education [4].

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