

THE FORMATION OF POLYCULTURAL WORLD-IMAGE THROUGH CONCEPT ANALYSIS IN MULTILINGUAL ENVIRONMENT

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The issue of critical thinking development based on the linguistic world-image acquisition process in the multilingual classroom is being discussed in the present research. Since English is deemed to be the universal language of communication and is no longer a precedent, it can also serve as a vehicle within the course of multilingual studies in higher school while triggering the complex procedure of analytical contrasting opposition. The latter involves a gradual process of polycultural world-image formation as the ultimate goal. The above mentioned objective is achieved via various multitasked activities directed at life skills elaboration which, in its turn, improves critical thinking abilities such as stating the problem, collecting the data, describing, comparing, associating, analyzing, applying, debating, etc. All these mental work stages help the students look into the issue in detail and at different angles. Multiple viewpoints approach resulting in the ungarbled perception of the world and its cultural constituent is the core element of any critical thinking concept definition. A national view of the world is highly metaphorical and quite often culturally bound, thus being crucial for the learners' multicultural awareness of the linguistic and non-linguistic world-image and a challenge in the course of foreign language acquisition. Firstly, its understanding contributes into the mastering of the given language (L2), and secondly, broadens the frames of the learners' own non-verbal image of the world. In this connection, metaphorical concepts scrutinizing is thought to be an effective tool for grasping the universal and specific notions peculiar to a given culture. The authors believe that the summit of teachers' desires is the students' ability to read between the lines, in other words, to think outside the box, as they say: "Mind is like an umbrella, useful when open".