

## CULTIVATING POLY CULTURALISM IN HIGHER EDUCATION: REFLECTIVE APPROACH

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**Abstract.** *The paper considers study areas for formation of the poly-/ multicultural personality of the future teacher who is ready to deliver high-class philological study and instructional value in the area of higher education. That is seen possible with application of reflexive approach as methodology for the educational process, accompanied as well by axiological, culturological, communicative, and environmental approaches for fostering high cultural and linguistic values with a future teacher of foreign languages in a poly- / multicultural classroom. Establishing, or fostering, or cultivating poly- / multiculturalism in higher education for foreign language teachers is inextricably linked with the processes of comprehension, awareness, and the formation of such teachers' own personal values to knowledge and culture, their own activities, especially with the process of reflection (reflexion). In this regard, reflective thinking comes to the fore. Next, both formation and development of such reflective thinking become important tasks at all levels of (higher) education in general and instruction and acquisition of foreign languages, in particular. At the same time, it is critical to note that reflective thinking is at the foundation of applying coaching oriented technologies as a pool of highly efficient tools to achieve the set goals of the coach (classroom teacher, mentor, supervisor, foreign language instructor, trainer, or expert) and a coachee, student in a poly- / multicultural classroom.*

*It is also recommended under the research to distinguish between the adjective terms 'reflexive' and 'reflective'. To be more precise, 'reflective' under the study results means 'natural / characteristic of something which reflects, or redirects back to the source' while 'reflexive' stipulates 'referring back to the subject, or having an object equal to the subject'. The latter is of prime value for the subject matter of the research inasmuch connects to coaching-based portfolio of methodology and ideology, largely speaking.*

**Key words:** *polyculturalism, multiculturalism, cultivating polyculturalism, reflexive approach, language for specific purposes (LSP), polyculturalism in instructing languages for specific purposes, higher education.*

**Introduction and literature review.** The formation of the poly-/ multicultural personality of the future teacher who is ready to deliver high class philological study and value in the area of higher education is inextricably linked with the processes of comprehension, awareness, and the formation of their own personal values to knowledge and culture, their own activities, i.e. with the process of reflection (reflexion). In this regard, reflective thinking comes to the fore, and both formation and development of such reflective thinking become important tasks at all levels of (higher) education in general and instruction and acquisition of foreign languages, in particular [3; 9; 11].

It is known that the basics of reflexive methodology were formed in the 1980-90s. Since then various schools and areas related to the study of reflection have been created and kept on functioning when the subject matter of research and experimental activities is the design of reflective and innovative environments with dialogic and polylogical interaction by the subjects of the educational process, ensuring the development of personality [4; 7; 13].

Thus, lately a great number of local and foreign scholars have constantly considered the

reflexive approach as a methodology of pedagogical activity in their researches [15]. For instance, Korthagen looks into ways of linking practice and theory in the pedagogy of realistic teacher education, Alekseyev speaks of designing conditions for the development of reflective thinking, Davydov discusses activity theory and social practice [7; 1; 2]. At the same time it is not only the issues of pedagogical activities, which have been found important for higher education, but also many questions link to psychological aspects of personality development [4; 5; 9] and, obviously, are reflected in the researches associated with:

- (i) Influence of reflection on the formation of psychological readiness of the individual for professional activity [4; 12],
- (ii) Reflection as a form of self-knowledge of personality [1; 17],
- (iii) Role of the motivational-target stage of the technology of formation of reflective culture in the system of professional self-development of teachers, etc. [17; 5; 6].

In addition to the mentioned, Mikhaylova studies integration of communicative and reflexive components and their ratio in the structure of

human abilities, and Razina becomes more educationally centered around the teacher and student component when describes reflection at different levels of pedagogical thinking [10; 13]. Interestingly, Rossokhin moves beyond the pedagogical studies and unveils the specifics of reflective thinking, primarily dwelling on psychology of reflection of altered states of consciousness [14].

Therefore, the literature study displays that reflection has broadly been discussed by academics. However, it is yet to specify how psychological and pedagogical efforts in contemporary researches may contribute to a more efficient way of cultivating polyculturalism and multiculturalism, where appropriate, in higher education. Moreover, it is the adoption of coaching technology-oriented approach, which may help integrate the existing and cutting-edge good and best practices from the domestic and foreign educational environments. The said shapes the aim and relevant objectives of the study. It is expected that the findings prove a burning need in bringing change to higher education in the light of amending the methodological portfolio with the coaching toolkit for best adoptable teaching practices in poly- / multicultural classrooms and efficient instruments for teachers of foreign languages, which strive to foster culture and language tolerance in a multicultural changing world.

#### **Study material and methods.**

Identification of the same or similar studies in the domestic and foreign educational arena, collection and processing of data are combined with the synthesis and analysis of relevant literature in the fields of pedagogy, education, and psychology. More attention is paid to the contemporary ways of presenting thinking models / patterns in education and discussing implementation of coaching as a subject in higher educational establishments, as well as employing coaching technologies on a permanent basis for teaching polycultural and polylingual students in multinational classrooms. Compilation of scientific views and integration as an underlying approach are applied. The idea of introducing coaching as a fundamental value-adding toolkit for a future teacher of foreign languages in a polycultural / multinational classroom is key to the subject matter under discussion.

**Discussion and results.** Given the aim of the research, the set objectives deem to discuss relevance of reflection, reflective thinking and reflective skills for learning something new, discovering students' potential in higher educational settings, especially in polycultural and multinational classrooms, in which learning is carried out with a polylingual focus on education.

It is found that the key concepts of the

reflexive approach are such as (i) reflection (reflexion), (ii) reflexive position or state of being, and (iii) reflexive skills.

Next, it is also recommended under the research to distinguish between the adjective terms 'reflexive' and 'reflective'. To be more precise, 'reflective' under the study results means 'natural / characteristic of something which reflects, or redirects back to the source' while 'reflexive' stipulates 'referring back to the subject, or having an object equal to the subject'. The latter is of prime value for the subject matter of the research in general and at large inasmuch connects to coaching-based portfolio of methodology and ideology. At the same time, literature study showcases that both the adjective 'reflexive' and 'reflective' can be used interchangeably and are mainly distinguished as outdated and modern spellings for the same concept.

The analysis of researches of various scientific schools allows drawing a conclusion that as long as no uniform definition of reflection, especially in pedagogical researches, is adopted, many opt to follow the concepts defined in relevant philosophical and encyclopedic dictionaries. Thus, *Philosophical Encyclopaedic Dictionary* defines *reflection* as a form of human activity of a socially developed man, aimed at understanding all their own actions and their laws. Next, reflection is an activity of self-knowledge and self-discovery, which reveals the specifics of the spiritual world of man.

According to Korthagen et al., reflection is a mental process aimed at structuring or restructuring experience, problem or existing knowledge or ideas [7, p. 37]. Further, following the book description, "Set up as a journey back and forth between practice and theory, this book is not only about linking them but models how it can be done, providing both practical solutions and research-based theoretical foundations" and the introduction of Korthagen's concept of "realistic teacher education", it becomes clear why this reflection as a methodology is so crucial for teacher educators [7]. Secondly, the scholars' approach about linking theory and practice is reasonably considered a fundamental shift in thinking about teacher education. It casts no doubt, why schoolteachers who are practitioners warmly accept the concept, which is well-known in Europe and gaining interest in North America.

It is assumed important to underline that reflection is associated with the enlisted below:

- 1) Producing new meanings / concepts,
- 2) Processes of objectification of meanings in the form of knowledge, objects and objects of activity,
- 3) Specific functioning of this knowledge, subject matter of study and objects of practical activity [10].

Besides, a significant part and concept of the reflexive approach is the problem situation. It arises in the presence of several, sometimes mutually exclusive provisions for the evaluation of both the problem itself and the ways of its evaluation and solution. This provision allows determining the following requirements for the organization of the educational process, which ensures the formation of a poly- / multicultural personality of students who are training to become future teachers of foreign languages.

In order to form the ability to solve problems independently, it is necessary to model problem situations in a poly- / multicultural environments and form appropriate algorithms of action at all levels of foreign language education [8; 16]. To do this, it is necessary to analyze different views within the problem situation, which contributes to a better understanding of knowledge and acquisition of relevant skills afterwards.

The process of reflection itself contributes to the search for alternative actions related to the ability to design activities, which in turn creates the need to obtain new and update previously acquired knowledge, integration of knowledge and skills, and ways to use them in different situations. Thus, reflection results in the production of new meanings and their objectification in the form of a new idea and algorithms for its implementation.

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Therefore, the process of educating the poly- / multicultural personality is inextricably linked with reflexive processes, with the formation of a reflexive attitude to linguo-cultural knowledge, as well as to themselves as subjects of such activity. Hence, the main ideas of the reflexive approach in higher education and its main categories, i.e. reflection, reflective position / state of being, reflective skills, should be taken into account in developing the concept of educating and fostering poly- / multiculturalism of future foreign language teachers.

**Conclusion.** Given the discussed above, the processes of learning another language and getting acquainted with another culture are modeled as processes of cultural reflection, which must be organized on the basis of problematic situations of cultural nature so that the future teacher who is training to become a foreign language instructor, including purposes for instruction of languages of specific purposes, can reflect on him / herself, his / her culture, values of his / hers and other culture, and activities. That would result in formation of a reflective attitude to knowledge, values, activities, to him/ herself as a subject of culture and activities, ability to identify common and diversified inter-social values and capacity to help establish or cultivate them with polylingual students in multinational classrooms.

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## ВИХОВАННЯ ПОЛІКУЛЬТУРНОСТІ У ВИЩІЙ ШКОЛІ ЗА ДОПОМОГОЮ РЕФЛЕКСІЇ

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**Анотація.** У статті розглянуто напрямки вивчення формування полі-/ мультикультурної особистості майбутнього вчителя, який готовий забезпечити високі класні викладання іноземних мов, фахових мов у тому числі, та підвищити навчально-ціннісний компонент у сфері вищої освіти. Застосування рефлексивного підходу як елемента методології навчального процесу супроводжується також аксіологічним, культурологічним, комунікативним та екологічним підходами для формування високо-культурних та мовленнєвих цінностей майбутнього учителя іноземних мов у полі- / мультикультурному середовищі. Створення, сприяння або культивування полі / мультикультуралізму у вищій школі для вчителів іноземних мов нерозривно пов'язане з процесами розуміння, усвідомлення та формування власних особистих цінностей щодо знань та культури свого народу й того, мова якого навчається / викладається, особистої діяльності у побуті, особливо з процесами рефлексії. У цьому плані на перше місце виходить рефлексивне мислення. Як формування, так і розвиток такого рефлексивного мислення стають важливими завданнями на всіх рівнях (вищої) освіти загалом та у процесі навчання та засвоєння іноземних мов, зокрема. У той же час важливо відзначити, що рефлексивне мислення лежить в основі застосування коучинг-орієнтованих технологій як пулу високоефективних інструментів для досягнення поставлених цілей тренера (класний керівник, наставник, керівник, викладач іноземної мови, тренер з мови або експерт) та студента у полі- / мультикультурному просторі. Рефлексія може використовуватися у полікультурному / мультикультурному середовищі вчителями іноземних мов, у тому числі викладачами фахових мов, як на початку знайомства з новим матеріалом (перший етап уроку), так і в середині – для закріплення усвідомленого та виведення результатів у план дій в майбутньому, а також наприкінці роботи зі студентами для виважених результатів і розуміння, як діяти далі в подібних і інших ситуаціях.

**Ключові слова:** полікультурність, мультикультурність, виховання полікультурності, рефлексивний підхід, фахова мова, полікультурність у навчанні фахових мов, вища освіта.