

**IMPLEMENTING TECHNOLOGY OF POLY- /MULTICULTURAL EDUCATION FOR FUTURE  
FOREIGN LANGUAGE TEACHERS: INTEGRATED APPROACH  
ВИХОВАННЯ ПОЛІКУЛЬТУРНОСТІ У МАЙБУТНІХ ВИКЛАДАЧІВ ІНОЗЕМНИХ МОВ**

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**Abstract.** *The paper discusses the technology of poly- and multicultural education within the framework of foreign language education. Based on the research, it is found that the simultaneous application of the theoretical, practical, and personal components in foreign language education ensure effective work and quality performance by the faculty in poly- / multicultural education of future foreign language teachers and encouragement and motivation of the learner. It is established that it is achievable with development of certain focus areas (six as identified), where objects of professional activity refer to academic and educational (pedagogical) process, didactic foundation for foreign language education of students, organization of the academic and educational process, design of programs / curricula that are innovative and challenging adoption of new learning technologies, accompanied by their experimental verification. It is found that cultural and educational activities of the foreign language teacher in the implementation of ideas related to personality-oriented education have a great influence not only on the construction of the learning process and teaching methods, but also establishes a new style of teacher-and-student and student-and-group relationships. In culturological disciplines, including foreign language teaching, these relations adopt the extended colorful meaning of “student’s personality - culture – teacher’s personality”. It is concluded that the integrated approach for poly- and multicultural education of future foreign language teachers enables professionals to form students’ holistic cultural representation of the world, become aware of their value-based self-determination and develop artistic and aesthetic perceptions of the environment. The organization of language practice by integrating foreign language classes, linguistic and cultural studies, literature, history, arts (music, painting, drama, cinema) promotes the development of emotional and evaluative sphere, generally framed cultural and moral development of students.*

**Keywords:** *polycultural education, multicultural education, foreign language teacher, FL teacher, modern education.*

**Introduction.** It is believed that poly- and multicultural education can be viewed a progressive approach to transforming pre-school, primary, secondary and tertiary levels of education for a number of reasons. First of all, it identifies and enables educators to remedy the gaps or teaching/ learning deficiencies and incurred failures in and outside class; next, it focuses on promoting dialogue of cultures and non-discriminatory practices in the educational process via differentiation of methodological tools, e.g., discussing the interethnic relations in the literary heritage of famous writers and poets (Shynkaruk & Shynkaruk, 2019). Then, it is stated it may easily start with its forming principles in the course of foreign language teaching. Following Banks’ definition on multicultural education as “an inclusive concept used to describe a wide variety of school practices, programs and materials

designed to help children from diverse groups to experience educational quality” (Banks, 2017), it is taken that poly- and multicultural education stands for cultural pluralism, which represents a new paradigm in teaching as well, where pedagogical framework aims at establishing and fostering more tolerant and fully respectful attitudes to everybody and everything – language, culture, surroundings. At large, it will help prevent linguistic and cultural clashes if any, under the multiculturalism concept.

With a variety of papers dedicated to poly- and multiculturalism including the disruptive years of changes (UNESCO, 2020; Reimers & Schleicher, 2020; van Hek, Buchmann & Kraaykamp, 2019), the central part is seen with the theoretical argumentation and input in teaching in primary (Andersson, 2007), secondary (Rutkowski, Rutkowski & Engel, 2014), and

tertiary cycles (Chaika & Pace, 2021; Sidash et al., 2020). Of broader scope are also works for vocational education, where the questions risen refer to poly- and multiculturalism along with learning motivation and teachers' encouragement in class (Pace, 2021; Ingersoll, May & Collins, 2017; Amor et al., 2018). However, this may hardly cover all the spectrum of challenges being faced in a multinational as multicultural classroom. While some scholars look into the theoretical framework of poly- / multiculturalism, the others highlight the need in establishing, maintaining, growing, and polishing practical skills in foreign language communication, under the scope of which other culture(s) become(s) part of life-being in the form of full or partial integration, or awareness of "the other", recognized with demonstrated respect and tolerance (Chaika, 2022; Pace, 2018). At the same time, personal component is much studied in psychological domains, behavioral and cognitive manifestations, leaving pedagogical descriptive analysis still vague. Therefore, the paper discusses the implementation of the integrated approach for poly- and multicultural education in the course of foreign language teaching following the principal streamlines in poly- / multicultural education of future FL teachers at university and suggests deploying the designed course for relevant objectives.

**Methods.** This study used literature research methodology, also known as the "library research", to collect the research ideas and already implemented solutions of poly- and multicultural education for foreign language teaching. The combination of views by different schools, pedagogical thought, history of pedagogy and data analysis enabled to apply the integrated approach to designing a complex vision of poly- / multicultural education in educational settings, with key focus on foreign language teaching.

**Literature review.** The professional and pedagogical activity of a FL teacher involves solving many professional tasks, among which such are differentiated, (i) exploring the educational potential of students in different socio-institutional conditions in order to predict and design individual trajectories of development and education, (ii) studying, designing, and implementing educational processes with application of innovative technologies including ICT, (iii) solving current pedagogical

tasks, (iv) designing the educational environment and methodological support of adult foreign language education, (v) creating and establishing innovative pedagogical technologies of children's education in order to optimize the educational process, (vi) designing and implementing models of complex support for education of the student youth, (vii) systemizing domestic and foreign research in the field of pedagogical education, as well as developing strategy, structure, and procedure of scientific research, monitoring effectiveness, analyzing for systemization and presenting the study results, (viii) professional and personality self-education, design of further educational roadmap and professional career.

According to Buraho (1992, p. 10) the FL teacher should interpret complex linguistic phenomena in native and foreign languages; they should possess relevant knowledge of the techniques that allow for preventing language, speech and socio-cultural interferences. Moreover, they should ideally be recognized through their professional rhetoric, and be able to effectively apply philological knowledge of literature, history and other philological disciplines in the process of learning the basics inherent to intercultural communication. In addition, such a specialist should be seen with the techniques that allow for preventing speech and socio-cultural interference and can apply modern methods of philological analysis related to various types of multifunctional text. The FL teacher as a poly-/ multiculturally educated personality will also be expected to use the analysis results to define linguo-didactic bases of teaching language via a wide range of activities within different foreign language courses, including the profile-oriented ones, in order to form students' linguistic abilities, verbal intelligence, language reflection, analytical reflective abilities, memory, language intuition, linguistic thinking of students, in particular (Holubovska, 2004).

Professor Matsko (2008, p. 222-231) notably underlines that systematic work aimed at students' mastery of linguistic terminology, the development of their ability to choose and use the necessary terms – both previously used and re-emerged as caused by science, help to expand the students' linguistic horizons, and hence linguistic and cultural competences, which can be interpreted as a natural acquisition by

a language personality training to become a FL teacher of the processes fundamental for language formation and perception, and acceptance of core values and vision of cultural information embedded in linguistic signs. Further, Stepanov (2004) notes that cultural and educational activities of FL teachers involves the study of their potential opportunities and cultural needs and the implementation of individual programs of their cultural and leisure activities in different conditions. Also, study and assurance that relevant socio-cultural needs of the individual be met at different ages, design of group and individual programs in interethnic, intercultural conditions as well as study, design, implementation and evaluation of the results associated with their cultural activities via modern technologies make an integral part of the curriculum to train a diversely intelligent poly- and multicultural personality of a FL teacher.

Yermolenko et al. (2007) develop the idea further and state that modern pedagogical theory and practice focus on integration processes that contribute to the construction of pedagogical knowledge on the basis of philosophy, sociology, ethics and aesthetics. More and more questions arise as to how to transform culture through the pedagogical system. Lack of variability of technologies, technologically undeveloped pedagogical leadership of students' independent work and other characteristics attributable of modern pedagogical management system for future teachers are hardly considered to create favorable conditions to solve those problems that arise in professional education; at the same time, they convince of the need for changes in training in the development of culture and the formation of a new poly- / multiculturally diverse personality - a person of culture - a free, humane, spiritual, and creative personality (Yermolenko et al., 2007).

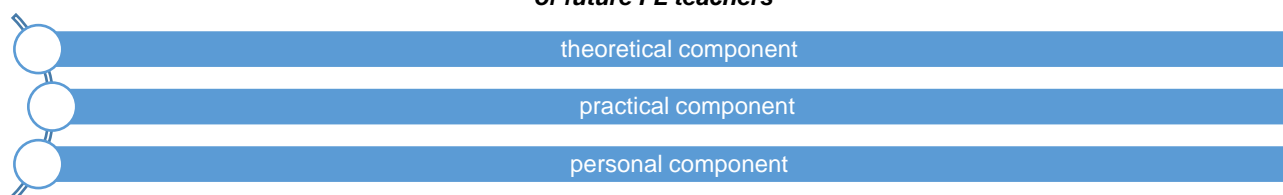
The multiculturalism of the modern teacher is a component of their pedagogical culture, deriving from the culture of society,

which is defined as a positive experience of mankind. In its turn, the latter is characterized by a human function, which reproduces the structure of human, activity- based attitude to the surrounding and the world (Lutayeva & Kaidalova, 2013). It is worth underlining to agree with the above that the formation of pedagogical culture is associated with the objectification of different phenomena: the world of ideas, feelings and emotions, goals, and expectations of society. According to Babych and Vitvytska (2014), it is a mechanism to make hopes of society come true, the potential to see dreams come true, the way and means of transition by the today's generation to the 'tomorrow' (Babych and Vitvytska, 2014, p. 77-80). With the help of pedagogical culture, it is a historical process of society development, growth of its consciousness through practical activities, enrichment of thought and

That is why in the system of the modern teacher's professional qualities, it is obvious to consider such a socially important quality of the teacher as cultural literacy. The content of this phenomenon in the pedagogical culture is seen pertinent to the modern FL teacher and includes the following components: (i) professionalism, (ii) non-standard way of thinking / thinking out of the box, (iii) originality, (iv) high level literacy, (v) expressiveness, (vi) logic, (vii) lexical wealth and communication, (viii) creativity, and (ix) culture awareness and readiness for diversity in perception.

**Results and Discussion.** Following the reviews of the works on multiculturalism, it is found that for the multicultural educational environment in Ukraine, the main components that ensure effective work and quality performance by the faculty in poly- / multicultural education of future foreign language teachers in the light of integration for quality education are three-pillar: (a) the theoretical component, (b) the practical component, and (c) the personal component (Fig. 1).

**Fig. 1. The main components for poly- and multicultural education of future FL teachers**



Considering the opening component – the theoretical core, educating poly- and/or multicultural personality of the future foreign language teacher relates to problem-solving as a key competency not only for professionalism in teaching, but also for life scenarios in future. Following the fundamental skill, the theoretical value stretches further by equipping future FL teachers especially in higher education with deep knowledge on the essence of basic concepts and categories of the relevant phenomena, i.e., poly- and multiculturalism, their derivatives such as poly- and multicultural education, poly- and multicultural upbringing, intercultural and crosscultural communication, intercultural tolerance, technology of dialogue / dialogic interaction, etc.; it builds up the value and increases their role in the system of modern education, as well as the modern technologies for mastering foreign languages and methods of poly- and multicultural education of modern youth become the powerful weapon for future successful classroom interactions. The theoretical component in the poly- / multicultural education can be implemented in the course of classwork as integrated in the educational process, and accompanied by research activities.

The practical component of poly- / multicultural education for future FL teachers aims at forming students' relevant practical skills of inter- and crosscultural communication, consolidating the acquired knowledge in the course of internships, polishing and/or acquiring professional and personal qualities of diversified poly- / educational work, and (vi) self-education and

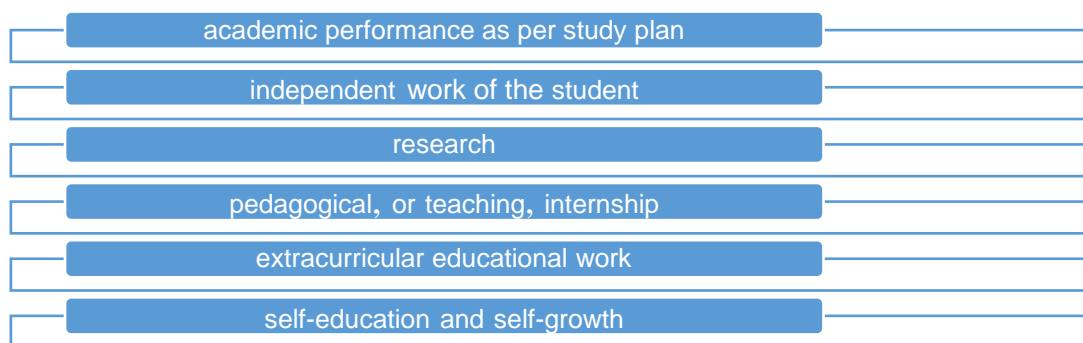
multicultural personality in extracurricular activities in the light of the main focus. The methods to implement the practical component into the educational framework is seen through introducing and conducting educational, project and cultural activities.

The personal component of poly- / multicultural education for future FL teachers aims at growing self-awareness of the class and students' conscious approach to self-education, self-growth and self-realization. It can come true and possible through students' involvement in personal growth programs, for example, coaching trainings, workshops, in-class and out-of-class reflexion, in particular.

Thus, all the three components of poly- / multicultural education, i.e., theoretical, practical and personal, involve the organization of this educational process on the basis of subject-to-subject relations, culture dialogue, respect to the student as a personality, and undoubtedly recognition of human capital as the highest value.

To follow the line of the discussed, it is important to consider the principal streamlines in poly- / multicultural education of future FL teachers at university. Such focus areas of work on the poly- / multicultural education of FL teachers determine the specifically shaped and aligned forms of work. Among these the leading role will be with the (i) academic work (study plan as per curriculum), (ii) independent work of the student, (iii) research, (iv) pedagogical, or teaching, internship, (v) extracurricular educational work, and (vi) self-education and self-growth (Fig. 2).

**Fig. 2. Focus areas of work on the poly- / multicultural education of FL teachers**



To determine the contents of work to be performed in the selected areas, it is crucial to note the legislative acts of value and validity, that establish the foundation of the concept and idea itself for poly- / multicultural education of future FL teachers. These are: the Higher Education Standards approved and validated in Ordinance #871 by the Ministry of Education and Science of Ukraine and dated 20 June 2019; and the currently running and valid educational and professional program 'The English Language and English as the second foreign language' as a training program for future FL teachers of English as L1 and L2 in the students' second (master's) level of higher education - specialty 035 'Philology', specialization 035.041 'Philology (the German family languages and literatures including translation, with English as L1) in the knowledge domain of 03 'the Humanities and Social Sciences', under which students will be qualified as (i) a philologist, or language expert, and a researcher, (ii) a translator from English as L1 and another L2 (second foreign language), and (iii) a teacher for a higher education institution (NUBiP Ukraine).

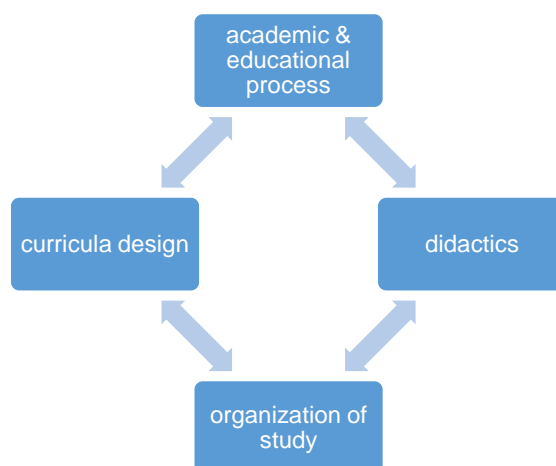
The objects of study under the educational and professional program and professional activities by Master of Philology is/are language(s) – covering a wide range of aspects, from theory and practice, synchronous / diachronic approaches, to dialectological, stylistic, socio-cultural aspects, etc.; including literature and oral folk art; genre and style varieties of texts; translation; interpersonal, intercultural and mass communication in oral

and written forms.

The learning objectives under the master curriculum include training of specialists capable of solving complex tasks and problems; such training anticipates conduct of research and / or looking for / making innovations; it is also characterized by indefinite conditions and requirements that are set to the activities in relation to the analysis, creation (including translation) and assessment of written and oral texts associated with different genres and styles, organization of successful communication in different languages.

The theoretical contents of the subject area is a system of scientific theories, concepts, principles, categories, methods and concepts of philology. Methods, techniques and technologies include general and special philological methods of analysis applied to linguistic units, methods and techniques of research adopted for study of language and literature, as well as information and communications technologies. In this regard, the objects of professional activity are as follows: (a) the academic and educational (pedagogical) process, (b) didactic foundation for forming foreign language education of students, (c) organization of the academic and educational process, (d) design of programs / curricula that are innovative and challenging adoption of new learning technologies and their experimental verification, according to the catalog of the masters' curricula at the National University of Life and Environmental Sciences of Ukraine.

**Fig. 3. Objects of the professional activity for FL education (NUBiP Ukraine)**



The educational and professional program for training the future FL teacher is

oriented at implementation of professional and pedagogical, cultural and educational

activities in the context of culture dialogue. At the same time, the system of the present or future FL teacher's special knowledge and skills should be measured with the degree of the teacher's cultural literacy formed and to which extent established. The substantive side of knowledge includes a wide range of necessary components for foreign language teaching in order to meet the modern market demand and conditions, i.e., knowledgeability about the laws of personality development; awareness as to regularities of formation and functions of the student's perception and comprehension of themselves as 'a person in culture'; information on the traditions of educating the individual via cultural heritage; knowledge about inclusion mechanisms of culture elements in activities; knowledge of the history and culture of mankind in general and nation, in particular (Shevniuk, 2003). Next, highly estimated importance should be attached to the formation of adequate pedagogical skills of the future FL teacher (Holubovska, 2004): ability of social perception (e.g., drama, reading in person); possession of factage (content material); planning and forecasting students' responses in class and outside; creating a favorable creative microclimate in the team; ability to make students interested

in / fascinated with the information about the cultural heritage of a nation whose language they are mastering, in order to instill in them respect and care; ability to operate with progressive teaching methods, digital included; ability to diagnose the influence level of applicable cultural values on the personality of the student, etc.

Cultural and educational activities of the FL teacher in the implementation of ideas related to personality-oriented education have a great influence not only on the construction of the learning process and teaching methods, but also establishes a new style of teacher-and-student and student-and-group relationships. Replacing the former system of subject-and-object relations with a broader system of subject-and-subject relations creates a basis for the true humanization of the educational process. In culturological disciplines, including foreign language teaching, these relations adopt the extended colorful meaning of "student's personality - culture – teacher's personality" (see Fig. 4). To this end, Shevniuk (2003) stresses out that the objectives of a FL teacher also include the formation and development of these students' competencies due to their further professional activities.

**Fig.4. Extended meaning of the subject-and-subject relationship in FL teaching**



The modern FL teacher is expected to possess the following generally set of:

- **Cultural competencies:**

(a) Ability to improve and develop their intellectual and general cultural level, and to strive for moral improvement of their personality,

(b) Readiness to independently learn the new, adopt cutting-edge research methods, to modify / change the scientific, research and performance profile of their professional activities, as well as the socio-cultural and social conditions of the activities;

- **Sociolinguistic competencies:**

(a) Willingness to use language being mastered, staying aware of its nature and understanding the foreign and native cultures, linking them with future professional activities,

(b) Understanding of possible

differences between native and other cultures and developing a positive perception of other cultures, by overcoming socio-cultural differences and creating didactic and methodological conditions for cultural reflection; the latter will help students determine their place in the spectrum of cultures and better understand and respond to universal values.

It is necessary to consider in more detail the theoretical component of poly- / multicultural education for future FL teachers in the light of forms, methods and means of teaching foreign languages in the holistic educational process at a higher educational institution. Thus, the main forms of teaching foreign languages at universities are collective work, group forms of work – pairwork, teamwork, etc., and independent



work of students, all of which meet the requirements of set out modern strategies of competency-based educational paradigm.

Group and collective forms of teaching and learning performance realize the personality-oriented vector in the process of mastering a foreign language and are characterized by (a) mutual exchange of information and enrichment of students' experience in the group – social element in building up efficiency in communication and living, (b) intensification of educational and cognitive processes, (c) collective interaction of students, (d) productive communication, (e) reflection, which ensures the formation of an adequate attitude of all participants in the educational process to their own activities and the correction of these activities where applicable.

Collective and group forms of work dedicated to teaching foreign languages – linguistic and cultural special courses, integrated classes, conferences, travel, excursions, trainings, are based on the use of different pedagogical methods of simulation – modeling real communication situations and organizing various student-to-student interactions in groups (work in pairs, in small groups) aimed at problem-solving of value-oriented tasks.

The indisputable advantage of learning in groups is that in active interaction with each other students learn not only to share knowledge about the subject, but also learn to communicate efficiently and improve their communication skills. In collective cooperation, the function of the teacher changes, it is the standing where help and support are welcome rather than instruction, everyone gets the opportunity to work at an individual pace. Also, everyone's responsibility for their success and results of collective work increases, the ability of students to adequately perceive others, evaluate themselves and the results of their activities, develops their adequate self-esteem.

Within the technology of poly- / multicultural education, the theoretical component involves the use of special linguistic and cultural courses, which enrich students with background knowledge of language and culture in all the richness of their manifestations. For instance, the specially designed course 'Multiculturalism of the Modern Foreign Language Teacher' aims

at mastering pedagogical innovations in the field of multicultural education, on the one hand, and on the other, developing the students' ethnocultural competence and pedagogical creativity. The purpose of the mentioned course on multiculturalism of a modern FL teacher aims to form students' ideas about cultural pluralism as an objective property of social reality. The objectives of the specially designed course 'Multiculturalism of the Modern Foreign Language Teacher' look to develop multicultural and ethnopedagogical competence of students, to form their ability to conduct professional activities in a multicultural environment, taking into account the peculiarities of the socio-cultural situation of developments, to grow their ability to use the basic developing laws of the modern social and cultural environment in professional activities.

The author's special course 'Multiculturalism of the Modern Foreign Language Teacher' introduces students to the peculiarities of speech in different socio-cultural contexts, helps to understand additional semantic loads, political, cultural, historical connotations of words, phrases and expressions. Thus, students gain an idea of the diversity in cultures of the world, acquire cultural impartiality, deeper awareness of their socio-cultural identity, by acquiring linguistic and cultural competence of a foreign language teacher, which can be interpreted as natural mastery by language personality (foreign language teacher) of world perceiving models, processes of linguistic and cultural coinage, establishing specific language and culture codes embodied as linguistic signs of absorbed cultural information.

**Conclusion.** Following the description and analysis of the theoretical, practical and personal components in foreign language teaching based on poly- and multicultural education, it is evident to conclude that the university classes when integrated under the discussed concept aim and help students form a holistic cultural representation of the world, grow their value-based self-determination and develop their artistic and aesthetic perceptions of the surroundings. The organization of language practice by integrating foreign language classes, linguistic and cultural studies, literature, history, arts (music, painting, drama, cinema)

promotes the development of emotional and evaluative sphere, generally framed cultural and moral development of students.

It should be noted that independent educational and cognitive activities start being regulated and managed by the student as a subject of this activity and aim at the development of socio-cultural knowledge and skills and social experience. An example of independent learning activities refers to project tasks which can be performed in the

framework of modular interdisciplinary courses. These are based on the productive nature of learning activities. The ability to independently master language and explore culture is the basis of self-education of the individual and seen through the lens of 'lifelong learning'; it is manifested in the social adaptability and academic mobility of students who are training to become future FL teachers.

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**Анотація.** У статті розглядається технологія полі- та мультикультурної освіти в межах викладання іноземних мов і виховання майбутніх викладачів іншомовних компетенцій. Дослідженням встановлено, що одночасне застосування теоретичної, практичної та особистісної складових іншомовної освіти забезпечує ефективну та якісну роботу викладачів при вихованні полі-/мультикультурності майбутніх учителів іноземної мови та що сприяє заохоченню та мотивації учнів і студентів до самонавчання. Рівень розвитку полі- й мультикультурності майбутніх учителів іноземних мов зростає при дотриманні певних напрямів (виявлено шість) освітнього процесу, де об'єктами професійної діяльності є навчально-виховний (педагогічний) процес, дидактичні основи іншомовного навчання студентів, організація навчально-виховного процесу, а також розробка інноваційних програм / навчальних планів, що передбачають впровадження нових технологій навчання, які, в свою чергу, супроводжуються експериментальною перевіркою й використанням кінцевих даних для подальшого впровадження. У роботі встановлено, що культурно-просвітницька діяльність учителя іноземної мови в реалізації ідей особистісно-орієнтованого навчання має значний вплив не тільки на побудову навчального процесу та методіку викладання, а й формує новий стиль педагога у викладанні, де у стосунках вагоме місце посідає горизонтальний вектор: студент-студент і студент-група. Під час викладання культурологічних дисциплін, у тому числі при навчанні іноземним мов, ці відносини набувають розширеного колоритного змісту «особистість студента – культура – особистість викладача». Зроблено висновок, що інтегрований підхід до полі- та мультикультурної освіти майбутніх учителів іноземної мови дає змогу фахівцям сформувані в студентів цілісне культурне уявлення про світ, усвідомити їхнє ціннісне самовизначення та розвинути художньо-естетичне сприйняття навколишнього середовища.

**Ключові слова:** полікультурна освіта, мультикультурна освіта, вчитель іноземних мов, навчання іноземним мовам, сучасна освіта.