

**Pedagogical Shift in Contemporary Foreign Language Teaching:
Based on Multi-Cultural / Lingual Data Sets**
**Зсув у педагогічній парадигмі під час навчання іноземним мовам:
за даними мультикультурних / мовних респондентів**

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Abstract. *The presented research looks at the possibility of implementing some 'good practices' in the foreign language teaching (FLT) at the tertiary level of education. Also, it is emphasized that the FLT curricula require a deeper plunge into culture studies, which results in strengthening the multicultural and multilingual component in education. Having studied, implemented, adjusted various sets of methods and techniques for FLT in multinational classroom, which, not so long ago, were recognized most effective, the survey findings and questionnaires make it hard to agree. These days students claim that the educational system appears outdated and they cannot boast of motivation and drive to perform well in class. Among the reasons are issues with discipline, time management, skill sets, unpredictable situations, which challenge stress resilience and emotional regulation. No longer knowledge-based approach in FLT may meet the goals of the learner. In digital era, any sort of information may be found online immediately upon request, and the digital skills of students are often well developed. What will make and/or keep them motivated, how can the students feel passionate about their study and perform well or high in their learning curve? – are just a few questions, which modern FL teachers ask themselves and each other. The paper, via distinguishing the difference between the terms of multiculturalism, multilingualism, plurilingualism, as well as task- and people-oriented approaches of leadership theories, discusses possible solutions and presents templates / models of effective communication and building trust between the teacher and the student in multinational class. Also, a part of the model filled in with students' possible answers may help shape the vision how the pedagogical shift in education through effective out-of-class communication in foreign language teaching may become a game-changer in the educational paradigms.*

Keywords: *multicultural education, multilingualism, foreign language teaching (FLT), FL teacher, modern education.*

Introduction. For many decades the questions of education for democratic citizenship, learning and teaching about the history of Europe, plurilingual and intercultural education, language policies for multicultural and multilingual societies have been topical (Standing Conference of European Ministers of Education, 2000; 2003; Recommendation of the Committee of Ministers to member States on the importance of plurilingual and intercultural education for democratic culture, 2022). However, aligning with the tendency for democratic societies under the national education framework (Shynkaruk et al., 2018; Shynkaruk & Shynkaruk, 2019; Chaika, Savyt'ska et al., 2021), Ukraine is still at the developing stage of implementing complex and comprehensive programs for pluri-/multilingual and poly-/ multicultural

education, including the need in relevant designed curricula at tertiary level of education (Sidash et al., 2020; Chaika, 2021).

There are distinguished papers linking to leadership in general and education, in particular (Sinek, 2011; Sopivnyk, 2016; Bhaduri, 2019), although very little is discussed in the Ukrainian academic circles as relates the overlapping core of teaching translation, foreign language(s) and culture, multilingualism and multiculturalism at large, cognitive and behavioral sciences, and leadership. Nevertheless, each domain may be to some or even greater extent highlighted in modern research (Gaffar, 1995; Irgatoğlu, 2021; Chernysh et al., 2021).

Therefore, the research aims to look into the hypothesis of the pedagogical shift in contemporary foreign language teaching at

the tertiary level of education, aiming at fostering and advancing multicultural and multilingual education patterns in university curricula; the ways of implementing into foreign language teaching multicultural and multilingual components as the key element of contemporary education programs expressly connects to the updated methods and techniques of effective communication in class, i.e., from task- to people-oriented approaches in teaching as part of leadership and/or balancing between task- and people-oriented approaches in goal-setting, daily performance and deliverables. The main objectives of the research emphasize the distinction between the terms *plurilingualism*, *multilingualism* and *plurilingual repertoire*, and provide the definition for *plurilingual and intercultural education* (for multiculturalism); next, the task- and people-oriented approaches from leadership theories set the foundation for use of terms in the context of foreign language teaching based on multicultural and (pluri-)multilingual education in Ukraine, without limitation. Finally, with the effectively implemented scenarios of engaging and value-adding communication models as practical communication exercise / guidelines for teaching staff, the templates of effective communication models in foreign language teaching will be presented in Results and Discussion part of the paper.

Methods. This study used quantitative and qualitative approaches in research analysis, based on surveys and questionnaires distributed to collect, process and analyse the data. The surveys were conducted in line with the Ethics regulation of the *National University of Life and Environmental Sciences of Ukraine* and compliant to the GDPR policies. The questionnaires were filled in by respondents who participated in the surveys on a voluntary basis, without mention of the personal data, which was anonymized. Following the concept, at a later date respective interviews with the respondents were held to clarify vague and ambiguous answers. For this purpose, all the respondents were divided into the three groups. Group 1 included faculty staff aged 21 to 63, mainly teachers, senior lecturers and professors of English, French, German, Spanish, Polish, Czech, and Slovak languages, and those of

translation; along with these specialties, the survey was conducted with professors and senior lectures at Department of International Relations and Social Sciences. The number of female and male respondents constituted 48 people, of which 70% were women. Group 2 was made of Arabic, French, English, Polish, Czech, German, and Ukrainian speaking students – 123 respondents in total, of which 62% were female and 38% male, correspondingly. As regards religion and question of beliefs, among them were Muslims, Orthodox, Catholics, Protestants, and atheists. Among faculty, the major part (93%) was Orthodox and Catholic. Group 3 was the smallest in scope for the survey as it included only 5 respondents (100%) aged 40 to 65 – female and male, from administration of the university, and asked to share their opinion and feedback on the performance of staff and students altogether.

Literature review. From a pedagogical perspective, and following the European framework of multicultural and multilingual education, principles of democracy, equality, respect and tolerance, honoring interethnic values, it is seen relevant to specify in the paper the definitions adopted for a number of terms. Thus, plurilingualism is “the potential and/or actual ability to use several languages to varying levels of proficiency and for different purposes” whereas multilingualism rather refers to the presence of two or more languages on a specific territory, in a community or society (Appendix to Recommendation CM/Rec (2022)1, *Definitions*). In short, plurilingualism refers to ability to use several languages to varying levels of proficiency for different purposes irrespective of territory while multiculturalism stands for the presence of several languages in a given territory. From another angle, it can be stated that plurilingualism would rather refer an individual person’s abilities, knowledge, skills, and experience of language in certain cultural contexts; multilingualism would then speak of collective experience of language under a set mix of cultural contexts.

Taking it further, it is assumed crucial to mention *plurilingual repertoire* as a term. This term based on the definition given in Recommendation CM/Rec (2022)1 on the importance of plurilingual and intercultural

education for democratic culture refers to the different register under which an individual may use certain language in different contexts; in this regard, the use of language (register) can associate with either *locus* - the place where the person has acquired the communication skills, e.g., at home, at school / college / work, via social media – *FaceBook, Instagram, YouTube*, etc.), or purpose, i.e., communicating with the family, studying at school or university, socialising in real life – school, work, friends, neighbors, etc., using it for social media – posting, blogging, gaming, etc.). It is necessary to mention that different languages of a plurilingual repertoire are very dynamic and vary in a range of proficiency. Ultimately, *plurilingual and intercultural education* is “a holistic concept that has an impact on all areas of education policy and practice” (Appendix to Recommendation CM/Rec (2022)1, *Definitions*). This term is of utter value for the research under the concept of modern foreign language teaching and learning, and the communicative models to be presented further will help foster the development of plurilingualism and/or multiculturalism depending on the goals, as well as integrate relevant linguistic repertoires where available into academic work in and outside class.

To the part of leadership theories, in business, leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2015), and Leithwood (2012) defines leadership as the exercise of influence on organizational members and stakeholders in order to identify and achieve the shared vision and goals in an organization. For foreign language teaching (FLT), it is a teacher that comes in class to be a leader and who will exercise influence on a group of individuals – their class (Chaika, 2021). It is important to underline that similarly to business, where high-quality result is expected with either task-oriented and/or people-oriented approaches in everyday performance, high performance of students in class will be also associated with abilities and skills of the foreign language teacher to communicate and together with students set the individual and groups goals for the future outcome. Psychological and emotional guidance (Androsovykh et al.,

2021) to apply on top to driving students' communicative competencies (Tymchenko, 2001), including assigned tests and conducted assessments (Zahorulko et al., 2021), will help grow communicative functional potential incentive modality of students as regards psycholinguistic dimension (Shynkaruk & Kharchenko, 2020). Relevant vision has been researched and implemented as to motivation and encouragement of students via learners' strategies and behaviors in foreign language acquisition (Török & Jessner, 2017) and crafting communicative culture as part of the pedagogical one (Sadova, 2000; Zaretska, 2005); however, even with the focus on multiculturalism in foreign language studies (Kaikkonen, 1994; Salama, Elmannai & Bach, 2014) and implement of information in applied studies (Salama & Bachr, 2019), with the shift from knowledge-based to skills-based paradigms in information search, retrieval and processing, methodological guidelines adopted in foreign language teaching and earlier recognized effective, from day to day, start failing or staggering in class. The questions of discipline, concentration, motivation, and regulation are being redirected to self-discipline, self-concentration, self-motivation, self-regulation, etc. (Halian & Hryntsiv, 2015).

Results and Discussion. The study findings based on the processed data of the surveys and questionnaires reveal the dramatic changes happening these days in the students' academic performance. Also, the survey results underline the challenges faced by faculty in the course of foreign language teaching in a multinational class, i.e., multicultural and multilingual. The higher level of linguistic and cultural and ethnic diversity in class, the harder it is for the foreign language teacher to customize the learning procedures and adopt relevant methodical tools and techniques to reach effect and meet the learning / teaching objectives. No matter how hard the teacher may try, it may appear next to impossible to fully engage the class, especially in remote or distant forms of learning. The following table (Fig. 1) sets out the generally observed elements in the educational setting of foreign language teaching (FLT).

Fig. 1 Educational setting of FLT (from leadership rather than management functioning)

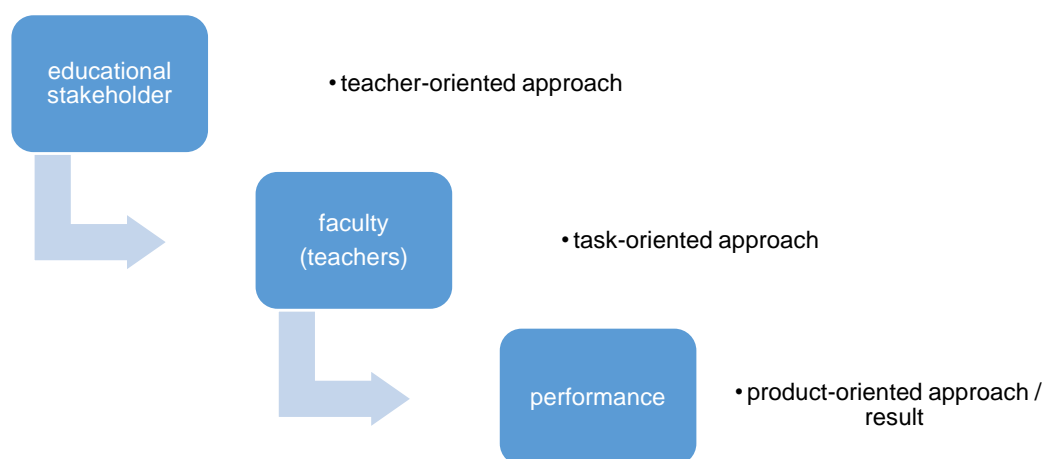
Stakeholder(s)	What is being observed?	How can it be changed (based on classical FLT model)?	Why does it need to be changed?
Students	Feeling demotivated, discouraged, bored in class	Expecting to enjoy / be amused in class, and at the same time, to only spend a little time to grow professional	They want to grow professional but cannot see the value of future result, or lack understanding of why their performance varies from time to time
Faculty	Lacking communication and digital competencies (portfolio of soft skills)	Ordinary text-, skills- and workbooks can be substituted with modern content such as blogs, fashion magazines, video content on social media (YouTube, Netflix, etc.), music, roleplay, etc.	The world long ago set off for the digital. They need to move ahead of the curve in order to be efficient in their roles. Covid-19 gave a good lesson and taught the importance of e-learning, remote and distance study.
Administration	Trying hard to compete in the educational market and comply with the high-quality standards and methodical guidelines in education; collecting reports and working hard on the statistical data	Risk management and better strategic planning, collaboration inside and outside the country for research and exchange of experience, etc.	To align with the set requirements for high quality in education and stay / lead in the education market

Following Fig. 1, the key criteria adopted by the university administration for staff performance evaluation to measure and grow quality related to the three main categories of reports. One report delivered data on academic performance of faculty, another was on research data and engagement of faculty teachers, senior lecturers, professors in research activities that were expected to result in publication of their scientific findings in journals, among which the most highly rated are those indexed by Web of Science and Scopus data bases. That might have been assumed to grow competence and professionalism of internal staff. The other report was statistical; it also broke into many subsections that aimed to collect information not only on publications of articles and the like, but also participation in national and international conferences, organization of conferences, workshops, conduct of methodological seminars on the premises of the university, patents, publication of books, guidelines, design of curricula, etc.

Graphically, the adopted idea may translate into Fig.2 *Leadership in education and FLT, in particular, based on Lewin's leadership styles and a range of approaches*

in leadership. Starting with the three leadership styles (Lewin, 1939) – autocratic (authoritarian), democratic (participative) and laissez-faire (delegative) leadership styles, these days there is another gaining its power, i.e., transformational leadership (Nickerson, 2022). Thus, the concept of Kurt Lewin's leadership styles underpins the level of control that a leader, in our instance, a FL teacher or administration, and in some advanced scenarios – the student, holds over the decision-making process and the specific goal-setting, performance, evaluation and other decisions that they involve their team (class). According to Nickerson (2022), “Transformational leaders model behavior, set clear goals, have high expectations, and offer support. At the core of the style is the presenting of a compelling vision and a set of values to work by.” Reading further, the researcher notes that “transformational leaders create a culture that tends to avoid blame, rather focusing on the problems that the team faces collectively and how these can be solved”. This is critical for the model to be suggested being implemented for foreign language teaching in contemporary educational settings.

Fig. 2. Leadership in education and FLT based on Lewin's leadership styles and approaches in leadership



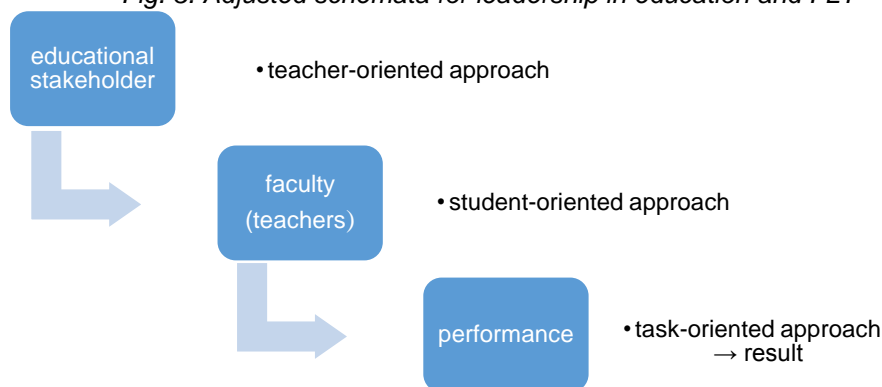
Differentiating in business task-oriented leaders and people-oriented leaders, it should be stressed that task-oriented leaders will focus on the objectives / setting objectives and expect other to meet these objectives as part of accomplishment scheme. People-oriented leaders will focus on the EQ rather than IQ, i.e., on the well-being of the team members performing the tasks, not only their knowledge and skills, and competence that enables them to perform the tasks. People are the main asset; not the tasks themselves.

According to the above, educational leaders in university administration would follow the principle 'people are our key asset', hence the educational stakeholders (university administration, ministries of education, education quality assurance teams, etc.) would adopt the people-oriented approach to faculty. However, in this classical model of teaching foreign languages today, majority of teachers would opt for the task-oriented approach; the teachers comment that their main objectives are to follow the curricula and bring the educational value to the multicultural class in teaching foreign languages. The programs are too intense, the hourly loads are often reduced, much work is left out for students' independent work, under which little practice is observed outside classroom. Students upon receiving assignments are expected to understand that

their education is important and studying hard may take them to the desired results. However, very little attention is paid to change in the mindsets of the youth, very little research is done in the generation theories as relating to foreign language teaching, in particular. The digital age and the leisure time of students cannot but leave a significant trace in the education trajectory. The survey findings reveal that the modern student wants everything and at once, there is little investment into time and resource management as opposed to high expectations and emotional freedom (87% of the student respondents mentioned they were demotivated to learn online or in class under the classical model; digital tools, e-learning platforms for their convenience, entertainment TV-shows in a studied language, etc. would in no way change the attitude to learning as contrasted with the time they had to spend to study).

The discussed not only describes the challenges the modern FL teachers face today, but also speaks up of the need in the pedagogical shift in education. It presupposes the shift from knowledge-based paradigm to the skills-based paradigm in FLT in class, which in its turn, would require the change in the pedagogical framework associated with the communication models for multicultural and multilingual class.

Fig. 3. Adjusted schemata for leadership in education and FLT



The visible change may be expected once faculty can switch from task-oriented performance to student-oriented delivery, similarly to behaviors of administration leaders, who have already noticed the positive changes in reports data with people-centered vision. Having students at the core of all the educational process, it might be sound to see what will most likely motivate them. The challenge will be diversity in class: as many students, so many goals; as many students, so many motivating drivers. The question arises, “How can a FL teacher read their minds and customize the approach in performance and delivery of good result and high score in assessment as to each student in class?”

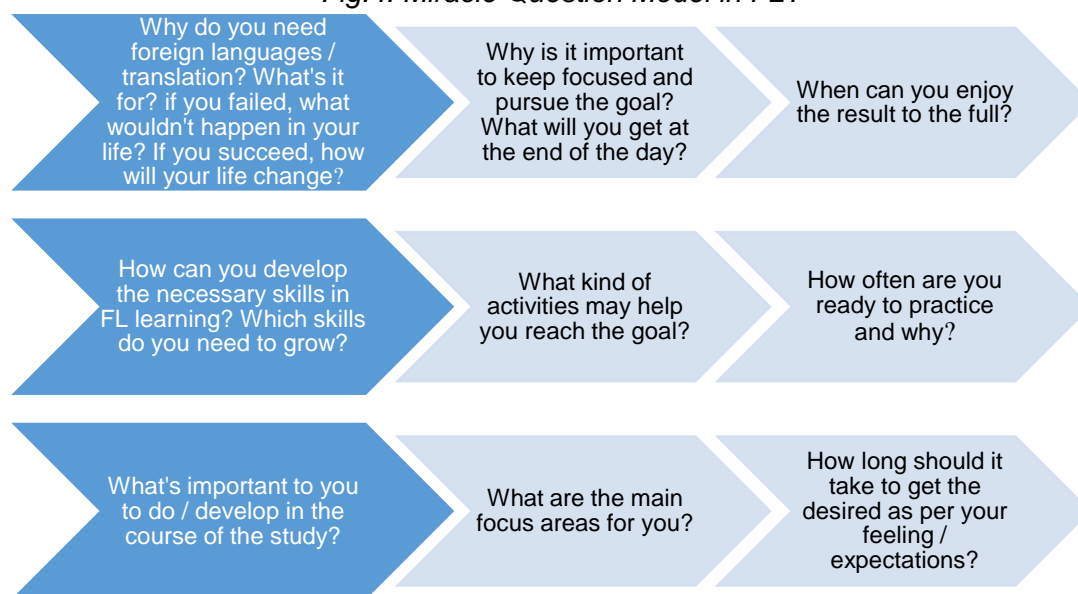
Here are elements of the two communication models that may be of help to start building trust between Teacher and Student, and demonstrate teacher's high scale expertise in communication, which will move the needle in students' high performance and become a game-changer in

everyday class and home activities.

Model 1: Miracle Question

This Model sets the foundation at the start of the teaching and learning journey between Teacher and Student. Next, the model focuses on effective communication between Teacher and Students in terms of values and goal-setting: personal learning goals of each student, shared goals of the group, and common goals of the teacher and students (Fig. 4). It may be possible to go deeper and probe into the stages and steps, which will be critical to the student(s) to make in future in order to reach the set goals. On top of everything will be ‘the miracle’, i.e., the desired outcome as seen by the student upon graduation and start of the professional career. The communication leaves enough room for the student(s) to reflect and self-reflect. In the end, it should leave the long-lasting flavor of the result / achievement / fulfilment, visualized and sensed – as if it had already been implemented, by the student.

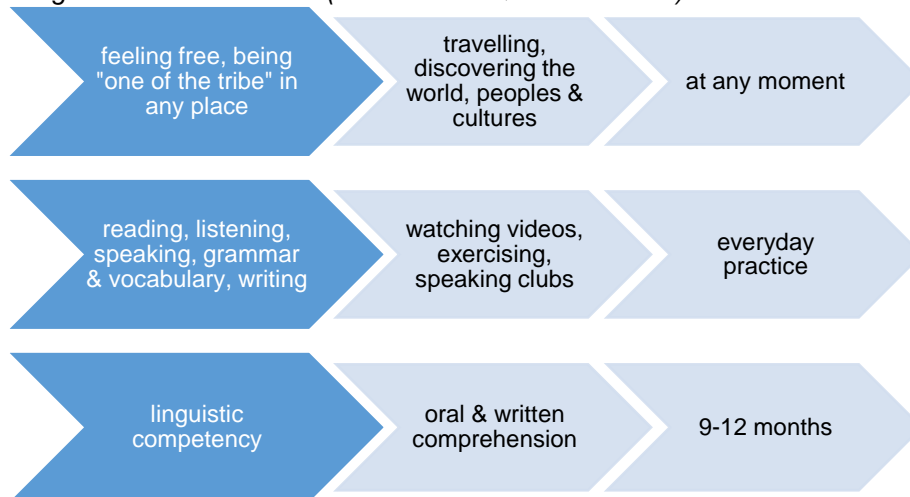
Fig.4. Miracle Question Model in FLT



Below is Fig.5 that displays potential answers of the student(s) to the teacher's questions. It is not to be considered the only option for the study plan and the only possible scenarios, which can be born and brought in class. However, in the template,

the slots are filled with key phrases of exemplary nature that may shape a vision and a trajectory for the student's learning path and main focus areas, to begin with.

Fig. 5. Possible answers (from Miracle Question Model) based on main focus areas



Model 2: Follow-up on the Miracle Question

Model 2 primarily focuses on the growth mindset of students and can follow the Miracle Question opening discussion with students at the onset of their study. The teacher and the student(s) work out on the necessary steps and together develop a scale, with the Miracle at the top. Scaling in communication helps both the teacher and student(s) identify the level / stage, where the student is at the current moment; their personal and group goal(s) and the possible steps towards reaching the goals. The next step in communication on how the student plans to learn the foreign language(s) in class and outside the classroom is to start discussing how the student(s) may implement their learning goals and developing the Action Plan – a list of the first steps in the right direction to start speaking foreign languages fluently (Fig. 6 below) as soon as possible.

At Stage 1, the teacher (T) asks the student(s), or SS, to imagine the goal again carefully. Next, T asks SS questions that enable them to develop detailed individual steps that bring SS closer to the goal. There are not any limitations to draw and draft goals, imagination and absolute freedom of expression are highly welcomed.

Stage 2 goes with the table / diagram / pie chart, etc. T invites SS to write down all the possible steps that the students can

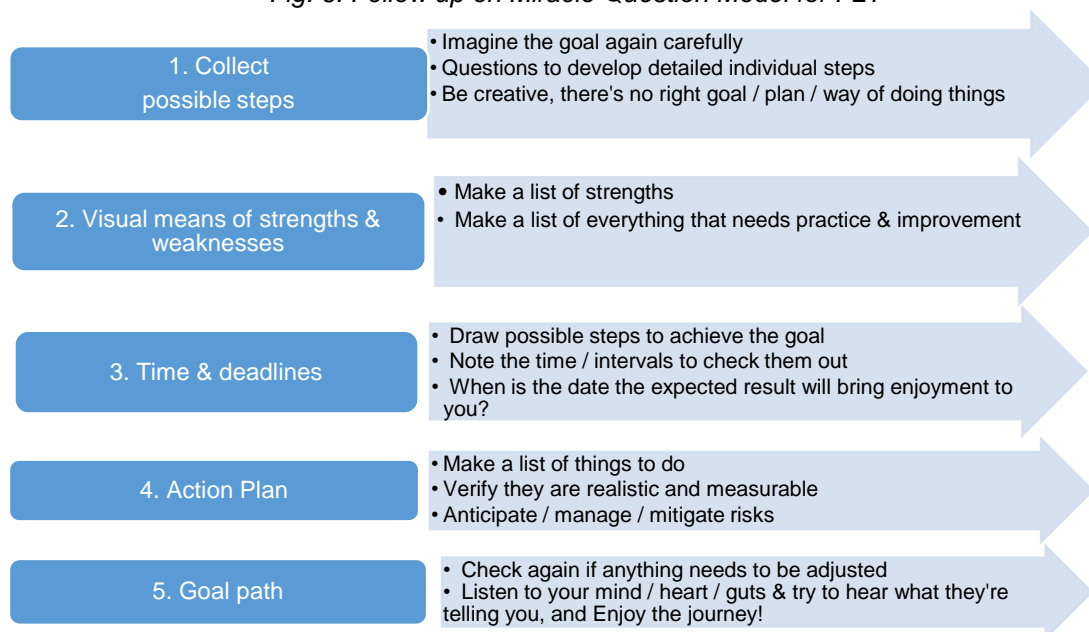
identify in foreign language learning. Then, SS take notes for each of the steps according to their beliefs, knowledge, expectations, etc. The key part here is to gently and delicately ask SS questions: (i) what in their experience have stopped them from completing the goals so far – lack of knowledge in grammar, linguistic accuracy, bad memory, time management, little speaking practice and so on; (ii) how SS can remove this obstacle – start reading more, watching more videos in original, play movies with subtitles, make new connections on social media and practice speaking the language, etc.; and (iii) what else SS need to do to take the planned steps to reach their goal in linguistic competency (fluency, accuracy, and so on and so forth).

Stage 3 is very important to run communication effectively. T asks SS questions how they see appropriate to organize their FL learning steps on a timeline, which starts at the moment of communication to achieving their goal. Indeed, SS may need to draw different branches at a few points; they may have several drafts, they may start planning, making changes, re-ordering, re-shaping, etc., since the possible steps SS have found in the foreign language learning will initially go in different directions. Also, in the beginning SS may find it difficult to see the entire process of their learning path; hence, there may be gaps in some places taken their previous experience and/or lack of

experience as to practicing some specific skill, e.g., listening or writing e-mails. The result may be the unclear path to the goal. However, it may change any time in future, with more meetings to discuss the progress during the performance. The main thing is to keep calm, and understand that if the steps first fit or don't fit well, overcrowd at some point and leave part of the timeline abandoned for a period, that is normal; all

these steps should take the SS to the goal, ultimately. Possible questions can be as follows: (a) How do these steps lead you to your goal?; (b) What is still missing so that you can take steps one after the other, just as they are?; (c) What makes your steps realistic?; (d) What do you like most of all about your steps?; and (e) What's the date you feel sure you may start enjoying the results?

Fig. 6. Follow up on Miracle Question Model for FLT



At Stage 4, T invites SS to plan a list of actions to be taken, which will enable them to transform their different steps into measurable realistic behaviors. SS may take as long as necessary to reflect on that and share their vision and opinions with T and the group.

Stage 5 completes the model and is seen as the path to the goal. Once SS have a clear plan that leads them to their goals and achievements, it is no need speaking about motivation and encouragement. SS comment by themselves how excited and curious they are to start the learning journey.

Conclusion. The research findings and the study clearly speak of the need for the pedagogical shift in contemporary foreign language teaching at the tertiary level of education. Moreover, the results underline the importance of bundling teaching foreign languages along with the culture studies, therefore, instilling multicultural and multilingual focuses in education. As regards the ways of implementing into foreign language teaching multicultural and

multilingual components, this can be carried out with the help of the updated methods and techniques that make inseparable part of effective communication in class. The practical use is seen with the two models presented to give templates of possible developments in communication between the teacher and student as to the successful and enjoyable foreign language study. Of pivotal value is the similarity drawn between the managerial methodology in business and education, where the focus moves either from task- to people-oriented approaches in teaching foreign languages and cultures as part of leadership or balancing between task- and people-oriented approaches in goal-setting, daily performance and deliverables of teachers (faculty), students, and administration. The distinguished part of the study relates to plurilingualism, multilingualism and plurilingual repertoire, and the definitions provided shape a vision for what multiculturalism stands in foreign language teaching; next, the leadership theories with task- and people-oriented

approaches add value in the context of foreign language teaching based on multicultural and (pluri-) multilingual education in and outside Ukraine. More research and feedback will contribute to

deeper understanding of model feasibility in real class practice, where diversity among students is well experienced.

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Анотація. У дослідженні підкреслюється можливість впровадження деяких «хороших практик» щодо викладання іноземних мов (БІМ) у вищій школі. Також наголошується, що навчальні програми БІМ вимагають глибшого занурення в культурологію, результатом чого є посилення полікультурної та багатомовної складової в освітніх програмах. Вивчивши, впровадивши, скоригувавши різні методи і прийоми іншомовної освіти в багатонаціональному класі, які не так давно визнавалися найефективнішими, результати опитування та опрацьовані анкети навряд чи повністю підтверджують таке твердження. Сьогодні студенти наголошують, що освітня система є застарілою, і вони не можуть похвалитися мотивацією та прагненням добре працювати на заняттях. Серед причин – проблеми з дисципліною, розподілом часу, набором їхніх навичок і компетенцій, непередбачувані ситуації, які кидають виклик стресостійкості та емоційному комфорту. В еру цифровізації будь-яку інформацію можна знайти в Інтернеті одразу за запитом, і цифрові навички студентів часто добре розвинені. Що змусить і/або підтримуватиме їх мотивацію?, Як студенти можуть відчувати пристрасть до навчання та досягти хороших чи високих результатів у навчанні? – це лише декілька запитань, які задають собі та один одному сучасні викладачі іноземних мов. Стаття, розрізняючи терміни мультикультурність, багатомовність, а також підходи до отримання результатів у теоріях лідерства, орієнтованих на виконання завдань чи на команду, висвітлює можливі рішення до таких проблем і представляє шаблони/моделі ефективної комунікації та побудови довіри між викладачем та студентом мультинаціонального класу. Крім того, частина моделі, заповнена можливими відповідями студентів, може допомогти сформулювати бачення того, як зсув у сучасних педагогічних парадигмах навчання через ефективні моделі спілкування у процесі викладання іноземних мов може змінити результат і значно у часі впливати на формування особистості студента й компетенцій майбутнього фахівця.

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