

WORKSHOPS AND TRAININGS FOR DIALOGIC INTERACTION: POLYCULTURALLY CENTRIC APPROACH IN MODERN EDUCATION

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Abstract. *The paper considers some benefits arising from adoption and implementation of methodological approaches and techniques, which explicitly or implicitly connect to using the potential of poly- / multiculturalism oriented workshops and trainings in the technology of dialogic interaction. Dialogic interaction is seen underlying effective professional communication in the course of foreign language (FL) instruction and acquisition, especially driven by cultivating tolerance to language(s) and culture(s) other than the mother tongue. Altogether, poly- / multiculturally driven trainings and workshops help enhance the linguistic skills in communication, as well as culture awareness of future FL teachers / instructors. The purpose for use of active teaching and learning methods, including workshops and trainings, is with independent acquisition of knowledge by students in the process of their active cognitive activity. It is found that game nature of dialogic interaction contributes to the effective study of several foreign languages. To be more specific, it is the organization of educational and cognitive activities in socially modeled game situations, which aims at reduplicating and mastering socio-cultural experience. In the context of learning and teaching foreign languages, the focus on the emotionally sensitive sphere of students in the organization of educational activities provides the decent acquisition of socio-cultural, value-oriented experience through “experiencing it” as it occurs with developing ability to evaluate being. “Experiencing things” in socially simulated situations, students become more aware of themselves as human beings and personalities, realize they are subjects of activity, become aware of their social orientations and values, which forms a socio-moral self-esteem. It is concluded that social role and role behavior arise as drivers for communication in general, and in the educational process, in particular.*

Key words: *polyculturalism, multiculturalism, foreign language teacher, dialogic interaction, polyculturalism training, workshop, modern education.*

Introduction.

“Language education nowadays has tremendously changed due to globalization, advancement in information and communication technology and evolving political and socioeconomic dynamics in the world”, as stated by Norkhairi Bin Ahmad (2021) in his keynote speech, moves the needle in understanding needs for poly-/ multiculturalism today in the educational setting [23, p. 8–9]. Moreover, it is agreed with the scholar who complements that “language education dynamically expands by taking in wisdoms from diverse inter-disciplinary fields and the professional competence and expertise expected of language educators have also transformed over time” [23,

p. 9], which is also found as conclusions in a wide range of academic research and review papers [2; 5; 7; 12; 36]. However, the gap is found with unified definition, interpretation and/or application of the term *poly- / multiculturalism* as ideology and trend, especially as it is disclosed somewhat different from global researches and presented in domestic articles of the Eastern Europe’s academia [32; 35]. Therefore, it is found reasonable to address the benefits of educational poly- / multicultural component in teaching and learning process in the course of foreign language acquisition by master students who train to become foreign language (FL) teachers / instructors in future. Some of many advantages connect

to adoption and implementation of methodological approaches and techniques, which explicitly or implicitly connect to using the potential of poly- / multiculturalism oriented workshops and trainings in the technology of dialogic interaction [5; 22; 31; 38]. The latter aims at enhancing the linguistic skills in communication, as well as culture awareness of future FL teachers / instructors. The purpose for use of active teaching and learning methods, including workshops and trainings, is with independent acquisition of knowledge by students in the process of their active cognitive activity [15; 24; 33].

The present paper relates to dialogue – between the teacher and the student, the students themselves, self-talk, etc., as rock-solid foundation for active methods of teaching and (self-) learning. First of all, it is believed that active methods in teaching and (self-) learning aim at developing communication and problem-solving skills, making foreign language speech as fluent as possible as compared to the mother tongue. Active teaching methods arouse personal interest and engage students in solving cognitive tasks, and allow students to apply the acquired knowledge and skills in real life [3; 6; 33].

Literature review. The game nature of dialogic interaction contributes to the effective study of several foreign languages, because it is the organization of educational and cognitive activities in socially modeled game situations, which aims at reduplicating and mastering socio-cultural experience. According to research by Pidlasyy and Elkonin, in particular, the rationalization of education through the emotional sphere and predominant emphasis on the formation of students' system of knowledge, skills and abilities leads to superficial assimilation of knowledge, which triggers automatically assimilated knowledge of no value in semantic basis [26; 8]. Consequently, it will result in impoverishment of the spiritual

and moral sphere of future FL teachers / instructors.

In the context of learning and teaching foreign languages, the focus on the emotionally sensitive sphere of students in the organization of educational activities provides the decent acquisition of socio-cultural, value-oriented experience through “experiencing it” as it occurs with developing ability to evaluate being. “Experiencing things” in socially simulated situations, students become more aware of themselves as human beings and personalities, realize they are subjects of activity, become aware of their social orientations and values, which altogether forms a socio-moral self-esteem.

Social role and role behavior arise as drivers for communication in general, and in the educational process, in particular. Andreeva, Leontiev, Kon, Petrovskyy among others consider the concept of role as a social function in inseparable unity with a relevant type of activity and type of behavior [1; 20; 21; 17; 25]. Moreover, it is agreed with Manuel Duarte João Pires that “role-play methods are part of a student-centered approach and a flexible option that enhances initiative and interaction and represents an opportunity for students to play different roles and replicate real life situations in the classroom” [27, p. 35]. According to the author, whose study acquaints with the implementation of role-plays as a teaching strategy in classes of senior college students of Portuguese graduation in Macau (China), “in this way role-play can be used to foster interactive teaching and prepare students for intercultural citizenship” [27, p. 35].

Game organization of the educational process anticipates mastery of the basic skills in successful communication, i.e. thorough performance of actions under educational and cognitive activities through the play. Thus, Leontiev and Rubinstein state that the game is an easily accessible way for students to replenish their knowledge and master the

skills to perceive the world [20; 30]. The originality of games as an activity is manifested in unity with practice, so the game is characterized by its active nature. Overall, the game is a developing social activity, expressed in a form of mastering social experience and, therefore, can be considered as a socio-pedagogical phenomenon. According to Pires, “role-playing activities are a motivating factor for language learning and enhance the classroom as conducive to the development, in a contextualized and interactive way, of interpersonal, language and cultural skills” [27, p. 35].

Study material and methods. Of special focus in the research is the study of poly- / multiculturalism in education along with foreign language instruction and acquisition. Next, some technologies combined – that of dialogic interaction and another of developing coaching culture for effective communication via key concepts of poly- / multiculturalism, philosophy of language, intercultural communication, and intercultural communication competencies [4; 16; 18; 19], are found crucial for the present study and conclusion of the findings. Collecting, processing and analyzing the information in the fields of pedagogy (and neuropedagogics) and linguistics [13; 37], philosophy and education [10; 14], psychology and modern approaches to drive change in higher education for quality and efficiency, in particular [9; 11], integrate into solutions presented as findings for adoption and implementation of games and role play in trainings and workshops for poly- / multiculturalism with students who seek a degree in teaching as FL instructors in future. The key methods relate to compilation of scientific views, acceptance or argumentation, or modification as arises more appropriate and relevant in connection to review and study of the theoretical background.

The technology of dialogic interaction in the field of poly-/ multiculturalism in foreign language teaching and learning includes such

techniques as didactic, role-playing, simulation, business, story-telling and other games, based on the principles of problem solving, personal engagement in learning / teaching, development of creative individuality, especially in the course of collective interaction – group and teamwork [28; 29; 34]. In the context of study, the game acts in a holistic educational process as either a means, or method, or technique and form for organizing lives and activities of students.

Therefore, the paper aims to discuss a variety of an educational technology relating to dialogic interaction, trainings and workshops in a FL classroom, in particular, in which one of the focuses lies with cultivating / growing belonging to the poly- / multicultural environment, on the one hand. On the other, it aims to demonstrate the means and techniques via which educational process may help master students, who train to become FL teachers / instructors in future, cultivate their poly- / multicultural communication skills along with experience for successful interaction in future careers via “experiencing real life” in advance.

Discussion and results. The research findings reveal that certain principles are prerequisite for development of active methods in teaching and (self-) learning for successful implementation of poly- / multiculturally marked curricula in the educational background: (i) creating favorable comfortable atmosphere inside and outside class; (ii) creating a poly-/multiculturally marked situation of success and helping students experience feeling and enjoying it; (iii) reliance on the emotional and volitional spheres of students who train to become future FL teachers / instructors; (iv) differentiated and individual approaches in teaching and teaching to learn (motivational component for self-learning and self-educating); (v) creating opportunities to share success stories among students and to feel proud of their achievements; (vi) creating

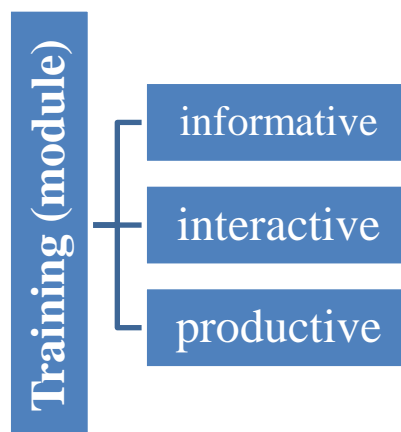
opportunities for each student to see their progress and advancement in a poly- / multicultural environment.

At the same time the duration of the poly- / multiculturalism oriented workshop and/or training for students can vary from a few minutes (introductory form of presentation, short review, coaching conversation, follow-up, etc.) to several hours and days (mini-course, workshop series and so on). It should be noted that arrangement of workshops and trainings could vary as well. Faculty members altogether or a person in charge of curriculum(-a) may advise which variant suits best. Thus, first, the training, including a relevant workshop, can be included in the training program and make part of a trainings series. Second, the training can be conducted as a standalone session / workshop, held once each time for a newly created / gathered group or team. If it is expected to last longer than a few sessions, then the training consists of several blocks, or modules. It is also found convenient and useful for the training to

include variability and flexibility in module application. That means that the designed modules to develop and grow poly- / multiculturalism with master students who train to become future FL teachers / instructors, in particular, can re-arrange in order and combine as needed for the purpose of curriculum, class, speed in group / team performance, etc. In addition, it can serve a classical / basic building block for subsequent workshops and trainings.

It is differentiated there are three stages in the training / training module: 1) informative, 2) interactive, and 3) productive. At each stage, certain learning and teaching methods are used to grow and cultivate poly-/ multiculturalism with attendees. These learning and teaching methods aim to perform different tasks. It is important to note that the same methods can be used at different stages, if their application meets the objectives of the training / module and capability of the group / team.

Fig. 1. Stages in the training or module for poly-/ multiculturalism in a FL classroom



The informative stage, following its name, presupposes acquaintance with theoretical information, skipping which makes conduct of training / workshop impossible. Usually, a mini-lecture to introduce and/or re-freshen what poly- / multiculturalism is and how it is treated across different countries and educational systems, is given at the informative stage. Further, in FL trainings associated with focus on

poly- / multiculturalism for attendees, grammar material is often explained, which will be consolidated via monologues and dialogues, presentation of projects via communication approach to FL acquisition, in regards to specific language and culturally marked situations. In the lecture, a FL teacher who is also active about leading the process, on top to be coaching the group / team, makes sure the statements and ideas are supported by

a presentation, visuals and handouts, for example; [interactive] board is used, or flip chart, or projector. It is great if simultaneously, the FL teacher is a coach, who can act through their persona, with a bright charisma, present the material in the engaging way for the group / team, continuously growing students' motivation and involvement.

Another technique from the coaching portfolio is facilitation, which serves its best to meet the objectives of the trainings / workshops to grow and cultivate poly- / multiculturalism in FL class [34]. It is known that facilitation is about gathering participants' / attendees' opinions on any issue. Facilitation occurs in the beginning, middle or end of the training after the topic is marked [28; 29]. Of critical value is facilitation in the end, to note the progress, identify gaps if any, see the strong and weak points, results to which extent the students have managed to train the acquired skills and language material. This technique allows teachers / instructors to activate the group / team, learn more about their interests and views, and, according to the information received, to determine further training together with the group / team. Here is the biggest difference between the conventional approach in education, under which the teaching staff may determine where to move further, and the coaching adoption of teaching styles in modern education, as relates to the group / team who decide what they do and where they move next [34; 29; 19]. The atmosphere of enthusiasm and feeling of involved group / team enhance quality of task(s) performance, which additionally helps the group / team to overcome the language barrier.

Didactic games solve many issues in a FL classroom in the course of foreign language acquisition and processes for poly- / multiculturalism. Moreover, such games involve all participants in the learning process. The game serves solid foundation for training of the skills with the group [1; 20; 25]. It creates a relaxed

atmosphere of cooperation and co-creation in the group, an atmosphere of safety and trust. Further, the game is the energy, which drives both the training itself and its participants, including the FL teacher / instructor, or a coach. This energy is vital to ensure that the training / workshop results in the highest performance possible.

The research findings stipulate that it is necessary to adhere to a number of conditions under which didactic games will advance students to improve their communication skills, e.g. students try to conduct the game in an exciting and engaging way rather than focus the group / team's attention on the controlling function of the game.

Role-playing games for poly- / multiculturalism in workshops and trainings allow students to gain useful experience, adopt out of the box solutions as they make students look at the situation from the outside, as well as stimulate the manifestation of their professional independence and creative potential. It helps students live in "the real moment" via the adopted role [1; 27]. The success of role-playing depends on its structure, the use of supports, the participants' understanding of their roles and agreement in the group / team as to managing the process.

Conclusion. Workshops and trainings for poly- / multiculturalism may bring utter value via participation of students in role-playing. Each student receives a certain socio-role status, which ensures students personally immerse in an environment, including emotional and empathic aspects of involvement. In role-playing, the student may easily solve any communicative, cognitive and exploratory task, and thus, achieve the game goal. At the same time, the operational and technical aspect of the emerging activity seems to be pushed to the periphery of attention and consciousness in this creative act. Mastering it as role-playing enables, educational and cognitive activities lead to much more effective and

faster performance as compared to traditional forms of learning and teaching. Use of games as a technique in the context of dialogue technology in the light of poly- / multiculturalism can meet the needs of students in the novelty and topicality of the material studied, increases a variety of group and teamwork in the FL classroom, especially in intensifying students' language activities, advances creative nature of educational in / out of class performance.

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РОЛЬ СЕМІНАРІВ І ТРЕНІНГІВ У РОЗВИТКУ ДІАЛОГОВОЇ ВЗАЄМОДІЇ: ПОЛІКУЛЬТУРНИЙ ПІДХІД В УМОВАХ СУЧАСНОЇ ОСВІТИ

О. І. Чайка

Анотація. У статті розглянуто деякі переваги освітнього процесу, що відстежуються із впровадженням тих методологічних підходів та прийомів, які прямо чи опосередковано пов'язані з використанням потенціалу полі-/мультікультурно маркованих семінарів та тренінгів із технології діалогової взаємодії. Діалогова взаємодія лежить в основі ефективного професійного спілкування під час навчання та опанування іноземної мови, особливо завдяки вихованню толерантності до мови (мов) та культури, відмінної від рідної. Загалом полікультурні тренінги та семінари допомагають покращити мовні навички спілкування, а також культурну обізнаність майбутніх вчителів іноземних мов. Метою використання активних методів навчання та само-навчання, у тому числі практикумів та тренінгів, є самостійне здобуття студентами знань у процесі їхньої активної пізнавальної діяльності. Виявлено, що ігровий характер діалогової взаємодії сприяє ефективному вивченню кількох іноземних мов, оскільки власне організація навчально-пізнавальної діяльності в соціально змодельованих ігрових ситуаціях має на меті редуплікацію та оволодіння соціокультурним досвідом. У контексті вивчення та викладання іноземних мов орієнтація на емоційно-чутливу сферу студентів при організації навчальної діяльності забезпечує гідне набуття соціокультурного, ціннісно-орієнтованого досвіду через його «проживання», як це відбувається при розвитку здатності оцінки буття. «Проживаючи» соціально змодельовані ситуації, студенти глибше усвідомлюють себе як особистості, те, що вони є суб'єктами діяльності, усвідомлюють свої соціальні орієнтації та

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цінності, що формує соціально-моральну самооцінку. У висновку зазначено, що соціальна роль і рольова поведінка виступають рушіями спілкування в цілому, і в навчальному процесі зокрема.

Ключові слова: полікультурність, мультикультурність, виховання полікультурності, семінар, тренінг, гра, ігровий компонент, майбутні викладачі іноземних мов, вища освіта.