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TECHNOLOGY OF DIALOGIC INTERACTION AS A MEANS OF FOSTERING POLYCULTURALISM WITH FUTURE FOREIGN LANGUAGE TEACHERS

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Abstract. *The paper aims to emphasize the importance of educational technology connected with dialogic interaction under the communicative approach in the methodological apparatus for fostering and cultivating polyculturalism among master students, who train to become foreign language teachers / instructors in future. The concept and technology of dialogic interaction is interpreted as a variety in the humanities-oriented technologies and a means of social organization and interaction between man and the world around. Such understanding allows peoples as ethnic group representatives and individuals to express their personal attitude to the surrounding world and regulate the nature of such relations with the world, whether it is man's interaction with nature, technology, information, people, themselves. It is agreed with the generally known idea that the study of several foreign languages is the key to a successful career of a qualified specialist, which is always in demand in the labor market, inasmuch able to work effectively in the specialty at the level of globally set standards. In the course of study, it is found and verified that today at the stage of foreign language(s) acquisition, the process of fostering and cultivating poly-/multiculturalism with master students, who are training to be future teachers of foreign languages, should be implemented as a purposeful systematic activity that implements a number of functions. These functions are cultural and comparative, value-forming, and socially integrative, and aim at achieving professional development and sociocultural skills of master students, who will make into foreign language teachers / instructors. The findings lead to conclude that the technology of dialogic interaction is considered an effective means of fostering polyculturalism with future teachers / instructors of foreign language(s) in the process of learning such foreign languages at university. Consequently, the technology of dialogic interaction appears as a set of forms, tools and techniques that is ensured via a combination of linguistic and cultural practice along with other activities. Such activities are supposed to include each and vary from informational, cognitive, value-oriented to artistic and aesthetic activities.*

Key words: *polyculturalism, multiculturalism, foreign language teacher, technology of dialogic interaction, higher education.*

Introduction. Recently, in connection with the growing trends in education, i.e., re-orienting it at humanization in general, communicative teaching and learning technologies, including technologies of dialogic interaction,

have become increasingly popular and been trending in their class-to-class application. In particular, dialogic interaction arises as a variety in the humanities-oriented technologies. Overall, many scholars broadly interpret it as

“means of social organization and interaction between man and the world around, which allows expressing their personal attitude to the surrounding world and regulating the nature of such relations with the world, whether it is man’s interaction with nature, technology, information, people, themselves” [3].

The European Charter for Regional or Minority Languages (ECRML) has recognized the need to recognize “the regional or minority languages as an expression of cultural wealth” as culture of inter- and cross-national communication based on the principles of respect, equality, pluralism, tolerance, friendship and mutual assistance for the benefit of all peoples [2, p. 4].

Analysis of recent researches and publications. The literature displays many discussions and plunges into the essence of the dialogue technology for cultivating and fostering polyculturalism. It is substantiated that the following statements and components sound reasonable to pursue the objectives of the current study:

1. In order to determine the content plane in the technology essence for dialogic interaction, it is the accepted interpretation of the technology which is considered in the paper; dialogic interaction is seen as an implementation means of the target ability (competence) according to Piekhota [9];

2. Technology aimed at forming the humanitarian component of the individual at the expense of resources related to the humanitarian knowledge about individual (needs, interests, motives, values) [13];

3. System of textual and dialogical activities by subjects in education, which provides the formation of

the experience associated with holistic human self-development [6];

4. Means of achieving value-positional, personality developmental, social and adaptive, and communicatively tolerant results of higher education, which are manifested in humanitarian thinking and comprehensive culture of graduates.

Among the types of humanitarian technology for organization of the educational process in higher education institutions in the forming context of poly- / multicultural personality of future foreign language teachers, it is emphasized the technology of dialogic interaction come to the frontline. After all, dialogue as a condition and as means of understanding, according to modern scholars, is seen a form of communication between subjects, as well as a form of communication with oneself, with the mind, and the Other; it is a meeting of two subjects, hence, two cultures [8, p. 70].

It is agreed with Nikitina that learning dialogue as a means of obtaining truth, knowledge of the world and oneself in it, as well as the values of another culture makes an important component of poly- / multicultural development of the personality, especially in relation to future teachers of foreign languages [7].

Therefore, the present paper **aims** at emphasizing the importance of educational technology connected with dialogic interaction under the communicative approach framework for foreign language instruction and acquisition. At the same time, it is underlined that the methodological apparatus aims at fostering and cultivating polyculturalism among master students, who train to become foreign language teachers / instructors in future.

Methods. The study makes use of numerous review and research papers on the role of polyculturalism and technology of dialogue in communication. In particular, works of domestic and foreign scholars have brought their value to trace significance for collecting, processing and analyzing the information in relevant literature in the fields of pedagogy, education, and psychology. Of pivotal value are contemporary ways of presenting thinking, teaching and learning models / patterns in education and discussing their implementation in the course of study for fostering polycultural approach in communication by students who are training to become foreign language teachers / instructors in multinational classrooms. Compilation of scientific views and integration as an underlying approach are mainly applied.

Therefore, the paper aims to emphasize the importance of educational technology connected with dialogic interaction, under the communicative approach, in the methodological apparatus for fostering and cultivating polyculturalism among master students, who train to become foreign language teachers / instructors in future.

Results. Many scholars have paid due respects to study of polyculturalism, on the one hand; on the other, communication approach under bilingualism and polylingualism has played its significant role. As regards the main provisions for the dialogue of cultures as an original principle in the context of methods for teaching foreign languages, such are described in works by a large number of researchers. Interestingly how it is possible to use research findings in one area of knowledge domain and adopt for the other. For example, Krimpas in his

most recent research presents Albanian as an ordinary language that has borrowed words and patterns from various other languages with which it came into contact from time to time, to start with. Then, the scholar smoothly moves to one of the most prominent sources of loanwords and loan-structures in Albanian, which is Medieval and Modern Greek. At the same time, it is challenging as there are numerous cases of certain “Albanian loanwords of obvious or probable Medieval or Modern Greek origin that fail to be identified as such in the relevant literature” [5, p. 23]. Krimpas concludes that “most such etymological mishaps are due to the limited knowledge of the donor language in terms of phonology, lexis and morphology” [5, p. 30-32], which for the purpose of the current study once again emphasizes the importance of interdisciplinary research for polyculturalism. It is not only “phonology, lexis and morphology”, nor only syntax and discourse analysis, which may speak of silent gaps in linguistics globally and should be thoroughly studied and discussed. It is not only about questions of interlanguage (Tarone) or about translanguaging, translatability, and translation gaps for non-equivalent lexis in source and target languages. It is about globalizing trends, which make the world peoples more open to each other, and when communication in a foreign language becomes a prerequisite for an enjoyable and better life, no matter whether it is family, work, career, traveling or business. Even within the same or closely related communities are challenges in communication, according to Caruana and Pace [1]. The authors reveal that “the inclusion of Italian learners into classes of Maltese schools is conditioned by their levels of competence in Maltese and English” [1,

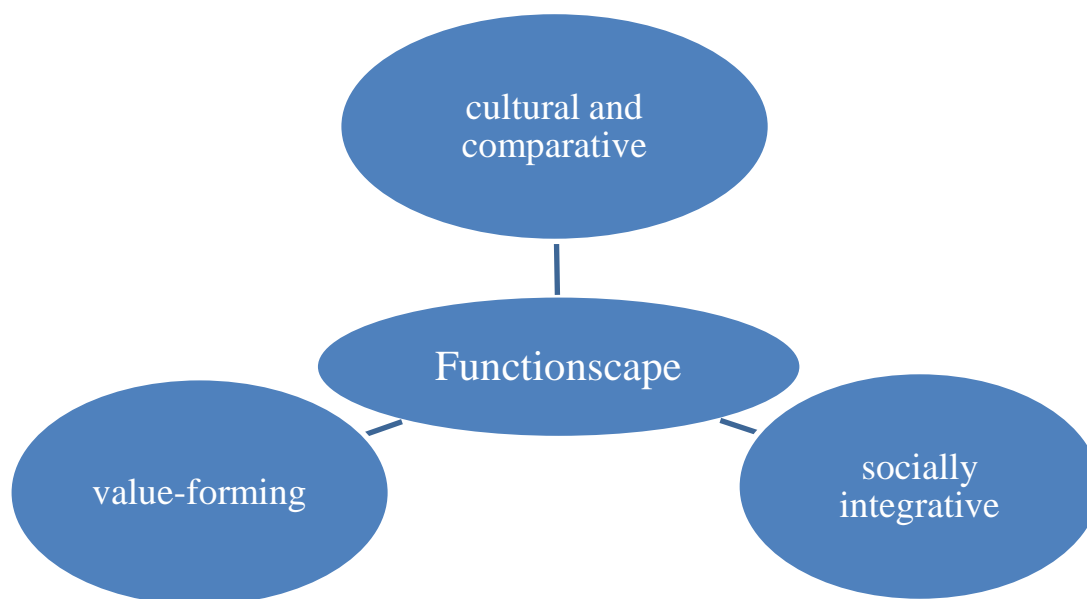
p. 145]. Further, the scholars develop the idea and explain to which extent students may be active in class, even during lessons of Italian itself. Strange as it may seem at first sight and although students' experience in Maltese schools is generally positive, some instances, where adapting to a new educational system is the cause of demotivation, demonstrate that this may lead to absenteeism, as well as display other cases of bullying. Further, Caruana and Pace find that "some Italian learners show signs of distancing from their mother tongue, although many of them reveal a sense of pride towards their cultural heritage" [1, p. 145]. This well highlights the impact of culture and language on communication, first; and second, even some minor differences in either culture or language, or both, may influence outcome in communication and motivation. Researching poly- / multiculturalism and discussing ways and technologies for bringing up tolerance, respect, sympathy, etc., for example, technology of dialogic interaction, may lead to upgrades in academic curricula and add value to quality of education globally.

That said, it is obvious as clear why issues of poly- / multiculturalism today are becoming more and more vital for a globalizing world. International and cross-national, as well as intercultural and cross-cultural communication become some other burning tasks the solution of which may help accomplish much and achieve the desired goals in politics, business and economy, and harmonize the world. Language and culture tolerance, respect towards others are fundamental values, which as embodied into academic curricula may foster, cultivate and grow poly- / multiculturalism across the geographies.

Many researchers elaborate on ways of communication, teaching and learning foreign languages, creating pedagogical frameworks for successful implementation of programs and curricula, etc. in the various light. Thus, Safonova looks into issues of studying the languages of international communication via the dialogue of cultures and civilizations [10], Haidukova describes formation of professionally oriented competence in dialogic speech for future English teachers [4], and Mysechko discusses development of the culturological component in the content of professional training for future foreign language teachers [6]. In addition, Siaska studies teaching foreign languages to future teachers in the context of intercultural dialogue and focuses on intercultural communication [12], and Tarnopolskyy engages into researching methodology of teaching foreign language speech in higher educational environment [15].

It is believed that in the course of foreign language(s) acquisition, the process of fostering and cultivating poly- / multiculturalism with master students, who are training to be future teachers of foreign languages, should be implemented as a purposeful systematic activity that implements a number of functions.

Fig. 1. Functions to grow poly- / multiculturalism with future foreign language teachers / instructors

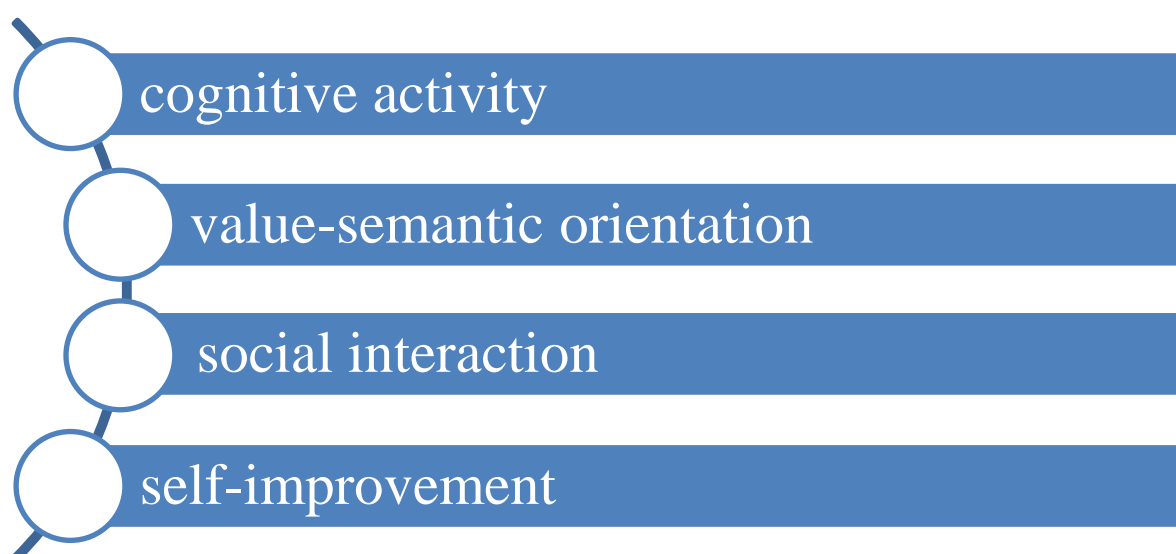


These functions – cultural and comparative, value-forming, and socially integrative, aim at achieving professional development and sociocultural skills of master students, who will make into foreign language teachers / instructors.

The technology of dialogic interaction is considered an effective means of fostering polyculturalism with future teachers / instructors of foreign language(s) in the process of learning such

foreign languages at university. Consequently, the technology of dialogic interaction appears as a set of forms, tools and techniques that is ensured via a combination of linguistic and cultural practice along with other activities. Such activities are supposed to include each and vary from informational, cognitive, value-oriented to artistic and aesthetic activities.

Fig. 2. Competences acquired and/or polished in the course of study for polycultural communication and teaching foreign languages



Source: Author's research data

That mentioned, competences of cognitive activity, value-semantic orientation, social interaction and self-improvement of future teachers of foreign languages become sharpened under a broad interdisciplinary basis. At the same time, these competences aim at general, poly- / multicultural and polylingual development of personality.

Discussion. Given the discussed above, the processes of teaching and learning foreign languages and becoming acquainted with other cultures can be modeled in the light of dialogic interaction as a variety in the humanities-oriented technologies adopted for teaching and cultivating poly- / multiculturalism among master students, who train to make into foreign language teachers / instructors. At the same time, it is followed that technology of dialogue under the communicative approach to language acquisition, or technology of dialogic interaction, stands for a broadly accepted definition and is a means of social organization and interaction between man and the world around. This understanding allows people irrespective of their race, sex, religion, origin and so on, to express their personal attitude to the surrounding world and, thus, regulate the nature of such relations with the world. Moreover, it is irrelevant whether it is man's interaction with nature, technology, information, people, or their interaction with themselves.

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ТЕХНОЛОГІЯ ДІАЛОГОВОЇ ВЗАЄМОДІЇ ЯК ЗАСІБ ВИХОВАННЯ ПОЛІКУЛЬТУРНОСТІ МАЙБУТНІХ ВИКЛАДАЧІВ ІНОЗЕМНИХ МОВ

Чайка О.

Анотація. Метою роботи є підкреслення важливості освітніх технологій, пов'язаних з діалоговою взаємодією за комунікативним підходом у методиці викладання і вивчення іноземних мов для формування та культивування полікультурності серед студентів магістратури, які в майбутньому стануть викладачами таких іноземних мов. Поняття і технологія діалогічної взаємодії трактується як різновид гуманітарно-орієнтованих технологій і засіб соціальної організації та взаємодії людини з навколишнім світом. Таке розуміння дає змогу народам як представникам етносів, з одного боку, та окремим індивідам, з іншого, висловлювати своє особисте ставлення до навколишнього світу та регулювати характер таких відносин зі світом, будь то взаємодія людини з природою, технікою, інформацією, людьми чи самим собою. Загальновідомою ідеєю є факт вивчення кількох іноземних мов одночасно, що є запорукою успішної кар'єри кваліфікованого спеціаліста, який завжди користується попитом на ринку праці, оскільки здатний ефективно працювати за фахом на рівні світових стандартів. У ході дослідження виявлено та перевірено, що сьогодні на етапі оволодіння іноземною(ими) мовою(ами) необхідно приділяти особливу увагу процесам виховання та культивування полі-/мультикультуралізму у роботі з магістрантами, які готуються стати майбутніми викладачами іноземних мов, оскільки виховання полікультурності сприяє вихованню толерантності до інших мов і культур, поваги та гідності, а в особливому фокусі реалізується як ціле-

спрямована систематична діяльність, що виконує цілу низку функцій. Висновки підкреслюють, що власне такі функції, як культурно-порівняльна, ціннісно-формувальна та соціально-інтегративна, спрямовані на досягнення професійного розвитку та соціокультурних навичок магістрантів, які стануть викладачами іноземної мови. Наприкінці, технологія діалогічної взаємодії постає як сукупність форм, засобів і прийомів, що забезпечується поєднанням мовної та культурної практики з іншими видами діяльності. Передбачається, що такі види діяльності включають кожен і варіюються від інформаційної, пізнавальної, ціннісної до художньо-естетичної діяльності.

Ключові слова: полікультурність, мультикультурність, виховання полікультурності, майбутні викладачі іноземних мов, вища освіта.