DEVELOPING TECHNOLOGY OF DIALOGIC INTERACTION: MEETING THE REQUIREMENTS FOR POLYCULTURALISM IN MODERN EDUCATION

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Abstract. *The present paper aims to look into developing the technology of dialogic interaction as an effective tool for fostering and cultivating poly- / multiculturalism with future foreign language (FL) teachers / instructors in an educational setting. The objectives of the research connect to clarifying the requirements to design and development of such technology of dialogic interaction, on the one hand; and on the other, they relate to description of some requirements (criteria) in more detail to illustrate the theoretical background with some examples. It is followed that communication is a social process in which an exchange of experiences takes place, as well as exchange of activity methods, and communicants share their skills and abilities, results of activities embodied in material and spiritual culture. Further, it is emphasized how necessary it is not only to develop communication skills of students, who train to become foreign language teachers / instructors in future, but also to form / shape their communicative culture in the course of studying subjects in connection to the humanities cycle. The literature review allows bringing to the surface certain requirements, which should be met for technology of dialogic interaction in its development and implementation stages. It is found that communication based and oriented approach for developing a technology of the dialogic interaction is considered leading and basic in the technology description as it encourages development of a poly-/ multicultural personality. The sound reason for that is seen in acquisition of new knowledge by means of interacting with others and the world following the concept that communication is the essence of all personality growth oriented technologies.*

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

Introduction. Following the developments after *the World Education Forum 2015* in Incheon and *the Incheon Declaration for Education 2030*, it is exciting to observe what has changed in global educational environment after the Declaration set out a new vision for education for the next fifteen years once adopted [2]. To meet the SDGs (Sustainable Development Goals), *the Education 2030 Framework for Action* runs, 'By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries' [2, p. 21]. Earlier, the Technical Consultation on Global Citizenship Education emphasized the need for equipping learners – students and adults, with a deep knowledge of global issues and universal values such as justice, dignity and respect, equality in rights, then critical reasoning and social skills, as well as communicative skills, behavioral capacities to act responsibly [6]. Although Ukraine as a state is still on the way of growing its educational capacity, the country can hardly be considered among the least developed countries, and is endeavoring hard "to improve the quality of teacher training; promote inclusion, quality and

equity, and improve curricula and pedagogy" [2, p. 58]. It is believed that to meet the goals and enhance quality in education, communication is the key. To prevent and / or resolve conflicts including cultural and / or ideological clashes between representatives of different nations and communities, communication is the key. To educate highly professional and qualified teachers, foreign language teachers / instructors, in particular, who are able to hear, not just listen, who are able to bring up empathy and teach tolerance when leading by example, is a prerequisite for a poly- / multicultural world, in which multinational classes are commonplace in any country. Therefore, with innumerate works on quality in education, formation of pedagogical consciousness with future university educators, analysis of language learning strategies, assessing English communicative competence via distant testing and so on [1; 4; 8; 9], little has been discussed in terms of integration of poly- / multiculturalism studies and communication based and oriented technologies, implemented through developing the coaching mind-sets of students and faculty staff.

To this extent, the present paper aims to look into developing the technology of dialogic interaction as an effective tool for fostering and cultivating poly- / multiculturalism with future foreign language (FL) teachers / instructors in an educational setting. The objectives of the research connect to clarifying the requirements to design and development of such technology of dialogic interaction, on the one hand; and on the other, they relate to description of some requirements (criteria) in more detail to illustrate the theoretical background with some examples.

Literature review. Zaretska (2005) that modern pedagogy and psychology of higher education is characterized by a trend of merging processes of learning and communication, while social and pedagogical functions of communication seem to be combined in a single process of closely approximating each other activities – learning and communication [13]. Next, Ulunova (2012) by describing the structure and levels of professional communication culture refers these to invariant in professional psychological culture, on the one hand; on the other, the author states that communication appears their integral component, and, thus, makes the inner content of any personality-oriented technology. Dialogicity stands out as one of the essential characteristics of the process, its transition to the personality oriented semantic level [11].

In terms of definition clarity, it is agreed with Haluziak (1999), who defines communication as a social process in which an exchange of experiences takes place, as well as exchange of activity methods, communicants share their skills and abilities, results of activities embodied in material and spiritual culture [3]. As Tymchenko (2001) emphasizes it is necessary not only to develop communication skills but also to form / shape communicative culture of students in the process of studying subjects in connection to the humanities cycle [10].

The above described confirms the idea that communication is a channel of cultural knowledge, a means of personal development, a tool of education and an adequate learning environment.

Study material and methods. The research findings refer to the readings and analysis of numerous review and research papers dedicated to the role of communication in general and communication based and oriented approach in teaching and learning foreign languages, in particular. Special focus is laid on studying poly- / multiculturalism in the light of newly adopted and updated educational technologies, e.g. technology of dialogic interaction, which is believed efficient and motivational in communication. To be more specific, of great value are works of domestic scholars on the subject discussed as such help

observe and trace streamlines for scholars' attention and interest and allow for identifying similarities or gaps in pedagogical sciences as compared to foreign colleagues and peers. Ordinary methods of collecting, processing and analyzing the information in the fields of pedagogy (and neuropedagogics), education, neural sciences and psychology, in particular, integrate into a kit of tools that lead to thorough presentation of the data obtained. The key methods relate to compilation of scientific views and their further adoption or rejection, or modification in order to integrate the verified knowledge into the shared domain of global findings for academic collaboration.

Therefore, the paper aims to discuss the requirements set for development of an educational technology relating to dialogic interaction, which is supposed to aim at fostering and cultivating poly- / multiculturalism among master students, who train to become foreign language teachers / instructors in future.

Discussion and results. To develop the technology of dialogic interaction as an effective means of fostering and cultivating poly- /multiculturalism with master students who train to become teachers / instructors of foreign languages means to design and explain a set of criteria and/or requirements to meet the desired goals in modern education.

The literature review allows bringing to the surface certain requirements, which should be met for technology of dialogic interaction.

Fig. 1. Requirements for technology development of dialogic interaction (relating to cultivating poly- / multiculturalism with master students who train to become FL teachers / instructors)
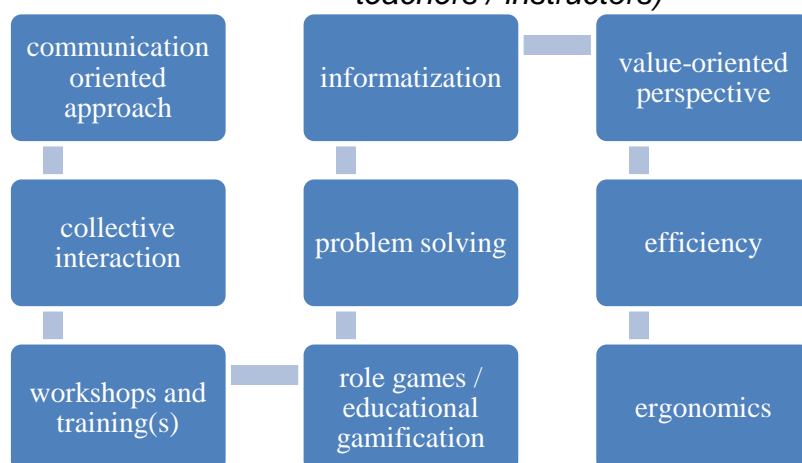
The components in the schemata display a need for relevant skills and competencies of master students who are training to become foreign language teachers and instructors in future. That connects to a clear association with requirements that modern society may set in order to see highly qualified specialists, who will be in high demand in labor market, respectively.

Therefore, communicative technology, or communication-based, as well as communication oriented approaches are considered underlying the endeavors to foster and cultivate poly- / multiculturalism in a foreign language acquisition classroom. Next, as dictated by a trending job market demand in inclusive management and leadership, both enabled by an effective portfolio of coaching technologies in a foreign language classroom, collective interaction plays its crucial role. Collective interaction as mentioned in the present paper stands for group work and teamwork. Given the scope and objectives of the present research the latter two forms of dialogic interaction inclusive fall out; however, it is

recommended the terms be not confused and used interchangeably despite both make part of collective interaction under such modes of cooperation as coaching dialogues and conversations, coaching sessions – individual, group and strategic, mentoring and supervision meetings. Workshops and trainings make an integral part of the educational process and help much for poly- / multiculturalism in communication practice from day to day classes. In addition, game methods amount to top the methodological portfolio of faculty staff that work hard and plan thoroughly to organize educational in- and out-of-class activities. With the other requirements to design and properly develop a technology of dialogic interaction, it is imperative to consider areas of potential clashes and conflicts in relation to different languages and cultures. The two of such include problem solving tasks and ways towards informatization. Whichever criterion may come to discussion and relevance rises, altogether arrive they at the value-oriented perspective, which accumulatively results in efficiency and ergonomics.

Communication based and oriented approach for developing a technology of the dialogic interaction is considered the leading and basic position in the technology description as it encourages development of a poly-/ multicultural

personality. The sound reason for that is seen in acquisition of new knowledge by means of interacting with others and the world following the concept that communication is the essence of all personality growth oriented technologies.

The communicative orientation in the technology of dialogic interaction in the process of poly- / multicultural education in foreign language teaching is based on the conceptual framework formulated by Passov (2003). Passov's concept focuses on communicative learning in foreign language culture; in particular, it is about the need to reorient education from knowledge-centric to culturally appropriate. The reason for that, according to the scholar, is assured acquisition of not only certain competencies, which is an indicator of intelligence, but also acquisition of such personality traits as cultural and spiritual maturity, well-bred behavior and tolerance of the future FL teacher's personality. Education is the formation of man through the ascent to culture; due to its appropriation a person becomes a subject of culture; a person masters foreign language culture as a part of general culture in the process of communicative foreign language education in cognitive (cultural), developmental (psychological), educational (pedagogical) and educational (social) aspects [Passov, p. 34–48].

Fig. 2. Mastery aspects of foreign language (FL) culture via communicative FL education, according to Passov (2003)
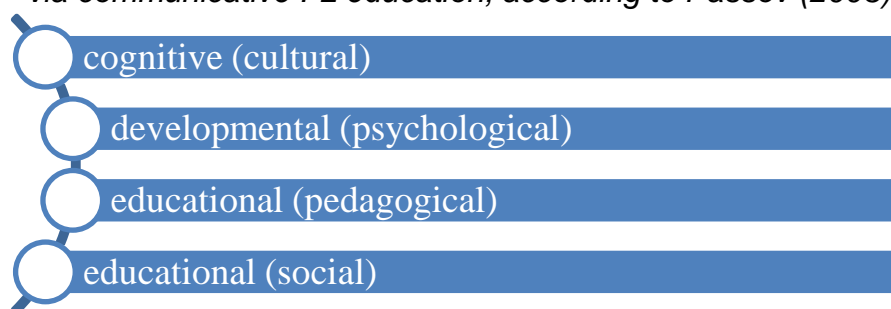
Taken that language is a means of communication, identification, socialization and involvement of the individual in cultural values, and communication is an adequate field of

study, it is believed that the design of dialogic technology in the educational process of mastering foreign languages should account for some designated communication parameters (see Fig. 3).

Fig. 3. Communication parameters for design / development of dialogic interaction technology

Below are more details on communication parameters for design / development of dialogic interaction technology: (i) productivity that results from combining (merging) the processes of learning and communication; (ii) purposefulness (motivation) and personal meaning of students' activities in the course of study, i.e. mastering the material; (iii) speech developing activities of students in the course of problem solving tasks via communication, including social and developmental tasks; (iv) connection between communication and various forms of students' activities, (a) educational and cognitive, (b) labor, (c) art, (d) public, etc.; (v) heuristics as a creative organization of educational material and the process of its assimilation; (vi)   problematics as a way of organizing, presenting and mastering educational material in the process of learning foreign languages; (vii) diversity in the use of means and forms of communication in the course of becoming a poly- / multicultural personality.

Collective interaction involves the implementation of the following parameters in the process of educating future poly- / multicultural teachers of foreign languages:

(i) Equal partnership of students between themselves and the teacher and mutual enrichment of students in the process of mastering foreign language communication, universal values;

(ii) Intensification of educational and cognitive processes through collective interaction;

(iii) Reflection, which ensures the formation of an adequate attitude of the dialogue participants to their own activities and adequate correction of these activities if necessary.

Therefore, the organization of collective activities of students who train to become future teachers of foreign languages is an effective factor that stimulates students to develop a poly- / multicultural personality as a subject of educational and cognitive activities.

Collective interaction is based on the use of different pedagogical strategies and techniques for modeling real communication situations and organizing interactive and diverse interaction of students in groups (pairs, small groups) for joint solution of cultural, problem, communicative, cognitive tasks [5].

Collective interaction in the education of poly- / multicultural mastery in learning several foreign languages provides the development of the following necessary qualities for future FL teachers: (i) development of logical thinking skills, improving analysis and synthesis operations, strengthening associative ties

by discussing information with group partners; (ii) development of all types of memory (auditory, visual, motor, verbal), which leads to a stronger assimilation of the material; (iii) creation of a comfortable, psychological educational climate among the students; (iv) individualization of learning processes and formation of poly- / multiculturally oriented students, increasing responsibility for their success and results of teamwork; (v) formation of adequate self-esteem of the individual.

Conclusion. In a modern world, and to meet the globally set requirements for enhancement of high quality education, it is a burning demand to educate highly qualified teachers, especially in the field of foreign language acquisition and translation. To do so, it is critical to note and see that hard skills no longer play on their own; among soft skills, it is communication, especially with a poly- / multicultural focus at the forefront, which can help solve the problematic cases. Of utter importance is the adoption and use of appropriate technologies, among which for the study arises a technology of dialogic interaction. To develop and implement it, it is required to consider and keep to a set of above-discussed parameters.

Moreover, the research findings specify that the communication based and oriented approach involves the organization of educating poly- / multiculturalism in the study of several foreign languages in real communication, dialogue in which students enter into emotional and semantic contacts with each other, teacher / instructor, text, compare their value and semantic orientations with real or imaginary interlocutors, which provides awareness of universal values and communicative development of students.

The effectiveness of dialogue technology requires that communication be productive, its participants be able to communicate with people of different views and beliefs, stay willing to act effectively in various socially significant situations, able to equally and adequately participate in interpersonal and intercultural interaction, i.e. students have the ability to be successful in social interaction. These social skills can be formed in the course of collective interaction.

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РОЗРОБКА ТЕХНОЛОГІЇ ДІАЛОГОВОЇ ВЗАЄМОДІЇ: ВИМОГИ І ВІДПОВІДНІСТЬ КРИТЕРІЯМ ВИХОВАННЯ ПОЛІКУЛЬТУРНОСТІ МАЙБУТНІХ ВИКЛАДАЧІВ ІНОЗЕМНИХ МОВ
О. І. Чайка

Анотація. Метою цієї роботи є розробка технології діалогової взаємодії як ефективного інструменту для виховання, сприяння вихованню та культивування полі- / мультикультурності майбутніх вчителів / викладачів іноземних мов у освітніх умовах. Завдання дослідження пов'язані з уточненням вимог до проєктування та розробки такої технології діалогової взаємодії, з одного боку; а з іншого, стосуються опису окремих вимог (критеріїв) більш детально, щоб проілюструвати теоретичний виклад матеріалу. Аналіз літератури уможливлює стверджувати, що спілкування – це соціальний процес, у якому [між мовцями] відбувається обмін досвідом, а також обмін методами діяльності, а співрозмовники

(за наявності) діляться своїми вміннями та навичками, результатами діяльності, втіленими в матеріальній та духовній культурі. Спілкування (комунікація) відбувається по-різному: між індивідами, між особистістю і світом, наодинці сам з собою і т. д. У статті наголошується на необхідності не лише розвивати комунікативні здібності й навички студентів, які в майбутньому готуються стати вчителями / викладачами іноземних мов, а й формувати комунікативну культуру таких студентів під час вивчення предметів гуманітарного циклу. Огляд літератури спонукає до створення певної класифікації критеріїв і вимог, яким повинна відповідати технологія діалогової взаємодії на етапах її розробки та впровадження з метою виховання, сприяння вихованню та культивування полі-/ мультикультурності майбутніх вчителів/викладачів іноземних мов у освітніх умовах. Висновки підкреслюють, що комунікативний та орієнтований підхід до розробки технології діалогової взаємодії вважається провідним і базовим в описі технології, оскільки сприяє розвитку полі-/мультикультурної особистості, оскільки студенти з легкістю можуть справлятися з отриманням і застосуванням нових знань шляхом взаємодії з іншими представниками мов і культур та світом. В основі отриманого в результаті дослідження твердження лежить концепція, що спілкування є суттю всіх технологій, орієнтованих на розвиток особистості.

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