Dialogic Interaction in Foreign Language Instruction and Acquisition: Implementation Stages of Poly- / Multicultural Education

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ABSTRACT: The article looks at the world as a constantly changing organism, in which global mobility has become the new "normal" for international education, science, and work. The personality of the future teacher of foreign languages appears to start assuming new roles and responsibilities in higher education, and these roles need to meet the society demand in the globalizing world. In this regard, the personality of the of foreign language teacher is the bearer and leader of poly- and / or multiculturalismof the globalized society, which means that without proper training such foreign language teacher will not be able to carry out pedagogical activities effectively in today's complex socio-cultural conditions. Therefore, one of the important tasks of higher education institutions in Ukraine and outside the country is to expand the poly- and / or multicultural components in the content of higher education, make the requirements much tougher for future professionals in communication, as well as teaching foreign languages, in order to enhance quality in the educational and job markets. It is emphasized that the study of poly- and multiculturalism is of good challenge in the post-Soviet academic geographies. To this point, in the domestic science many scholars and researchers confuse the terms 'polycultural education' and 'multicultural education'; other scholars do not confuse, however, nor stipulate the differences between the poly- and multicultural education; and there are scholars, which use these terms interchangeably, etc., as opposed to foreign researches in the similar domain. With the latter, it is clearly distinguished for what poly- and multicultural education models stand. The research findings identify and group the stages of implementing poly- and multicultural education in universities, which expressly relate to the technology of dialogic interaction by future foreign language teachers and instructors in a linguistically and ethnically diversified class. Polycultural education stresses out the heterogeneity of class, tolerance and respect in communication with one another, cultures and languages; multicultural education specifies the need in differentiation between the own and foreign cultures, ethnic and other specifics by representatives in group / class communication. The technology of dialogic interaction in higher education includes the following implementation stages to educate a poly- / multicultural personality of the future foreign language teacher: (a) motivational and preparatory (at the same time), (b) information-based and organizational, (c) communication-based for in /out-of-class activities, (d) diagnostic and reflexive, and (e) analytical and corrective, where applicable. In conclusion, the implementation of the described stages in the technology of dialogic interaction proves that the designed approach, or model, provides a combination of purposeful, linguistic and cultural practice with cognitive, research-informational, value-oriented, socio-cultural, cultural and artistic-aesthetic activities for heterogeneous and / or ethnically diversified class.

KEYWORDS: Multiculturalism, Polyculturalism, Dialogic Interaction, Foreign Language Instruction, Foreign Language Acquisition.

INTRODUCTION

The world is constantly changing; global mobility has become the new "normal" for international education, science and work. The personality of the future teacher of foreign languages appears to start assuming new roles and responsibilities to meet the society demand in the globalizing world. Then, the personality of the future teacher of foreign languages is the bearer and leader of poly- and / or multiculturalism, who without proper training will not be able to carry out pedagogical activities effectively in today's complex socio-cultural conditions [25; 32]. In this regard, one of the important tasks of higher education institutions in Ukraine and outside the country is to expand the poly- and / or multicultural components in the content of higher education, make the requirements much tougher for future professionals in communication, as well as teaching foreign languages, in order to enhance quality in the educational and job markets. Besides, the other tasks focus on getting acquainted with the other cultures across the world and mastering the world cultural heritage while training in foreign languages [1; 4].

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Knowledge of a foreign language provides direct access to the culture and social experience of other peoples, as well as provides for the implementation in the process of learning the dialogue of cultures, opens up significant opportunities for intercultural interaction [6; 21; 14]. Therefore, it is necessary to find solutions that can be feasible and operational for the educational settings. The technology of dialogic interaction may deserve attention. Moreover, the technology of dialogic interaction to develop poly- / multicultural personality of future foreign language teachers in the course of teaching and (self-) learning foreign languages at university implements the laws and principles of the developed scientific concept, ensuring completion of the following tasks:

(i)   Students' awareness of themselves and the environment around, deeper knowledge and understanding of their capabilities, expanding outlook for opportunities and global trends, altogether leading to awareness of their personal and professional life preferences;

(ii)   Fostering and educating empathy and kindness to all people and peoples, regardless of race, nationality, religion, gender, and social status;

(iii)   Understanding the value of human life, kindness, and mercy;

(iv)   Expansion of cognitive interests and the desire for self-education; and

(v)   Awareness of the communication value, formation of readiness to play an engaging and respectful subject's role in dialogue of cultures.

Since the education of poly- and multiculturalism of students, who train to become future teachers of foreign languages, takes place within the use of a set of techniques, forms and tools, united by common didactic features, it is found appropriate to develop a certain algorithm. Such algorithm will allow designing dialogic technology to develop poly- and multicultural personality of future foreign language teachers through the information technologies and digital tools of interaction and exercise [22; 20]. Moreover, such technology structures and unites relevant components into a single whole. Next, this technology will aim to specify not only the goal achieving means in the pedagogical environment, but also implementation stages for technology of dialogic interaction in foreign language instruction and acquisition, especially in a polycultural and multicultural classrooms, teaching languages for specific purposes, i.e. including any in respective business environment [5; 6].

The described expressly links to the aim of the research and its objectives. In addition, it is crucial to note that the two terms of 'polyculturalism' and 'multiculturalism' in no way should be confused or used interchangeably. Similarly, it reflects terms 'polycultural' and 'multicultural' in the study of domestic and global trends in education and communication, in general.

For clarity of definitions and methodology further, it is meant that in a polycultural classroom the educational process and enjoyment of right to education is not limited or restricted to anyone for their nationality, gender, race, religion, and other beliefs. It is stated that education and communication take place in a heterogeneous environment, with respect of and to everyone. At the same time, in a multicultural classroom, the education is also based on respect and tolerance to each other; however, the emphasis is laid on differences between languages and cultures, the alienation of the individual culture comes to the forefront as opposed to those others [10; 27]. Here it is discussed how people of minority and different racial and ethnic groups can collaborate and learn together.

Therefore, the focus of the paper is with the mechanism and implementation stages in poly- / multicultural education of future foreign language teachers and benefits such education can bring to communities and society globally.

METHODOLOGY
To align the research methodology with the study of poly- and/or multicultural education through adopting the technology of dialogic interaction to teach and learn foreign languages in a poly- / multinational classroom at university, the methods of the theoretical and empirical sets were used.

The theoretical set of methodological toolkit included generalization, which helped monitor and understand the scientific approaches in modern pedagogy for poly- and multicultural education in high school and at university. Based on that, it was possible to clarify the key points of the theoretical concepts in the research, as well as identify the main trends in contemporary pedagogical and linguistic sciences. At the same time, it was relevant to observe what poly- and/or multicultural education means in foreign language instruction and acquisition.

Of special value are analysis and synthesis of the researched literature. In particular, the analyses such as structural, terminological, comparative, and pedagogical, are distinguished for the methodology applied.

For the empirical set, the key method was observation of colleagues' performance in class at the National University of Life and Environmental Sciences of Ukraine along with the progress of their students in the light of following each stage of implementation of the poly- and/or multicultural education. The other is conversation, which allowed studying teaching and learning experiences, noting certain facts and insights as after-speech of reflections by foreign language teachers and their classes on their achievements and challenges in the course of technology implementation.

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LITERATURE REVIEW

The literature studies for the research may refer to some standalone sections such as ideas of polyculturalism and multiculturalism as global trends these days and ideas incorporated in university curricula, modern approaches to foreign language instruction and acquisition, and the technology of dialogic interaction, in particular.

To start with, it is critical to note that in the domestic science many scholars and researchers confuse the terms 'polycultural education' and 'multicultural education' [17, p. 134-139; 18]; other scholars do not confuse, nor stipulate the differences between the poly- and multicultural education [2, p. 448-451; 3, p. 16-19; 9, p. 16-21]; and there are scholars that use these terms interchangeably [11, p. 46-50; 12, p. 99-106], etc. With foreign research in the similar domain, it is clearly distinguished for what poly- and multicultural education models stand [31; 24; 10]. Still it should be noted that there are academics in the domestic science, who underline the importance and accuracy in term usage, for instance, the Ukrainian researcher Shkarlet specifies the differences not only between the poly- and multicultural education, but also 'cross-cultural communication', 'intercultural communication', 'internation communication'[34, p. 168-175], etc.

As specified above, it is a pain-staking challenge for the Ukrainian and other post-Soviet schools in pedagogy, culture studies, methodology of teaching languages, and linguistics in general [13], associated with the uniform terminology in the Slavonic, Western and overseas paradigms for poly- and multiculturalism.

Next, in relation to implementation of poly / multicultural education in schools and universities, Davidman and Davidman (1994) in their practical guide discuss teaching with a multicultural perspective, however, focus on elementary and middle school [8]. The authors present a practical model of multicultural education, which includes an elaborated set of key multicultural planning questions, on top to which curriculum case studies help illustrate the teaching ways of contribution to processes of multiculturalization according to the designed lesson plans and blocks of units. It is followed that similarly to primary and middle school, the like instruments and techniques can apply to high school and university poly- and/or multicultural education of students, to train to become future foreign language teachers. These techniques and instruments may help put both poly- and multicultural education in practice.

Many scholar expressly connect polycultural education to teaching and learning foreign languages [19; 23; 29], its close links with intercultural communication [14; 23; 24; 35], IT education and big data [22], general, comparative, contrastive and historical linguistics, as well as discourse studies [28; 15], dialogic interaction in cross-cultural and intercultural communication [37; 36], etc.

Different models are discussed for poly- and multicultural education:

(i) The model of the four-component educational and methodological vector: 1) the classroom demographic profile; 2) the typology of multicultural teaching; 3) the specially designed academic instruction in English observation form; and 4) the ethnic and cultural self-disclosure inventory [8];

(ii) Developing reading competencies for polycultural and intercultural communication [26; 30];

(iii) The model based on the four psychological types of individual response to inter- / cross-cultural interaction: 1) "transfer", under which an individual rejects own culture by absorbing and assimilating into the new one, especially when the latter is of higher status; 2) "shovinism", under which the culture other than the native is ignored in an exaggerating way, sometimes arriving at the form of hostile nationalism; 3) "marginal syndrome", under which an individual finds it hard to choose which culture is better, and with any there is no feeling "at home"; and 4) "intermediary", undr which an individual feels comfortable in any culture by synthesizing various cultural identities that are successful indifferent cultural systems [2, p. 450];

(iv) Model of pedagogical system, which includes: 1) objectives of education, 2) subject of pedagogical activity, 3) object of pedagogical activity, 4) subject matter of their mutual interaction, and 5) means of pedagogic communication [16], etc.

Whatever model may be chosen for poly- and multicultural education, it is crucial to start with introduction and methodology description. In this case, in order to meet the objectives either for polyculturalism or multiculturalism in a relevant classroom, teachers may adopt the entire model and verify it for efficiency in different territories. Besides, it is possible to make use of some part and components and adjust the elements in the pedagogical framework for local needs and variability in classes and students' backgrounds. For teacher educators, an introduction is necessary to present the various conceptions of poly- and multicultural education; such contain field-tested discussion questions and experiential activities.

RESULTS AND DISCUSSION

The designed technology of dialogic interaction to develop poly- and/or multicultural personality of future teachers of foreign languages is a holistic set. On the other hand, it embodies the functioning order of personal, instrumental and methodological means, all aimed at guaranteed achievement of goals set in the concept of building organizational and methodological system for educating a graduate philology student in the competence paradigm of foreign language mastery and communication in higher education. As

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researched, however, it is believed that the system can be adopted to educate students of other specialities as well, given the fact the world is growing more and more intensely and the question of brain and work mobility sharpens the current demand in job markets locally and globally.

The research findings lead to identify and group the implementation stages, which expressly relate to poly- and/or multicultural education of future foreign language teachers and instructors. Therefore, below is an overview of such stages, followed by their description and analysis, as well as impact on the graduate student in the course of study and the educational system per se.
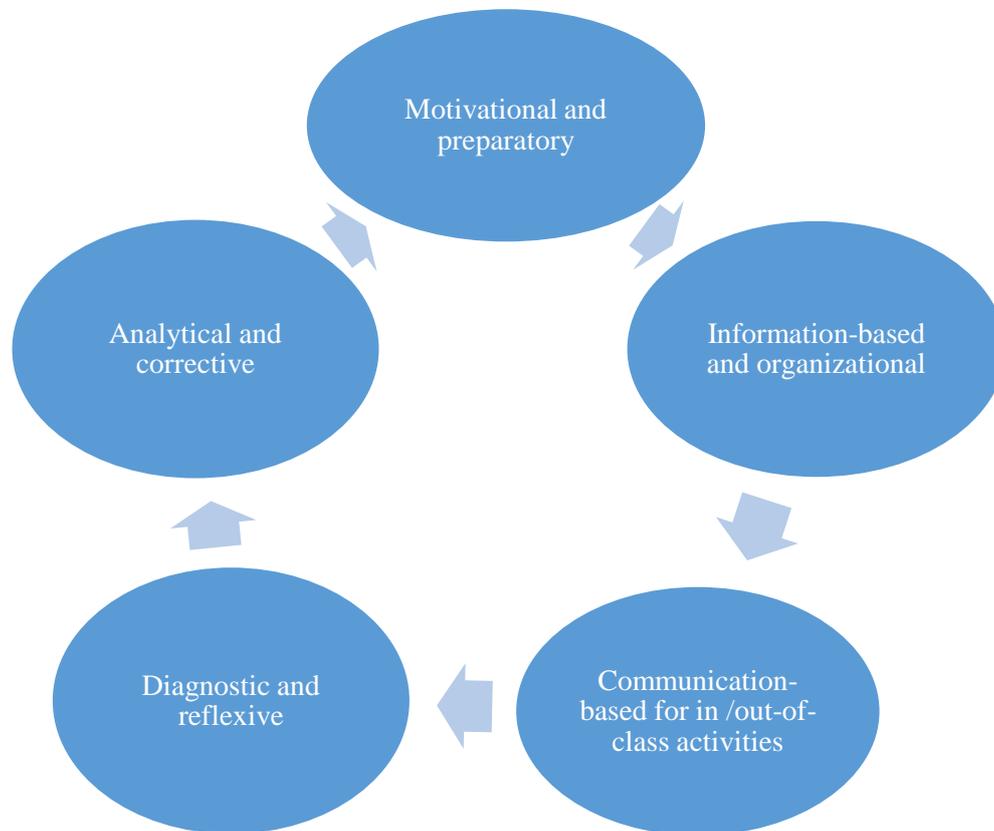
Fig. 1. Stages for implementation of dialogic interaction technology to educate poly- / multicultural foreign language teachers

The technology of dialogic interaction in higher education closely links to the field of culture, especially when it comes to the study of foreign languages [7; 33]. It is found that the main implementation stages to educate a poly- / multicultural personality of the future foreign language teacher are the following:

(a)   Motivational and preparatory (at the same time),

(b)   Information-based and organizational,

(c)   Communication-based for in /out-of-class activities,

(d)   Diagnostic and reflexive, and

(e)   Analytical and corrective, where applicable.

Motivational and preparatory stage in technology of dialogic interaction. The substantive essence of the motivational and preparatory stage in the technology of dialogic interaction is sociocultural and socio-pedagogical content analysis of authentic journalistic and artistic foreign language texts, audio and visual materials to determine interdisciplinary and thematic links, information and thematic fields of communication, valuable communication ties, identifying the socialized potential of educational materials [23; 26; 22].

Methodological and technological content of the teacher's activity at this stage is manifested in the construction of thematic information maps on interdisciplinary, socio-cultural issues of foreign language communication, determining the basic elements of its content. At the motivational and preparatory stage, students are involved in cultural, interdisciplinary issues, stimulating interest through the activation of existing knowledge on the topic, the formation of new knowledge, joint formulation of the problem.

Information-based and organizational stage in technology of dialogic interaction. At the informational and organizational stage in the technology of dialogic interaction for poly- and/or multicultural education of future foreign language teachers, with special emphasis on the field of culture, it is a selection of techniques, which aim at forming a poly- / multicultural personality of students, based on content analysis of educational materials and diagnostic data of students.

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The purpose of this stage is to structure and manage the process of poly- and multicultural education for graduate students in accordance with the given socio-cultural parameters inherent of the dialogic interaction technology, when curriculum anticipates teaching and learning several foreign languages [1; 6]. For example, at the National University of Life and Environmental Sciences of Ukraine (Kyiv, Ukraine) these are English and German as second foreign languages, English and Spanish or English and Polish, respectively. Thus, in the course of study, the teacher predicts ways to integrate socio-humanitarian, socio-cultural, and linguistic knowledge, keeps dialogue in class as to value-oriented educational communication, designs ways to integrate communicative, information-cognitive, and reflective skills in linguo-cultural, social and developmental activities of graduate students.

At large, for students, the information-based and organizational stage in the dialogic interaction technology involves several steps in the individual or group / team performance:

(i)   Removal of factual information from the text,

(ii)   Evaluation of the information removed, by the criteria of reliability / adequacy, identification of particularly important facts, ideas, deeds, and values (both judgeable and approvable),

(iii)   Planning, and

(iv)   Choice of implementation means for subject matter and practical activities by students, presented and carried out in various forms and communication scenarios; each time formulated accounting for relevant values and moral assessments.

Communication-based for in /out-of-class activities in technology of dialogic interaction. The communication-based and activity engaging implementation stage of dialogic interaction technology for education in field of culture future teachers of foreign languages involves preparing and adopting a long series of techniques in the context of the chosen communication themes. The themes are directed at modeling value-developing context of students' foreign language educational and cognitive activities. The teacher once again works on thematically interconnected communicative, value-oriented tasks based on selected techniques.

The communication-based and activity engaging stage provides active assimilation of sociocultural experience and its reproduction, expression of personal evaluations, discussion of value-oriented scenes and events in the context of the studied culture, awareness of similar or different values as identified, ways of their reflection in language behavior and actions, appeal to universal values.

Diagnostic and reflexive stage in technology of dialogic interaction. Diagnostic and reflexive stage in implementation of dialogic interaction for education technology, specific in the field of culture and aiming to develop poly- and /or multicultural communication of future foreign language teachers is prognostic testing designed to identify and measure the level of formed skills and competencies in the field of culture by future teachers of foreign languages.

The purpose of the diagnostic and reflexive stage is the reflection of one's own activity. It includes students' reflection on formed knowledge, skills and personal qualities, first; second, language behavior; and thirdly, gnostic testing of the development level associated with poly- / multicultural education components in dynamics. The teacher's activity is aimed at the development of test measuring materials. Students, performing tests, reveal their level of skills development in the area of the above knowledge, define personal and professional qualities in use, competencies acquired and polished, and get an objective idea of the effectiveness as key performance indicators for their activities.

Analytical and corrective stage in technology of dialogic interaction. At the analytical and corrective stage in the implementation of dialogic interaction technology for poly- and/or multicultural education of future teachers of foreign languages is the analysis of diagnostic results, reflective assessment and corrections, where applicable, of the teacher's work.

Pedagogical reflection implies critical assessment, development of corrective linguodidactic, culturological materials and tasks. The reflective position of students actualizes self-esteem and provides appropriate corrective activities aimed at improving the acquisition of socio-humanitarian knowledge, development of communicative and socio-cultural skills, as well as personal qualities of the future teacher in higher education.

The peculiarity of dialogic interaction technology for poly- and/or multicultural personality development of future foreign language teachers is in the design of sociocultural, linguo-didactic, socially integrative context in the process of mastering several foreign languages. That altogether provides active mastery of social relations, universal values based on the comparison of the studied cultures. In addition, well-organized process and implemented technology at this stage allows determining the cognitive, communicative and artistic development of graduate students, their positive socialization in a constantly changing poly- and / or multicultural world.

CONCLUSION

The presented technology of dialogic interaction for poly- and/or multicultural education of a personality and a future foreign language teacher implements methodological provisions, patterns and principles. In addition, the technology of dialogic interaction adopted to develop students' poly- and/or multicultural skills in cross-cultural communication reflects the essential characteristics of organizational and methodological system of poly- and/or multicultural education in the competence paradigm of foreign language education.

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The main implementation stages to educate a poly- / multicultural personality of the future foreign language teacher include the motivational and preparatory stage, information-based and organizational, communication-based for in /out-of-class activities, diagnostic and reflexive stages, and lastly, the analytical and corrective stage, where applicable.

The implementation of the above-described stages in the technology of dialogic interaction to educate poly- and / or multiculturally skilled students who train to become foreign language teachers proves that the designed approach, or model, provides a combination of purposeful, linguistic and cultural practice with cognitive, research-informational, value-oriented, socio-cultural, cultural and artistic-aesthetic activities for heterogeneous and / or ethnically diversified class. In the course of study, graduate students form and polish their humanistic value orientations, expanding their social experience, developing communicative qualities and spiritual and moral qualities.

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