DIALOGIC INTERACTION: INCLUSIVITY OF POLY- / MULTICULTURALLY ORIENTED FACETS IN FOREIGN LANGUAGE INSTRUCTION AND ACQUISITION

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The article considers educational technologies of dialogic interaction in combination with coaching skill-set of core competencies for education of poly- / multiculturalism of future teachers of foreign languages, including languages for specific purposes. Poly- and multi-culturally marked components in the structure and content of educational material during the instruction and acquisition of foreign language competence by students are seen mandatory for successful intercultural communication in the future. The study emphasizes the inextricable link between the formation of poly- / multicultural personality with the development of students' skills as to independent search for new knowledge; skills and abilities to extract valuable concepts from foreign texts; and awareness and transformation of such values into students' own meaningful life situations.

The key objectives link to the importance of culture studies approach in poly- / multicultural education, including sociocultural portraits of countries and peoples, which languages are under focus of mastery and communication, their cultural heritage, as well as history, value-oriented approach in poly- / multicultural education, and problem-solving tasks for integration of interdisciplinary knowledge, skills and abilities. Dialogic interaction is seen as an effective means to develop a poly-/ multicultural personality of students, who train to become future foreign language teachers and instructors, in the process of teaching and (self-) learning foreign languages. It is discussed the main components can be presented through the cause-and-effect chain. At first, the material should be presented in a problem-solving way with mastery of coaching technologies that stimulate reflexing and lead to culture, linguistic and cognitive awareness of students in general. Then, the continuous application of coaching technologies develops the personality and arrives at building up and cultivation of values, among which foreign culture values either become absorbed and assimilated, for polyculturalism, or respected when observed, for multiculturalism, correspondingly. Lastly, it is stated that it is not only the teacher in class, who introduces and presents the value-oriented material, but also the students, who engage in a group/ team and eagerly respond to value upbringing and awareness-growing questions of their teacher / instructor. These components ultimately result in enrichment of value-oriented experience of students in the course of mastering a foreign language and modeling students' language and non-language behavior with certain guarantee of acquired universal values.

Keywords: *polyculturalism; multiculturalism; foreign language; foreign language instruction foreign language acquisition; inclusivity; dialogic interaction.*

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ДІАЛОГОВА ВЗАЄМОДІЯ: ІНКЛЮЗИВНІСТЬ ПОЛІ-/ МУЛЬТИКУЛЬТУРНО-ОРІЄНТОВАНИХ СКЛАДОВИХ В ОСВІТНІЙ ПРОЦЕС ОПАНУВАННЯ Й ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ

У статті розглядаються освітні технології діалогової взаємодії у поєднанні з коучинговими компетенціями для виховання полі- / мультикультурності майбутніх викладачів іноземних мов, фахових мов у тому числі. Полі- / мультикультурно-марковані складові у структурі та змісті навчального матеріалу під час набуття студентами іншомовної компетенції є обов'язковими компонентами успішної міжкультурної комунікації в майбутньому. У дослідженні підкреслюється нерозривний зв'язок процесу становлення полі- / мультикультурної особистості студентів з розвитком їхніх умінь самостійного пошуку нового знання, умінь

і навичок вилучати ціннісні смисли з іншомовних текстів, їх усвідомлення та перетворення на власні смисложиттєві ситуації.

Ключові слова: полікультурність; мультикультурність; виховання полікультурності; іноземні мови; майбутні викладачі іноземних мов; діалогова взаємодія; навчання іноземних мов.

Introduction and statement of the problem. Forming a poly- / multicultural personality in the environment of students who train to become foreign language (FL) teachers / instructors, instructors of languages for specific purposes (LSP) in a globalizing world inextricably links with the development of both their linguistic and cultural abilities and skills for efficient communication. According to the Technical Consultation on Global Citizenship Education, following the Conference in Seoul in 2013, there are certain issues arising with measurement of global citizenship and global citizenship education. Globalising trends are significantly influencing modern education today and, thus, determining the ways for leading the future, in education, in particular. To solve the provocative questions of global mobility, integration and online migration for work and occupation, the modern education will have to meet the demand. Skirbekk, Potančoková and Stonawski (2014) propose to approach it with measuring global citizenship and global citizenship education [39]. It is agreed with the authors who consider it appropriate "to construct a composite indicator consisting of three complementary levels – the societal level (e.g., the level of democracy; macro level indicators of openness), the supplier level (e.g., provision of education; availability of training relevant for global citizenship); and the receiver level (civic identity, values, skills and knowledge)" [39, 3].

Another challenge for the modern higher education, at least in such countries as Ukraine, Greece, and other post-Sovietic geographies, lies with ability of students to acquire knowledge and skills independently. COVID-19 and the pandemic made the dilemma go burst, and the unveiled truth about self-learning and self-education has sharply risen up [42; 43; 47].

Therefore, forming a poly- / multicultural personality in the environment of students who train to become foreign language (FL) teachers / instructors depends on success of teaching students to learn, assisting them with their first experiences of how to learn and self-learn in a poly- / multicultural society, to which the world has become a home without borders and time zones. Forming a poly- / multicultural personality in the university walls connects to teaching students to develop their abilities of independent search for new knowledge, acquire or polish skills of extracting valuable meanings from foreign texts, grow their linguistic and cultural

awareness and transform that into their own meaningful life orientations [19; 22; 38]. As the literature shows further in the paper, a lot has been done in science to research methods and techniques for better quality in education [34; 41; 31]; however, looking into the issues of the modern world for quality education, two major pillars remain challenging. First, it is poly- / multiculturalism in society and in classroom, in particular; second, it is adoption of coaching technology for everyday classroom use by independent teachers, faculty, students, and administration.

Aim of the research and methodology. Taken the above, the paper aims to integrate the poly-/ multiculturalism oriented approach in educational process, and instruction and acquisition of foreign languages via dialogic interaction. It is agreed with Gillies that in recent years more and more attention has been paid to talk in classroom as the author underlines the key role "talk plays in mediating students' learning when they work cooperatively together" [15, 178]. It is true that talk may stimulate and extend students' thinking and advance their learning. More importantly, benefits are innumerate what thoroughly planned talk can bring when used in a FL instruction and acquisition. When FL teachers / instructors communicate in class, with either students or peers, their talk / behavior encourages students "to engage in reciprocal dialogues where they exchange information, explore issues, interrogate ideas, and tackle problems in a cooperative environment that is supportive of these discussions" [15, 178]. Therefore, under the research objectives talk stimulates professional growth of students via dialogic interactions. Following Gillies further, "in turn, students learn to listen to what others have to say, consider alternative perspectives, and engage critically and constructively with each other's ideas by learning how to reason and justify their assertions as they cooperate together" [15, 178–179]. This constructively fits in to advance ideas of poly- / multiculturalism in a FL classroom instruction and acquisition, where it is of high value to explore and promote tolerance to cultures and languages other than the mother tongue; it is of utter importance to emphasize respect and dignity in communication, although such talk appears in a foreign language [13; 16; 32]. The key technology under the discussed concept links to dialogic interaction then.

Consequently, educational dialogue analysis (Vrikki, Kershner, Calcagni, Hennessy, Lee, Estrada,

Hernández, and Ahmed 2018) and analytic coding scheme for classroom dialogue (Hennessy, Rojas-Drummond, Higham, Torreblanca, Barrera, Marquez, García Carrión, Maine, and Ríos 2016) make proper theoretical background for the research [45; 17]. Subsequently, the following objectives in the structure of dialogic interaction shape the study:

(i) Importance of culture studies approach in poly- / multicultural education, including sociocultural portraits of countries, which languages are under focus of mastery and communication, their cultural heritage, as well as history,

(ii) value-oriented approach in poly- / multicultural education, and

(iii) problem-solving tasks for integration of interdisciplinary knowledge, skills and abilities.

Literature review. The analysis of scientific and pedagogical literature shows that it is possible to solve the poly-/ multicultural communication oriented issues in education to meet the needs of the globalizing world and cultivate self-education as a current demand by combining the ideas of problem-based and cultural studies. Thus, the works of many Ukrainian and foreign educators and psychologists display devotion to the study of problem-based learning. Maksymova (1973), Makhmutov (1975), Lerner (1976), Babanskiy (1989) among others reasonably note that problem-solving approach in education via the problematic construction and study of educational material leads to the stimulation of research interest, the formation of creative motives, to a deep, creative mastery of knowledge, gives impetus to overcoming difficulties [26; 25; 23; 4].

Currently, according to Selevko (1998) problem-based learning means the organization of classes, which involves under the guidance of teachers creation of problem situations, leading to active independent activities of students to solve them, resulting in creative mastery of professional knowledge, skills, abilities and development of students' thinking abilities [35, 61]. In other words, the described expressly underlines the key goals of coaching, proposed in the present research findings for adoption and implementation as embodied in the updated core coaching competencies [44]:

Competency 2 "Embodies a Coaching Mindset", by developing and maintaining a mindset that is open, curious, flexible and student-centered with reference to the teacher / instructor in class [44];

Competency 7 "Evokes Awareness" by facilitating students' insights and learning by means of using tools and techniques such as powerful questioning, silence, metaphor or analogy [44];

Competency 8 in Section D "Cultivating Learning and Growth" by facilitating learning, partnering with students to transform learning and insight into action, and promoting student autonomy in the learning (in a coaching way) process [44].

Partnering via communication always brings good results, e.g. the research findings by Norkhairi bin Ahmad and Mohd Kamil Mohd Said prove that thoroughly organized and implemented communication develops an inter-disciplinary synergy between English language lecturers, engineering lecturers and Industrial Training Placement Unit of a technical university. Moreover, the scholars emphasize a good balance between soft-skills and hard skills, as it enables Faculty and students to impart necessary knowledge and skills to job internship [1]. Dialogic interaction in FL instruction and acquisition helps create favorable conditions for development of hard and soft skills in communication by future FL teachers / instructors.

Further, in relation to the aspects of self-study and self-learning, it is not a challenge to encourage and motivate students in Ukraine and Greece only, for self-growth and self-learning. It appears a global dilemma, and Pace (2021) notably underlines "many learners who attend vocational education and training courses across the globe are motivated to acquire a set of vocational skills to access employment" [29, 235]. Strange as it may seem, university students often feel reluctant to engage in self-learning and similarly to students of vocational education and training courses stay much less motivated "to improve the basic language skills that underpin the acquisition of these skills" [29, 235]. That leads to agree with Jammal's (2021) statement that modern education today requires "creating a flexible and agile educational system which copes with the demands of the 21st century education" [18, 71]. The researcher expands further that "attaining a postgraduate degree becomes a necessity, which could help them to increase the opportunity for getting a better job, and improves the quality of the lifestyle and the job career" [18, 71]. Based on that, hard and soft skills in poly-/ multicultural world become a prerequisite for a future FL teacher and instructor. Next, in regards of both the elements in poly- / multicultural education – culture and speaking languages, including foreign languages, some works by Nikitina (2014) and Shevniuk (2003) contribute to the study as they describe models of culture-oriented education by means of a foreign language acquisition and/or instruction [28; 37].

Results and discussion. To develop students' culture awareness and linguistic skills via dialogic interaction and following Nikitina (2014), the culture studies aspect in poly-/ multiculturalism education involves the 'must' study of the following issues:

(i) socio-cultural portrait of countries, their peoples and languages;

(ii) variability of lifestyles in cultural communities;

(iii) value and semantic aspects of spiritual, physical and material culture of such communities;

(iv) historical and cultural context, cultural heritage, cultural identity and m of the peoples under study, and;

(v) socio-cultural norms of communicative behavior in terms of intercultural communication [28].

It is found that various aspects of socio-cultural approach to learning and self-learning presuppose setting and solving tasks in the technology of dialogic interaction, which stipulate active FL instruction and acquisition and include the following:

(i) development of perceiving culture of the modern poly- / multilingual world (Safonova, Sysoyev) [33; 40];

(ii) development of students' communicative tolerance, which provides adequate interaction with people in today's poly- / multicultural world (Byram, Nieke) [11; 27];

(iii) ability to identify the values of the interlocutor and model their behavior accounting for them (Johansson, Safonova, Sysoyev) [19; 34; 40];

(iv) learning how to protect against cultural assimilation in the light of multiculturalism as opposed to polyculturalism, stay safe against manipulation, discrimination and cultural vandalism (Costa-Lascoux, Baryshnikov) [13; 5; 6];

(v) creating conditions for equal dialogue between cultures (Bibler, Bastun, Apelt, Koernig) [10; 7; 2].

Meeting the educational requirements of problem solving along with cultural orientation allows shifting the emphasis on the value-oriented content in developing poly- / multicultural personality of students by means of teaching foreign languages. Moreover, FL teachers and instructors may identify the range of socialized impact of the described process on students [3, 31–35].

Value-oriented perspective of teaching foreign languages becomes especially important due to the urgent need to develop positive value orientations of future teachers, awareness of their own cultural affiliation, values of intercultural communication through involvement in cultural and human experience [30].

The idea of needs to include in the content of education the emotional and value element, as well as personal elements, activation of the subjects' personality is found in a number of personality-oriented and cultural-centric concepts of education. Developing the provisions further, it is believed that the technology of intercultural contact and communication in the course of FL instruction and

acquisition does not only take to the sociocultural experience other than the domestically known, nor it means a simple adaptation to the norm or the imposition of moral values and socially acceptable patterns of behavior.

It is underlined that the value-oriented aspect of dialogic interaction can be implemented via modeling different situations:

- That of identification and comparison of national values of the studied linguistic societies for polyculturalism and their contrast for multiculturalism,

- Their reflective assessment, which contributes to the awareness of students of their cultural affiliation.

This technology provides the formation of a positive image in relation to another culture while maintaining a positive perception of their own, verifying at the same time belonging to the unifying universal values.

Largely, the idea is not brand new. Batsevych (2008), Yermolenko (2009), Makhinov (2013), Shevchuk (2015) among many other scholars discussed it in their works and considered value-oriented aspect as a component of cultural and developmental enrichment of foreign language practice [8; 46; 24; 36]. In particular, Shevchuk (2015) advances a value-oriented perspective as a basis for creating a system of analysis and interpretation of authentic cultural materials, as well as situations of communicative interaction. The technology of value-oriented analysis within cultural phenomena and facts appears as a means of providing educational and communicative workshops in the areas of communication studied. In principle, it expands the range of cultures studied, and as a means of general cultural unification of people based on global moral attitudes in order to keep the uniqueness of each people [36, 238–240].

At the same time, observing real practice of FL instruction and acquisition in poly- / multicultural education under the Ukrainian and Greek studies, it is noticed that the system of universal values in human culture remains for the majority of students at the abstract and neutral level and does not acquire a motive for activity. Therefore, it is believed that the effective solution of this problem in the technology of dialogic interaction, which aims at developing a poly-/ multicultural personality in the process of learning foreign languages, requires the interconnected presence of several components (Fig. 1).

As demonstrated above, dialogic interaction is seen as an effective means to develop a poly-/ multicultural personality of students, who train to become future FL teachers and instructors, in the process of teaching and (self-) learning foreign languages. The main components can be presented

Dialogic interaction in FL instruction / acquisition

polycultural focus | multicultural focus

(1a) presentation of language material via problem-solving

(1b) value-oriented presentation of language material

(2a) enrichment of value-oriented experience while mastering a FL

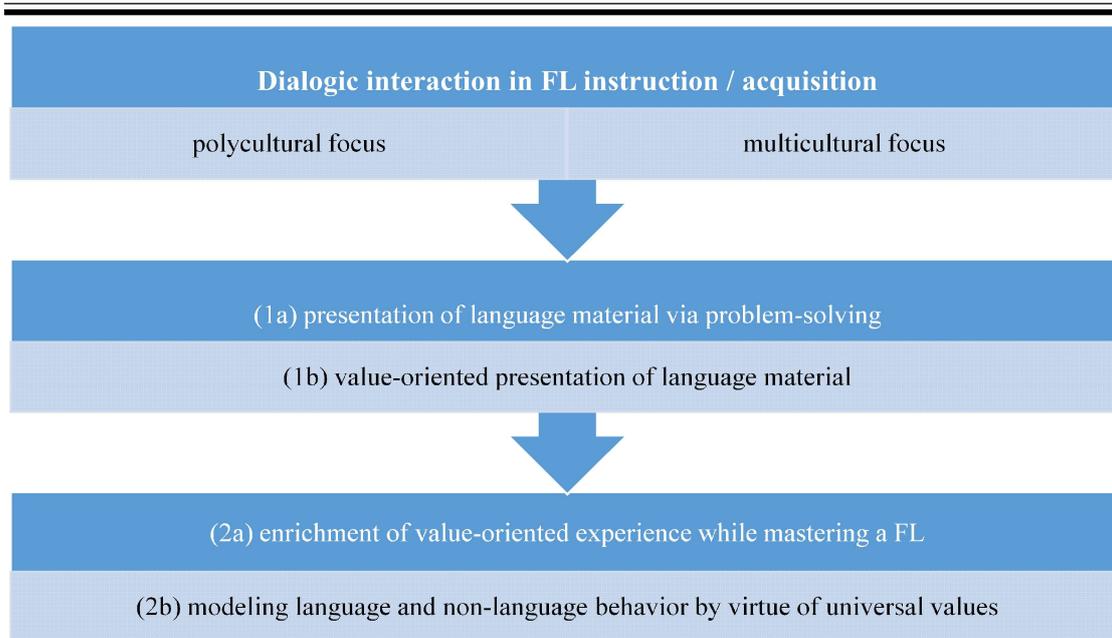(2b) modeling language and non-language behavior by virtue of universal values

**Fig. 1. Dialogic interaction for poly- / multiculturalism in the course of
FL instruction and acquisition**

through the cause-and-effect chain. Firstly, the material should be presented in a problem-solving way with mastery of coaching technologies that stimulate reflexing and lead to culture, linguistic and cognitive awareness in general [14; 17]. Secondly, the continuous application of coaching technologies develops the personality and arrives at building up and cultivation of values [21; 19]. It means that it is not only the teacher in class, who introduces and presents the value-oriented material, but also the students, who engage in a group / team and eagerly respond to value upbringing and awareness growing questions of their teacher / instructor. These two components ultimately result in enrichment of value-oriented experience of students in the course of mastering a FL, on the one hand; on the other, adoption of dialogic interaction for poly- / multicultural communication leads to modeling students' language and non-language behavior with certain guarantee of acquired universal values.

It is critical to note that despite the fact in FL instruction and acquisition the traditional approach to use of dialogic interaction in class brings results, such results may not compare even close with the results of grown linguistic and cultural awareness, as received with students' performance via coaching style of interaction in their learning process[1].

Therefore, in the course of teaching and (self-) learning foreign languages, the research findings

enable to define the technology of dialogue, or dialogic interaction, as a two-way process. This process includes the teacher's activities to determine the value-formative potential of educational materials and prepare a set of thought-provoking questions, problem-solving and value-centered situations, forms of means and communicative methods to organize FL communication on a broad interdisciplinary plane, and active engagement of students to master new socio-cultural experience while simultaneously mastering a foreign language.

In turn, the enrichment of students' value-oriented experience makes the technological chains in the organization of students' participation and eager engagement for identification and easy orientation in foreign culture values, their analysis and understanding, comparison with national and universal values, along with the development of socially significant qualities. The enumerated is also possible in a FL classroom, by doing problem solving tasks in the course of foreign language education at a modern Ukrainian and Greek university, in particular.

Problem solving as a relevant arrangement of linguistic and culturally marked tasks stimulates students to apply integrative interdisciplinary knowledge, skills and abilities acquired by them in the process of doing the humanities, seeking ways to resolve cognitive contradictions in foreign language education. Value-oriented perspective of dialogic interaction provides educational upbringing in the context of intercultural interaction, the development

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[1] To be discussed in more detail in upcoming research paper(s), as it falls out of scope of the present paper aim and objectives.
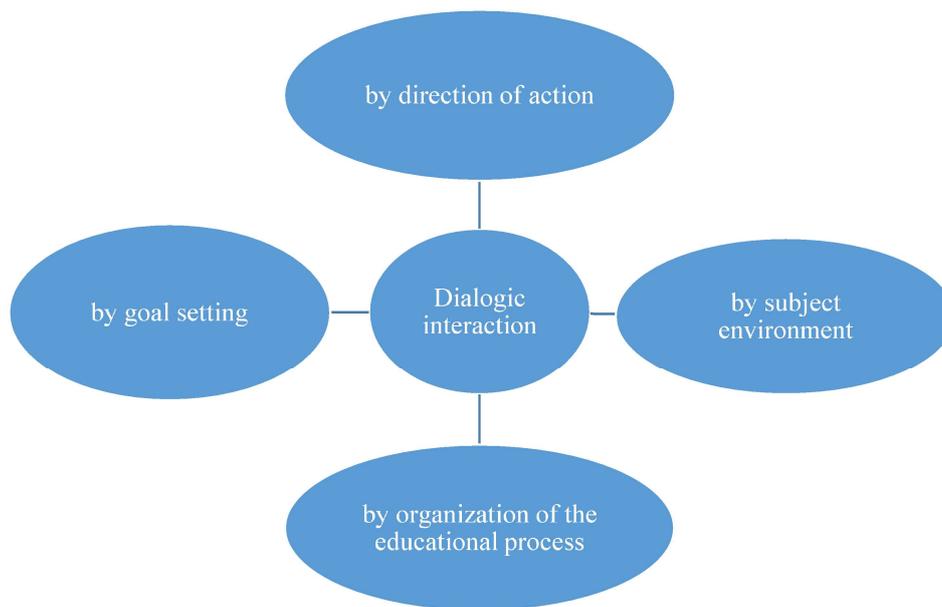
Fig. 2. Didactic Typology of dialogic interaction as a technology for poly- / multicultural education in the course of FL instruction / acquisition

of critical thinking and reasoning, leads to improving socio-political awareness in a domestic country and abroad, ensures the formation of relevant skills for adequate interaction in the context of intercultural cooperation.

Hence, the typology and the didactic characteristics of this technology arise as follows (Fig. 2):

(i) By direction of action;

(ii) By goal setting in- and outside class;

(iii) By subject environment, and;

(iv) By organization of the educational process.

By direction of action, it is seen that dialogic interaction is a technology aimed at personal professional self-realization, self-actualization of students in socially significant situations of mono- and cross-cultural communication. By goal setting, the dialogue technology is a personality-oriented technology aimed at forming students as socio-culturally integrated subjects of their activity and communication in the social, professional, and poly- / multicultural space. By subject environment, dialogic interaction arises as a humanitarian interdisciplinary technology, because the subjects of the humanitarian, linguistic, and cultural cycles, used within broad interdisciplinary integration, form the basis of technology implementation. Finally, by organization of the educational process, dialogic interaction is a group technology, because the subject matter of activity is a value-centered situation for the assimilation and integration of socio-cultural experience based on the comparison and contrast of languages and cultures studied for poly- and multiculturalism, respectively. Ultimately, application

of collectively grouped educational and cognitive activities of all participants in the educational process helps achieve the set objectives in education.

The ergonomics of the proposed technology associates with the optimal use of educational environment to achieve effective educational outcomes [12; 20]. Within the technology, ergonomics emphasizes the role of the individual student as a participant, performer and creator of educational and cognitive activities for the study of languages and other linguistic culture. Creation of a single information space, use of elements of mobile technologies, collective (group and team) interaction of students, emphasis on emotional and value aspects of educational content allow, to a greater extent, teachers and instructors to individualize the educational process and significantly increase the level of ergonomic requirements. The effectiveness of the developed technology of dialogic interaction is implemented via manifestation of socially valuable qualities of the student in communication and behavior.

Conclusion. The findings of the research lead to conclude that specificity of the proposed technology – technology of dialogic interaction, first of all, aims to develop a poly- / multicultural personality of a future FL teacher / instructor in the process of teaching and (self-) learning foreign languages in university. Then, dialogic interaction for poly- / multiculturalism helps recreate the sociocultural context of foreign language education, providing active mastery of social relations, universal values, social experience, altogether based on comparison and contrast of cultures in the

polycultural and multicultural light, correspondingly, and, thus, determines the development of poly- / multicultural personality, which is currently in high demand in the job markets of the contemporary world.

Problem-solving tasks and value-oriented engagements help students, who train to become future FL teachers and instructors, learn and experience the value of effective communication, which rests on tolerance to the peoples, as well as language(s) and culture(s) other than their own. As regards technologies, two of them are seen underlying to underpin linguistic and cultural, and value-based awareness. These are a technology of dialogic interaction and coaching technology for activating and stimulating students' personal growth and cultural enrichment. It can be more helpful to continue further with the quantitative analysis of data found under the study, and compare the figures to be obtained from surveys and questionnaires from other countries in the EU and the world.

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