

POLY- / MULTICULTURAL EDUCATION OF FUTURE FOREIGN LANGUAGE TEACHERS IN A CROSSCULTURAL MULTILINGUAL ENVIRONMENT

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Abstract: The research aims to design practical recommendations to improve methodology of educating future teachers of foreign languages in terms of language instruction from adopting poly- / multiculturalism approach. Methods of synthesis and analysis, generalization, study of the experience in connection to poly- / multicultural education, empirical methods laid foundation for research. The primary study results allowed us to identify innovative ways of educating polyculturalism for future teachers of foreign languages, i.e. professional and personal development of the student via adoption of coaching technologies in education. At the same time, reflexive approach in the student's personal growth is more important than professional competencies, as the former will create a foundation for self-realization and goal achievements in future.

Keywords: polyculturalism, multiculturalism, pedagogy, foreign languages, universities in Ukraine

1 Introduction

At present, Ukraine among the other states in EMEA region is an independent state that vigorously demonstrates its desire and educational maturity to integrate into the European and global community against the world globalization processes in all spheres of social life when it comes to the Ukrainian people. In the conditions of intensive development of international relations, cultural and linguistic exchange at the national and international levels takes place on a continuous basis among the states of the world, including Ukraine. Scientists reasonably note that today for efficient crosscultural communication it is necessary to speak more than one or two foreign languages (Tadeeva, 2011; Sidash et al., 2020; Chaika & Pace, 2021). Next, it is more than important to be aware of cultural development of the country (-ies), which language(s) is / are under study, along with value orientations and the national mind-set(s) of the peoples, especially with the language(s) other than the mother tongue and culture(s) different from the domestic (Chaika, Chahrak et al, 2021). It is believed that the mentioned determines the dominant role of poly- / multicultural education.

Poly- / multicultural education expressly connects to forming a personality capable of engaged activity and enjoying practical life skills in a multilingual environment, possessing a developed sense of understanding and tolerance to other cultures and successfully interacting with representatives of different nationalities, beliefs, and cultures, in particular (Chaika, Savytska et al, 2021).

Polyculturally marked globalization is characterized by growing information space, in which cultures integrate and/or assimilate, overlap and/or disintegrate, as well as poly- / multicultural value orientations establish in the world representation of future foreign language (FL) teachers and instructors. In turn, the role of FL teachers and instructors is to transmit and translate such poly- / multicultural values for next generations.

The fundamental need of modern professional education is market demand in future FL teachers and instructors, who would possess knowledge and skills at a high educational level in the field of teaching foreign languages and be poly- / multiculturally

developed individuals. It is only the higher education system, which will enable society to solve the mentioned problem. The successfully organized educational process can form future FL teachers' professional competence in their chosen specialty and make them competitive as highly qualified in the international labor market (Ananyin & Uvarkina, 2013; Chaika, Savytska et al., 2021).

The study aims to determine the approaches to formation of poly- / multiculturalism of future FL teachers and instructors in the crosscultural and multilingual space, on the one hand, and on the other, to develop / improve relevant educational methods. Therefore, in order to achieve the goal, the below should be done:

- To conduct a critical analysis of domestic and foreign approaches to fostering poly- / multiculturalism in education,
- To design methodology, based on practical success cases of FL teachers practitioners, and
- To define alternates for approaches to poly- / multicultural education, where such are found implemented in the Ukrainian and global systems of higher education.

2 Literature Review

Before conducting research and developing education methods for poly- / multiculturalism, it is essential to define what these concepts mean. Ideas of researching poly- / multiculturalism in both domestic and foreign literatures are not so new. However, it is necessary to note two things. One is they are mainly foreign authors, who carried out research in this field (Chisholm, 1994; Davidman & Davidman, 1994; Gollnik & Chinn, 1990; Giroux, 1994; Taylor, 1994; Brown, 2000; Nieto, 2000; Sharma, 2005). The other is as demonstrated that major research was done before 2000. Domestic modern studies appear more recent in chronology and are represented in works by Abibulajeva (2006), Hulych (2021), Chaika and Pace (2021), Chaika et al. (2021), Shkarlet (2020, 2021). The literature studied makes it possible to conclude that poly- / multiculturalism is the process strongly associated with a person's immersion into (entering) another culture. At the same time, immersion in cultural variety and uniqueness takes place through the development of personal culture. In turn, poly- / multicultural education refers to a person's knowledge of polycultures and/or multicultural, the possibility of self-realization in the poly- / multicultural world, contributing to conflict-free identification in a poly- / multicultural society and integration into the poly- / multicultural world space. Abibulaeva (2006) emphasizes that polycultural education aims to preserve and develop the diversity of cultural values, norms, and forms of activity, existing in society, and is based on the interaction of different cultures.

Poly- / multicultural education is an essential mechanism for engaging future FL teachers and instructors in a comprehensive knowledgeable framework of the culture natural of their people as compared to that outside the homeland. In addition, it shapes ideas about the diversity of cultures in the world and teaches positive attitudes towards cultural differences.

Gollnik & Chinn (1990) understand multicultural education as an educational strategy in which the cultural mentality of the subjects in education is seen positive and central to the organization of the learning process. Giroux (1994) sees such education as a process that significantly affects the personal development of the individual, i.e., it is a process caused by the interpersonal coexistence of two or more cultures.

Thus, following Chaika and Pace (2021) it is concluded that poly- / multiculturalism is nurtured through the ability to communicate and through personal development. Moreover,

under the research objectives, it is analysed that polyculturalism is interpreted dynamic rather than stative as compared to studies of multiculturalism. Therefore, the leading function of poly- / multicultural education is the formation of a personality who is ready to work in a poly- / multi-ethnic and poly- / multicultural environment across borders, hence, cultures (to result in crosscultural communication and exchange of values), focused on constructive interaction and dialogue of cultures irrespective of a culture representative.

Next, Stoliarchuk (2014) defines polycultural education as a unique way of thinking based on the ideas of freedom, justice, and equality. Bezpalko and Veretenko (2014) believe that the main objectives of polycultural education should be with meeting educational needs of all ethnic groups, first, and second, preparing people for life in a polycultural society. That determines the framework for solving a number of specific pedagogical tasks:

- deep and comprehensive mastery of the history and culture of relevant people as a(n) (poly) ethnic group;
- forming an idea of the cultural diversity in Ukraine and the world, understanding and internal acceptance of the equality of peoples and the equivalence of their cultures, fostering a positive attitude towards cultural differences as a factor in the progressive development of world civilization and self-realization of the personality;
- fostering a positive attitude towards cultural differences that ensure the progress of humanity and contribute to the self-actualization of the individual character;
- creating conditions for students to integrate into the culture of other nations;
- development of abilities and skills for productive interaction with representatives of different cultures;
- education in the spirit of peace;
- development of ethnic tolerance;
- developing conscious positive value orientations of the individual as to cultural heritage;
- fostering respect for the history and culture of other peoples;
- creating a poly- / multicultural environment as the basis for the interaction of the individual with those of different cultures; and
- formation of the student's ability for personal cultural self-determination (Bezpalko & Veretenko, 2014).

Hurenko (2016) assigns to future FL teacher / instructor the role known as a 'mediator of cultures'. The concept stands for a specialist actively engaged in crosscultural polylingual communication. Such specialists are seen the mediator between cultures – the culture of their home country and the country which language is studied; they have mastered a foreign language as a (cross) cultural communication means. Therefore, any knowledge obtained through a foreign language will be absorbed only through the prism of knowledge shaped via perceiving and mastering the native culture.

Hence, it is concluded that the political culture of the individuality in relation to future FL teachers and instructors is a constant multilingual search for crosscultural communication with representatives of languages and cultures other than native, aiming to understand and bring together the systems of language and cultural concepts in a multilingual world within and across borders. Finally, the speaker's system of value attractions will result in newly integrated experiences of the native and foreign language system, including the idea of culture. In addition, the value system will allow for perceiving native culture through the new culture, which leads to the formation of poly- / multicultural value orientations with future FL teachers and instructors.

3 Research Methods

To study poly- and multiculturalism in education and to meet the objectives of the paper, the following research methods were used:

1. Theoretical set:

- Analysis (structural, terminological, comparative, comparative and pedagogical) and synthesis of pedagogical works by domestic and foreign authors, educational documents, in order to clarify the research stages and states in different contexts;
- Generalization to understand the modern scientific approaches, in order to clarify the content of core research concepts, outline the main trends in development, and determine the scope of poly- / multicultural education, forms, methods, and means of education for students;
- Generalization of the experience with poly- / multicultural education in higher education institutions in Ukraine, in particular, in order to identify creative ways of adopting and implementing positive foreign experience in poly- / multicultural education domestically, in modern higher education in Ukraine;

2. Empirical set:

- Observation and conversation,
- Study of teaching experience, in order to monitor poly- / multicultural education in higher education institutions of Ukraine.

4 Results

Today, there are many approaches applicable to the education of poly- / multiculturalism of future foreign languages teachers and instructors. Analysis of already developed methods to teaching poly- / multiculturalism allows scholars and practitioners to adapt the practical recommendations of domestic and foreign researchers to the practical conditions of education (Nikolaienko et al., 2017; Chaika et al., 2021).

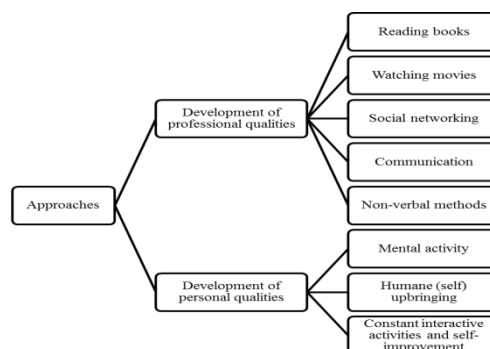


Figure 1. Classification of approaches to poly- / multicultural education of future FL teachers and instructors

Source: Authors' design.

Based on the studied and moving it further, it is suggested the following classification be considered as such embodies approaches to teaching and learning foreign languages by multilingual speakers – current and future FL teachers and instructors.

Teaching poly- / multiculturalism to future FL teachers begins with learning a foreign language in a kindergarten, school, university, etc. Both traditional and innovative approaches may apply for this purpose. Some of them are presented below.

Reading books. Almost all teachers who are practitioners and foster poly- / multiculturalism of future FL teachers and instructors use this approach on a regular basis (Vakulenko et al., 2017; Iljina, 2017; Pautova & Kulkova, 2020; Nunan, 1999;

Widdowson, 2003; Savenkova, 2013). The results of the PISA study in the context of general cultural development of personality point to (i) approaching reading literacy as an ability to understand the text as a whole, including essence of its words; (ii) a need in determining the value of the information presented in the text; and (iii) an ability to analyze and interpret the text, reflect on the text content and meaningfully formulate thoughts about the read, critically assess the author's position and their manner of presentation (Vakulenko et al., 2017). Reading in practice is constantly embedded in more complex activities. The need to obtain information from a text is dictated by different purposes, which in turn requires a variety of reading and comprehension strategies to be adopted, use of activities varying in their scope, extent, aim, methods, means and techniques. In addition to the standard technical basis, the transcription of written signs is important as well (Iijina, 2017).

When teaching a foreign language – English, German, French, Spanish, Portuguese, etc. according to the faculty feedback from the National University of Life and Environmental Sciences of Ukraine (NUBiP Ukraine), Drohobych State Teacher Training University after Ivan Franko (DSTTU) among the other educational institutions, it is collected that there is often a desire to go beyond the curriculum and expand the range of topics under study. Authentic texts, i.e., books taken from the language and culture practice of native speakers, written for native speakers by native speakers (Pautova & Kulkova, 2020), help in this regard. According to Nunan's (1999) definition, authentic materials are information in oral or written form created during natural communication and not specifically for use in language learning. They are original texts created for pedagogical purposes. Considering the usefulness and appropriateness of authentic materials, Widdowson (2003) notes that earlier language learning considered it necessary to use simplified materials in the classroom to facilitate the perception and absorption of the language other than a mother tongue. However, today it is recommended to use authentic materials (Sidash et al., 2020; Chaika and Pace, 2021).

Authentic texts are rich in linguistic, socio-cultural, and historical materials and more informative than non-authentic texts. Students perceive such texts with great interest and enthusiasm. It is also worth noting that authentic texts contain vocabulary that may not be familiar to students, which may cause specific difficulties (Pautova & Kulkova, 2020).

It is suggested the student should study the materials in line with the reading goals and it is advisable to mind the following types of reading and sequence.

- Review reading involves getting the general gist of a book or finding some information. It is sufficient to read only the headings, paragraphs, or sentences.
- Aware (awareness raising) reading aims to help students understand at least 70% of the text. It is the most common type of authentic text reading. Texts usually contain the information about everyday life, customs and traditions, and culture of the country which language students study. The reader is tasked with selecting the main ideas / things from the text, rejecting secondary facts.
- Reading with a complete understanding of the content or exploratory reading involves full comprehension including details. In this type of reading, it is necessary to reveal the meaning of unknown linguistic phenomena, refer to the dictionary, analyze, and often plunge into selective translation. Therefore, both complete and accurate reading comprehension and critical reflection on the information acquired are necessary. It is significant that a FL teacher / instructor should ask relevant questions that may encourage students to go deeper in exploring other languages and cultures, raise their awareness via reflexion and self-observation. Coaching technologies and communication strategies are most helpful to help students advance and grow in the personal and professional planes.

In this regard, Savenkova (2013) distinguishes the following basic skills viewed necessary for a compelling reading of authentic texts in a foreign language:

- Ignoring unnecessary information and highlighting only the most essential,
- Work with dictionaries,
- Making footnotes and comments in the text, and
- Interpreting and transforming a text (Savenkova, 2013).

From a methodological point of view, original books supplement the educational and methodological complex to develop reading competence in oral and written speech.

To sum it up, it is important that future FL teachers and instructors need to communicate in literary language from books with authentic texts and use modern, living language, stay tolerant to other languages and nations, which is expressly underpinned under poly- / multiculturalism in education.

Films and other media. Broda (2017) and Shkarlet (2021) believe that it is necessary to learn English by using interactive and innovative approaches, which, so far, have been used in the process of self-education mainly. Sad as it may sound, they are not embodied in the foreign language study programs of higher education institutions in Ukraine. Modern technologies allow learning English with films, cartoons and other TV shows and programmes. These are the primary source of live foreign language and allow understanding not only which words are used in certain dialogues, but also how they are used, with what intonation everything is pronounced, and those who are concentrated and attentive enough can even follow the use of mimes and gestures. At the same time, today some foreign language experts have already done the work; they helped determine which films would be helpful to watch by different learners at different stages of language acquisition. That is why students can easily download a film (movie) in a foreign language either with or without subtitles through the Internet. Students can also print out the transcripts if such are available in open access and use them as an analog version of the dialogues; they can work through them individually, in pair or in a group, highlight new words and phrases, and go back to watching the film with a better or complete understanding of specific language use.

Social media communication. Today social media play crucial role in the personal and professional development of each individual. Millennial students comment it is not possible for them to live in a modern world of communication without media platforms and digital technologies (NUBiP Ukraine, DSTTU). These have become the new normal for generations today, especially for Y and Z generations. Thus, it becomes evident and necessary to communicate in social networks such as Facebook, Instagram, Twitter, LinkedIn, Telegram, Viber, etc. Students can communicate in different languages with each other, and they can adapt to any language environment, striving to understand a foreign language and speak it fluently across borders in a multilingual space. Reading comments again where necessary and observing sentence structures by native speakers and fluent FL speakers, it is possible to come across the vocabulary and grammar, which demonstrate specific use of the language: abbreviating, unpredictable words under a regular format and context and so on. For example, abbreviations and shortenings can serve a good information base for poly- / multicultural learning and teaching. The fact is that the academic language studied in both schools and universities is a classical language, few people hardly use in everyday communication in native and foreign languages. To this extent, it is important to understand and use a modern foreign language as much as possible in any area of life and academic activities, monologues and dialogues in social media attribute much in communication. Moreover, it is relevant to note and comment on differences between the polycultural and multicultural communication. Multicultural

education primarily connects to multinational states / countries (e.g., the USA, Switzerland, etc.) or countries where authorities pay much attention to preserving indigenous and local dialects (e.g., France, Germany, and Ukraine). Under such circumstance for multiculturalism in classes of teaching and learning foreign languages, FL teachers and instructors may invite students to read local news and online periodicals from different country regions and across borders.

According to Shkarlet (2021), Chaika and Pace (2021), interactive and innovative technologies enhance students' poly- / multicultural competence. Broda (2017) believes that such FL learning methods and techniques allow systemizing results in the students' performance in the course of study. Furthermore, from a coaching, mentoring and supervising perspectives, it is highly recommended that the FL teacher cease to perform the informational function for knowledge sharing, acting as a controller and manager. On the contrary, the FL teacher turns into an engaging and motivating leader who together with a group / team of students may set the pace of mastering the information in class and focusing students' attention on their key personal and learning objectives.

To apply innovative technologies in poly- / multicultural education, the modern FL teacher / instructor can conduct classes and give / accept assignments via social networks. For example, it may be a blog on various topics or a discussion on a social networking page, which are publicly available, and students may comment and share their thoughts and concerns.

Communication. Live communication, especially with native speakers, is central to language teaching and learning. However, with the Covid-19 pandemic traveling in recent years has been restricted to many countries. It is not always possible to meet students, who train to become FL teachers, to go out and meet foreigners in public places. Nevertheless, it is easy enough to meet native people online, create chats, communication and experience exchange platforms. The solutions are with FL teachers who can bring two or more native speakers to class and engage them to lead discussions on different topics, turn it to a tradition of setting up and promoting such learning processes. According to Shkarlet (2021) and Khomych (2014), learning a foreign language will enhance mastery of the foreign language(s) and acquaintance with culture(s), and thus, poly- / multicultural applications. To maximize students' perception of speech and specifics of the opinion statements, it will be helpful to organize classes with stress-free communication between teacher and students, students and students, without assessing their performance. Classes with involvement of native speakers can be encouraging. In the communication process, the group leader or the FL teacher instructor may ask native speakers to comment on the use of specific phrases in relation to vocabulary, grammar, whatsoever, so that students can transfer the use of such expressions into their conversational practice (Nikolayeva, 2010).

Undoubtedly, to progress faster, for poly- / multicultural education FL teachers and instructors may apply a variety of educational techniques, aiming at needs satisfaction of successful crosscultural communication in a multilingual class. Therefore, the teacher needs to consider forming the students' ability "to enter the group interaction, have a good command of the linguistic and cultural vocabulary of a relevant society" (Savenkova, 2013).

Non-verbal ways. According to some methodologists who study English language learning (Kuzmenko & Goncharenko, 2006; Shkarlet, 2020), an essential aspect of educating future FL teachers' poly- / multiculturalism is research and study of non-verbal language means in crosscultural communication in a multilingual environment. These include gestures, mimes and other facial expressions, actively used in dialogic speech. It is crucial to follow non-verbal language along with growing linguistic competence and cultural awareness in order to poly- /

multiculturally diversify and educate high class modern FL teachers and students diplomats in future, who will conduct business negotiations. It is critical to teach them and help realize and be aware of language and culture peculiarities in relation to different peoples and ethnic groups, ways, means and interpretations of gestures and other non-verbals, to avoid misunderstanding with the counterparty in a crosscultural dialogue. To study nonverbal communication methods, it is found that practical materials should be researched, for which Internet technology, films, etc., should be used. Non-verbal methods broadly apply in crosscultural communication with native speakers. After all, it is from native speakers that one can learn to distinguish the features of national non-verbal reactions to a particular event. In crosscultural communication by multilingual participants, it is essential to capture the essence of what is said, sentence construction, what gestures or facial expressions accompany the story, and how the interlocutor responds to a particular phrase. That means, the enumerated should make part of the academic curricula for poly- / multiculturalism in the course of educating future FL teachers and instructors.

Some authors pay special much attention to personal qualities; however, scholars do not ignore the professional competencies and development of future FL teachers and instructors for multilingual society (Chaika & Pace, 2021; Chaika et al., 2021). For example, Khomych (2014) underlines that the general intellectual development of a person is also very important, as enables the person to be knowledgeable in different areas, which allows conducting effective, exciting, and meaningful dialogues.

Mindfulness. One of the ways to develop the cognitive (mental) activities of students lies with engaging them into creative performance of assignments in the course of learning. Coaching and mentoring approach to educating poly- / multiculturalism allows FL teachers to involve students in some project work, encourages moving to an independent search for answers to the questions raised. Such exploratory work will ultimately result in students' independence and ability to find solutions to problematic and unresolved issues, motivates students and raises awareness of their potency and success in performing either independently or as part of team. This approach underpinned by coaching technologies in education allows preparing highly qualified poly- / multiculturally mature specialists who can be constantly relevant and possess skills that will lead to expertise in the professional field as well, help students to find answers to the questions in which they are interested.

To develop mental activities in a multilingual class, group / team leaders – who are not always FL teachers in class, should challenge students and fellows for individual solutions. That can even be used as activities relating to academic writing of scientific and research papers and lead to a positive impact on the evaluation of the students' activities.

For higher efficiency in implementation of the technology aimed at poly- / multicultural personality education, it is necessary to account for the following:

- A holistic approach to personality development,
- Orientation at age and individual properties in personality development,
- Consideration of regional opportunities and specific socio-cultural situations,
- Ensured increase in the general culture of interethnic communication in a multilingual space, and
- Poly- / multicultural diversity of the region.

Humane behaviours in upbringing. Although main qualities in a person are formed to a greater extent in childhood and the family environment, teachers cannot help influencing the educational processes and observe students act in line with their values and beliefs, embodied in their personal qualities. For this purpose, it

is necessary to discuss certain situations in which man's humane attitude towards nature and other people is manifested.

Unfortunately, today in the system of higher pedagogical education, there is a contradiction between the predominantly qualified form of training and the personal development of students in the learning process. In the educational process of higher education institutions, a focus is still on the assimilation by students of academic knowledge and professional methods of work organization. At the same time, development of the future FL teacher's personality remains outside pedagogical expertise. Therefore, the efforts of modern scientists to create humanistically oriented technologies and encourage the staff to provide methodological assistance in mastering and implementing such technologies in the educational process do not lead to fundamental changes in the educational system. This is because the degree of humanistic orientation of both future and current FL teachers in a multilingual class is often insufficient for implementing the relevant principles in direct pedagogical performance.

Each epoch refracted the essence of humanity. It is true that regardless of the eras, the main features of this quality were like enlisted below:

- Unconditional acceptance of humanistic values,
- Attention to and interest in the inner world of the student,
- Aspiration to perceive holistic knowledge about the human being,
- Ability to go deeper into the complex spiritual world of a person,
- Empathic understanding of a child,
- Ability to provide effective assistance with tact and sensitivity,
- Trust in the child / student,
- Pedagogical optimism,
- Confidence in the child / student and oneself,
- Ability to rely on positive personal traits and qualities,
- Fairness, and
- Ability to combine insistence and respect for the individual.

Constant interactive activities and self-improvement. This approach applies when using the acmeological conditions of poly- / multicultural education for future FL teachers and instructors, and aims at stimulating and supporting a high level of the personal activity by the student. Group leaders and teachers guide students and motivate them to self-development by assigning individual tasks of extracurricular content (Nikolaienko et al., 2017). The coaching approach in this process is also essential, allowing a person to understand the problem more broadly, feel how to work, and which way to choose to move further to achieve a particular goal.

Thus, the current study arrives at the point at which it is possible to highlight the main techniques of fostering poly- / multiculturalism for future FL teachers and instructors in the crosscultural and multilingual space.

Table 1. Techniques for fostering poly- / multiculturalism with future FL teachers and instructors

Method	Practical Activities
Reading books	Reading authentic texts Learning new words Learning phrases Learning how to express ideas in a coherent text Interpreting a text
Watching films (movies)	Watching a film with partial listening comprehension Learning / reading subtitles Learning new words Watching a film with full comprehension
Social networking	Blogging Maintaining a group or public page on social media Discussions Leading written discussions among students about

	the blog
Communicating	Identifying topics of communication with speakers Focusing the instructor's attention on the speaker and the stages of personality formation
Nonverbal ways of communication	Watching videos with educational content Examining nonverbal features of speech Applying nonverbals in building constructive communication
Mindfulness	Independent work with creative tasks Individual and group creative tasks Projects
Humanity education	Selection of methodical materials for education that foster humane values
Being active and self-improving	Individual work with students using coaching and mentoring approaches in poly- / multicultural education

Source: Authors' design

5 Discussion

To date, many domestic teachers have done similar work in compiling their approaches and educating techniques to teach, grow and develop future FL teachers and instructors. In addition, some authors emphasize learning the culture of the people who participate in the communication process. For example, Maksymuk and Levoniuk (2016) suggest the main activities within the formation of linguo-cultural competence of students lie in the following:

1. Informational work: students' knowledge assimilation about cultural and country-specific features of foreign language reality, spiritual richness, and history of peoples of the studied countries, their distinct geographical and political aspects (work with authentic informational materials: printed texts of cognitive content, literary and musical works, radio- and TV reports, educational cinema, newspapers, articles, etc.).
2. Socio-communicative direction of activities: students' assimilation of national communication norms in various cultural interactions, development of improvisational dialogue skills (by creating conditions close to real dialogic communication in a variety of linguistic practices of social interaction).
3. Social and labor development: mastering by students the interaction models from the position of different social roles in the sphere of social and work activity, assimilation of cultural and socially agreed norms of verbal and nonverbal professional and business behaviors. It takes place by creating situations of verbal-regulated practical training to prepare a socially adapted and professionally promising graduate of the university.
4. Sociocultural development: engaging students in a dialogue of cultures, assimilation of family and cultural foundations, social phenomena and traditions, understanding the role of science, cinema, theater, sports, religion in the life of the community (by introducing electronic information resources and using the potential of educational and authentic podcasts).
5. Educational and research activities: preparation of reports, essays, articles, conducting own research, participation in project activities, as well as the development of competition and Olympiad movement.

Denysenko (2007) is of the same opinion. The scholar classifies training exercises for the formation of poly- / multicultural competence as per four types: Receptive, Receptive-reproductive, Receptive-productive, and Productive or creative.

Exercises of the receptive type are reading texts of cultural and country studies. The receptive-reproductive type is used to eliminate lexical and grammatical difficulties, form predictive skills and abilities, and broaden students' cultural and country studies outlook. By performing these exercises, students should understand and be able to create or supplement the cultural information presented in situations of foreign-language communication in a crosscultural multilingual environment.

Receptive-productive activities are aimed at fostering an independent, proactive person, manifested through the desire to understand and evaluate information, recognize the existing links between new and already known cultural phenomena, and find non-standard ways of solving those or other problems. Productive or creative exercises develop critical thinking of training participants, their cognitive activity, and independence in solving educational tasks and extracurricular situations.

6 Conclusion

There are several approaches to teaching poly- / multiculturalism to future FL teachers and instructors in a crosscultural and multilingual space. Some researchers believe that it is necessary to study more cultural peculiarities of different countries, considering the information about dialogues. Other authors, supported by this research, believe that poly- / multiculturalism is fostered through personal development and professional training, and adhere to using innovative educational methods based on classical study's approach.

The proposed approaches to upbringing are selected in the light of the teaching and learning methods for poly- / multicultural education in a crosscultural and multilingual space. It is essential to educate the professional qualities of future FL teachers using classical methods by reading literature and applying innovative approaches. These include watching films and communicating on social networks.

Personal development of the student is critical, as it aims at studying the peculiarities of communication in different cultures. In particular, it is necessary to prepare individual creative assignments for students, which can form assignments such as writing scientific articles, conducting research individually or in a group. The modern coaching, mentoring and supervising approaches to poly- / multicultural education allow determining students' characteristics and direct them to personal growth and achievement of goals.

The practical value of the study lies in the possibility of applying a comprehensive approach or some of the ideas for implementation in the methodology of teaching foreign language students by teachers of higher education institutions in Ukraine.

Further research lies in the expansion of innovative approaches to the education of poly- / multiculturalism of future teachers of foreign languages and the possibility of their application in the contemporary higher education system.

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Primary Paper Section: A

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