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**Abstract.** The research study is devoted to the issue of multicultural education of foreign students in Ukraine. Despite the increasing attention of scholars to this problem, its solution requires a substantial theoretical and practical study.

The *hypothesis of the research paper* lies in the fact that multicultural education of foreign students in a higher educational institution will be successful under the following pedagogical conditions: the creation of a favorable multicultural environment by introducing a multicultural component into the academic disciplines "Ukrainian as a Foreign Language" and "Country Studies" in order to include foreign students from various nations, races and confessions in "the dialogue of cultures"; the formation of skills of inter-ethnic communication and tolerance; and the attraction of foreign students for an active participation in the university cultural life in extracurricular time.

The *research findings* point to a significant number of foreign students with a rather low level of multicultural intelligence regarding Ukrainian history, language and culture.

The *practical significance* of the research study is that the content, forms and methods of multicultural education of foreign students have been implemented in the practice of higher educational institutions; diagnostic methodology on the determination of the levels of multicultural intelligence of these students was developed; training supplies for a current and final control of the level of multicultural intelligence of university foreign students, as well as used in higher education institutions methodological recommendations for scientific and teaching staff to improve multicultural intelligence of foreign students that helped improve

ways of creating multicultural relations in a student group were developed; the suggested approaches to the organization of multicultural education of foreign students were used at VTNU for the development of teaching and methodological support of the academic process.

### **The Content and Methodology of Organization of a Pilot Experiment for Multicultural Education of Foreign Students**

**Introduction.** Among the mainstream tendencies in the development of modern civilization, the growing cooperation is observed between countries and peoples in almost every area of human endeavor. People face a need in finding a way to live in a polyphony of cultures when it is certainly necessary to hold own opinions on various problems addressing ones of the planetary boundaries.

The preparation of the younger generation for effective performance in a multinational and multicultural society has been declared as a priority task in documents of UN, UNESCO, and the Council of Europe on contemporary educational issues by representative international forums. In the process of shaping a personality, multicultural education has the decisive advantage that contributes to the reduction of social tension in society, strengthening of friendly relations between different cultural and religious groups and the recognition of equivalence of each of them.

**Relevance of the study.** According to statistics, about 40,000 young people from 133 countries (but most of all from Azerbaijan, Ecuador, India, Iran, Jordan, China, Malaysia, Moldova, Russia, Syria, Turkey, and Turkmenistan) study at Ukrainian universities, for which Ukraine ranks the ninth in the world by the number of foreign students. Under such conditions, the problem of a "dialogue of cultures" between students of different nationalities, races, confessions, attitudes, beliefs, and their multicultural education deteriorate dramatically. Therefore, currently it is a matter of urgency to take into account the multicultural space where the person is brought up as a future professional specialist.

**The analytical results of research works** prove that a problem of multicultural education attracted the attention of researchers from different fields, including the philosophers (S. Krymsky, S. Orikhovsky, N. Petruk, and H. Skovoroda), historians (M. Bakhtin, V. Bibler, M. Hrushevsky, S. Grachotti, M. Drahomanov, Y. Isaievych, M. Kostomarov, V. Lypynsky, and N. Yakovenko), scholars in culture studies (D. Antonovych, K. Vovk, V. Shcherbakivskyi, and M. Yurii), and educators (H. Vashchenko, P. Kapteriev, J. Comenius, J. Pestalozzi, S. Rusova, V. Sukhomlynsky, and K. Ushynsky).

Works of many international scholars are devoted to theoretical aspects of multicultural upbringing and education who studied ways to harmonize relations between ethnic groups (J. Banks, J. Lynch, S. Nieto, and C. Slither), upbringing of mutual openness, interest and tolerance (M. Bennett, U. Zandfuks), and the formation of cultural identity (V. Walhinier, J. Garcia, and V. Fthenakis). A dialogical approach to multicultural education is elaborated in the works by V. Bibler, M. Kahan, and P. Freire.

The attention of scientists to the problem of multicultural education has been increased considerably at the current stage of a society and state development. Thus, the works by O. Ananian, V. Boichenko, L. Vorotniak, I. Loshchenova, and A. Solodka are devoted to peculiarities of multicultural education. The research has regard to the works of scientists who emphasized the importance of extra-curricular work in multicultural education, particularly P. Ramsey (the importance of using pedagogical methods and forms that develop the cognitive and creative activity of students), O. Moliako (significance of extracurricular work in the formation of an outlook based on the knowledge and understanding of culture distinctiveness of different peoples), M. Fitsuly (possibilities of such forms of extracurricular educational work as concerts, dramatized performances, artistic conferences, and interactive round-table discussions), etc.

However, despite the increasing attention of scientists to the problem of multicultural education, including foreign students, its solution requires a more profound theoretical and practical study. In the current pedagogical research there

are no studies specifically devoted to the multicultural education of foreign students at universities.

The results of our study indicate that a significant number of foreign students have a rather low level of cross-cultural literacy regarding the Ukrainian history, language and culture. The features of Ukraine in its geographical, historical, economic and cultural aspects are incomprehensible to them. They have an insufficient command of a lexical and grammatical system of the Ukrainian language that does not allow understanding the Ukrainian culture properly and enhancing communication with its representatives, etc.

*The relevance of the problem*, a lack of its elaboration, objective requirements for the development of a personality of foreign students in the university environment, manifestation of intolerance, aggression, neglect and mistrust between students of different nationalities and religions placed conditions on *the choice of the research topic* “Multicultural Education of Foreign Students”.

**The body of the research paper.** The pedagogical experiment was proceeded in a gradual manner at Vinnytsia National Technical University from 2013-2016.

*At the first stage* (November 2013 – July 2014), the state of the research problem was examined with the determination of the basic theoretical and methodological principles, goals, tasks, an object, a subject and the working hypothesis of the study; the characteristics of multicultural education of foreign students were discovered, the program and methodology of the experiment was developed, a place and groups were determined for experimental verification of the principles of the research study; the experience of organization of multicultural education of foreign students was analyzed.

*At the second stage* (August 2014 – September 2015), the criteria, indicators and levels of multicultural education of foreign students were determined; the ascertaining experiment was performed and its results were summarized that were taken into account when substantiating pedagogical conditions and developing

methods of a research experiment on the basis of Vinnytsia National Technical University, where the working hypothesis was tested.

*At the third stage* (October 2015 – September 2016), the effectiveness of the pedagogical conditions and methods of multicultural education of foreign students were tested experimentally; the intermediate and final results of an educational experiment were generalized, statistical analysis of the received material was performed, general conclusions were formulated, implementation and the work on processing our research were brought into action.

To prepare an educational experiment, the academic literature was studied on a subject of the research paper, in particular the system of multicultural education on the basis of different approaches, diagnostic methods, methods of analysis and processing of the results. Moreover, influential factors on the results of multicultural education were determined, etc.

Carrying out an experimental work, the theory of an educational experiment by Y. Babansky and M. Potashnyk was taken as a basis. In this case we took into consideration that a main point of an educational experiment (from Latin – «experimentum» - a test, an experiment) as a research method lies in a special organization of pedagogical activity of teachers and students in order to test and substantiate premeditated theoretical presumptions or hypotheses [9, p. 42-43]. It is an activity with a clear guidance that contributes to the creation and approbation of new technologies for education, upbringing and personal development. In accordance with this definition, we conclude that our experiment is intended to test educational environments of multicultural intelligence of foreign students.

The educational experiment consisted of two stages: summative and formative assessment.

At the stage of the ascertaining experiment, it was envisaged to get general information concerning the multicultural development of foreign students in order to determine the strategy on the formation of multiculturalism and to substantiate the conditions of focused educational impact. In this regard, an appropriate diagnosis was conducted; the level of multicultural intelligence of foreign students

was identified by cognitive, communicative, motivational, emotional and axiological, and action-related criteria through the use of questionnaire methods, a study of documentation (psychological characteristics of student groups), and analysis of students' written works. The questionnaire surveys and skills assessment of multicultural behavior were also applied. The mentioned methods (pedagogical observation, maintenance of student personal cards, questionnaires, and expert assessments) allowed getting a sense of the multicultural literacy of students at the beginning of the experiment.

Pedagogical conditions of multicultural education of university foreign students were tested in the process of formation stage of the experiment. During its performance it was specified to achieve the following objectives:

- to launch a program of an experimental study that would focus on the work of upbringing multicultural intelligence of foreign students;
- to test the effectiveness of a conducted work on the development of multicultural intelligence of foreign students;
- to implement defined and theoretically substantiated pedagogical conditions of multicultural education of foreign students during the teaching and educational process (the creation of a favorable multicultural environment by introducing a multicultural component into the academic disciplines “Ukrainian as a Foreign Language” and “Country Studies” in order to attract foreign students of different nations, races and confessions to “the dialogue of cultures”, the formation of skills of interethnic communication and tolerance; the involvement of foreign students into active participation in the multicultural extracurricular university life);
- to identify the dynamics of the multicultural educatedness of foreign students.

The formative stage of the experiment was carried out under conditions of ongoing pedagogical process, that is, naturally occurring. After that, the dynamics of multicultural education of foreign students was determined by comparing the results of the multicultural intelligence by cognitive, communicative, motivational,

emotional and axiological, and action-related criteria at the beginning and end of the pedagogical experiment.

The quality of the results was ensured with a representative pattern, equal conditions (the number of boys and girls in the groups; during the experiment the student enrollment did not change). According to a training component, a set of educational subjects was identical in all groups. They were taught by qualified university professors. These factors objectified the results.

Methods of mathematical statistics were used to analyze the dynamic state of multicultural education of foreign students, and processing quantitative and qualitative results. The arithmetic mean, a standard deviation, and an error in the arithmetic mean were calculated; a null hypothesis was verified with a usage of Wilcoxon-Mann-Whitney test, and calculation of statistics importance of the criterion T was provided.

In the development of an experimental work, the integral principle of multiculturalism was upheld that involves the recognition of the uniqueness of each ethnic or social culture, orientates the person to interact with other people as bearers of values of his nationality, and encourages intercultural communication. In addition, the components of this principle were taken into account: the principle of humanity (humanism), the principle of justice; the principle of religious tolerance; the principle of equality of people and cultures; the principle of individuality, the principle of cultural purposefulness, and the principle of dialogue.

The peculiarities of the university academic disciplines “Ukrainian as a Foreign Language” and “Country Studies” were taken into account in the experimental work. In the identification of primary areas of the experimental work, the principle of communicative orientation in the teaching of the Ukrainian language as a foreign language was used.

To hold *the formative stage of the experiment* on multicultural education of foreign students at universities, the following actions have been taken:

- the plans of the university educational work have been analyzed;

- study programs of student courses “Ukrainian as a Foreign Language” and “Country Studies” have been analyzed; possible revisions in their content have been accommodated by introducing issues of multicultural orientation;

- the questions for heuristic talks, discussions and situational tasks on the academic discipline “Country Studies” and the system of exercises for the academic subject area “Ukrainian as a Foreign Language” have been elaborated;

- a didactic material for each of the program sections has been selected; the tasks for individual and review works, tests to identify students’ specific learning needs have been developed;

- A methodological aid for training sessions and scenarios of educational activities has been prepared.

- Selecting pilot and monitoring groups, we also took into consideration factors that could affect the process of multicultural education of foreign students, in particular: personality characteristics of students (a level of general culture, level of knowledge, and erudition), a teacher’s personality (experience, age, and his knowledge of multicultural issues), and objectivity (duration, periodicity, and peculiarities of monitoring arrangements).

- As a whole, 212 foreign students from Vinnytsia National Technical University and National Aviation University participated at the formative stage of the experiment. A pilot group (PG) and a monitoring group (MG) were determined for the experiment (PG – 108 foreign students of the II-III courses of Vinnytsia National Technical University, MG – 104 foreign students of NAU). According to the main qualitative characteristics and a level of multicultural intelligence, the students of PG and MG were approximately identical.

- In the selection of groups, the requirements of representativeness and homogeneity were taken into consideration. These requirements were adhered due to the statistical analysis of homogeneity of the composition of groups according to the main qualitative indicators and a level of formation of multicultural intelligence of foreign students (see Table 1).



**Table 1 – A Qualitative Characteristic of Participants of the Educational Experiment (n = 212)**

The main qualitative indicators of participants of the educational experiment	MG, (n = 104)	PG, (n = 108)
<i>Gender:</i> men / women	83 / 21	79 / 29
<i>Education:</i> secondary / secondary technical / non-complete higher education / complete higher education	91 / 11 / 2 / 0	89 / 15 / 4 / 0
<i>Age:</i> 17–19 / 20–22 / 23–25 / 26–28	90 / 10 / 3 / 1	88 / 12 / 6 / 2
<i>Social origin:</i> employees; workers; entrepreneurs; peasants; intellectuals	27 15 26 14 32	25 19 34 12 32
<i>Place of residence:</i> city; village	62 42	58 50
<i>Marital status:</i> married; single	7 97	5 103
<i>Rate of advancement (overall grade point average, appendix to the diploma):</i> 2,8–3,3; 3,4–3,8; 3,9–4,5; 4,6–5,0	19 32 39 14	14 35 39 20
<i>The country of the origin:</i> The Republic of Angola Cameroon Ethiopia Ecuador Colombia Somalia China Malaysia Palestine Turkey	12 6 3 18 1 0 12 3 13 12	20 10 5 22 1 2 18 1 3 2

Azerbaijan	11	17
Turkmenistan	5	6
Jordan	4	1
Syria	2	0
Iran	2	0

One of the important areas of work related to the creation of an enabling multicultural environment at an educational institution. In view of the fact that the core of multiculturalism is the knowledge of the specificities of cultures of other nationalities, cultural empathy with its ability to accept the best of them and thereby enrich their own culture. Respecting this condition, we introduced the multicultural component into such academic disciplines as “Ukrainian as a Foreign Language” and “Country Studies”.

*The academic discipline “Ukrainian as a Foreign Language”* is adopted in higher education institutions under the Law of Ukraine “On Education” (Articles 67, 68) and with a view to improving the quality of specialists training for foreign countries. Focusing on that the hours to study the Ukrainian language are allocated by drawing upon academic disciplines of humanitarian and socio-economic fields, included in the curriculum for Ukrainian students (in accordance with the order of the Ministry of Education and Science of Ukraine No. 260 dated April 4, 2006), a considerable role in the teaching of the academic discipline “Ukrainian as a Foreign Language” was concentrated on the education of foreign students in respect for the Ukrainian language, culture, and nation as a whole. For that to happen, we tried to provide information about the origin, history, and specifics of the Ukrainian language development in relation to the history of the people.

In general, the subject of the academic discipline “Ukrainian as a Foreign Language” is a language as a social and cultural phenomenon and means of communication. The purpose of the discipline is to form a spiritually enriched linguistic person who speaks fluently and uses all the expressive means of the Ukrainian language and is conscious about it, with high language and linguistic competences. The main tasks of teaching this discipline are the following ones: to provide foreign students with knowledge of the norms of modern Ukrainian literary language; to promote the acquisition of peculiarities of the Ukrainian

literary language by university foreign students, the compliance with requirements of oral and written communication, the skills of communicatively justified use of language means in various situations during the creation of statements in accordance with the Ukrainian language etiquette.

In addition, it was foreseen to develop skills and abilities of using language knowledge in practice; to develop the ability to accept a language as an artistic phenomenon that has an ethical and aesthetic value, to instill respect for the Ukrainian literary language and its culture, and to shape the linguistic competence [5, p. 10].

An important result of the academic discipline study is the ability of university foreign students to: pronounce words clearly and read a straight text correctly, keep to the rules of orthoepy; notice and correct mistakes in own and another speech; use the vocabulary of the proposed topics, freely and grammatically correctly introduce it into dialogical and monologue speech; be able to retell and translate texts; to conclude various types of documents; create texts orally and in writing in accordance with the norms of modern Ukrainian literary language; to make the text in accordance with the norms of Ukrainian orthography, orthoepy, punctuation, modern Ukrainian word-formation and word usage, and grammatical norms.

When teaching the Ukrainian language at a higher educational institution, above all, we focused on the development of dialogic and monologic speech of students using the communicative approach and the appropriate set of exercises. The preparation of methodical materials included the review of the works by V. Korzhenko, L. Horchynsky, and O. Abramchuk “We Communicate in Ukrainian. Country Studies” [8], L. Azarova, L. Horchynsky, I. Zozulia, and L. Solodar “Country Study for Foreign Students of the Preparatory Course” [1] et al. [2; 3, 7].

At the same time, we adhered to the multicultural principle through the substantive content of the material. In this case, we followed the recommendations of Y. Vereshchagin and V. Kostomarov on semantics of texts. In the authors’

view, the meaningfulness of a text is determined by its country-specific content. The more the text contains Ukrainian realia concepts, the more important they are for our culture; the easier it is perceived and remembered, the higher its content value is. In this case, we drew attention to the effectiveness of a text: how it takes into account the opportunities of a foreign student, the ratio of the text length and the amount of information in it; interaction of rational, pragmatic, emotional, and projective methods of interpretation of content.

In other words, we did not distill down the criteria of the country-specific content to the statement “the more the better”. It’s more accurate to say that: the more effective the cognitive-educational relation is, the better it is.

We also took into consideration that the Ukrainian realia value of the text is determined by the degree of its modernity, its relevance to the actual culture of modern Ukraine. This requirement is closely linked to the requirement of historicity that provides information about important moments in the history of Ukraine. The next principle of material selection was a requirement for the typicality of indicated facts. We kept in mind that quite often the use of materials from the press can be inappropriate because they often cover the issues that concern the society precisely because of its atypical nature. In this case, a foreign student does not have sufficient background knowledge, so he can take a rare one for the usual, random for the widespread [4, p. 143-145]. We verified all the texts according to these criteria.

The corresponding structuring of multicultural texts was of importance, that is, the obviousness of the text internal composition for a reader, the motion of thought, and the navigation from one theme to the other one. This requirement means that homogeneous themes and meanings can not be placed in different parts of a text. Quite the opposite, we clustered them in one place. This is the internal structuring, and the external structural parts were separated from each other through the polygraphic organization of a text massive [4, p. 154]. Researchers, in particular L. Didenko, have proved that texts with a performed structuring

procedure are kept in mind better (from 37% to 62%). Students reproduce them better than those where this procedure was not performed [4, p. 157].

In addition to the text structuring, in our case one more condition for improving the effectiveness of a multicultural text was presented with the number of its information units, the ratio of volume of a text and its multicultural content. There are three types of educational textbooks: small, medium, and large ones. The primary use of a text (pragmatic, reference, informational and factual, artistic one) determines its scope. A small text contains no more than 600 characters, and it usually performs informative and supplementary function in the educational process: it is added to other texts or it can be included in a set of exercises.

By its information richness, such a text is always monofactorial: it can be reduced to one thesis for mandatory memorization. An average text is more than five times bigger than small one; it contains more than 3,000 symbols and, according to its purpose, can be informative and basic. This text is multifactorial, that is, it may contain several thesis, but it is important that it should be of one topic. A large text exceeds the average one by more than three times and the small one by fifteen times and contains no more than 9,000 characters. By appointment, a large text is informative and basic, and in the information aspect it is multiple-factor and polythematic. This typology of texts in terms of their volume corresponds to the effective achievement of various goals [4, p. 158-159]. These requirements to texts were taken into account in work on the development of dialogical and monologic speech of foreign students in the working out of a system of exercises.

For the development of dialogical speech of foreign students, we drew attention to mastering the following types of dialogue by them: 1) a dialogue of etiquette character; 2) a dialogue-questioning; 3) a dialogue-arrangement; 4) a dialogue as a form of exchange of opinions and messages.

As a result, students learned to perform various speech tasks *to engage in dialogue in order to*: salute and respond to greetings, introduce themselves, introduce another person; say goodbye, congratulate, express congratulations and

react to them; express gratitude and react to it; agree /disagree with something; express joy /frustration (for conducting a dialogue of the etiquette character); ask and report information from the position of a person who answers, and vice versa; ask purposefully for information unilaterally with the help of questions: Who? What? Where? When? etc. (for conducting a dialogue-questioning); request, express readiness /refusal, to execute it; express the proposal and agree /disagree with it; invite to action/engagement and agree /disagree to participate; to agree on certain joint actions (for conducting a dialogue-agreement); listen to the opinion /communication of the interlocutor and agree / disagree with him; express his point of view, justify it, in order to convince the interlocutor; purposefully ask for information unilaterally with the help of questions: Who? What? Where? When? etc. (for conducting a dialogue-questioning); request, express readiness/refusal to fulfil it; express the proposal and agree/disagree with it; invite to the action /engagement and agree/disagree to participate in it; agree on certain joint actions (for conducting a dialogue-agreement); give a hearing of the opinion/an interlocutor's message and agree/disagree with him; express his point of view, substantiate it, in order to persuade the interlocutor; express doubt and uncertainty; express approval/disapproval and condemnation (for conducting a dialogue as a form of exchange of opinions and messages).

To train dialogic speech, the “bottom-up” approach was used that involves a way from learning dialogue components (replica) to an individual dialogue building on the basis of the proposed educational communicative situation. In particular, we drew attention to the training of *the replication*. At this stage, students performed receptive-reproductive and reproductive conditional-communicative exercises for simulation, substitution, answering questions, requesting certain information (by the example), reporting information, etc.

In the training of the replication, we gradually increased the amount of replicas of students - from one to two or three phrases. When students mastered a replica-reaction and an initiative replica, we proceeded to the first stage of the formation of skills and abilities of dialogic speech. At this stage, reciprocally

productive, conditional and communicative reciprocal exercises were used. The participants of the conversation were students themselves, and teachers only gave them a certain communicative task, in which communicative situations and the parts that students were supposed to perform were performed.

It was supposed that foreign students had to respond quickly and adequately to the replica provided by a teacher, as well as to produce an initiative replica when making these exercises. For example, a teacher says: "You are foreign tourists who want to visit theaters and concert halls of Ukraine. I am your guide. Tell me what you are interested in, and I will recommend you where to go better." The identical varied elements are used in the exercises that are given in a textbook or on a blackboard, posters, cards, etc. This exercise is a substitution, the student's replica is also reactive, but he selects the object of inspection by himself, depending on his taste; a mode of performance is "teacher – student (1)", "teacher – student (2)", etc. A possible option is: "Teacher – student (1) – student (2) – student (3)", etc.

Thus, students learned to replicate within the "message-message", using both reactive and initiatory replicas. In the same way, we organized training on other functional types of dialogues: "message – question", "motivation – consent / refusal" and their variants.

At the next stage of the formation of skills and abilities of dialogic speech mastering a micro-dialogue by students was foreseen. A micro-dialogue is a means of expressing the main communicative intentions of communication partners. The purpose of this stage is to teach students to support the conversation, not to let it stop after the first exchange of replicas. At this phase we used receptive-productive, communicative exercises of a lower level (those that allow the use of specially created verbal supports for utterances of students). Generally at this stage, participants of the conversation were students themselves, who performed certain parts or on their own behalf. They produced micro-dialogues on the basis of the educational communication situations proposed by a teacher (or presented in a textbook).

The basic mode of work at this stage is “student (1) – student (2)”, that is, the work of students in pairs. We gave the opportunity to use both reactive and necessary initiative replica to everyone in a pair. For example, a teacher offered the following task: “You visit your Ukrainian friend. You want to make a cultural program on a day off together. Tell your friend what you are interested in and he / she will talk about his /her preferences. If your tastes are the same, suggest to go to the appropriate theater /concert hall together.”

At the third stage, students have to learn to make dialogues of different functional types, the scope of which corresponds to the requirements of the current program, based on a teacher’s communicative situation (described in a textbook). The exercises, performed by students at the third (final) stage, relate to higher-level receptive and productive, communicative exercises (those that do not allow the use of specially created verbal supports). In particular, a teacher offered students to perform the following tasks: “Invite your Ukrainian guest to go to the theater or concert hall on a weekend. Tell him / her about your preferences, find out what your guest is interested in. Agree where exactly you plan to go. Use a dialogue scheme and theater / concert billboards.”

To teach foreign students to create their own dialogues, we offered communicative receptive-productive exercises of a higher level. When doing the exercises of this group, only natural supports – theatrical / concert playbills, schedules of trains (planes, buses, etc.), layout of cities / towns, geographic maps, slides, drawings, etc. were allowed for usage. A speech product of students is a dialogue of a certain functional type that included at least two (less three) micro-dialogues. A micro-monologue as a choice of a place in a theater and the purchase of tickets logically joined such micro-dialogues that, for example, together with a micro-monologue “a choice of a performance / concert”, constituted one of the main functional types of a dialogue – “a dialogue-arrangement”. In particular, a teacher offered students the following tasks: 1. “We are returning from the house-museum of Mykhailo Kotsiubynsky. Now we are in a bookstore. A task to the first



partner: "You are a seller. Greet a buyer and find out what works by Ukrainian writers he / she reads." A task to the second partner: "You are a buyer".

To develop monologic speech, the appropriate system of exercises was used. For example, in order to create a monologue-message, students performed the following speech actions: they reported actual information (Who? What does he do? What? Why?), combining sentences in a logical sequence. To create a monologue-narrative, students had to tell about themselves (their friend, school, city / village, country, family, etc.) and express their opinion and feedback. To create a monologue-description, they described the nature of their country and Ukraine, a city / a village, an appearance, etc., using words and key-words with the meaning of qualities (good /evil, long /short, high /low, etc.).

At this stage tasks were formulated in such a way that students could not limit themselves to two or three sentences. For example, students had to evaluate the following situation: "What would happen if your friend wants to watch the movie that you have watched and you do not like? What will you say to your friend when he really speaks highly of this movie?" Doing these tasks, students learned to develop an opinion, to convey ideas by means of the Ukrainian language, and to prove the correctness of their statements.

In general, three groups of exercises were used for the formation of abilities of monologic speech: exercises on the unification of replicas in a superphrasal unity; exercises on the creation of individual monologue utterances of a superphrasal level, and exercises on the creation of individual monologue utterances of a text level. Exercises of the first group are conditional-communicative, productive exercises. These are "inclusion exercises" when a replica produced by a student joins a replica expressed by a teacher, a speaker or other student. For example, a teacher suggests: "Let's describe our office of the Ukrainian language together. I'll start, and help me, please." This is an inclusion exercise. Statements of each student remain at the level of a replica, but joining the previous one, it turns to be over-phrasal. A teacher directs statements of students, pursuing to combine sentences that are logically related to each other.

To teach students to make micro-monologues, communicative productive exercises of the first level were used that allow usage of different supports (substitution tables, complete verbal supports, partial / incomplete verbal supports in the form of substitution tables of an open type, structural and speech schemes and logical and syntactic statements of the utterance). At this stage of teaching monologic speech, illustrative supports were represented with separate drawings, slides, etc. For example, students described a drawing, depicting people who were keeping the conversations.

To teach students to create monologic statements of a text level of various functional and semantic types of speech, we used communicative productive exercises of the second level. They consisted of a teacher's communicative task and student's statements. A communicative task motivated student's statements, encouraging him to participate in foreign-language speech activities. For example, a teacher offered students the following task: "You are a teacher of Geography at the Ukrainian school. Tell your students about the geographical position of Ukraine, its area and population using a geographical map of Western Europe."

We paid great attention to work with texts of multicultural nature and with Ukrainian realia content. In particular, we offered students to read the text "The Customs of the Ukrainian People". After reading such a text, the students discussed the following issues: "What are the main requirements of Ukrainian etiquette", "What are the modes of address used by Ukrainians?", "How do Ukrainians celebrate the New Year?", "What is a meaning of Christmas?", "How to cook traditional Easter cake?", "What is a carol?", etc.

When reading authentic artistic texts, we drew attention to the contextual meaning of words and utterances, and peculiarities of spoken language. A task was designed in such a way as to influence on students' perception of readings more brightly and emotionally. For example, we provided information about a personal life of famous Ukrainian figures: writers, artists, composers, athletes, and scholars. In this way, students gained a personal experience of emotional and evaluative

attitude to the environment. This content component of expandable materials contributed to multicultural education of students.

To develop the skills of dialogic and monologic speech, we also suggested students to express their point of view regarding the attitude towards the world, nature, humanity, the native people, and themselves. Students could better understand the spiritual culture of Ukrainians, folk holidays and related rituals, Ukrainian folk customs and traditions (christening, weddings, sisterhood/brotherhood, relationships of godparents, a toloka (a work party), and evening celebrations (vechornytsi). They could also learn the ethnic culture of the Ukrainian people, its reflection in folk traditions and customs, and oral lore. The study of the Ukrainian language in this aspect allowed attracting foreign students to cultural values of the Ukrainian people and mankind.

Mastering the Ukrainian language, students learned foreign language communication, and a certain level of communicative competence was formed, in particular language and linguistic ones. These are the abilities to choose and use linguistic forms for making communicative intentions in specific situations; the abilities to take into account cultural characteristics, rules of verbal and nonverbal behavior in typical communication situations. We developed these skills when learning the following topics: “A Code of Conduct and Rules of Etiquette in Ukraine and Other Countries”, “Cultural Realias, Customs and Traditions of Ukraine, English-Speaking and Other Countries Around the World”, “Ukrainian Folk Expressions (Sayings, Idioms), and slogans”.

In addition to topics with the Ukrainian realia content, we actively used texts that talked about examples of humanity and tolerance in the relationship between people [6, p. 8]. Together with students, we tried to realise the essence of respect for others, considering it as expression of love for life. Students were asked to find examples of respect for people, animals, and thoughts from a periodicals. In a point of fact, we discussed the following situations.

*Situation 1.* Canada. Edmonton. A man bought a house. The following day the environmental commission visited him. By the number of excrements, it was

estimated that two large and three smaller squirrels lived in his yard. So, he was warned that if during their regular inspection excrements were not less, a man would pay a fine. In some years a man had to sell a house for \$ 50,000 cheaper than he had bought because squirrels spoiled the house and grizzled flowerbeds.

*Situation 2.* Canada. Toronto. The tourist gets out into the road and makes pictures of the landscape. A car is approaching, and a driver is waiting calmly until a person comes down from a roadway. No car honking and a driver does not come out with cries from a salon.

*Situation 3.* Poland. In animal clinics it is a position of a psychoanalyst for dogs who help puppies who refuse to eat.

There were many similiar situations. Answering the questions, students created a monologue-consideration /persuasion. They had to persuade an interlocutor, to give proofs for or against given actions / facts, and to encourage an interlocutor to take certain actions. Students declared for facts or events, formulated a critical feedback, included elements of reflection and arguments in their speech.

We selected all the exercises and tasks in such a way that they could meet certain requirements: to be feasible by volume (taking into account the further expansion of difficulties: the language material, conditions for the fulfilment and the nature of the speech activity); to use different types of memory, perception and thinking; to be motivated and to include a multicultural component and Ukrainian content; to intensify cognitive and mental activity of students; and to contain the most typical life examples and communication situations.

Use of visual aids was in the focus of our attention. Y. Vereshchagin and V. Kostomarov point out that the important principle of content saturation of a drawing or a picture is the educational and methodical feasibility, that is: 1) the presence of a multicultural content; 2) demonstration of the multinational culture; 3) modernity; 4) actual historicism; 5) typicality of the reflected phenomena of reality [4, p. 213].

First, we considered that the educational illustration should be fully examined in relation to the corresponding share of the lexical background. Secondly, the illustration should be understandable in the manner of performance to a foreign student. In other words, a semantic drawing must be performed realistically if it is intended to have a multicultural potential. The requirement of semantic unidimensionality (pragmatism) of an image was included to the the requirement of accessibility. Thirdly, multicultural semantic illustration should attract students' attention on essential peculiarities of words. We did it through "increasing" and "strengthening" of emphasis (with color, texture, thick contour lines, tone enhancement, etc.).

We also took into account that semantic pictures should be reliable with respect to a multicultural aspect. As S. Remizova proved, the special graphic processing of the main semantic parts of an image and details of the national and cultural background increases the adequate identification of objects and phenomena by more than 60% in comparison with drawings without accentuation [4, p. 215]. Consequently, we paid as much attention to the effective external form of the semantic visuals as content one.

Taking into account that an illustration with Ukrainian realia content by its definition (it contains the national and cultural information) can not be understandable for a foreign student from the beginning; we supplemented the visual and verbal series (learning the Ukrainian vocabulary). Keeping this linguo-didactic principle, a country specific output of consentaneous images and a text was significantly increased.

In our case the special purpose of visual aids for the educational process was auxiliary and semantic. In addition, it was taken into consideration that a drawing, a picture, and a movie are already phenomena of national culture in their own right, that is, they are not created to accompany the educational process. But, on the contrary, a text is created for a better understanding of a picture or a movie. In these cases, we took into account acculturation visuals that helped to acquaint foreign students with the culture of Ukraine. Acculturation visual aids are the

involvement of such media of visual information into the educational process that reflect key events of the history and a culture of a nation. Their function is to acquaint a foreign student with the life of the Ukrainian people, in the transition to its values. Acculturation envisaged not only a rational understanding of a certain fact, but also its emotional assimilation.

When analyzing the pictures, teachers tried to make the students to come to certain conclusions themselves. We took into account that fact that the self-received conclusion is always better than obtaining the finished result: in the best case, someone else's knowledge is perceived with trust, but in fact it is always persuasion, so it is always remembered for a long time. Taking into consideration that it is impossible to resort to a direct interpretation of works of art in figurative sensory cognition, we did not try to do it. A suggestive method of assimilation of artistic images was quite successful. By its origin, this method is called "Socratic". Socrates never first showed his point of view. He really asked the interlocutor questions and put him in such a position when he could not make a different conclusion than that which Socrates hoped from him. The "method of elenchus", used by Socrates, led to a steady assimilation of the truth: it is not transmitted from an interlocutor to an interlocutor, but it is achieved during the conversation. A suggestive method provided comprehension of works of Ukrainian art by foreign students.

To control the level of knowledge of foreign students in the Ukrainian language, the program envisaged fulfillment of two or four individual works that were final in learning of a particular topic; writing vocabulary tests on an explored subject; reading and translating texts of different directions; learning poetry and prose texts by heart, their retelling; and making dialogues on a certain topic. In all these cases, in accordance with the research objectives, we offered students texts of a multicultural and Ukrainian content. To check the level of development of students' skills in dialogic and monologic speech, we used the criteria that have been defined earlier.

We paid great attention to the issues of multicultural literacy during the teaching of the academic discipline “Country Studies”. The purpose of learning this course is to provide students with knowledge about the most important aspects of Ukrainian culture and history. The academic discipline “Country Studies” has a great educational and attitudinal value for students, as it contributes to the formation of their civic qualities. As a result of mastering the academic discipline “Country Studies”, students should know: the main stages of Ukrainian ethnogenesis and ethnic history, as well as the history of Ukrainian statehood, the main stages of the struggle for national independence and cultural achievements of the Ukrainian people.

All the themes of “Country Studies” are distinguished by the great richness of Ukrainian component, multicultural and cultural materials. Each theme reflects not only the historical past and present of Ukraine, but also relies on the modern realities of the Ukrainian society. When considering the issues of “Country Studies”, we drew attention to the identification of national features of different cultures that represented Ukraine in the past.

In accordance with the concept of N. Yakovenko, in this case the moral and ethnic humanization of historical education is of a great importance [10, c. 190]. We tried to achieve it by changing the emphasis in the substantive part of presentation: we brought students into the atmosphere of empathy and compassion, focusing not on the history of wars and social disasters and conflicts, but on the “culture of peace” - the everyday life of a human. We tried to teach a student to distinguish between the fact and a look at the fact, to understand the subjective nature of any interpretation of a historical phenomenon, event or person, and to formulate independent judgments, etc.

Considering key events in the history of Ukraine, we paid great attention to the fact that multicultural education at a higher educational institution should help to overcome barriers that prevent the normal communication between students from different ethnic and cultural groups. In view of this, we used such methods of work as heuristic conversation, the solution of situational tasks and discussions in

the presentation of historical events for the development of *skills of interethnic communication and tolerance as an important pedagogical condition of multicultural education*.

In this paper we also took into account that the most important task of the development of a multicultural person is the recognition of another culture as an alternative form of being. We tried to convey to the students that the world is not necessarily the one we imagine. It may be different, so it is important to see its plurality, to expand the boundaries of cognition and form openness to new experience. Accordingly, presenting historical events of Ukraine on the basis of a multicultural principle, we, together with students, identified ambiguous situations and conditions that helped them realize different outlooks, and develop independence in addressing the difficulties.

An active dialogue or controversy helped to consider the complementarity of cultures in their development. Such a discussion and interaction provided an adequate mutual understanding and spiritual enrichment of students – representatives of various cultural groups.

At the same time, we drew attention to the development of not only orientation towards cooperation with others, but also on communication in which the moral component dominates. We tried to show patterns of moral behavior for foreign students, expanded their positive social experience, formed awareness of values of a democratic society, such personal qualities as tolerance, patriotism and citizenship, and shaped the ability for interpersonal and interethnic dialogue.

In general, while teaching “Country Studies”, we tried to highlight the contribution of different peoples in the formation of the Ukrainian state, to ensure the learning of the specifics and trends of the development of both the Ukrainian state in general and individual nationalities that lived and reside in its territory.

One of the important aspects of our work on multicultural intelligence of foreign students in a higher educational institution was their *involvement in active participation in the cultural life of the university*. We took into account the sheer scale of the art influence on the formation of a person’s spiritual culture, as well as



the need for foreign students to gain experience of relations with representatives of the Ukrainian people and with representatives of other countries (Angola, Cameroon, Ethiopia, Ecuador, Columbia, Somalia, China, Malaysia, Palestine, Turkey, Azerbaijan, Turkmenistan, etc.).

In order to attract foreign students to participate actively in the cultural life of an educational institution, first of all, we used the potential of the Department of Linguistics at Vinnytsia National Technical University. In particular, we widely practiced the combination of classes and extra-curricular educational activities that contributed to the deepening of knowledge of foreign students in the Ukrainian language, history and culture of the Ukrainian people, and its traditions.

As it turned out, foreign students were especially pleased to work in *the museum-office of ethnography* (Room 2325). In this case, we used the Ukrainian studies material as a basis for educational activity for learning, preserving, and using the monuments of material and spiritual culture of the Ukrainian people.

We also widely involved foreign students in general university evenings devoted to *the Native Language Day*. We organized *the weeks of the Ukrainian language* within the framework of which we conducted quizzes for better knowledge of Ukrainian language and literature among foreign students. They prepared the program for this holiday and performed with greetings and wishes to the guests in their native languages. At these evenings they also read the poetry of Ukrainian poets and sang their songs.

Foreign students also took an active part in celebration of Ukrainian traditional holidays, especially *Christmas*, in the solemn mass at the Roman Catholic church (most of our students are Catholics), reading and singing in the choir in five languages. On the occasion of the holiday students prepared slide narratives about their home countries, fun national songs and Christmas carols in Spanish, Portuguese, French and even Chinese. The Christmas meetings were also held at the International Center "For Life". Among the events of the ethnographic character, we also organised *the Easter Egg Day (Pysanka Day)* that allowed attraction of foreign students for Ukrainian folk traditions. In addition, we

organized illustrated narratives and conducted storytellings about Ukrainian winter traditions and holidays, about Ukrainian souvenirs, amulets, decorations, and Ukrainian culture.

A great importance was given to conducting *literary and musical compositions*. First and foremost, these are activities on literary themes “Lesia Ukrainka’s Poetry”, “H. Skovoroda and His Philosophy of the Heart”, as well as evenings devoted to outstanding people of the region - T. Shevchenko (“Taras Shevchenko as Ukrainian Kobzar”), M. Kotsiubynsky, and V. Stus. We spent the same evenings on World Theatre Day, on Science Day, etc.

Dates associated with student holidays have ample opportunities for multicultural literacy. In particular, foreign students were active organizers and participants of *the International Students Solidarity Day (25 January)* and *the University Day*. They talked about history, culture, and nature of their countries, informed guests about the traditions of their people.

We paid special attention to *Shevchenko readings*. Ukrainian and foreign students expressed their respect for Kobzar. Shevchenko’s “Testament” sounded in Ukrainian, Russian, English, Spanish, Portuguese, French, Arabic, Malaysian, Azerbaijani, Turkish, and Chinese.

These activities contribute to the education of the personality of a foreign student who is eager to participate in the dialogue of cultures and treats with respect for the world and his own national culture. The organization and conduct of the events also encouraged foreign students to collaborate with each other, to deepen their knowledge of Ukrainian and other world cultures, to treat with respect and awareness for others.

We paid special attention to the research work of foreign students. In particular, *at the scientific and practical conferences*, foreign students presented their work on the study of peculiarities of national traditions of countries, their technical and economic innovations, the global problems of humanity, and the culture of speech of student youth. There was a report on a tea ceremony as a part of the report on traditions of China. Foreign students, along with Ukrainians, took

an active part in *International competitions* for better knowledge of the Ukrainian language.

*Excursions* to Uman, Lviv, Medzhybozh, Kamyanets-Podilsky, Khotyn, Zbarazh, Terebovlia, Olesko, and Pidhirtsi were important directions of multicultural education within the educational experiment. We tried to discuss with students the following questions: “Who built castles in the historic lands of Podillia, Galicia and Volyn? And When?”, “Who destroyed them? And Why?”, “How many castles survived the storming of people and time?” We paid special attention to the historical and architectural environment that was formed “in the castles” and under their protection. So, foreign students could learn the true historical kaleidoscope of Ukraine - people, events, legends and antiquities on trips (real or imaginary ones).

We also attached great importance to visiting *museums and exhibitions* by foreign students. First of all, these are study and educational excursions (acquaintance with VNTU, a club, a library, and a museum) and events of local lore nature: excursions to local history, historical and literary museums of the city. We informed foreign students about historical monuments of Vinnytsia, objects of a social sphere and health care (hospitals, drugstores, medical centers, a post office, and a bank).

Such a work helps us educate a person who is ready to participate in the dialogue of cultures, to take care of world civilization wealth and own national culture. Generally, the educational potential of these activities allowed the creation of a favorable environment for a dialogue of cultures of foreign students and Ukrainian culture, and to promote inter-ethnic communication in a quality manner.

**Conclusions.** During the formative stage of the educational experiment, pedagogical measures aimed at forming the multicultural intelligence of foreign students were consistently used. At the same time, the work was organized in compliance with the following pedagogical conditions: 1) the creation of a favorable multicultural environment in an educational institution through the introduction of a multicultural component in the academic disciplines “Ukrainian

as a Foreign Language” and “Country Studies”; 2) the formation of skills of inter-ethnic communication and tolerance through appropriate selection of methods and techniques of educational activities of foreign students, especially historical narrative, heuristic conversation, solution of situational tasks and discussions; 3) attraction of foreign students for active participation in the cultural life of Vinnytsia National Technical University through such forms of extra-curricular educational work as a club work, excursions to historical and cultural places of Ukraine, and various types of festivals.

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