

The concept of educational dialogue in the process of professional training of future teachers

Koncepcja dialogu edukacyjnego w procesie kształcenia zawodowego przyszłych nauczycieli

DOI 10.25951/14283

In the XXI century the understanding of educational system modernization, mainly multiculturalism, the intercultural component of education, and the implementation of educational dialogue in the process of professional training of future teachers is becoming more and more important. In the report of the international commission of UNESCO, dedicated to the problems of education development, it is stated that “in modern conditions, the purpose of education is being rethought in the context of global challenges (globalization and migration processes); it has been stated that the goal of education is humanization and stabilization of social relations” (Report of the UNESCO, 2021).

Science and education are one of the prerequisites for achieving a balanced sustainable development of society. They are also the most important tools for effective management, informed decision-making, and democracy development. Science and education are the main tools for the sustainable development of society, contributing to effective management, informed decision-making and democracy growth. Education for sustainable development (ESD) at the level of interdisciplinary learning methodology covers integrated social, environmental and economic components in the aspect of formal, non-formal and informal education.

ESD is fairly considered as the most important tool for changing the worldview of humanity, which encourages changes in knowledge, skills, values and attitudes, with the aim of creating a sustainable society (Ssossé et al. 2021). It should be stated that education for sustainable development is the education that aimed at acquiring knowledge and skills contributing to the formation of a new ecologically conscious society,

the formation of new worldviews, positions, values, influences to development that is socially desirable, economically viable and ecologically balanced.

The main impetus for the formation of a qualitatively new education system based on the principles of sustainable development is the reorientation of existing education programs to the comprehensive study of social issues and intercultural challenges, taking into account local, national and regional conditions, as well as the global context.

The concept of sustainable development has a four-dimensional structure (economic, ecological, social, institutional). It should be noted that the institutional component has been singled out recently, it involves a close dialogue of all social institutions not only within the country, but the entire world community. Undoubtedly, international interaction in order to achieve the global goals of sustainable development demands constant communication, which requires the participants of the interaction to have a perfect command of the *lingua franca* – the language of international communication.

Taking into account that English is the language of the 21st century, it can be used as a challenge to change the worldview of humanity in order to achieve sustainable development. According to scientists, foreign language affects the development of society through the skills of perception, critical thinking, creativity, self-expression etc. These skills are a component of the competence structure of sustainable development, which once again emphasizes the role of the relationship between English and ESD (Ssossé et al. 2021).

The main tendency of pedagogical education is the preparation of teachers for innovative activities with innovative thinking and formed desire to implement their own ideas in social life, determined by the integration, information, economic, social, political, cultural and religious processes of the third millennium (Sokol 2018).

The modern world requires teachers to be able to react qualitatively and promptly to innovative changes taking place in society, to be self-sufficient, proactive, responsible, successful people, namely, professionally competent and information literate. As experience shows, a modern teacher cannot carry out educational activities without an educational dialogue as communication component. A feature of modern education in the conditions of integration and digitalization is the formation of a universal educational dialogue, the conventionality of boundaries between national educational systems, their adaptability to interaction, the search for common ground.

The object of the research is educational dialogue as a component of professional training of future teacher.

We see the goal of the research in studying the aspects of educational dialogue of modern teacher, which involves the analysis of the sources of communicative and related branches of science, the clarification of the essence of basic concepts of the theory and practice of communication, the highlighting of the dialogue implementation in the process future teacher professional activity; outlining the concept of the dialogue of future teacher, establishing relationships between the components of the specified concept and the features of their implementation.

Research methods used to develop the source base of the problem: informational, terminological, analysis, synthesis, scientific research methods. The comparative-typological method is used to compare and identify signs of similarity and difference between communicative phenomena and facts. Systematization, classification and use of structural-functional analysis contributed to the generalization of research results.

The scientific novelty of the research lies in the fact that for the first time the meaning and value-semantic nature of educational dialogue of future teachers has been outlined; the determinants of dialogue in the projection of communication have been clarified; the structure of the educational dialogue, the interrelationships between the components have been established, the possibilities for the implementation of communication in various areas of pedagogical activity have been identified; the concept of educational dialogue of the future teacher has been implemented; a scheme of intercultural communication has been proposed.

Pedagogical institutions of higher education, among others, face an urgent task – in accordance with the concept of educational dialogue, to prepare the future teacher, scientist, harmonious personality of modern society in the conditions of globalizing scientific, educational industry and transnational intellectual space. Concept, as a system of views, one or another understanding of phenomena and processes; a single, defining idea regarding educational dialogue. For this, it is important to take into account the context of the formation of intercultural competence in the conditions of the internationalization of the educational process in general and the professional development of the acquirer in particular (Sokol et al. 2021). In the process of research, the concept of educational dialogue of future teacher has been outlined as a set of theoretical and applied foundations of professional communication, which is realized in education and declaration of personal and social values, norms of behavior. It is formed under the influence of external and internal factors, in particular through active methodical and scientific research activities, self-improvement, continuous educa-

tion, international mobility, project activities etc. In our opinion, the concept expresses the dynamics of pedagogical science development, because previously they existed for centuries, in the XX century – decades, and in the XXI century their change will occur even faster, and the number will increase. Undoubtedly, there has now been a clarification of concepts in various scientific fields, which prompted scientists to create a conceptual approach to the study of its development. The opinion has been shown that, in contrast to the formational and currently popular civilizational approaches, the paradigmatic one is not based on the socio-cultural determinants of the historical-pedagogical process, but on the internal logic and trends of the development of pedagogical science from the standpoint of genesis, development, interaction, transformations of various ideas, views, concepts.

Scientists emphasize the importance of intercultural communication and educational dialogue in modern pedagogical practice. As V. Bondar notes: “Educational dialogue allows for the formation of openness and flexibility of thinking, which are necessary qualities for effective teaching and upbringing in a multicultural environment” (Bondar 2010, p. 45). A similar opinion is expressed by Mikhail Bakhtin, emphasizing that “the dialogic nature of the educational process contributes to the development of critical thinking and the ability to cooperate” (Bakhtin 2001, p. 123). Also, according to Lev Vygotsky, “interactive teaching methods, which are based on a dialogic approach, contribute to a deeper understanding of the material and the development of students’ creative abilities” (Vygotsky 2005, p. 67).

We share the same opinion with the Polish scientist Kazimierz Denek that

effective and reflection-based teaching in higher education lies in: efficient collaboration between its participants (academic teachers and students) who are treated as subjects and partners that create democratic university society; dialog based on mutual respect for the other person’s ethos and dignity; strengthening the trust in the student’s own power and cognitive possibilities; supporting the student’s creative development (Denek 2012, p. 51).

So, dialogue in the learning process ensures the development of critical thinking and increases the motivation to learn but on the other hand, it should we do agree with the ideas of Jerzy Brzeziński about the idea that educational dialogue is an important element of future teachers training, because it promotes the development of interpersonal skills and the ability to communicate effectively (Brzeziński 2021). Hans-Georg Gadamer’s states the following: “A dialogical approach to education is key to the development of self-aware-

ness and the ability to think critically, and educational dialogue contributes to the development of students' cultural capital and their integration into society" (Gadamer 1989, p. 78).

In general, educational dialogue contributes to the creation of an innovative digital environment, intensifies communicative connections, ensures interaction and enriches traditional teaching methods with innovative forms of information presentation. The future teacher should be fluent in the techniques of educational dialogue and use them in their professional activity.

Therefore, the article carries out a theoretical and practical understanding of the concept of educational dialogue of future teacher in the context of the formation of competence in intercultural communication as an integrative property of the individual, which correlates with the interaction of participants in the educational process, the creative potential of the teacher, their ability to maintain a friendly attitude towards other subjects and manifests in the system of values and norms of behavior formed under the influence of external and internal factors, where external is the level of morality of society, the level of working conditions and the quality of life of people, which depends on the implementation of the social and personnel policy of the state, on the level of education, the process of personnel professionalization etc.; internal – the level of development of communicative culture (Zhang et al. 2023). A pragmatic approach has been used to understand the concept of educational dialogue of future teacher from the growth of social and critical components in the need to involve pragmatics in the context of learning foreign languages, especially in the training of intercultural English-language communication of future teachers, where the social dimension is no less important than the cognitive one. Moreover, pragmatic competence is considered through the prism of contextually determined communicative interaction, in accordance with the acceptance of the identity of the interlocutor (Sokol et al. 2021). Under current globalization courses, in the conditions of exceptional (cultural and linguistic) diversity, the distinction between native speakers and non-native speakers is becoming more and more blurred, the trend of creative involvement and integration of multilingual resources in second language communication is increasing. In general, the subject of pragmatics research in the context of foreign language learning has an obvious relation to the formation of professional English-language communicative skills and abilities of future teachers (Interlanguage Pragmatics – ILP) in three main areas: speech act, conversation structure and communicative implicature, which are studied from the point of view of comparative studies in terms of intercultural studies, and acquisition,

that is, one that studies issues of assimilation related to the development of the student's personality. It should be mentioned that such research areas as conversation management, discourse organization, and sociolinguistic aspects of language use, the choice of the form of address are undoubtedly of great importance for the professional growth of a teacher (Sykes 2018). Linguistic-social division has always existed in cross-linguistic pragmatic research. Through the prism of the influence of a significant imbalance between the linguistic and social components of pragmatics in modern research in the field of foreign language learning, we draw attention to the sociopragmatic aspect, which is particularly significant for the professional-oriented English-language communication of future teachers and crosses the boundaries of a general description of the situational context. It is necessary to take into account the relationship between the skills and forms of specific speech acts and the contextual factors of particular situations, considering the pragmalinguistic and sociopragmatic components in their interaction, which in turn necessitated the study of politeness as a pragmatic phenomenon. Among the key concepts in understanding the interlocutors' choice of individual linguistic means under the influence of a number of contextual factors, we single out the main concepts of the theory of politeness, namely, actions threatening to a person, the universal principle of avoiding disagreement in conversation and the definition of politeness as a social norm.

The relevance of applying a pragmatic approach to the formation of competence in intercultural communication among future teachers is determined by the specifics of professional activity and strengthens its characteristics at the pragmalinguistic and sociopragmatic levels. First of all, it is about the conscious management of the conversation, the organization of one's speech behavior in compliance with the canons of politeness and the choice of appropriate means of communication for a specific communication situation (Sykes 2018).

Based on previous research, the author of the article proposed a scheme of intercultural competence of future teachers. The formation of intercultural competence presupposes the individual's readiness to interact with other systems of cultural orientation and is based on respect for other cultural values. As a complex multi-component formation, intercultural competence affects the effectiveness of life activities, self-realization and professional activity in an intercultural society and is manifested in the ability to perform professional functions and tasks taking into account the peculiarities of the socio-cultural context (Sokol et al. 2022).



Figure 1. Scheme of intercultural competences of future teachers

Source: own study.

The presented diagram demonstrates the scheme of intercultural competence of future teachers. It consists of seven interrelated components that together form a comprehensive framework for cultivating intercultural skills in educational professionals:

1. Knowledge and critical thinking – this component emphasizes the need for self-awareness as part of a global cultural community. It includes proficiency in foreign languages and an understanding of diverse historical, political, economic, and socio-cultural processes. Critical thinking skills

enable teachers to analyze cultural differences, overcome stereotypes, and avoid cultural biases. For example, future teachers studying the history and traditions of different cultures are better equipped to understand the culture and appreciate diversity, enhancing their professional activities in multicultural classrooms.

2. Values – at the core of intercultural competence is a deep respect for human dignity, human rights, and cultural diversity. This component underscores the importance of democratic principles such as justice, equality, and the rule of law. These values provide the ethical foundation necessary for promoting tolerance and ethical interactions in multicultural educational environments. Teachers who embrace these values are better able to foster inclusive, supportive, and culturally aware classrooms.
3. Attitude and qualities – this component highlights the personal qualities essential for intercultural competence. Openness to other cultures, tolerance for differing values and beliefs, and civic thinking are defined as active participation in public life with attention to intercultural dynamics. Future teachers must also develop self-efficacy, which encourages confidence in their abilities, and tolerance for diversity in both thought and practice. By cultivating these attitudes, teachers contribute to a more inclusive and supportive educational environment.
4. Skills – successful intercultural communication requires a specific set of skills, including self-study, critical thinking, empathy, active listening, and conflict resolution. These competencies are essential for managing interactions in multicultural settings. Flexibility and adaptability also play a critical role in maintaining harmony in diverse classrooms. For example, teachers who engage in internships in international schools or intercultural communication training develop practical skills for working in multicultural environments, ensuring effective communication and conflict prevention.
5. Activity – this component emphasizes active engagement in initiatives that promote collective well-being and sustainable development. Future teachers are encouraged to not only apply their knowledge and skills in practical settings but also to take the initiative in improving intercultural relations. Whether through local community efforts or broader global contexts, teachers play a crucial role in fostering harmony and cooperation among diverse cultural groups. Their involvement contributes to building tolerant and culturally cohesive societies.

6. Ethical responsibility – ethical awareness and adherence to ethical norms are critical in intercultural interactions. This component stresses the importance of responsibility in actions and communication, particularly in promoting equality and justice within the educational environment. Teachers should ensure that their practices align with ethical principles, fostering a sense of fairness and mutual respect among students from different cultural backgrounds. Ethical codes of conduct, developed and implemented by educators, further support a respectful and just learning atmosphere.
7. Technological proficiency – in today’s digital age, intercultural competence requires the ability to effectively use digital tools to facilitate communication across cultures. Future teachers must be proficient in using technology for virtual or hybrid learning environments, which are increasingly common in global education. Mastery of digital platforms for communication, as well as awareness of cultural nuances in online interactions, helps teachers create inclusive and respectful digital spaces that support intercultural exchange and learning (Sokol et al. 2023).

The proposed model offers a comprehensive approach to developing intercultural competence in future teachers. By integrating knowledge, values, personal qualities, skills, and ethical awareness, alongside an emphasis on active engagement and technological proficiency, the model ensures that educators are well-equipped to foster effective and inclusive communication in diverse, multicultural environments. This holistic approach to intercultural competence supports the professional development of teachers and contributes to the creation of harmonious and tolerant educational settings.

Since the system of professional training of future teachers is pedagogical, took into account the specified characteristics and structural components when designing it. We understand the specified system as a subsystem of professional training of future specialists in socioeconomic professions, which has a holistic and cyclical character, is implemented in all types of educational activities in higher education institutions (educational, research, practical, educational, self-educational), covers a set of interconnected blocks and provides for the use various forms, methods, means, approaches in the process of purposeful influence on an individual for the formation of intercultural competence.

Modeling the pedagogical system for the formation of intercultural competence of future teachers makes it possible to present the formation of IC as a holistic pedagogical process that ensures teacher preparation for professional activities in an intercultural environment. Intercultural competence is

an important aspect of the professional training of future teachers in today's globalized world, which includes knowledge, skills and attitudes that allow effective interaction with representatives of different cultures (Sokol 2018).

The model of intercultural competence of future teachers can be presented in the form of several components that interact with each other and form a complete system, which includes such basic components that interact with each other and form a complete system. The main components of the model include cognitive, affective, behavioral and ethical components. Each of these elements is considered from the point of view of its impact on the formation of intercultural competence of teachers, which contributes to effective interaction in a multicultural educational environment.

1. The main components of intercultural competence model. The cognitive component includes the knowledge necessary to understand cultural differences, historical and socio-cultural processes, as well as strategies for overcoming intercultural conflicts. An important part of this component is teachers' awareness of the importance of cultural characteristics and values of different ethnic groups to ensure harmonious interaction in the educational process. For example: future teachers study the history and traditions of different cultures, which helps them better understand cultural differences and avoid stereotypes in their professional activities.
2. The affective component determines the emotional attitude to cultural diversity, includes positive perception of other cultures, tolerance, empathy and motivation to study new cultures and intercultural communication. Positive emotional attitudes help reduce the level of intercultural tension and conflicts. For example: during studies, students participate in intercultural projects and exchanges, which contributes the formation of a positive attitude towards other cultures and the development of empathy.
3. The behavioral component reflects practical skills necessary for effective communication with representatives of different cultures. It covers the methods of intercultural pedagogy, adaptive strategies of behavior in an intercultural environment, as well as the ability to implement intercultural interaction in professional activities. Example: future teachers do internships in international schools or participate in trainings on intercultural communication, which allows them to develop the skills of effective interaction in multicultural classrooms.
4. The ethical component includes awareness and observance of ethical norms in intercultural interaction. It emphasizes responsibility for one's

actions and statements in an intercultural context, promoting equality and justice in the educational environment. The ethical component provides support for ethical principles that contribute to the development of a tolerant society. For example: teachers develop and implement ethical codes of conduct that include the principles of respect and equality for all students regardless of their cultural background.

Based on the provided statements we summarized the material and proposed Model of Intercultural Competence of Future Teachers that illustrates the interconnected components (cognitive, affective, behavioral, and ethical) in model of intercultural competence for future teachers, detailing how each component contributes to effective communication and professional interaction in multicultural educational environments.

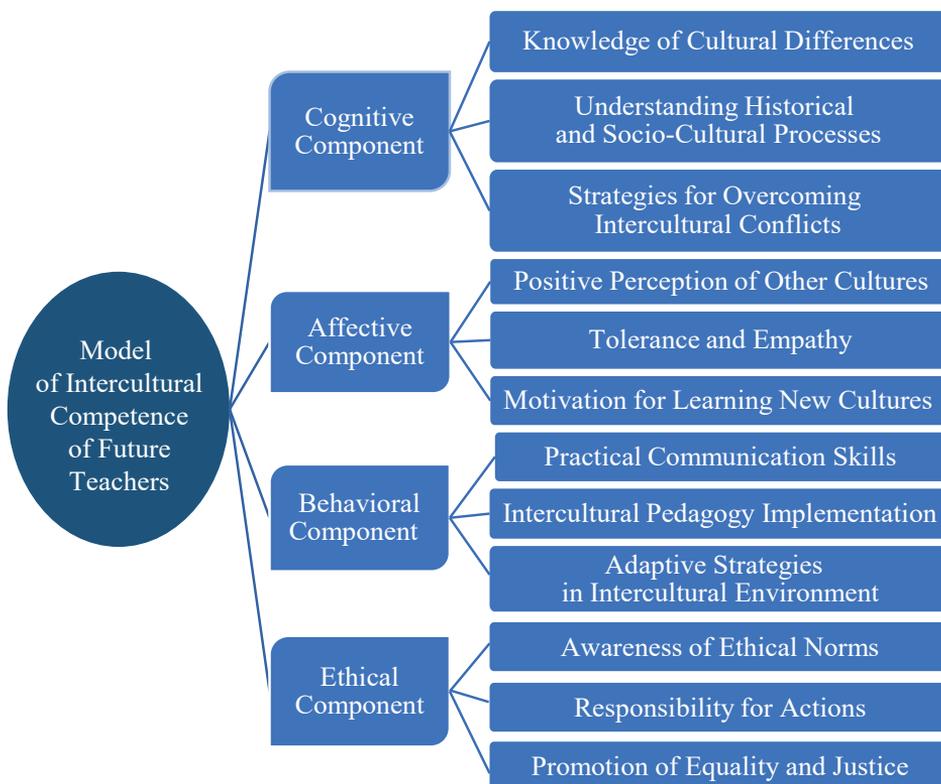


Figure 2. Model of intercultural competence of future teachers

Source: own study.

So, this model integrates cognitive, affective, behavioral, and ethical components, all of which are essential for developing intercultural competence in future teachers. The cognitive element covers knowledge of cultural differences and strategies for conflict resolution. The affective aspect emphasizes emotional attitudes such as empathy and tolerance. The behavioral component focuses on practical communication skills, and the ethical component highlights responsibility and equality in diverse environments. Together, these elements form a holistic system that promotes effective interaction in multicultural settings.

Future research should explore the integration of advanced technologies, such as virtual reality or AI-based learning, into intercultural competence training. Additionally, developing tailored intercultural competence programs that account for different professional fields, and assessing the long-term impact of such programs on real-world teacher performance in multicultural classrooms, could provide valuable insights. Therefore, in today's world, where globalization and intercultural interaction are becoming the norm, the importance of intercultural competence for teachers cannot be overstated. Future teachers must be able to work in multicultural classrooms, understand cultural differences and promote tolerance among students. The model of intercultural competence of future teachers includes four main components that interact with each other and form a coherent system that allows us to identify the key components necessary to prepare teachers to work effectively in such an environment. Its implementation in the process of teacher training contributes to the formation of not only professional knowledge and skills, but also to the development of personal qualities necessary for work in a multicultural environment. Thanks to this model, future teachers will be able to successfully implement pedagogical activities taking into account cultural diversity and ensuring the harmonious coexistence of different cultures in the educational process.

Moreover, the content-technological support of the formation of intercultural competence of future teachers involves the introduction of appropriate forms, methods and means of education; intensification of the presence of intercultural competence in all types of student activities: educational (due to content enrichment of general education and professional educational disciplines); practical (filling practical training programs with targeted tasks of a constructive nature, oriented to work in an intercultural environment; practice in institutions that involve working with representatives of different cultures); research (conducting scientific research on intercultural topics, activation of international educational and scientific mobility of students and

teachers); educational (involvement of students and organization of activities to promote cultural diversity, participation in volunteer activities, development and implementation of social projects) and self-educational (participation in extracurricular activities in non-formal and informal education).

A teacher's ability to conduct a dialogue with students is definitely related to his personal qualities, stylistic characteristics of activity and communication, and humanistic values. The urgent components are the need for self-knowledge, self-analysis and self-actualization. That is, the leading role of the teacher in the context of the dialogization of the educational environment imposes on him the responsibility for the dialogic organization of the educational process and for the development of the dialogic culture of students. The main aspects that determine the level of his dialogic culture are personal readiness (to what extent the teacher realizes himself and develops as a person) and professional readiness (to what extent he contributes to the personal growth of students). The interconnectedness and conditionality of these two aspects outlines the teacher's ability to help students in the complex process of their professional and personal development, their willingness to provide the necessary conditions for this and constitutes the essence of his ability as a facilitator.

That is why the concept of educational dialogue of future teachers involves constant improvement of professional knowledge, skills and abilities. It plays a fundamental role in professional training of future teachers. Through fostering open, interactive, and reflective communication, educational dialogue cultivates essential skills in empathy, critical thinking, and adaptability, which are crucial for teaching in diverse, ever-evolving classrooms. By engaging in dialogic interactions, future educators not only build a deeper understanding of their subjects but also learn to view teaching as a collaborative, intercultural, student-centered process, promoting a modern world open classroom environment that encourages inquiry and active learning. This approach aligns with contemporary educational paradigms that prioritize social and intercultural awareness in teaching, preparing future educators to be not only subject experts but also skilled facilitators of meaningful, inclusive learning experiences. To achieve these goals, teacher training programs must emphasize dialogic techniques, incorporating methodologies that support active listening, cultural sensitivity, and pedagogical reflection. As the educational landscape becomes increasingly diverse, embracing educational dialogue within teacher training offers a pathway to more resilient, intercultural, adaptive, and effective teaching practices, ultimately enhancing educational outcomes for all students.

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SUMMARY

The article outlines the concept of educational dialogue of future teachers. The essence, origin, structure, types and styles of functional communication of future teachers have been revealed. It has been proven that in the conditions of the latest integration challenges, the set of ideas, concepts, and activities of a modern teacher attests the level of functional dialogue as an element of interaction at different levels of communication. The most significant types of functional communication of the future teacher for the educational process has been singled out. Intercultural competence has become increasingly essential for educators in a globalized world. This article presents a comprehensive model for developing intercultural competence in future teachers, focusing on seven key components: knowledge and critical thinking, values, qualities and attitudes, skills, activity, ethical responsibility, and technological proficiency. Each component contributes to fostering effective interaction in multicultural classrooms, enhancing teachers' abilities to navigate cultural differences and promote inclusivity. This holistic approach ensures that future educators are equipped to support harmonious and tolerant educational environments, addressing the challenges of a culturally diverse world. The model also emphasizes the integration of intercultural skills with modern technological tools, preparing teachers for both in-person and virtual settings. By fostering empathy, adaptability, and ethical awareness, this framework helps educators effectively manage classroom diversity, contributing to professional development and promoting sustainable intercultural relations. Future research should explore how advanced technologies and tailored intercultural programs can further strengthen teachers' competence and adaptability in real-world multicultural educational settings.

KEYWORDS: educational dialogue, intercultural component of education, future teacher, intercultural competence

STRESZCZENIE

W artykule zarysowano koncepcję dialogu edukacyjnego przyszłych nauczycieli. Ujawniono istotę, genezę, strukturę, rodzaje i style komunikacji funkcjonalnej przyszłych nauczycieli. Udowodniono, że w warunkach najnowszych wyzwań integracyjnych zbiór idei, koncepcji i działań współczesnego nauczyciela świadczy o poziomie dialogu funkcjonalnego jako elementu interakcji na różnych poziomach komunikacji. Wyodrębniono najważniejsze rodzaje komunikacji funkcjonalnej przyszłego nauczyciela dla procesu edukacyjnego. Kompetencje międzykulturowe stają się coraz bardziej istotne dla nauczycieli w zglobalizowanym świecie. W artykule przedstawiono kompleksowy model rozwijania kompetencji międzykulturowych przyszłych nauczycieli, skupiający się na siedmiu kluczowych komponentach: wiedzy i krytycznym myśleniu,

wartościach, cechach i postawach, umiejętnościach, aktywności, odpowiedzialności etycznej i biegłości technologicznej. Każdy komponent przyczynia się do wspierania skutecznej interakcji w wielokulturowych klasach, zwiększając umiejętności nauczycieli w zakresie radzenia sobie z różnicami kulturowymi i promowania inkluzywności. To holistyczne podejście gwarantuje, że przyszli nauczyciele będą przygotowani do wspierania harmonijnego i tolerancyjnego środowiska edukacyjnego, stawiając czoło wyzwaniom zróżnicowanego kulturowo świata. Model kładzie również nacisk na integrację umiejętności międzykulturowych z nowoczesnymi narzędziami technologicznymi, przygotowując nauczycieli zarówno do pracy stacjonarnej, jak i wirtualnej. Wspierając empatię, zdolności adaptacyjne i świadomość etyczną, ramy te pomagają nauczycielom skutecznie zarządzać różnorodnością w klasie, przyczyniając się do rozwoju zawodowego i promując zrównoważone relacje międzykulturowe. Przyszłe badania powinny sprawdzić, w jaki sposób zaawansowane technologie i dostosowane do potrzeb programy międzykulturowe mogą jeszcze bardziej wzmocnić kompetencje nauczycieli i ich zdolności adaptacyjne w rzeczywistych wielokulturowych środowiskach edukacyjnych.

SŁOWA KLUCZOWE: dialog edukacyjny, międzykulturowy komponent edukacji, przyszły nauczyciel, kompetencje międzykulturowe