



Research article

УДК 37.015.3

<https://doi.org/10.24888/2073-8439-2024-66-2-6-15>

THE DEVELOPMENT OF THE COMMUNICATIVE-BEHAVIORAL COMPONENT OF MULTICULTURAL COMPETENCE OF TEACHERS

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Abstract. *The article examines the current topic of multicultural competence of teachers through the development of the communicative and behavioral component. Communicative behavior, according to the author, has always been of interest to researchers. Emphasizing the belonging of teachers to the communicative group, one of the main tasks in the system of additional professional education is called – the formation of the need for cultural identification. Subjects of the pedagogical society – teachers must have a high level of behavioral culture based on moral norms, aesthetic culture, ethics and rules. The purpose of the study is the communicative-behavioral component in conjunction with the main characteristics, the development of which is due simultaneously to the lack of knowledge among university teachers on the organization of pedagogical activities in a situation of multicultural education and the implementation of multicultural ideas, the need to increase the level of emotional culture and culture of communicative behavior, the willingness and ability of teachers to perceive and understand their own emotions and the emotions of other people, respect the feelings of others, successfully establish contacts and carry out intercultural communication on the verbal and non-verbal levels. The article emphasizes the importance and implementation of a complex of organizational and managerial, educational and methodological, psychological and pedagogical conditions in the process of educational activities of students - university teachers. Subjects of the pedagogical society – teachers must have a high level of behavioral culture based on moral norms, aesthetic culture, ethics and rules. Based on the example of the introduction into the learning process of advanced training courses of the program “Formation of multicultural competence of higher school teachers” on the basis of the Stavropol State Medical University”, the result is shown that after completing the courses, students demonstrate more effective ways of interacting in various situations, interest in intercultural interaction and understanding of national characteristics of representatives of different cultures. This result is achieved through the inclusion in training of such complementary research methods as organizational, theoretical, general psychological, problem-search and active gaming technologies and trainings, through which attention was focused on the formation of motivation for intercultural interaction of the individual, on the development of productive thinking. The article emphasizes the importance of implementing a complex of organizational, managerial, educational, methodological and psychological-pedagogical conditions in the process of educational activities of students-university teachers.*

Keywords: *communicative and behavioral component, pedagogical activity, professional education, additional professional education, communicative behavior, multicultural competence, behavioral culture*

For citation

Rodionova, I. V. (2024). The development of the communicative-behavioral component of multicultural competence of teachers. *Psikhologiya obrazovaniya v polikul'turnom prostranstve*, (2), 6–15. (In Russ.) <https://doi.org/10.24888/2073-8439-2024-66-2-6-15>

Научная статья

РАЗВИТИЕ КОММУНИКАТИВНО-ПОВЕДЕНЧЕСКОГО КОМПОНЕНТА ПОЛИКУЛЬТУРНОЙ КОМПЕТЕНТНОСТИ УЧИТЕЛЕЙ

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Резюме. *В статье рассматривается актуальная тема поликультурной компетентности преподавателей через развитие коммуникативно-поведенческого компонента. Коммуникативное поведение, по мнению автора, всегда представляло интерес для исследователей. Подчеркивая принадлежность преподавателей к коммуникативной группе, автор называет одну из основных задач в системе дополнительного профессионального образования – формирование потребности в культурной идентификации. Целью исследования является коммуникативно-поведенческий компонент в совокупности с основными характеристиками, развитие которых обусловлено одновременно дефицитом знаний преподавателей вузов по вопросам организации педагогической деятельности в ситуации поликультурного образования и реализации идей поликультурности, необходимостью повышения уровня эмоциональной культуры и культуры коммуникативного поведения, готовностью и способностью преподавателей воспринимать и понимать собственные эмоции и эмоции других людей, уважать чувства других людей, успешно устанавливать контакты и осуществлять межкультурную коммуникацию на вербальном и невербальном уровнях. Субъекты педагогического общества – преподаватели должны обладать высоким уровнем поведенческой культуры, основанной на нормах нравственности, эстетической культуры, этики и правилах. На примере внедрения в процесс обучения курсов повышения квалификации программы «Формирование поликультурной компетентности преподавателей высшей школы» на базе Ставропольского государственного медицинского университета показан следующий результат: после прохождения курсов слушатели демонстрируют более эффективные способы взаимодействия в различных ситуациях, интерес к межкультурному взаимодействию и понимание национальных особенностей представителей различных культур. В статье подчеркивается значимость реализации комплекса организационно-управленческих, учебно-методических и психолого-педагогических условий в процессе учебной деятельности слушателей-преподавателей вуза.*

Ключевые слова: *коммуникативно-поведенческий компонент, педагогическая деятельность, профессиональное образование, дополнительное профессиональное образование, коммуникативное поведение, поликультурная компетентность, поведенческая культура*

Для цитирования

Rodionova I.V. Development of the communicative-behavioral component of multi-cultural competence of teachers // Психология образования в поликультурном пространстве. 2024. № 2 (66). С. 6–15. <https://doi.org/10.24888/2073-8439-2023-66-2-6-15>

The natural state of the modern world is its multiculturalism as a consequence of pluralism and diversity established in the world. Practice shows that it is a multicultural tolerant society that can become the basis for the subsequent constructive and safe development of the world.

However, it is obvious that the multiculturalism of society is not limited to national or religious diversity, but presupposes a variety of life styles, which are based on the individual psychological characteristics of the individual, value orientations and attitudes, knowledge about the world and about oneself, and the characteristics of relationships.

Many researchers have been interested in the ideas of multicultural education. In particular, J. Banks considered the evolution of multicultural education: from monoethnic to multicultural (Banks, 2001). The general paradigm of such education was defined by the American psychologist and educator Jerome Bruner, who emphasized that “education is not an isolated island, but part of a cultural continent, where freedom from culture can only mean freedom from intellect” (Bruner, 2006).

The tasks associated with the creation of a multicultural tolerant society must be solved, first of all, by an education system focused on the development of human resources capable of actively functioning in modern society on the basis of a high level of multicultural competence and establishing positive relationships in the system of social and educational interaction, which has acquired a multicultural character.

The phenomenon of “multicultural competence” can be legitimately considered by highlighting its components, criteria and indicators. The study of the cognitive, emotional-evaluative and communicative-behavioral components allows for a more in-depth analysis of this phenomenon.

The cognitive component of communicative competence includes knowledge of communication norms, methods of interaction, communication techniques, communication techniques and ways of expressing one's thoughts and feelings. In addition, it is also associated with knowing another person, including the ability to effectively solve various problems that arise in the process of communication.

The emotional-evaluative component is associated with the development of more adequate ways of perceiving, evaluating and interpreting various objects that have signs of intercultural belonging, as well as with the development of a new attitude towards representatives of other cultures.

The communicative-behavioral component is characterized by the development of socially approved patterns of communicative behavior, the conscious acceptance of traditions, behavioral norms of communication between people in various social and national communities, and the expression of a personal position in relation to them.

The purpose of our research is to highlight and analyze the content characteristics of the communicative-behavioral component, which is important for understanding the characteristics of the formation, development and improvement of the multicultural competence of higher school teachers under the influence of training in the system of additional professional education.

Identification and analysis of the content characteristics of the communicative-behavioral component are important for understanding the characteristics of the formation, development and improvement of multicultural competence of higher school teachers under the influence of training in the system of additional professional education.

Communicative behavior, according to M. V. Mordashko, is a set of norms and traditions of communication of a certain group of people. And the basis of this communication is considered verbal behavior in standard communicative situations (speech etiquette), reflecting the national and international characteristics of a particular people (Mordashko, 2005, p. 21).

No less significant is the fact that the communicative behavior of K. M. Kasyanova considers it as an integral component of national culture, in which the core are values and principles implemented in certain norms and rules (Kasyanova, 2003, p. 37).

Based on the fact that teachers belong to the communicative group of professions, it is important to consider as one of the important tasks in the system of additional professional education the formation of a culture of speech etiquette in them, which allows, on the one hand, to be aware of belonging to their people, their culture, and on the other – to form the need for cultural identification, to accept oneself as a citizen of a multicultural society and to accept the values, norms, and rules of other cultures.

The need to study in the field of intercultural communication the concept of «culture of speech etiquette» and the broader concept of «communicative behavior» is also due to the fact that interethnic contacts have recently expanded significantly, interest in intercultural interaction and understanding of the national characteristics of representatives of different cultures has increased, and the number of interethnic conflicts, etc. In addition, the study of the national and cultural specifics of communicative behavior, which can manifest itself both at the verbal and non-verbal levels, according to Y. N. Kulichenko, is important for the successful implementation of intercultural communication (Kulichenko, 2015, p. 91).

Let us highlight the term «behavior» as a system-forming term in the concept of «communicative behavior».

Considering the issue of the influence of the culture of traditions on behavior, A. G. Asmolov argues that culture determines the emergence of social or, as the researcher defines it, sociotypical behavior of an individual (Asmolov, 2004, p. 6).

As other researchers argue, in the process of communicative behavior two aspects of interaction are used: verbal and non-verbal. And, as practice shows, in complex situations of social interaction that are intercultural in nature, its subjects pay more attention to the verbal aspect. Let us note that it is non-verbal – non-speech interaction (gestures, facial expressions, distance, etc.) that can have a greater impact on the interaction process, and also become a risk factor for effective communication.

In the process of understanding one's own behavior and the behavior of others, the assessment and interpretation of the behavior itself and its consequences, not only for intercultural communication, but also for solving problems associated with preparing young people for activities in a multicultural society, are important.

Based on the significance of communicative behavior, considered from the perspective of general cultural, situational, group and individual communication, many researchers declare the need to analyze the essential content of this phenomenon. But the main thing, according to some researchers, is that the communicative-behavioral component reveals the individual's readiness to act, to build relationships according to an internal plan of action (Selyukova, 2016, p. 2337). And this emphasizes the conscious nature of the communicative behavior being carried out. Thus, communicative behavior largely depends on the ability of an individual in a situation of interaction with representatives of different cultures to analyze its content, clearly and accurately convey his thoughts to another, “read” the psychological state of the interlocutor, predict his reverse action in the communication process and organize his behavior on the basis assessments of real situations based on generally accepted norms.

In this regard, with the concept of “communicative behavior” it is legitimate to use the phrases “intellectual behavior”, “socially oriented behavior”, “behavioral intelligence” and “social intelligence”.

Behavioral intelligence refers to a person’s ability to understand the meaning of other people’s behavior, adequately assess real situations and behave in accordance with their content (Sinyakova, 2011, p. 70). From this definition it is clear that behavioral intelligence reflects the characteristics of people’s behavior in society, the specifics of their interaction, based on the level of awareness, understanding of human psychology and an adequate assessment of the social situation in which this interaction occurs. And this emphasizes the synonymy of the concepts: “behavioral intelligence” and “social intelligence”.

If we talk about pedagogical activity, a more thorough analysis allows us to identify and consider as the most significant in the content of the communicative behavior of multicultural competence of teachers and consider those substantive characteristics that influence its development under the influence of training in the further education system.

It is important to emphasize that achieving the required level of professional competence of teachers in accordance with the social order of society requires the purposeful and painstaking work of the teacher, his emotional, time (often material) costs, volitional resource, activity and the development of a number of qualities that are not so much innate, how much acquired character. In this regard, it is necessary to emphasize that all of them can be formed under the influence of external influencing factors and systematic work on oneself.

Existing traditional, universal values, attitudes, qualities, humanism, respect for people, empathy, pedagogical optimism, creativity, reflection, sociability, tolerance, emotional stability are formed in the process of preparing future teachers for professional activities. However, not all of these qualities are present to the required extent in working teachers.

And today this represents a real problem, because... not every teacher can independently, through self-educational activities, fill existing gaps in the field of multicultural competence. In particular, we should talk about special knowledge in the field of multicultural education, the development of skills and abilities of constructive intercultural dialogue, effective patterns of behavior in situations of ethnic tension, etc. Thus, it can be argued that teachers have a certain level of everyday and theoretical knowledge, abilities, skills, ways of behavior and activity, which gradually formed in them under the influence of traditional attitudes, classical requirements for representatives of the teaching community, trends in social development, does not allow them to high level of competence to carry out professional activities in these conditions.

Today, the system of additional professional education, which functions as a specific component of multicultural education, is called upon to resolve these contradictions in educational practice.

V. Gubanikhina and S. O. Nikolaeva, the main goal of training in the system of additional professional education in the formation of multicultural competence of teachers is the acquisition of that level of behavioral culture that reflects moral feelings and ideas, the totality of everyday actions of people in society, based on norms of morality, ethics, aesthetic culture, certain norms and rules, which are adhered to by almost the entire society, the subjects of which are the teachers themselves (Gubanikhina, 2015, p. 557).

In addition, advanced training on the issue of multicultural competence will contribute to the formation of skills that can fully implement the culturally appropriate function of modern education in the process of interpersonal communication (Nikolaeva, 2003, p. 21).

At the Stavropol State Medical University at the Institute of Continuing Professional Education, advanced training courses for teachers were established and the program “Formation of multicultural competence of higher school teachers” was tested, the goal of which

was to increase the level of culture of communicative behavior of teachers as subjects of a multicultural educational environment.

The goal of the program was the formation of social and personal competencies that ensure an increase in the level of culture of communicative behavior of teachers as subjects of a multicultural educational environment.

The main tasks facing the training course on developing multicultural competence of higher education teachers were:

- formation of motivation for intercultural dialogue and socially approved attitudes regarding norms, rules and principles of communicative behavior in a multicultural environment;
- acquisition of new skills and abilities in the field of constructive communicative behavior;
- developing skills of effective intercultural communication and non-judgmental communicative behavior;
- development of the ability to understand national characteristics of verbal and non-verbal means of communicative behavior.

The training included both traditional and active teaching methods - the theory and practice of problem-search, active-game technologies and trainings, through which attention was focused on the formation of motivation for intercultural interaction of the individual, on the development of productive thinking.

Practical classes involved modeling and solving problem situations, the content of which presupposed the presence of a certain level of multicultural competence and a willingness to establish constructive intercultural relationships, the ability to carry out intercultural dialogue, and also perform tasks in a team.

The course was aimed at developing social and personal competencies that ensure the improvement of the characteristics inherent in the communicative-behavioral component. Its mastery provided teachers and students of advanced training courses with the opportunity to:

- master the skills of effective behavior in situations of intercultural communication;
- choose the most productive strategies for resolving conflict situations caused by interethnic problems;
- master practical methods, forms of planning and modeling of individual and group interaction trajectories;
- to intensify and use existing socio-pedagogical experience in these issues;
- acquire new skills of effective intercultural communication, taking into account national characteristics of verbal and non-verbal communicative behavior;
- activate certain needs that ensure readiness to participate in the creation of a communicative educational environment and effectively cooperate at the “teacher-student”, “student-student” level.

Traditionally, before the start of training and upon its completion, students were asked to take a control test.

The results of the test control are presented in Figure 1.

A graphical presentation of the results of the control test, aimed at developing communicative behavior (understanding of gestures and facial expressions accompanying the process of communication and interaction of partners) before and after completing the Program in Figure 1 illustrates the increase in indicators.

Practice has shown that during the training process, the tested teacher-trainees developed new strategies of communicative behavior that take into account cultural specifics. Most often, in 61 % of cases, the subjects used communication strategies to constructively overcome communication barriers, the strategy of cooperation, and compromise.

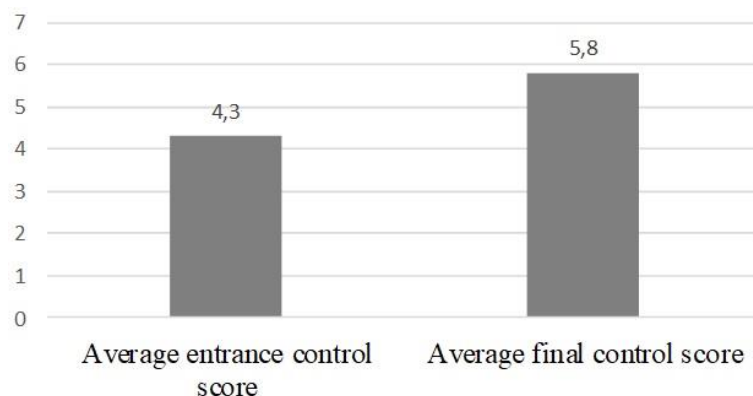


Fig. 1. Comparison of average performance indicators for input and output control tasks in groups of teachers

We come to the conclusion that after completing the training program “Formation of multicultural competence of higher education teachers”, students demonstrated more effective ways of solving situations that reflect various aspects of intercultural communication. This is due to the fact that in the process of educational activities of students – university teachers, a set of organizational, managerial, educational, methodological and psychological-pedagogical conditions was implemented.

The development of the essential characteristics of the communicative-behavioral component of multicultural competence of university teachers under the influence of specially organized training was carried out in stages:

Stage 1. Is traditionally associated with the formation of attitudes, needs and motivation to learn the norms of a culture of behavior, one’s own personal qualities, which determine the choice of modes of behavior in a multicultural environment and contribute to the formation of communicative consciousness and behavior.

Stage 2. Includes research and development of skills and abilities of communicative behavior. And at this stage, the activation of personal mechanisms, the use of technologies and principles of communication and behavior in a multicultural environment when interacting with its other subjects, which require a more detailed analysis, become important.

Stage 3. Collective analysis, personal reflection and assessment of ways of behavior and interaction in a multicultural educational environment.

Stage 4. Is the final stage. This stage includes the analysis of intermediate results and the construction of a strategy for subsequent self-educational activities. It is important at this stage to understand the role of the culture of interethnic interaction, respectful attitude towards representatives of other cultures, for the personality and activities of the teacher, their significance for society’s assessment of the psychological portrait of a modern teacher, who today is identified with socially approved communicative behavior, the manifestation of tolerance while maintaining one’s cultural identity.

In the process of educational activities of students – university teachers, a set of conditions was implemented. Among the organizational and managerial ones, we note the following: the creation of communication and information systems in the form of clusters, rules for multicultural behavior of subjects of the educational process, the development of an effective reward system and dress code.

The educational and methodological conditions include: introducing into the humanitarian cycle the essence, formation and development of multicultural competence, the intro-

duction of additional professional educational programs for advanced training, the development and implementation of innovative humanitarian management technologies.

In psychological and pedagogical conditions, we highlight the presence of an active subject position of participants in the pedagogical process of a higher educational institution, the organization of socio-psychological support, the implementation of cascade learning technology through a system of mentoring and coaching, and an attitude toward the inclusion of teachers in university events. (Rodionova, 2023, p. 23).

Analysis of issues related to identifying the psychological characteristics of the development of the communicative-behavioral component of multicultural competence of teachers, included in the educational activities of the system of additional professional education, allows us to draw certain conclusions.

1. The communicative-behavioral component is characterized by the development of socially approved patterns of communicative behavior, the conscious acceptance of traditions, behavioral norms and norms of communication of people in various social and national communities and the expression of a personal position in relation to them.

2. Improving the communicative-behavioral culture is reflected in the formation and manifestation of a personal position regarding the existing norms of a multicultural society, their acceptance and compliance, the development of socially approved patterns of communicative behavior corresponding to a higher level of communicative tolerance, which correlates with the characteristics of the profession of the “person-to-person” system.

The result of the work related to increasing the level of communicative and behavioral culture of students of the additional education system was the knowledge and practical implementation by teachers of ways to establish constructive contacts, socially approved behavior, productive interaction, understanding and acceptance of another person. In other words, the learning outcome is associated with the formation of communicative tolerance, defined as the readiness to understand and accept the behavior of all subjects of intercultural interaction based on the principles of respect for the traditions of representatives of different cultures and the values of one’s own culture.

It must be emphasized that the result of mastering the program “Formation of multicultural competence of higher education teachers” is a more conscious acceptance of traditions, norms of behavior and communication of people included in various social and national communities, reaching a new level of communicative tolerance, and the development of socially approved patterns of communicative behavior. Thus, the results of the study confirm the relevance and effectiveness of the developed program and can be used in the practical activities of teachers.

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Заявление о конфликте интересов

Автор заявляет об отсутствии конфликта интересов.

История статьи

Поступила в редакцию 21.03.24. Принята к печати 2.04.24.

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Conflicts of interest

The author declares no conflicts of interests.

Article history

Received 21 March 2024. Accepted 2 April 2023