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PREDICTING CHANGES IN TEACHER PREPARATION FOR INTERCULTURAL INTERACTION IN REGIONS

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Abstract. *Introduction.* The article shows the relevance of the problem of changes in the preparation of teachers for intercultural interaction, taking into account the specifics of regions on the territory of Russia. Furthermore, the authors have identified the main tasks, the solution of which will contribute to the development of a predictive model of teacher preparation in the future.

Aim. To present an argument for the stages of development of a predictive model of teacher preparation for intercultural interaction.

Materials and Methods. The leading methods are the analysis of theoretical literature on the topic of the selected study. The choice of such research approaches as structural and structural-functional allows us to characterize the preparation process of teachers for intercultural interaction as multi-component, multistage and multi-phase in the context of interaction between the regional education system and the system of higher education in the Russian Federation.

Results. The steps to develop a model for predicting the content of teacher preparation programs for intercultural interaction are proposed, the essence of the concept of Teachers Preparation and Changes in Preparation is concretized, and strategies for organizing teacher preparation for intercultural interaction are identified (overcoming existing linearity, practice orientation and continuity, and strategies for proactive preparation). Clarification of the concept of Changes in Preparation and determination of the meaning of the predicted changes will allow us to identify in the future the factors influencing the process of teacher preparation for intercultural interaction: socio-political factors determine a new (possibly different) understanding of the strategy for the development of higher pedagogical education in the context of strengthening ethnocultural processes (e.g., legislation in the field of development of regional policy, the position of the state in the field of regulation of ethnic processes and dissemination of ideas on preservation of ethnic cultures; the growth of ethnocultural processes); regional factors - analysis of the processes that characterize the level of development of regional development (e.g., the demographic structure of the population, social mobility, dynamically changing requirements of the labor market); personal factors - adaptation of existing and definition of new goals of pedagogical higher education established and emerging in a particular university to preserve national culture and maintain ethnocultural diversity (e.g., teachers' readiness for intercultural interaction; pedagogical initiatives, a framework program to prepare teachers for intercultural interaction).

Conclusion. Based on the study, it was suggested that the next study should lead to the development of components of a predictive model for teacher preparation for intercultural interaction.

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Introduction

The processes of globalization and the intensification of the integration of cultures have confronted many multiethnic states with the problem of developing a multicultural society that develops according to the laws of cooperation and mutual respect, a society that is ready for the implementation of intercultural interaction. In this context, within the framework of this study, it is important for us to understand the essence of intercultural interaction, which is understood as the contact of two or more cultural traditions (canons, styles), during and as a result of which the participants of communication strongly influence each other (Kurylo O.V., 2019; Palakina G.V., 2007; Pevzner M.N., 1998; Stenishcheva A.A., 2020).

It is no less important to understand the new trends affecting education development. Referring to the works of the following researchers – V.N. Averkin, A.S. Akhizer, S.A. Pisareva, A.P. Tryapitsyna, and others – the following opposing tendencies in the development of regional education can be identified: the first is related to the desire to separate, to decentralize the educational system of the region from other regions; the second tendency is related to the fact that without an educational center it is impossible to independently solve a number of emerging problems in education, to solve the problem of teacher preparation fully. These tendencies, as practice shows, are present in different regions, which leads us to the conclusion that regionalization is one of the essential factors in the development of the educational space aimed at solving the following set of problems, the most important of which can be formulated as follows:

First of all, these are problems related to the need for teachers ready for intercultural interaction in the region, which is one of the bases for changes in teacher education.

Secondly, a significant difference in the development of the problem of content design and evaluation of the results of the preparation of teachers for intercultural interaction in different regions, taking into account the ethnocultural characteristics (the specifics of their culture, cultural identity). The discussion of this issue is of great importance for all multicultural regions, without exception. The common practice of preparation of teachers for intercultural interaction has a number of shortcomings: Preparation is carried out within the framework of individual disciplines; there are no disciplines that reflect the regional specifics of the education and the peculiarities of the organization of the educational process in each region. In this regard, it is important to look for holistic and unified strategies for the development of further models of teacher preparation.

And thirdly, the insufficient integration of scientific evidence between regions to identify the prospects for teacher preparation for intercultural interaction and to determine further trends in education development in the country. In this regard, comparative studies are helpful.

Given the above, we believe that the purpose of this study is to broaden the understanding of how to organize the preparation of teachers for intercultural interaction, taking into account the specifics in the regions.

Materials and Methods

In the context of this study, a systematic approach was adopted, an approach in which each system (object) is viewed as a set of interrelated elements – the process of preparing teachers for intercultural interaction as a multi-component, multilevel and multistage system, and a structural-functional approach, as the function is defined as the result of interaction between the regional educational system and the system of higher education in the Russian Federation, expressing

participation in the processes of improving the preparation of teachers for intercultural interaction), it reflects the value orientations of each region. The method of analysis of theoretical literature on the research topic was chosen as the leading method.

Results of the study

The first task of this study (following the identified first problem) is to justify the meaning of changes in teacher preparation and to understand the essence of the terms “teacher preparation” and “changes in teacher preparation.”

Thus, the teacher preparation process is an ordered set of interrelated components: Goals, content, methods, means, and organizational forms of preparation and character building. The effectiveness of this process depends on engaging students in active, meaningful learning activities that are personally important to them. By organizing these activities, they acquire social and professional experiences, develop psychological functions and skills, and form a system of relationships with the world and themselves.

Various authors understand preparation as a process: “aimed at creating conditions for optimal self-realization in professional activity” (Kozyrev V.A.); “reflexive process of creating instrumental-technical knowledge and developing norms of action for the professional development of a teacher” (Bazhina I.A.); “a conscious systemic process of interaction between subjects of distance education in the informational and educational environment” (Vladimirova S.A.); “a specially organized and controlled process of introducing subjects of the educational process into interaction” (V.I. Bogoslovsky).

Many researchers consider it as a system of actions: “a system of interrelated functions, actions, procedures, methods, techniques, measures, implemented in various forms and technologies, ensuring qualified support of the teacher throughout their professional career” (M.N. Pevzner); “having a productive impact on the use of the pedagogical process and the optimal achievement of objectives” (V.I. Bogoslovsky).

A number of scientists also define preparation as a method: the pedagogical method of “teaching a person the art of solving independently and with the greatest efficiency the problems (professional and personal) that have arisen in their life” (Glumova E.P.); a method that “ensures the creation of conditions for the subject of development to make optimal decisions in various situations of life. Here the subject of development is defined both as a developing person and a developing system. The situation of life choice is a variety of problematic situations, in which the subject determines the path of progressive or regressive development” (V.I. Bogoslovsky).

Nowadays, in the conditions of active development of education, its modernization, and reform, the scope of understanding of preparation has widened – the concept of preparation is understood as a multilevel interaction of the subjects of the educational process, which contributes to the professional development of the future specialist, their personal and professional development.

It is considered “a complex method based on the unity of four stages: Diagnosis of the essence of the problem encountered, information about the nature of the problem and ways to solve it; consultations at the stage of adoption and development of a plan to solve the problem; organization of primary care at the stage of implementation of the decision plan and decision-making in difficult situations based on the study of their interests, features of interaction, needs” (V.I. Bogoslovsky). This approach allows us to organize the preparation process from the Student and the Educational Environment.

For our research, it is essential that the structure, characterized by the composition of the elements of the system, the set of connections and relationships between them, can be considered both horizontally and vertically. In this regard, the vertical structure leads to the concept of levels, their subordination, and hierarchy, and reflects the system's movement, while the horizontal structure reflects its content.

The next question, no less essential for us, relates to the types of the concept of Change that can be viewed through the prism of ethnocultural processes. Doug Reeler identifies three types of change that underlie most social development processes: Emergent Change, Transformative Change, and Projectable Change.

The assignment of these types is conditional, and one of the types may dominate in a given period, but they all coexist and are mutually dependent.

“Emergent change describes the day-to-day unfolding of life, adaptive and uneven processes of unconscious and conscious learning from experience and the change that results from that. This applies to individuals, families, communities, organizations and societies adjusting to shifting realities, of trying to improve and enhance what they know and do, of building on what is there, step-by-step, uncertainly, but still learning and adapting, however well or badly.

This is likely the most prevalent and enduring form of change existing in any living system. Whole books, under various notions of complex systems, chaos theory and emergence, have been written about this kind of change, describing how small accumulative changes at the margins can affect each other in barely noticeable ways and add up to significant systemic patterns and changes over time”.

The next type of change is Transformative Change (change Through Crisis and Unlearning). “Crises may also be the product of a social beings entering into tense or contradictory relationships with their world, prompted by shifts in external political, economic, cultural or environmental contexts.

Crisis or stuckness sets the stage for transformative change. Unlike emergent change, which is characterised as a learning process, transformative change is more about unlearning, of freeing the social being from those relationships and identities, inner and outer, which underpin the crisis and hold back resolution and further healthy development”.

Another type of change is *Projectable change* (Working with a Plan) “As human beings (in or out of the development sector) we pursue projectable approaches to our own development, individually or collectively planning and undertaking projects, from small to large. Projectable approaches, through projects, tend to succeed where problems, needs and possibilities are more visible, under relatively stable conditions and relationships, which are not fraught with crisis or stuckness.”

In relation to our study, we consider it important to speak of projectable change, which allows us to predict the course of possible transformations due to dynamic changes in the regions.

The second task is to find strategies for organizing teacher preparation. The difference in the development of preparatory programs is largely determined by the chosen strategies used in the preparation for intercultural interaction (Khristoforova S.V., 2019; Shrenk M., 2016).

Firstly, it is entirely reasonable to speak of a strategy that refers to overcoming *the existing linearity* in the organization of preparation of teachers for intercultural interaction in the framework of strengthening ethnocultural processes, which manifests itself in the application of well-established invariable mechanisms of influence, without taking into account the cultural diversity in the region. The appearance of linearity of teacher preparation is reflected in the fact that it is manifested in the framework of the educational environment based on the functioning of

separate ethnic formations and their cultures, which are isolated and have little contact with each other, without considering the modern multicultural dynamics, aspects of which have been studied very intensively by researchers for several centuries. In fact, the organization of preparation in educational institutions goes through three stages of development: the inclusion of ethnocultural components in the curriculum; the transformation of the multicultural component into an integral part of the curriculum; the selection of content and teaching methods that correspond to the ideas of multiculturalism and polyethnicity.

We believe that the following strategy for teacher preparation can be linked to new strategies for organizing this process that is *more practical and individualized*.

This strategy was first reflected in the Melting Pot theory for national cultures, the genesis of which is associated with the name of American scholar James Banks. The researcher identified five levels or areas of action in preparing students: “(1) content integration, (2) the knowledge construction process, (3) prejudice reduction, (4) an equity pedagogy, and (5) an empowering school culture and social structure” (J. Banks). At the same time, he suggested consistent preparation such as: Redesigning curricula through “cultural additions” (first stage); including additional classes in curricula that describe cultural diversity (second stage); fundamentally changing the programs of all academic disciplines so that they are based on the presence and values of cultural diversity (third stage); engaging students in socially useful activities that simultaneously address the complexity and affirm the value of cultural diversity in the modern world; and expanding the cultural environment (fourth stage).

This strategy is closely related to the strategy of *anticipatory professional preparation* of a teacher (Lysenko V.G., 2021), who is ready for innovative changes in the field of their professional activity, based on a comprehensive analysis of the problems, conditions, prospects for the development of a modern school in the region and the country and the results of research in the field of modernization of education in a multicultural society. The anticipatory strategy of professional education “as a synergetic idea” reflects the orientation of the educational process and its content to the advanced development of the personality of a future professional, the formation of their readiness to model the future, to foresee options for their development, to set and solve innovative professional tasks.

The teacher is “primarily required to help students develop skills for self-knowledge and self-improvement. The teacher’s position is being reconsidered as they become more of a coordinator of the educational process than a direct source of knowledge and information. A change in professional position leads to the student acting as a partner in the learning process, becoming mobile, and a partner with some life experience” (E.V. Piskunova). Mobility means agility, the ability to move, quickly navigate the environment and find suitable forms of activity.

The researcher lists the main features of the teacher preparation anticipatory strategy as follows: Reflects the orientation of the content and process to the readiness of students to model the future, predict options for the development of the studied phenomena that exist in the direction of the system, form the personal and professional qualities of students necessary for successful pedagogical activity in conditions of intense social changes and strengthening ethnocultural processes that require strengthening the role of the teacher in maintaining and strengthening intercultural interaction; Justifies the need to cover all levels of education from preschool to post-graduate education and non-formal educational processes and demonstrates the integrative role of the teacher in maintaining and strengthening tolerant relations between representatives of different cultures not only through the formation of a motor self-organization in the individual, but also through the education, stimulation and support of self-improvement processes in the person at all stages of life.

In conditions when “one of the most important requirements that society places on professionals in the field of education is the readiness to constantly search for information, the task of optimizing the possibilities of updating knowledge in order to adapt the professional activity to the requirements of the time” (V.I. Bogoslovsky) seems to be one of the most important, the dominance of individualization of the educational process, the ability and willingness of the teacher to build their educational path, i.e., to develop the ability to transfer the research interest to the object of study, to be ready for innovative transformations in the field of their professional activity, caused by the peculiarities of the regional educational environment, given its meta-activity character, the presence of situations of ambiguity and non-algorithmization.

The current situation, characterized by apparent gaps in the organization of teacher preparation in a multicultural society, serves as a specific impetus for the creation of a predictive model of teacher preparation (*possibly, in the future, a predictive model of the framework for teacher preparation*) that takes into account the characteristics of the region, is universal and is accepted by comparable countries, taking into account the methodological features of the comparative studies developed so far and reflecting the logic of their implementation according to the established parameters and the results of the analysis.

Such a model should aim to create the conditions for a “mitigated version of adaptation in a new space for the individual,” expressed in terms of “restrained integration” and continuity, which means the preservation of the culture of the national majority and the acceptance of new minority groups integrating into a different culture that does not interfere with the mental, value blurring of the boundaries of the national culture of the state.

So, in summary, the predicted changes in preparation for intercultural interaction are related to the expansion of ideas about the concept of Preparation, which is “a comprehensive method based on the unity of four stages.” Diagnosis of the essence of the emerging problems, information about the nature of the problem and ways to solve it; consultations at the stage of adoption and development of a plan to solve the problem; organization of basic services at the stage of implementation of the decision plan and decision-making under challenging situations based on the study of its interests, characteristics of interaction “(V.I. Bogoslovsky), needs. This approach allows us to organize the preparation process both from the “student” and from the “educational environment,” implementing the strategy of anticipatory teacher preparation (teacher preparation is a purely individual process. It cannot be uniform or obligatory and should be organized through individual educational pathways, taking into account practice-oriented strategies, strategies for social interaction, and strategies for continuous preparation (preparation is always a process whose goal is to improve the professional competence of a teacher during their professional life, to monitor the readiness to carry out appropriate intercultural activities, to monitor the appearing courses for the preparation of teachers.

The third task is to find ways to integrate the experiences of different regions (in our study, such mechanisms are comparative studies).

An analysis of the positions of the above researchers concerning the nature of the phases identified shows that the organization of comparative pedagogical research is based on an inductive approach, which involves the construction and formulation of conclusions “from the particular to the general.” Therefore, the use of the inductive approach served as our basis for selecting the following phases for the study:

The first phase is problem-oriented. “It involves a description and explanation of the characteristics of the subject of study, thus making it an object of knowledge” (B.L. Wulfson).

The second phase is critically oriented. “It involves a discussion and critique of the empirical results presented and compared” (B.L. Wulfson).

The third phase – constructively oriented – predicts and designs a predictive model of a framework for preparing teachers for intercultural interaction in the context of strengthening ethnocultural processes in the region that reflects Change.

By describing the methodology of modern comparative research, modern sociocultural factors determine the change in the understanding of education in a multicultural society, which is directly related to the sustainable development of society. “Education is seen as the set of ways in which people learn about the world around them, the accumulation of values and life skills that reflect an understanding of the realities of the world, and the assumption of responsibility as global citizens to ensure readiness for future change” (B.L. Wolfson). In studies based on a sociocultural approach, the Funnel of Causality methodology proposed by E. Campbell in 1960 is often presented to study the factors that influence political and social processes. The application of this methodology in relation to the problem we are interested in makes it possible to carry out a multifactorial analysis of the transformation processes in higher pedagogical education, consistently narrowing the focus of attention from the macro level to the micro level – taking into account the structural (objective) and procedural (objective) factors that determine the development trends of higher pedagogical education in a multicultural environment and influence the process of teacher preparation.

In accordance with the methodology of the Funnel of Causality described above, we believe that it will be possible to identify and justify the following factors that determine the general, the particular, and the singular (Golenkova O.V., Sverdlova G.A., 2021; Knyazeva V.A., Solovieva K.S., 2020), which influence the process of preparing teachers for intercultural interaction:

- Socio-political factors determine a new (possibly different) understanding of the development strategy of higher pedagogical education in the context of strengthening ethnocultural processes (e.g., legislation in the field of development policy, the position of the state in the field of regulation of ethnic processes and dissemination of ideas on the preservation of ethnic cultures, the growth of the scope of ethnic and cultural processes).
- Regional factors – analysis of the processes that characterize the level of development of the region (e.g., the demographic structure of the population, social mobility, dynamically changing demands of the labor market).
- Personal factors – adaptation of existing and definition of new goals of pedagogical higher education established and emerging in a particular university to preserve the national culture and maintain ethnocultural diversity (e.g., teachers’ readiness for intercultural interaction; pedagogical initiatives, a framework program to prepare teachers for intercultural interaction).

In our work, we are concerned with studying the regional educational system. Therefore, it is extremely important to determine the place of the regional higher education system in a larger system (the system of higher education in Russia) and to identify functional interdependencies between them. Therefore, we considered it important to determine the possibilities of applying the structural-functional approach in the study. It is well known that the structural-functional approach is one of the most important research approaches to studying social phenomena. This approach gained the greatest importance in organizational theory – the concept of functionalism by Emile Durkheim, who was the first to formulate the problem of the interdependence of functions of individual system units. Subsequently, these problems were further developed by B. Malinovsky and A. Reginald Radcliffe-Brown, who considered society an adaptive system in which each part ensures its existence in the external environment. Therefore, the defining concept of the structural-functional approach is the function of a single component in relation to the whole system. In this sense, the Function defines the process, change, and development.

The result of successful integration is an effective organization, and it is important to pay attention not only to the positive experience but also to recognize the existing content and trends; to understand the qualitatively new provisions for the construction of the educational process developed in national and international theory and practice. In this regard, the importance of a systematic approach is obvious.

According to the researchers' understanding, a systematic approach is one in which each system (object) is considered a set of interconnected elements (components) that have an output (goal), an input (resources), communication with the external environment, and a feedback loop.

We believe that organizing comparative studies within these approaches will allow us to identify the most successful and effective precedents in each region studied, which will be important in the future for developing a predictive model for teacher preparation.

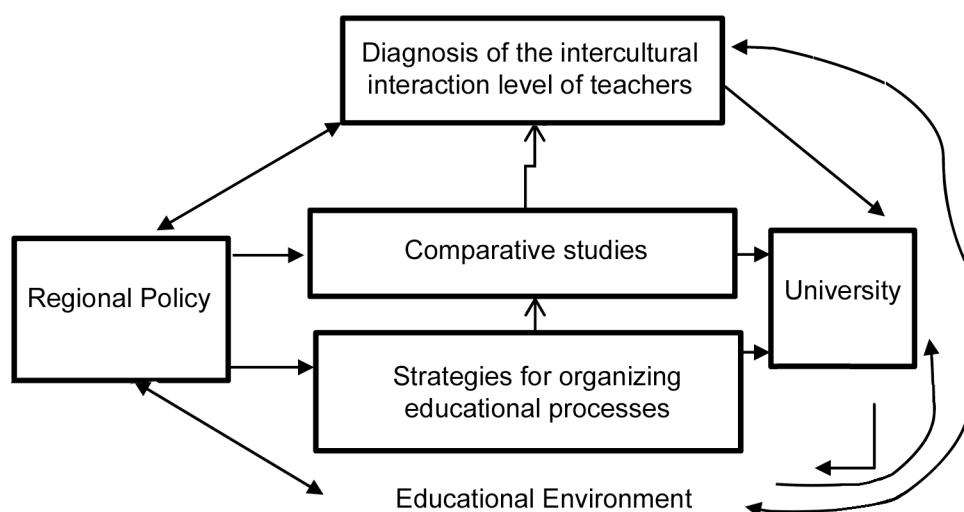


Figure 1. Stages of developing a predictive model for teacher preparation for intercultural interaction

Conclusion

In conclusion, we emphasize once again the importance of solving the following tasks – the solution of which will further contribute to the development of a predictive model of teacher preparation – to concretize the essence of the concept of Teacher Preparation and Changes in Preparation, to search for strategies to organize teacher preparation for intercultural interaction (overcoming the existing linearity, practice orientation and continuity, and anticipatory learning strategies), and to find ways to integrate the experiences of different regions through comparative studies. The next study will lead to the development of components of a predictive model for teacher preparation for intercultural interaction.

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