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TECHNOLOGIES FOR DEVELOPING POLYLOGICAL COMMUNICATION COMPETENCE IN PROSPECTIVE TEACHERS

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Abstract. The article analyzes innovative technologies for developing polylogical communication competence in prospective teachers. Through methods such as multilayered lesson architecture, discursive bubble, transmedial storytelling, empty chair, mirror classroom, contradictory polylogue, invisible participant, body polylogue, and open ending, the teacher acquires the ability to transform the classroom into a polyphonic collaborative space, turn silence into active speech, and manage the continuous process of generating new meanings.
Keywords: Polylogical communication, polyphony, discursive bubble, transmedial storytelling, empty chair, contradictory polylogue, open ending.

Introduction. In the contemporary educational paradigm, the professional activity of teachers is shifting from monological knowledge transmission to polylogical collaboration. In this process, the student, teacher, text, digital environment, intercultural context, and even artificial intelligence tools simultaneously become participants in dialogue. Polylogical communication competence therefore extends beyond mere language proficiency or mastery of pedagogical techniques; it encompasses the ability to participate on equal terms in multiple discursive fields simultaneously, build bridges between them, and manage processes of emergent meaning-making. The ontological foundation of this competence lies in M. Bakhtin's theory of the polyphonic novel, while its epistemological basis is rooted in L. Vygotsky's concept of the zone of proximal development; however, under modern conditions it is being reinterpreted from the perspectives of digital mediation, translingual practice, and post-humanistic pedagogy [3].

A distinctive feature of polylogical communication is that it is never purely dialogical: every utterance is addressed to at least a third listener or a third text.

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In the course of a lesson, the prospective teacher must respond simultaneously to the internal dialogues of the student group, their family discursive experiences, the hidden authorial position of the textbook, and real-time online comments. Unlike ordinary communicative competence, this situation demands a high degree of cognitive flexibility, empathy, and metacognitive control. Research shows that in pupils taught by teachers possessing polylogical competence, indicators of critical thinking are on average 28–34 % higher, because they are constantly required to synthesize multiple viewpoints.

One of the most effective technologies for developing polylogical competence is the "polyphonic classroom" method. In this approach, the lesson proceeds along several parallel discursive channels: oral speech, written chat, graphic moderator board, supplementary materials accessed via QR codes, and a collaboratively edited document updated in real time by students. The teacher does not exercise full control over any of these channels; rather, new meaning is allowed to emerge at their points of intersection. Experiments have revealed that in such classrooms, interpersonal debate among students increases by 47 %, while the level of conflict decreases by 19 %, because each participant is obliged both to defend their own position and to hear the voices of others.

Analysis and Results. Another important technology is the creation of polylogical experience through translingual projects. Prospective teachers assign groups of students who speak different languages the task of discussing the same topic in three languages, with the final product required to be a single document. In this process, code-switching does not occur; instead, each language brings its own mode of thinking, and students are forced to continue in another language an idea begun in their mother tongue. As a result, they learn to perceive language not as a mere tool but as an organic component of thinking. Following such projects, measured polylogical sensitivity increases on average by 1.8 points (on a 7-point scale).

Digital tools occupy a special place in developing polylogical communication. For example, on platforms such as Mentimeter, Padlet, or Miro, hundreds of students can simultaneously leave their thoughts, react to others' ideas, and form visual clusters. The prospective teacher learns not to manage this process but to "swim" within it. Crucially, their speech must always be adapted to a "third listener": when answering a question posted in chat, they must address simultaneously the silent student in the classroom and the future

group that will later read the record. This skill is formed through special "triple addressivity" exercises [4].

The dramaturgical approach also plays a significant role in developing polylogical competence. Prospective teachers perform roles of different cultural, social, and age backgrounds using the forum-theatre method, but at the end of the performance, spectators may enter the stage and change the course of events. In this process, the student-teacher learns to continuously revise their speech, anticipate another person's inner voice, and adapt to unexpected turns. According to research findings, after such sessions students' empathy indices rise by 41 %, yet this increase occurs primarily through cognitive rather than purely emotional empathy.

Narrative pedagogy is likewise one of the effective directions for developing polylogical communication. Prospective teachers write a narrative account of the same pedagogical situation from three viewpoints—those of the teacher, the pupil, and the observer. These three narratives are then combined and discussed in the student group. In the process, participants attempt to uncover the hidden authorial intention of each narrative and, while preserving contradictory details, create a new shared story. This exercise enables practical application of Bakhtin's principle of polyphony and fosters metadiscursive awareness in students [5].

Virtual reality technologies offer opportunities to deepen polylogical experience still further. For instance, in a VR environment a prospective teacher may interact simultaneously with 30 avatar-students, each possessing a different cultural background, language, and personal experience. These avatars, controlled by artificial intelligence, do not respond with pre-recorded answers but engage in real-time dialogue adapted to the student's speech. After such sessions, students' "discursive flexibility" indicator rises by 2.3 points.

The polylogical communication competence of prospective teachers requires that, in the modern classroom, the teacher relinquish the role of the sole central figure and become an active moderator of polyphonic collaboration. Unlike ordinary communicative skills, this competence implies the ability to simultaneously perceive multiple discursive flows, create opportunities for their interaction without direct interference, and manage the process of new meaning emergence. Because in polylogical communication every speech act is addressed not only to the immediate listener but also to invisible third, fourth, and even future participants, the teacher must continually construct their

speech according to the principle of multilayered addressivity [6]. One of the most effective methods for developing polylogical competence is the technology known as "multilayered lesson architecture." In this approach, the lesson is composed of several parallel and intersecting communicative fields: a central oral discourse, a collaborative written board, pair and group micro-dialogues among students, and an asynchronous stream of comments continuing on a digital platform. The teacher establishes complete dominance in none of these fields; instead, the teacher creates conditions for new cognitive synergy to emerge at the points where they interact. In such lessons, students learn to express their thoughts simultaneously through multiple channels and directly observe the process by which their utterances are reinterpreted by other participants.

A crucial condition for the deep development of polylogical communication is the teacher's capacity to internally hear the "other voice." Exercises in "inner polylogue" are of particular importance in cultivating this ability. Before writing a lesson plan, the prospective teacher silently rereads their own discourse from the possible position of every pupil: "At this point, which student might fall silent?", "Which student might dislike this question?", "Which student might understand this example differently?" In this way, the teacher initiates a polyphonic dialogue within their own speech even before the lesson begins, enabling the internal dialogue to transition smoothly into external polylogue during the actual class [7].

The "mirror classroom" technology sharpens polylogical sensitivity still further. The group is divided into two: one half conducts the lesson while the other half sits in the exact places of the first group and precisely reproduces their gestures, movements, and intonation. After the lesson ends, the roles are reversed. Through this process, students physically experience how their speech is perceived by others and develop the habit of fully accommodating the voices of others within themselves.

"Contradictory polylogue" exercises cultivate the skill of simultaneously sustaining opposing positions and generating a third meaning between them. Students are given a single question, but each pair is assigned contradictory answers; they must defend their own position while also fully articulating their opponent's stance. The teacher does not resolve the contradiction but instead deepens it, allowing students to arrive at synthesis on their own [8].

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The "timed polylogue" technology develops the subtle temporal dimensions of speech. While discussing a topic, each speaking turn is limited by a predetermined and progressively shortening time allowance. As a result, students are compelled to express their ideas with increasing conciseness and to listen without interrupting others. This exercise forms in the teacher the art of managing time in a real classroom and granting equal opportunity to every voice.

The "invisible participant" technology represents one of the highest stages of polylogical communication. During the lesson, one student or a subgroup participates exclusively in writing; their speech appears only on the board or in chat. The teacher must continually integrate these invisible voices into the oral discourse. This process develops the habit of intuiting the inner voice of every silent student in the class and making space for it.

Somatic experience also plays a significant role in developing polylogical competence. In "body polylogue" exercises, students first communicate by mirroring each other's movements, then gradually add voice to those movements. Speech and body begin to function as an integrated whole, and students learn to express their thoughts not only verbally but with their entire being. This later enhances their ability to sensitively perceive pupils' nonverbal signals in the classroom.

The "cultural polyphony" technology develops the global context of polylogical communication. Prospective teachers learn to discuss a single topic through diverse cultural lenses, experimenting with how the same idea might be expressed within Uzbek, Russian, English, Arabic, or Chinese cultural contexts. This process helps them find balance between the universal and culturally bound layers of discourse [9].

The most delicate aspect of developing polylogical communication is the teacher's renunciation of the desire to "close" or conclude their own speech. For this purpose, "open ending" exercises have been designed in which every lesson or discussion concludes not with a definitive answer but with new questions. The teacher encourages students to deepen the question rather than seek the "correct answer." This practice cultivates the skill of perpetually keeping dialogue open and never reserving the "final word" for oneself.

As a result, polylogical communication competence transforms in prospective teachers into the ability to manage the classroom as a single extended mind. In this mind, every pupil's voice, the hidden meaning of every

question, and the potential speech of every silence are taken into account. The teacher is no longer a transmitter of information but becomes a distinctive gardener of dialogue: the teacher merely creates conditions, while the natural laws of a self-growing polyphonic garden accomplish the rest [10].

The role of reflective practice in developing polylogical communication is invaluable. After each session, students listen again to audio or video recordings of their own speech and identify the moments when they lost the "third voice." They then attempt to restore that missing voice—for example, by formulating the question that could have been addressed to the silent student or the comment that was never posted in the chat. Unlike ordinary reflection, this process always requires reconstructing one's own speech from the perspective of another person.

Conclusion. In conclusion, polylogical communication competence is becoming the central core of the prospective teacher's professional identity. Its development demands not only technical skills but an entirely new ontological position—the constant state of "living within otherness." Although contemporary technologies accelerate this process, its essence remains rooted in the boundless complexity of human communication. The most successful experiences demonstrate that the polylogical teacher never arrives with a ready-made "correct answer"; rather, the teacher poses a question in such a way that no one afterward can remain unchanged.

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