Plurilingual Intercultural Creative Keys: An Author Educational Program Developing Soft Skills

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Abstract. This article introduces the Plurilingual Intercultural Creative Keys (PICK) program, which aims to enhance individual adaptability by developing creative, intercultural, and linguistic competencies. Drawing on empirical studies from the past 25 years, PICK emphasizes the interconnectedness of these competencies and their role in fostering personal and cognitive adaptability. The program takes a holistic approach, complementing existing curricula by addressing the educational environment's curricular, psychological, and sociocultural dimensions. Importantly, PICK seeks to reform educators' pedagogical methods without altering the existing curriculum, focusing instead on transforming teaching practices within current educational structures. Targeted at teachers, tutors, and homeschooling parents, PICK equips educators with both theoretical insights and practical tools to innovate their teaching approaches. The program consists of training modules centered on each competency, supported by lectures and workshops that promote intrinsic motivation, critical thinking, and a positive psychological climate through project-based learning. Additionally, PICK provides continuous psychological and methodological support to ensure the effective application of its methods. This article also presents a theoretical framework that integrates the concepts of plurilingualism, creativity, intercultural competence, and systemic adaptation. Rather than introducing new empirical data, it synthesizes existing theories and research from educational psychology, cognitive development, and cross-cultural studies. This synthesis forms the basis of the PICK program, offering a conceptual model that positions plurilingual creativity – the ability to think creatively and communicate across languages and cultures – as a catalyst for systemic adaptation. By uniting theories of cognitive adaptability, psychological resilience, and educational methodologies, the article contributes to advancing theoretical understanding while laying the groundwork for future research and practical applications. By bridging traditional academic instruction with the evolving demands of a globalized world, PICK offers a robust framework for integrating soft skills into education. The program's potential to foster adaptive, innovative, and globally competent learners underscores its contribution to advancing contemporary educational paradigms.

Keywords: plurilingualism, creativity, intercultural competence, systemic adaptation, plurilingual creativity, plurilingual creative education, educational program, soft skills

Introduction

This article presents an educational framework that enhances adaptability by fostering creativity, intercultural competence, and linguistic skills in both educators and students. It offers a systematic analysis highlighting the framework's contribution to a more holistic approach to education, addressing the evolving demands of global learning environments.

The rapid changes in technology and innovation have significantly influenced education, leading to an increased focus on soft skills by various stakeholders such as policymakers, educational psychologists, and researchers. Soft skills encompass various categories, including traits, values, and predispositions (Touloumakos, 2020). Soft skill curricula are being developed for all levels of students (Schulz, 2008), including graduates and on-the-job training programs (Thompson, 2019). Developing personal and cognitive qualities is essential for students to adapt effectively to the ever-changing realities of modern-day life. To cultivate and evaluate soft skills in students, the Organization for Economic Cooperation and Development (OECD, 2017) has devised a framework consisting of three categories of skills: creative engagement with diverse tools, communication and collaboration with individuals from varying cultural and societal backgrounds, and the ability to act independently, regulate behavior, and take ownership of decisions in different social situations. Recent research on learning standards in 152 countries reveals that developing creativity, communication, and critical thinking is now a top priority in education (Care et al., 2019).

The main objective of education today is to help individuals develop their personalities through learning. This approach includes enhancing their abilities to solve various tasks and realize their potential. The educational process should not only focus on gaining subject knowledge but also on developing personal and cognitive skills.

To help students adjust to the modern world, we have developed a new ed-ucational program, Plurilingual Intercultural Creative Keys (PICK: https://pick.hse.ru/en/). The PICK program aims to enhance students' linguistic, intercultural, and creative competencies. It is grounded in the plurilingual creativity theoretical framework (Kharkhurin, 2021), formulated after more than 25 years of empirical research on the relationship between creativity, multilingualism, and intercultural communication. These competencies form essential personal characteristics and cognitive abilities that enable individuals to adapt flexibly and actively to the contemporary world, not only adapting but also transforming themselves and their surroundings.

The 4Cs framework, introduced by the "P21 Partnership for 21st Century Learning" in 2009, focuses on essential soft skills for the modern workforce: communication, cooperation, creativity, and critical thinking. It has become globally recognized in educational standards due to its thorough research and validation. Developing creative, intercultural, and plurilingual competencies significantly enhances the 4Cs framework. Creativity encourages innovative problem-solving, directly contributing to one of the core 4Cs. Intercultural competence, vital for

effective communication and collaboration in a globalized world, helps individuals navigate cultural differences and foster inclusive environments. Plurilingual competence expands communication abilities, allowing for deeper connections and understanding across diverse languages and cultures. These competencies prepare individuals for a rapidly changing world, promoting innovation, understanding, and interconnectedness in both personal and professional contexts.

Further, recent studies highlight the potential link between multilingualism and creativity (Kharkhurin, 2024), yet there is a notable absence of educational programs that foster these skills concurrently. Additionally, the education system often prioritizes academic achievements over soft skills (Ouchen et al., 2022), compounded by rigid curriculums and a shortage of resources and training for integrating soft skills into education (Susilawati et al., 2020).

The PICK program addresses these challenges by offering educators a structured method to boost students' linguistic, intercultural, and creative skills. It provides tools and training for easily integrating soft skills into existing curricula without the need for major teaching practice changes.

In essence, PICK is a strategic response to the need for a more holistic approach to education that balances academic rigor with developing essential soft skills. It prepares students more effectively for the demands of the modern job market.

PICK: Theory

The PICK program is grounded in two decades of research, linking multilingual individuals' cognitive mechanisms and personality traits to their creative abilities (Kharkhurin, 2024). This body of work establishes a robust link between linguistic skills, cultural understanding, and creative capabilities. The plurilingual creativity framework (Kharkhurin, 2021) underscores the essential role of these competencies in fostering a range of skills, abilities, and personality traits essential for an individual's systemic adaptation (Figure 1).
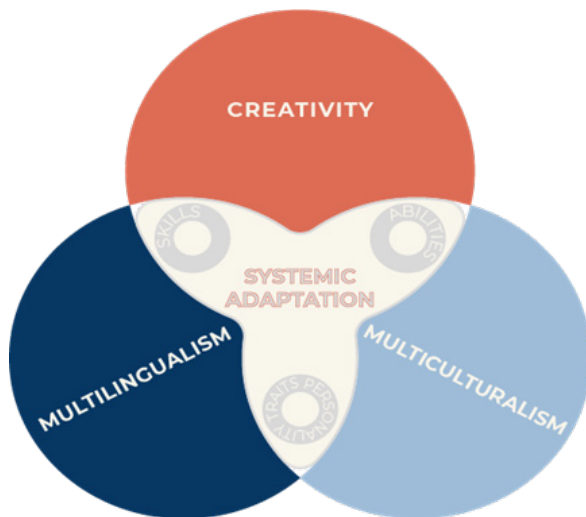

Figure 1. The constituents of plurilingual creativity framework
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Plurilingual creativity

The plurilingual creativity framework (Kharkhurin, 2021) suggests that linguistic diversity and creative processes are interconnected and influenced by individual agency, the sociocultural environment, motivational dynamics, and educational settings. Central to this framework are four concepts: plurilingualism, pluriculturalism, intercultural competence, and creativity.

Plurilingualism is the ability to engage with multiple languages in a dynamic, integrated manner, challenging the traditional monolingual paradigm (Gogolin, 2002) and emphasizing linguistic competence's fluid and adaptable nature (Piccardo et al., 2021). This concept extends to pluriculturalism, which focuses on the interaction between linguistic skills and cultural knowledge, advocating for a holistic understanding of multilingual practices (Council of Europe, 1996/2001).

Intercultural competence, another cornerstone of the framework, highlights the enhanced ability of plurilingual individuals to navigate and communicate across cultural boundaries effectively, facilitated by crucial personality attributes such as flexibility, empathy, tolerance of ambiguity, and mindfulness (Deardorff, 2009).

Creativity, traditionally seen as the production of novel and appropriate outputs (Mayer, 1999), is reconceptualized within this framework as a complex interplay of cognitive processes, personality traits, motivational drives, and sociocultural influences, emphasizing a multifaceted and dynamic understanding of creative expression (Runco, 2014).

Overall, the plurilingual creativity framework offers a comprehensive perspective on how multilingualism and creativity are fostered through the interaction of diverse linguistic abilities, cultural experiences, and intercultural competencies, highlighting the importance of a holistic approach to understanding and nurturing these skills within educational and sociocultural contexts.

Kharkhurin (2024) presented an exhaustive overview of empirical investigations in plurilingual creativity. These studies revealed that bilingual and multilingual individuals consistently outperform their monolingual counterparts across various dimensions of creativity. These studies underscore the cognitive benefits of bilingualism, highlighting superior performance in tasks requiring divergent thinking (Guilford, 1967), a core component of creativity. The recent project adopted a multidimensional approach and considered language repertoire, multicultural experience, and intercultural competence as crucial factors in plurilingual creativity. A series of regression analyses revealed that these factors significantly contribute to divergent thinking, with personality traits and motivational characteristics playing moderating and mediating roles, respectively. Further analyses expanded these findings to other creativity measures, demonstrating the positive effects of these factors on creative personality and motivation for creativity.

Systemic adaptation

The interrelated development of plurilingual, intercultural, and creative skills significantly influences an individual's adaptation. Traditionally explored within biological sciences as a mechanism of person-environment fit, this concept has broadened significantly to include psychological and social dimensions. This

expansion acknowledges the multifaceted adjustments – cognitive, behavioral, and affective – individuals or groups make in response to new environmental demands, aiming to meet basic needs, enhance efficiency, and sustain the quality of life (VandenBos, 2007; Schmitt & Pilcher, 2004).

Psychological adaptation, or the ability to adjust to novel conditions, is influenced by various factors, including stress, crises, and psychological traits such as emotional stability, self-esteem, self-regulation, reflectivity, internal locus of control, and psychological flexibility (Burton & Bonanno, 2016; Lazarus, 1974; Martin et al., 2013; Zimmerman, 2002; Rotter, 1966). These factors are essential for fostering physiological and psychological resilience (Selye, 1979) and proficiency in managing complex situations (Zhou & Lin, 2016).

Social adaptation refers to adjusting thoughts and behaviors for effective engagement with one's social environment, emphasizing the importance of emotion management, positive social connections, and sensitivity to social cues (Samadi & Sohrabi, 2016; Sarmiento et al., 2019).

Extending these perspectives, systemic adaptation (Rean et al., 2008) integrates cognitive, affective, and behavioral dimensions of adaptability, emphasizing the interplay between an individual's active efforts to adapt externally and internally. It identifies four distinct modes of adaptation: external adaptation, where individuals adjust their behaviors to external conditions; internal adaptation, involving personal psychological adjustments; maladaptation, characterized by unsuccessful attempts to adapt; and systemic adaptation, deemed optimal.

Systemic adaptation is characterized by a harmonious blend of active external and internal adaptation efforts, facilitating a transformative engagement with the environment. It involves a comprehensive analysis of current social and psychological contexts, aligning behaviors with goals, and an awareness of personal needs and capabilities, advocating for a holistic approach to navigating life's challenges (Guastello, 1995).

Thus, systemic adaptation is both a process and an outcome of active engagement with social and psychological situations, leading to individual transformation and integration.

Contribution of plurilingual and creative competencies to systemic adaptation

The synthesis of creative, intercultural, and linguistic competencies is posited as not merely beneficial but essential for the cultivation of adaptive capabilities in an ever-changing world. The following analysis attempts to elucidate how these competencies enhance systemic adaptation.

Firstly, creativity significantly contributes to individual well-being and resilience (Torrance, 1995), thereby serving as a critical mechanism for adaptation. Creative thinking enables individuals to navigate complex situations more effectively (Orkibi, 2021). The foundational premise of creativity asserts that creativity is imperative for adapting to unforeseen challenges, suggesting that survival itself is contingent upon the creative capacities of individuals. Empirical

research further corroborates that creativity-related attributes – such as flexibility, originality, and self-awareness – are intrinsically linked to adaptability (Shalley et al., 2004; Meneely & Portillo, 2005). This body of work collectively advocates for the nurturing of creativity as a means to foster systemic adaptation.

Intercultural competence is essential for systemic adaptation within a globally interconnected society. Gudykunst et al. (1994) and Pusch (1994) mentioned above highlight the necessity of developing the ability to effectively interact with individuals from diverse cultural backgrounds, emphasizing attributes such as empathy and tolerance for ambiguity. This competence is characterized by an understanding and appreciation of cultural differences, alongside an ability to adapt communication styles and behaviors to align with various cultural norms (Berry, 1997; Sam et al., 2008). The significance of intercultural competence extends beyond mere interaction, encompassing the potential for conflict resolution and contributing to an individual's spiritual and moral development (Ting-Toomey, 2009). The correlation between intercultural competence and systemic adaptation is evident in research demonstrating that such competence can improve personal effectiveness and resilience (Chahar Mahali & Sevigny, 2022; Yakunina et al., 2013).

Lastly, plurilingualism is also identified as a critical competency for systemic adaptation. The Council of Europe emphasizes the importance of plurilingualism in enhancing communication skills and facilitating intercultural relationships (Council of Europe, 2018). The ability to navigate and adapt to cultural differences is significantly bolstered by linguistic proficiency, with research indicating that plurilingual individuals exhibit greater flexibility and tolerance for ambiguity (Piccardo, 2021). This competency not only enriches communicative culture but also fosters mutual understanding and facilitates successful personal adaptation through positive communication and collaboration (Fu & Charoensukmongkol, 2023).

Thus, the interplay between creativity, intercultural competence, and multilingual experience constitutes a foundational framework for systemic adaptation. The synthesis of these competencies not only facilitates individual adaptability across diverse contexts but also underscores the importance of integrating these dimensions into educational paradigms to enhance the adaptive capacities of learners.

Plurilingual and creative education

Synthesizing creative, intercultural, and linguistic competencies within a singular pedagogical framework is predicated on discerning two prevailing tendencies within contemporary educational paradigms. The first trend underscores initiatives aimed at nurturing creativity. Contrarily, the second trend is primarily concerned with advancing linguistic competencies. Regrettably, the operational frameworks governing these domains function in isolation. This dichotomy is further exacerbated by the fact that scholars and educators within these spheres often possess expertise that is either anchored in creativity or language learning to the

exclusion of the other (Kharkhurin, 2021). Moreover, educational constructs designed to impart multilingual instruction frequently neglect the imperative of fostering intercultural competence, an indispensable facet of the plurilingual experience (Council of Europe, 2018; Kharkhurin, 2021).

Despite accumulated empirical evidence supporting the link between plurilingualism and creativity and recognizing plurilingual and creative pedagogies as advantageous for students' prospects, their integration within educational systems remains sporadic. In response to this pedagogical chasm, our innovative plurilingual creative educational program seeks to amalgamate the strengths inherent in both educational systems while proposing non-disruptive amendments to the existing school curricula. This initiative embraces a comprehensive approach to cultivating soft skills, integrating cognitive, personal, and sociocultural dimensions into a cohesive educational experience.

PICK: Practice

This section delineates the PICK educational program's methodology through an exhaustive step-by-step analysis. It scrutinizes the program's objectives and guiding principles, outlines the participant demographics and the overarching training methodology, offers an in-depth examination of each module, and elucidates the content of ancillary lectures and workshops. Furthermore, it ventures into the specifics of methodological support provided to project participants and drafts the assessment framework employed to evaluate the efficacy of the PICK educational program.

The PICK educational program is predicated on three principal objectives: enhancing students' linguistic, intercultural, and creative competencies, which collectively facilitate their systemic adaptation to the exigencies of the contemporary milieu (Figure 2).
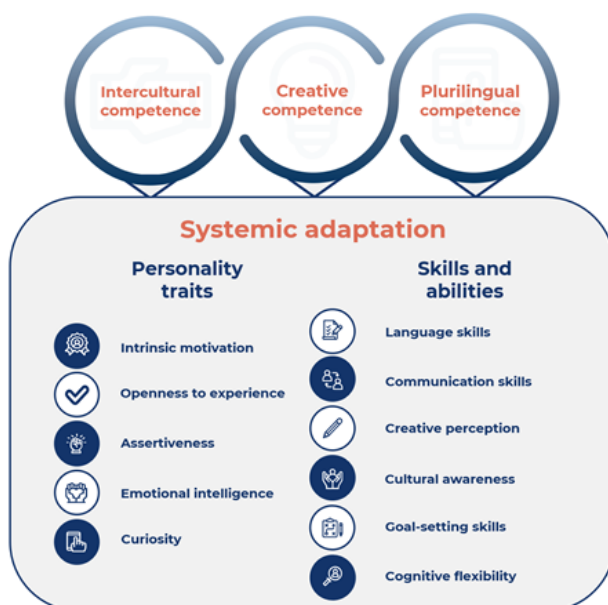

Figure 2. Development of systemic adaptation through the PICK educational program
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The first objective is cultivating creativity within students by fostering the development of cognitive skills and capacities crucial for addressing various social and educational quandaries. Although the program does not exclusively prioritize attaining significant creative milestones, it lays a foundational framework conducive to exploring and realizing students' creative potential.

The second objective seeks to augment students' linguistic proficiencies. The program aims to mitigate linguistic anxiety and dismantle barriers to communication in unfamiliar languages. Furthermore, it champions cultural heterogeneity by permitting the use of native languages within the context of foreign language instruction, thereby acknowledging the perpetual nature of language acquisition as a mechanism for achieving specific objectives while fostering global awareness and understanding.

The third objective is to promote intercultural competence among students from diverse linguistic and cultural backgrounds. By amalgamating students of varied origins, the program advocates for linguistic and ethnic equity, equipping learners with the skills necessary for intercultural dialogue. This component is especially salient within multicultural settings, where it underscores the importance of tolerance and understanding across disparate linguistic, cultural, ethnic, and religious divides.

Collectively, these objectives amalgamate three fundamental soft competencies essential for students' systemic adaptation to the modern world.

The PICK educational program represents a paradigmatic shift in educational practices, preserving curricular integrity while redefining the educational journey. This holistic approach considers the multifaceted dimensions of education, including the individual's psychological well-being and sociocultural milieu. By integrating methodologies from various disciplines – psychology, sociology, anthropology, and linguistics – the PICK initiative offers a unique didactic framework that significantly enhances the educational experience.

PICK didactic and psychological principles

The PICK educational program is meticulously designed to facilitate the development of students' creative, intercultural, and linguistic competencies. This endeavor is underpinned by foundational principles (Table 1) delineating the norms and guidelines for effective pedagogical practice.

The PICK framework is anchored in a holistic and structured pedagogical approach, distinguished by its didactic and psychological principles. These principles are pivotal in sculpting the educational landscape, thereby enabling educators to formulate and execute teaching strategies that are both efficacious and conducive to learning.

The didactic principles of the PICK program, encompassing socio-pedagogical partnership, problematization, and action-oriented learning, serve as cornerstones for the educational architecture. These principles are instrumental in delineating the learning process's objectives, enabling educators to design and implement strategies tailored to enhance the learning experience.

PICK didactic and psychological principles

Socio-pedagogical partnership	The cornerstone of efficacious socio-pedagogical partnerships is cultivating trust and collaborative synergies among students, parents, educators, and administrative personnel, all united by shared objectives, values, and accountability for educational progression.
Problematization	This principle underscores the imperative of empowering students to formulate educational tasks autonomously, engage in rigorous research, and operate independently. Such competencies are pivotal in fostering motivation and instilling a sense of personal accountability within the educational milieu.
Action-oriented learning	Each instructional session is designed to facilitate opportunities for learners to discern the practical applicability of the knowledge acquired, either through autonomous exploration or under the tutelage of their instructor. Educators are adeptly trained to underscore this dimension, offering pertinent examples to bridge theoretical knowledge with real-world contexts.
Consistency and integrity	To ensure the holistic development of each student, all program components must be meticulously integrated, fostering consistency and integrity across cognitive, personal, and sociocultural dimensions. This integrative approach facilitates sustained daily engagement in activities that enhance creativity, foreign language proficiency, and intercultural competence.
Individualization	Acknowledging and valuing the diverse perspectives of all educational stakeholders is imperative for cultivating self-confidence and active engagement. Recognizing that individual differences play a central role in applying these principles is vital. The program excels in engaging a broad spectrum of students in diverse activities while concurrently honoring their unique attributes and interests.
Personification	The application of the personification principle holds significant promise in augmenting emotional intelligence within the student cohort. This approach facilitates a more profound comprehension of one's emotions and experiences, thereby reducing the propensity for negative responses in social exchanges.
Dialogue	Active engagement plays a pivotal role in the PICK program, serving as the foundation for cultivating a conducive learning atmosphere and advancing the dual objectives of enhancing communication proficiencies and mitigating bullying. Promoting reciprocal dialogue between students and educators is fundamental to this pedagogical strategy.

The socio-pedagogical partnership emphasizes collaborative interactions between teachers and students, fostering a cooperative learning environment. Problematization encourages critical thinking and inquiry, urging students to engage with complex problems actively. Action-oriented learning facilitates experiential learning oppor-tunities, allowing students to apply theoretical knowledge in practical settings.

Complementing the didactic principles, the psychological underpinnings of the PICK program – consistency and integrity, individualization, personification, and dialogue – are vital in addressing students' diverse needs and characteristics. These principles advocate for an education attuning to the individual's developmental level and unique traits, enabling personalized and effective learning interventions. Consistency and integrity ensure a coherent and holistic educational experience, while individualization and personification cater to the distinct learning paths of each student. Dialogue fosters an open and communicative learning atmosphere, essential for developing critical thinking and interpersonal skills.

By amalgamating these didactic and psychological principles, educators are empowered to cultivate a learning environment that is both nurturing and challenging, tailored to the individual and collective needs of the student body. This integration not only facilitates the operationalization of the pedagogical objectives but also provides a metric for evaluating the efficacy of the educational interventions. Adjustments and enhancements to teaching methodologies can then be informed by a reflective analysis of these principles in practice.

Therefore, integrating didactic and psychological principles within the PICK educational program is paramount, as well as crafting an educational framework responsive to students' unique dispositions and instrumental in their holistic development.

PICK program

The PICK program represents an integrated approach to education, emphasizing the enhancement of students' creative, intercultural, and linguistic competencies. It is a transformative resource, poised to redefine the educational trajectory while preserving curricular coherence.

The program stands out for its exceptional adaptability in using diverse teaching techniques, such as associative, metaphorical, dialogic, project-based, and gamified approaches. It aims to improve the communication between educators and learners by combining psychological methodologies with didactic strategies. The primary goal is to foster a supportive and inspiring educational environment rather than relying solely on particular instructional tools or methods.

Program content

The program includes a set of three training modules. These modules are meticulously crafted to cultivate essential soft skills: creativity, intercultural competence, and multilingual aptitude.

The PICK program parallel organizes lectures and workshops across three thematic clusters. These sessions aim to stimulate intrinsic motivation, establish a supportive psychological environment, and equip participants with critical thinking and project management capabilities.

PERSONALITY AND EDUCATION IN MULTICULTURAL DIMENSION

Furthermore, the program extends psychological and methodological support to educators as they navigate the implementation of the PICK program within the educational milieu.

Finally, the program thoroughly evaluates academic performance, ensuring a holistic teacher and student progress assessment throughout its implementation.

Target audience

The PICK program is designed to provide comprehensive training to educators to enhance their pedagogical approach. Its overarching aim is to revolutionize the methodologies of educators by integrating the nurturing of soft skills into their instructional repertoire. The program champions the importance of soft skills alongside academic knowledge to foster an educational environment that is adaptive, forward-thinking, and aligned with the evolving demands of the global landscape.

The program recognizes that the demands of the 21st-century educational landscape go beyond the transmission of traditional academic knowledge. Teachers must possess refined soft skills to facilitate effective instruction and student learning. Teachers are envisioned not merely as conduits of subject-specific knowledge but as facilitators capable of navigating student emotions and cultivating a constructive classroom environment.

Empirical evidence suggests that teachers' self-regulation and self-confidence significantly influence student discipline and accountability (Bruna et al., 2023). Moreover, educators proficient in emotional intelligence and creativity are particularly effective in nurturing these competencies in their students (Valente & Lourenço, 2022). Hence, the role of teachers extends beyond the confines of academic instruction, as their application of diverse and adaptable skills markedly influences students' comprehensive success (Ulug et al., 2011). Integrating soft skills training into standard curricula has thus emerged as a crucial pedagogical strategy (Almeida & Morais, 2021).

By embedding soft skills into their professional attitudes and behaviors, educators themselves become exemplars of lifelong learning and adaptability. This approach not only enhances their teaching efficacy but also fosters a learning environment that is dynamic, inclusive, and responsive to the needs of all students. Consequently, integrating soft skills into educational practices addresses the holistic development of students, preparing them for the complexities of modern life and work environments.

By equipping educators with the tools and methodologies to cultivate these competencies, the PICK program seeks to instill a pedagogical culture that values and promotes the development of the whole student. This not only benefits students by equipping them with critical life skills but also enriches the educational profession by expanding the scope and impact of teaching beyond traditional academic outcomes.

The program's multifaceted training schema is designed to be universally applicable across a broad spectrum of academic disciplines, thus making it conducive for educators in the humanities, natural sciences, and technical fields.

This approach underscores the program's commitment to fostering an inclusive and adaptable learning environment that can be tailored to meet the diverse needs and pedagogical challenges faced by educators across different disciplines. The versatility of the PICK program ensures that it serves not only as a methodological resource but also as a catalyst for pedagogical innovation, enabling teachers to cultivate a dynamic and engaging learning experience that transcends conventional disciplinary boundaries.

Although the PICK program was initially devised for school educators, its adaptable framework also extends its utility to tutors, university faculty, and parents involved in homeschooling, thereby enhancing its reach and significance within the broader educational landscape.

Training structure

Educators participating in the PICK program have an exhaustive training regimen structured into three modules. Each module is designed to correspond with the foundational competencies integral to the PICK ethos: plurilingualism, intercultural competence, and creativity. Through these modules, participants are immersed in a rigorous exploration of the requisite knowledge, skills, and dispositions necessary for mastery in these areas.

Training sessions. The instructional design of each module unfolds across five sessions. The first session outlines the module's curriculum and establishes the operational guidelines. Participants are encouraged to articulate their objectives for the module, setting the stage for targeted learning. This session also introduces the theoretical underpinnings of the designated competency, elucidating its relevance and applicability to student development.

Sessions two and three delve into pedagogical strategies for fostering the target competency within an educational setting. Emphasis is placed on a detailed examination of various methods and techniques across cognitive, emotional, and behavioral dimensions, enabling participants to holistically apprehend, internalize, and apply these approaches.

The fourth session serves as a reflective forum where participants evaluate their learning journey, focusing on the personal attributes essential for nurturing the respective competencies in their students. This session also includes a quiz on critical elements of the target competency. Then, participants receive a home assignment to design a demonstration lesson incorporating the methods and techniques explored.

The culmination of the module is the fifth session, where participants present their demonstration lesson. This exercise affords educators the autonomy to select the techniques or procedures most resonant with their pedagogical philosophy within the broader pedagogical framework of the program.

Upon successful completion and presentation of their lesson project, participants are awarded professional development certificates, recognizing their achievement and commitment to enhancing their pedagogical practice through the PICK program.

Daily routine. Each day of the PICK training adheres to a meticulously structured format grounded in standardized corrective psychological principles, encompassing multiple sequential phases.

The initiation of the training day is marked by the *Warm-up* phase, which is strategically designed to optimize participants' physiological well-being, catalyze the mobilization of their intrinsic resources, and foster emotional equilibrium. This phase is characterized by a ritual known as "New Good," which facilitates sharing positive experiences, encourages water consumption to promote hydration, and includes breathing exercises to enhance physiological and psychological readiness for the day's activities.

Following the initial warm-up, the *Main* phase commences, dedicating its focus to the substantive content of the training. During this phase, participants are engaged with theoretical frameworks and/or practical applications pertinent to the target competency. This stage offers a conducive environment for participants to actively engage with and apply the methods and techniques introduced, fostering a deeper understanding and practical proficiency in the target competency.

The subsequent *Relaxation* phase provides a structured opportunity for participants to alleviate both muscular and psychological tension. This segment is essential for restoring participants' energy levels and ensuring their continued engagement with the training process.

The *Reflection* phase concludes the day's activities. It offers a reflective space for participants to articulate feedback regarding their mental and emotional states, evaluate the work undertaken during the day, and anticipate future ses-sions. This stage integrates bodywork and meditative practices, underscoring the program's holistic approach to professional development by promoting a harmonious alignment among the participants' physical, cognitive, and emotional faculties.

This structured daily regimen within the PICK training is instrumental in creating a balanced and effective learning environment. It enables educators to engage deeply with the content while maintaining their well-being and fostering a continuous learning, application, and reflection cycle.

Now, let us proceed to delineate the content encompassed within each module of the PICK training with greater specificity.

Training modules

The curricular framework of each training module is structured according to the competency approach (Kashirskaya & Kharkhurin, 2022). This approach is an educational framework that emphasizes the development of key competencies necessary for effective participation in society and the workforce (Council of The European Union, 2018). It defines competencies as a dynamic combination of knowledge, skills, and attitudes that individuals require to perform tasks successfully in various contexts. Knowledge refers to the theoretical and factual understanding of areas relevant to specific competencies. Skills encompass applying knowledge and using know-how to complete tasks and solve problems. Attitudes involve the disposition to behave in ways conducive to successful outcomes, including values, motivations, and ethical considerations. This approach moves beyond the traditional focus on content knowledge alone, advocating for an integrated and practical application of what is learned in real-world situations.

Throughout each training module, participants are engaged in a series of tasks and instructed in various methods and techniques to develop specified competencies across the dimensions of knowledge, skills, and attitudes. This comprehensive approach ensures a holistic enhancement of their professional capabilities, aligning with the overarching objectives of the PICK program.

Appendix A outlines the learning outcomes across three competency dimensions for educators participating in each module and the expected outcomes for the students under their instruction.

Module I: Creativity creates a creator. This module aims to equip educators with the essential skills to nurture and expand students' creative abilities. It spans about 34 hours, including 24 hours of interactive sessions and 10 hours of independent study featuring detailed homework assignments.

The module begins with exploring creativity, outlining its definition and components of creative competence. It then progresses to practical skills crucial for creativity development, such as creative problem-solving, fostering divergent thinking, multitasking, balancing thinking processes, brainstorming, developing associative thinking, cultivating mindfulness, exploring risky topics, pushing ideas to limits, and evaluating creative solutions. Additionally, the module focuses on nurturing personal attitudes conducive to creativity, including encouraging creative instincts and embracing individual learning styles.

The module thoroughly addresses methodological approaches to unlock students' creative potential, teaching educators to apply problem-solving, idea generation, and synthesis skills to produce valid, creative outcomes. It provides a methodological framework that aligns with educators' disciplines and backgrounds, ensuring they can effectively promote creativity.

Module II: The world is open to everyone. This module is designed to provide educators with essential knowledge, skills, and attitudes for fostering intercultural competence in their respective academic disciplines while enhancing their

intercultural awareness. The module comprises about 68 academic hours, split between 40 hours of interactive sessions and 28 hours of self-study.

The module begins with defining intercultural competence and highlighting its significance, emphasizing the role of cultural awareness in the educational process. Then, it explores methods to enhance students' cultural awareness, including the importance of both verbal and non-verbal communication, active listening, dialogue practices, role-playing, communicative games, and presentation skills. Further, it examines the impact of creative personality traits on intercultural competence, outlining strategies to develop these traits and foster students' independence of judgment, support for individual uniqueness, and a culture where making mistakes is not feared.

Participants learn strategies to develop students' intercultural competencies, promoting unique thinking and distinctiveness. The training includes building cultural awareness, enhancing communicative skills for cross-cultural dialogue, and improving conflict resolution abilities. It emphasizes developing students' emotional maturity, empathy, emotional intelligence, and assertiveness and stimulating creative engagement with other cultures to encourage open-mindedness and tolerance for ambiguity.

Module III: A new language is a new life. This module, titled after a Persian proverb, encapsulates the quintessential aim of this pedagogical initiative: to enhance foreign language acquisition through facilitating plurilingual communication. This competence transcends mere linguistic knowledge to encompass the flexible application of this knowledge, thereby enriching cognitive variability and creative decision-making processes (Kharkhurin, 2021). This module does not teach foreign language instruction but provides strategies to facilitate foreign language learning in a classroom setting. It is tailored for educators involved in foreign language instruction and those teaching specialized subjects in a language different from their students' mother tongue. It unfolds over 24 academic hours, with half of this duration allocated to interactive sessions.

The module is designed to acquaint educators with the conceptual underpinnings of plurilingualism (Piccardo et al., 2021), distinguishing it from traditional bi- or multilingual approaches. Participants are guided to appreciate the pedagogical significance of plurilingual education. They are equipped with pedagogical tools for nurturing plurilingual competence, thereby inspiring student autonomy and confidence in foreign language use (Starks, 2005). In this regard, specific attention is paid to the dynamics of code-switching – alternating and mixing different languages in the same episode of speech production – and applying code-switching techniques to enable fluid language transitions and promote flexible thinking (Auer, 1998). These methods encourage students to embrace their native language as a cognitive asset, amplify their language competency, and facilitate social integration. The module also explores the genesis of foreign language anxiety (Böttger & Költzsch, 2020) and methods to mitigate it.

In conjunction with the training designed to enhance the principal PICK competencies (plurilingual, intercultural, and creative), the program furnishes educators with ancillary resources to incorporate them into their routine pedagogical practice. These resources are structured into three distinct clusters comprising lectures and workshops. These educational interventions are crafted to augment students' intrinsic motivation and stimulate intellectual curiosity, to engender a conducive psychological environment within both classroom and broader school settings, and to advance the development of critical thinking abilities throughout the execution of projects. These lectures and workshops are strategically interspersed among the PICK training modules, affording educators enhanced methodological and psychological support in enacting the foundational PICK curriculum.

A compilation of the lectures and workshops is delineated in Appendix B. Each session is designed to last two academic hours. The ensuing subsections explicate the pivotal role of incorporating these supplementary resources into the PICK program's curriculum.

Cluster I: Where is their button? The first cluster aims to enhance intrinsic motivation and sustain student curiosity towards educational activities, emphasizing the critical link between motivation, curiosity, and learning satisfaction (Oudeyer et al., 2016). It recognizes that human desires for novelty, achievement, and self-improvement are primary motivators for engaging in educational pursuits (Baranauskienė et al., 2020). This approach is grounded in the understanding that intrinsic motivation is integral to fostering learner autonomy and engagement and is positively associated with adaptive behaviors and strategies (Rean et al., 2008).

To address these aspects, the program includes lectures about boosting learning by enhancing intrinsic motivation, cultivating curiosity, personalizing education, mastering focus, fostering competitive collaboration, and promoting independent thinking through the influence of adult role models. In addition, the workshops cover techniques such as guided visualization, gamification, collaborative problem-solving, storytelling, managing deviant behavior, and empowering students through self and peer assessment to enhance learning and motivation.

Cluster II: Comfort zone. The goal of the second cluster is to cultivate a favorable psychological climate in educational settings. We advocate that soft skills development is enhanced in a calm, emotionally supportive atmosphere rather than in one marred by fear and guilt (Scheerens et al., 2020). The latter appears counterproductive to forming an independent and mature individual. Research shows that creating an ambiance that supports rather than impedes the assimilation of educational content is essential for facilitating students' comprehension and contextual understanding of educational tasks (Baeva & Bordovskaia, 2015).

These ideas are presented in a lecture series encompassing the importance of psychological climate in education, strategies for its cultivation and maintenance, stress management, the role of ergonomics and aesthetics in enhancing learning spaces, and implementing a person-centered approach in educational environments.

Further, in a workshop series, we emphasize the strategic application of color and illumination in the school environment as a critical factor in amplifying the learning experience. In addition, we offer workshops dedicated to the refinement of the educational experience through the application of aromatherapy and music therapy. The intentional integration of these sensory elements is demonstrated to significantly elevate learners' engagement with and responsiveness to the educational material (Baper et al., 2021).

The workshop series also aims to enhance educators' proficiency in incorporating somatic and meditative methodologies into pedagogical practices. This includes the implementation of kinesthetic warm-ups, respiratory exercises, and practices of silence.

Cluster III: Simply about the complex. In the third cluster, educators delve into various technological methodologies for fostering student engagement in project-based learning. Project-based learning is an esteemed pedagogical strategy that promotes learning through participation in meaningful and complex projects, extending over a significant duration.

This approach has been recognized for enhancing learners' critical thinking skills. It produces an environment conducive to exploring real-world issues, thereby enriching students' comprehension and practical application of knowledge (Kokotsaki et al., 2016). This pedagogical model engages students in analyzing, synthesizing, and evaluating content, which significantly bolsters critical thinking capacities (Bell, 2010).

The iterative cycle of planning, execution, and reflection inherent in project-based learning mandates a reflective practice wherein students critically appraise their contributions as well as those of their peers, which appears to be an essential process for the cultivation of critical thinking (Krajcik & Blumenfeld, 2006). Additionally, the project-based learning setting nurtures the development of inquiry, problem-solving, and decision-making skills as students traverse the intricacies of project work (Markham et al., 2003). Confronted with complex problems, students must employ diverse problem-solving strategies, thereby refining their critical thinking skills and equipping them for contemporary challenges.

Project-based learning also facilitates interdisciplinary integration, augmenting the educational experience (Colliver, 2000), and heightens student engagement by promoting curiosity and personal interest in the subject matter (Pecore, 2015). Furthermore, it is pivotal in developing adaptable competencies such as creativity, communication, and collaboration across languages (Doppelt, 2003; Knoll, 2012).

The lectures guide educators through the processes of designing compelling projects, implementing advanced techniques to stimulate critical thought, assessing critical thinking outcomes, and refining project-based learning practices for educational excellence. The workshop series guides educators through the fundamentals of project-based learning, from design and implementation to assessment, focusing on strategies to enhance critical thinking skills in students through interactive, practical exercises and collaborative reflection.

PICK methodological and psychological support

In conjunction with training modules, lecture series, and workshops, the PICK program provides comprehensive online and offline support for the effective assimilation and application of PICK methodologies and techniques. This scaffolded support is designed to assist educators in navigating the stress and emotional challenges inherent in their professional endeavors, develop self-regulation competencies, and bolster interpersonal dynamics with colleagues and students. The program endeavors to hone the professional aptitudes and personal attributes indispensable for navigating the contemporary educational terrain by weaving psychological and methodological assistance into the fabric of professional development initiatives for educators. Psychological backing empowers them to dismantle prevalent assumptions and biases linked to diverse cultures, thereby facilitating culturally attuned interactions with their students.

The program offers online consultations with PICK curators and monthly support groups for a detailed examination of the PICK implementation process, supplemented by thematic webinars and masterclasses for theoretical and practical pedagogical enhancement. Curators provide essential methodological and psychological support, addressing questions, monitoring progress, and facilitating the adoption of new technologies, thereby aiding educators in integrating innovative strategies into their teaching practices.

Finally, the PICK program provides an array of webinars, master classes, and memos for parents and administrators within educational institutions to foster a cohesive and constructive social and pedagogical collaboration.

PICK: Effectiveness

Empirical evaluation

The efficacy of the PICK program was evaluated through a longitudinal research design, employing both pre-test and post-test assessments and experimental and control groups. This study adopted a mixed-methods approach, integrating quantitative and qualitative data collection methodologies to ensure a comprehensive analysis. Quantitative strategies were utilized to examine the study's hypotheses, while qualitative techniques, including diaries and interviews, provided

indepth perspectives on the participants' experiences. Drawing on diverse sources of evidence ensured data triangulation, which bolstered the research's validity and corroborated its conclusions (Creswell & Plano Clark, 2011).

Data collection occurred in three stages. The first stage involved a quantitative assessment of teachers' competencies, evaluation of students' creative, intercultural, and plurilingual competencies, systemic adaptation, and teachers' evaluation of their students' competencies. The second stage entailed qualitative data collection with online diaries administered to teachers to monitor the transformation of the educational process and a series of semi-structured post-experimental interviews with teachers. The third stage involved post-test quantitative data collection, identical to the first.

Empirical evidence

The evaluation program is currently in progress, yet preliminary findings indicate the effectiveness of individual training modules.

In August 2022, ten teachers attended Module I (creativity) of the PICK training at Reshit Chochma School in Moscow (Russia). They rated it highly, with an average score of 9.5 out of 10. The training, deemed highly effective with a 9.2 for practical applicability in teaching, fostered a significant transformation among participants, particularly enhancing their group work enthusiasm and pedagogical skills. Teachers reported gaining specific skills such as leadership, increased self-esteem, and innovative teaching techniques for enhancing student creativity and group management. They also emphasized the clarity of instructions for developing creativity through everyday teaching materials and methods. In addition, teachers highlighted the importance of intrinsic motivation and regular creative exercises in nurturing student creativity. Participants have successfully integrated the PICK approaches into their teaching practices, underscoring the training's impact on enhancing educator and student creativity.

In February 2023, the same teachers attended Module II (intercultural competence) and rated it exceptionally high (9.7). Participants found the training highly beneficial, with overall satisfaction at 9.6, and expressed appreciation for the facilitator's effectiveness and engagement, scoring 9.8 and 8.9, respectively. Supplementary materials, including presentations and workbooks, were also deemed highly useful, with scores of 9.8 and 9.2. Feedback from participants underscored the program's significant influence. One educator emphasized the critical role of emotional comprehension, another lauded the content's engagement level and practical relevance, while a third found the exploration of emotional intelligence profoundly enlightening. Additionally, guidance on conflict resolution and the promotion of tolerance, encapsulated by the resonant statement, "We can love what we are without hating what and who we are not," was particularly appreciated for its impact on fostering a more inclusive environment. The training notably enhanced

teachers' recognition of intercultural competence as vital for effective communication and conflict resolution, with participants applying these insights in their teaching practice.

Module III (plurilingualism) was effectively piloted in an elective course attended by 60 graduate students from HSE University (Russia). The module received an average evaluation score of 8.1, reflecting its perceived usefulness, the relevance of its assignments, and overall student engagement. Participants particularly valued the inclusion of code-switching techniques, bilingual assignments, and dynamic discussions. Moreover, 70% of the participants were willing to recommend this module to fellow students. The "New Good" ritual was highlighted as especially noteworthy by the students. A student majoring in philology commented on the course's format, noting its motivational aspect that encourages active participation, learning new things, meeting deadlines, attending exhibitions, or simply relaxing. Completing the course allowed another student to view familiar concepts from new perspectives and discover aspects previously overlooked, with the theoretical content effectively filling existing knowledge gaps.

Benefits of participating in the PICK project

The PICK educational program offers manifold benefits to all stakeholders within the educational ecosystem.

First, the program is an invaluable asset for educational institutions aiming to enhance their faculty's pedagogical competencies and equip students with the requisite skills to thrive in contemporary society. The program delivers an exhaustive curriculum to facilitate students' acclimatization to global challenges and offers educators access to advanced training aligned with international benchmarks.

Second, the program is meticulously crafted to support educators, tutors, and parents involved in homeschooling in nurturing students' creativity, intercultural competence, and plurilingual capabilities. Participants will be awarded certification upon program completion. Moreover, they receive access to seminars and workshops offered by the PICK experts. The latter extends methodological and psychological support to ensure the effective enactment of the PICK initiatives.

Third, students instructed by the educators trained under the PICK program enjoy many advantages. These encompass the development of soft skills essential for navigating the rapidly transforming global landscape, enhancing goal-setting proficiencies, unlocking creative capacities, and cultivating critical thinking abilities. Furthermore, the program lays down a robust foundation for foreign language learning, enhances communicative competencies, and aids in resolving conflicts across diverse cultural and national backgrounds. This pedagogical approach also bolsters self-assurance and nurtures a persistent inquisitiveness, preparing students for a dynamic and interconnected world.

Conclusion

This article provides a detailed account of the PICK educational program, a novel educational framework to enhance students' soft skills and prepare them for today's global challenges. Highlighting the critical importance of soft skills, the framework seeks to integrate them with traditional academic knowledge, focusing on creativity, intercultural understanding, and linguistic skills as essential elements for success.

PICK is designed for educators and includes a structured training program with three main modules focusing on developing creative, intercultural, and plurilingual competencies. It also offers additional resources like lectures and workshops to improve motivation, critical thinking, and a positive learning environment. The program provides methodological and psychological support through mentorship and evaluates its effectiveness in enhancing students' adaptation skills using elaborate assessment batteries.

Currently in its pilot phase, the program demonstrates potential benefits for educators and organizational managers by improving workforce soft skills. HSE University offers online courses based on the PICK framework, accessible to educators, tutors, and homeschooling parents, aiming to build a professional community around the program for broader dissemination.

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APPENDIX A

Training module learning outcomes for educators and students along three competence approach dimensions

Module I: Creativity creates a creator (creativity)

Educators

Knowledge

1. **Grasp Key Concepts of Creativity**: Learn about the definitions of creativity, distinguishing it from related concepts like innovation and intelligence.

2. **Understand Theories of Creativity**: Gain knowledge of major theories and models of creativity, including but not limited to the 4Cs (mini-c, little-c, Pro-C, and Big-C), 5As (actor, action, artifact, audience, and affordances), 7Ps (perception, process, product, person, place, persuasion and potential), 7Cs (creators, creating, collaborations, contexts, creations, consumption and curricula), and divergent and convergent thinking.

3. I**dentify Characteristics of Creative People**: Acquire knowledge about the traits, behaviors, and thinking patterns often associated with highly creative individuals.

4. **Recognize the Role of Creativity in Education**: Understand the importance of fostering creativity in educational settings and its impact on student engagement, problem-solving, and learning outcomes.

5. **Familiarity with Creativity Assessment Methods**: Learn various tools and methodologies for assessing creativity in educational contexts.

Skills

1. **Designing Creative Learning Environments**: Develop skills to create classroom settings that stimulate creativity, including arranging physical spaces, using resources innovatively, and integrating technology that supports creative expression.

2. **Cultivating a Creative Classroom Culture**: Learn strategies for building a classroom culture that values curiosity, imagination, and innovation. This includes fostering a safe environment for creative expression and failure and promoting diversity of thought.

3. **Implementing Creative Teaching Strategies**: Gain proficiency in designing and applying teaching methods that encourage creative thinking and problem-solving among students. This includes mastery in brainstorming, divergent and convergent thinking, associative and metaphorical thinking, synthesis, mind mapping, open-ended questions, and persuasive communication in creativity.

4. **Facilitating Creative Processes**: Learn how to guide students through the creative process, from idea generation to implementation, while providing constructive feedback and support that encourages risk-taking and iteration.

5. **Assessing Creativity in Students**: Develop skills to effectively assess and evaluate students' creative work and thinking processes, using both formative and summative assessment techniques that recognize originality, complexity, and elaboration.

6. **Integrating Creativity Across the Curriculum**: Acquire skills to incorporate creativity into various subject areas, showing how creative thinking can be applied in math, science, humanities, and arts, thereby creating interdisciplinary connections.

7. **Developing Personal Creativity**: Work on enhancing one's creativity, as personal creativity, is foundational to teaching creatively. This includes engaging in reflective practices, seeking professional development opportunities focused on creativity, and actively practicing creative thinking and problem-solving.

8. **Utilizing Digital Tools to Enhance Creativity**: Master using digital tools and resources that can support and enhance the creative process in the classroom. This includes familiarization with educational software, online collaboration tools, and digital media that can be used for creative projects.

Attitudes

1. **Develop a Growth Mindset**: Learn to embrace challenges, persist in the face of setbacks, value effort as a path to mastery, and see failure as an opportunity to grow, which are critical attitudes for fostering creativity.

2. **Cultivate Openness to New Experiences**: Gain an appreciation for diverse perspectives, willingness to explore unknown territories, and openness to experiment and take calculated risks in pursuing creative solutions.

3. **Foster Curiosity and Inquisitiveness**: Encourage a mindset that questions conventional wisdom, seeks new problems to solve, and is eager to learn more about the world, thereby driving the creative process.

4. **Encourage Risk-Taking and Tolerance for Ambiguity**: Develop a tolerance for ambiguity and uncertainty, viewing these as integral to the creative process rather than obstacles to be avoided.

5. **Promote Autonomy and Independence**: Learn to value and encourage autonomy in thinking, allowing for personal expression and developing individual ideas, which are essential for creativity.

6. **Develop Resilience and Persistence**: Cultivate attitudes that help to persevere in the face of difficulties and setbacks encountered during creative endeavors, understanding that perseverance is crucial for achieving innovative outcomes.

7. **Value Collaboration and Diversity**: Recognize the importance of collaborative efforts and diverse perspectives in enhancing creativity, encouraging a culture of mutual respect and openness where all voices are heard.

Students

Knowledge

1. **Understand the Concept of Creativity**: Learn what creativity is, including its definitions, characteristics, and how it differs from related concepts such as intelligence and talent.

2. **Recognize the Importance of Creativity**: Understand the role and value of creativity in personal development, academic success, and future professional fields.

3. **Understand the Role of Creativity Across Disciplines**: Gain insights into how creativity is applied and valued in different academic subjects and professional fields.

4. **Recognize the Stages of the Creative Process**: Gain knowledge of the stages involved in the creative process, from idea generation to implementation.

5. **Become Aware of Cultural Influences on Creativity**: Understand how cultural backgrounds and experiences can influence creative expression.

Skills

1. **Develop Creative Thinking Skills**: Practice divergent, convergent, and associative thinking, enhancing one's ability to think broadly and creatively.

2. **Enhance Problem-Solving Abilities**: Learn and apply creative problem-solving techniques, including identifying problems, brainstorming solutions, and implementing innovative ideas.

3. **Cultivate Effective Communication and Collaboration Skills**: Develop skills to communicate creative ideas effectively and work collaboratively in diverse groups to enhance creativity through collective intelligence.

4. **Practice Critical Thinking and Analysis**: Sharpen abilities to critically assess problems and creative solutions, considering various perspectives and potential impacts.

5. **Foster Adaptability and Flexibility**: Enhance the capacity to adapt to new situations, modify ideas, and remain flexible in changing environments.

Attitudes

1. **Cultivate a Growth Mindset**: Learn to embrace challenges, persist through difficulties, and view failures as opportunities for learning and growth.

2. **Develop Openness and Curiosity**: Foster an attitude of curiosity, openness to new experiences, and a willingness to explore unfamiliar concepts and ideas.

3. **Encourage Risk-Taking and Experimentation**: Promote a willingness to take calculated risks and experiment with new ideas, understanding that not all efforts will lead to success but are valuable for learning.

4. **Foster Persistence and Resilience**: Cultivate the ability to persevere despite setbacks and maintain dedication to creative projects and endeavors.

5. **Promote Empathy and Social Awareness**: Develop an understanding of and appreciation for diverse perspectives and cultures, recognizing their value in enhancing creative solutions.

Module II: The world is open to everyone (intercultural competence)

Educators
Knowledge

1. **Understand Cultural Diversity**: Learn about culture and the diversity of cultural practices, beliefs, and values worldwide.

2. **Recognize Cultural Biases and Stereotypes**: Understand common biases and stereotypes and their impact on perceptions and interactions.

3. **Familiarize Yourself with Intercultural Competence Theories**: Learn theories and models that explain how intercultural competence influences communication and interaction processes.

4. **Identify Cultural Dimensions and Their Impacts**: Learn about different cultural dimensions (e.g., individualism vs. collectivism) and how they affect behavior and expectations in educational settings.

5. **Identify Creativity Traits Fostering Intercultural Competence**: Learn about shared traits between intercultural competence and creativity, such as openness, adaptability, curiosity, and tolerance for ambiguity, which mutually reinforce each other.

Skills

1. **Develop Effective Communication Skills**: Enhance abilities to communicate respectfully and effectively with individuals from diverse cultural backgrounds.

2. **Foster Empathy and Active Listening**: Cultivate empathetic listening and understanding skills to better appreciate and respond to diverse perspectives.

3. **Implement Inclusive Teaching Practices**: Learn to design and implement teaching strategies that are inclusive and responsive to the needs of students from diverse cultural backgrounds.

4. **Manage and Resolve Cultural Conflicts**: Acquire strategies for effectively managing and resolving misunderstandings or conflicts that arise from cultural differences.

5. **Engage in Reflective Practice:** Develop the ability to reflect critically on one's cultural assumptions and practices and the impact of these on educational practices.

Attitudes

1. **Cultivate Openness and Curiosity**: Foster an openness to learning about other cultures and a curiosity to explore cultural differences.

2. **Develop Intercultural Sensitivity**: Encourage sensitivity and respect for cultural differences and the ability to adjust one's behavior in culturally appropriate ways.

3. **Promote Inclusivity and Equity**: Commit to creating inclusive, equitable learning environments that recognize and value the contributions of all students.

4. **Develop Emotional Intelligence**: Enhance one's ability to recognize, understand, manage, and use emotions effectively in oneself and others.

5. **Embrace a Global Mindset**: Encourage the development of a global perspective that values intercultural dialogue and collaboration.

Students

Knowledge

1. **Understand Cultural Diversity:** Learn about different cultures, including traditions, values, and social norms, and the importance of cultural diversity.

2. **Recognize Cultural Biases and Stereotypes:** Gain awareness of common stereotypes and personal biases and how they affect perceptions and relationships.

3. **Learn about Intercultural Communication Principles:** Understand the basic principles of effective communication across different cultural contexts.

4. **Learn about Intercultural Competence:** Learn theories and models that explain how intercultural competence influences communication and interaction processes.

5. **Identify Cultural Dimensions:** Learn about Hofstede's cultural dimensions or similar frameworks to understand how cultures vary and impact interpersonal interactions.

Skills

1. **Enhance Cross-cultural Communication**: Develop skills to communicate effectively and respectfully with peers from different cultural backgrounds.

2. **Cultivate Collaboration and Teamwork**: Learn to work collaboratively in diverse groups, valuing different perspectives and leveraging cultural diversity for creative problem-solving.

3. **Practice Empathy and Open-mindedness**: Enhance the ability to see situations from others' cultural perspectives and remain open to new ideas and practices.

4. **Practice emotional intelligence**: Recognize and manage one's and others' emotions.

5. **Practice constructive criticism**: Offer and accept constructive criticism effectively.

Attitudes

1. **Foster Respect for Cultural Differences**: Encourage respect and appreciation for cultural diversity and the willingness to learn from others.

2. **Develop Intercultural Curiosity**: Cultivate a genuine interest in learning about other cultures and understanding global perspectives.

3. **Promote Inclusivity and Equality**: Nurture attitudes that support inclusivity, equality, and a sense of belonging among all peers, regardless of cultural background.

4. **Value Interdependence**: Appreciate the interconnectedness of the global community and the importance of cross-cultural cooperation.

5. **Embrace Flexibility and Adaptability**: Encourage the ability to adapt to diverse cultural settings and to be flexible in intercultural interactions.

Module III: A new language is a new life (plurilingualism)

Educators

Knowledge Dimension

1. **Understand Plurilingualism Concepts**: Educators will learn about the principles of plurilingualism, including the distinction between plurilingualism and bi-/multilingualism.

2. **Grasp the Cognitive Benefits of Plurilingualism**: Gain insights into how plurilingualism enhances cognitive flexibility, problem-solving skills, and creative thinking.

3. **Understand the Pedagogical Benefits of Code-Switching**: Learn how code-switching enhances academic and social development by making content relatable and supporting cognitive flexibility, allowing bilingual students to connect languages and cultures.

4. **Learn about Xenoglossophobia**: Identify causes of language anxiety and its mitigation strategies.

5. **Acknowledge Plurilingual Pedagogy Practices**: Learn about effective pedagogical practices that support the development of plurilingual competence in diverse classrooms.

Skills

1. **Develop Plurilingual Teaching Strategies**: Acquire strategies for integrating plurilingual approaches into teaching practices, enhancing language awareness among students.

2. **Enhance Language Sensitivity and Awareness**: Cultivate skills to identify and appropriately respond to students' linguistic needs and preferences.

3. **Facilitate Language Integration**: Learn to facilitate the integration of students' home languages in the classroom as a resource for learning.

4. **Promote Language Exploration and Experimentation**: Develop methods to encourage students to explore and experiment with languages in a safe and supportive environment.

5. **Develop Strategies for Mitigating Xenoglossophobia**: Acquire strategies to help learners overcome foreign language anxiety to develop a more positive and successful language learning experience.

Attitudes

1. **Value Linguistic Diversity**: Cultivate an appreciation for linguistic diversity as a resource rather than a barrier to communication.

2. **Foster an Inclusive Classroom Environment**: Promote an inclusive classroom culture that respects and celebrates linguistic differences.

3. **Encourage Language Learning**: Develop a positive attitude towards learning new languages and encourage lifelong language learning among students.

4. **Adopt a Reflective Practice**: Encourage self-reflection on personal attitudes towards languages and language learning, aiming for continuous professional development in plurilingual education.

5. **Embrace Pluricultural Identity**: Recognize and appreciate the interconnectedness of languages and cultures, fostering a pluricultural identity among learners.

Students

Knowledge

1. **Understand the Concept of Plurilingualism**: Students will learn what plurilingualism means and how it differs from bi-/multilingualism.

2. **Recognize the Benefits of Plurilingualism**: Understand the cognitive, social, and economic advantages of developing plurilingual competencies.

3. **Appreciate Cultural and Linguistic Diversity**: Become aware of the cultural richness of different languages and the importance of preserving linguistic diversity.

4. **Understand the Causes and Consequences of Xenoglossophobia**: Recognize an irrational fear of learning or using foreign languages. Become aware of the psychological and emotional barriers that hinder language acquisition and their impact on a person's confidence, motivation, and willingness to engage in language learning and cross-cultural communication.

5. **Understand the Benefits of Code-Switching**: Recognize that code-switching enhances linguistic, cognitive, cultural, and social development.

Skills

1. **Develop Language Integration Strategies**: Acquire strategies for integrating new languages, leveraging an existing linguistic repertoire.

2. **Enhance Communication Across Languages**: Gain skills in communicating across languages, including code-switching and translanguaging, where appropriate.

3. **Practice Language Comparison and Reflection**: Engage in activities that compare languages, identifying similarities and differences to deepen linguistic understanding.

4. **Foster Collaboration in Plurilingual Settings**: Learn to work effectively with peers from different linguistic backgrounds, using multiple languages to facilitate communication and collaboration.

5. **Reduce Xenoglossophobia**: Develop strategies to reduce foreign language anxiety.

Attitudes

1. **Value Linguistic and Cultural Diversity**: Develop an appreciation for linguistic diversity and its cultural richness.

2. **Show Openness to Language Learning**: Cultivate a positive and open attitude towards learning and using multiple languages.

3. **Demonstrate Respect for All Languages**: Respect all languages, regardless of their global status or perceived prestige.

4. **Embrace Plurilingual Identity**: Encourage the development of a plurilingual identity, recognizing the personal and social value of being able to navigate multiple linguistic and cultural contexts.

5. **Encourage Empathy and Cross-cultural Understanding**: Promote empathy and understanding across cultures, facilitated by the ability to communicate in multiple languages.

APPENDIX B

Clusters of lectures and workshops

Cluster	Lectures	Workshops
I. Where is their button?	1. Enhancing Intrinsic Motivation: Unlocking Internal Drives for Learning 2. Cultivating Curiosity: Strategies for Sustained Inquiry and Exploration 3. Personalizing Education: Connecting Curriculum to Individual Relevance 4. Mastering Selective Attention: Techniques for Focused Engage-ment 5. Fostering a Collaborative Competitive Environment: Balancing Team Dynamics for Optimal Performance 6. Promoting Independent Thinking: The Impact of Adult Role Models in Education	1. Enhancing Learning Through Directed Visualization Techniques 2. Gamification Strategies for Sustaining Student Motivation 3. Fostering Collaborative Dialogue and Team-Based Problem-Solving 4. Harnessing the Power of Storytelling in Education 5. Promoting Understanding and Tolerance Through Managing Deviant Behavior 6. Empowering Students: Self- and Peer-Assessment Strategies for Effective Learning
II. Comfort Zone	1. The Significance of Psychological Climate in Educational Environments 2. Strategies for Cultivating and Sustaining a Positive Psychological Climate 3. Navigating Stress: Understanding Its Impact and Implementing Coping Mechanisms 4. Enhancing the Educational Experience: Integrating Ergonomics and Aesthetics into Learning Spaces 5. Implementing a Person-Centered Approach in Educational Settings	1. Incorporating Body and Meditation Techniques in Classroom Dynamics 2. Color and Light in Learning Environments: Enhancing Psychological Climate and Student Engagement 3. Harnessing Aromatherapy for Enhanced Learning Experiences 4. Utilizing Music Therapy for Op-timal Learning Environments 5. Cultivating Person-Centered Interactions Between Teachers and Students
III. Simply about complex	1. Navigating Complexity: The Role of Project-Based Learning in Cultivating Analytical Thinking 2. From Conception to Execution: Developing Synthesis Skills through Project-Based Initiatives 3. Questioning the Given: Fostering Inquiry and Evaluation in Project-Based Environments 4. Interdisciplinary Insights: Enhancing Critical Thinking through Project-Based Collaborations 5. Reflective Practices in Project-Based Learning: Cultivating Metacognitive Skills for Lifelong Learning	1. Foundations of Inquiry: Unveiling the Synergy between Project-Based Learning and Critical Thinking 2. Blueprints for Inquiry: Crafting Compelling Project-Based Learning Experiences 3. Catalysts for Thought: Advanced Techniques for Stimulating Critical Thinking in PBL 4. Evaluating Minds: Innovative Approaches to Assessing Critical Thinking in Project-Based Contexts 5. Reflective Horizons: Enhancing PBL Practices for Critical Thinking Mastery

Author's contribution:
Anatoliy V. Kharkhurin created and developed the PICK program and wrote and edited the manuscript. *Ekaterina V. Kashirskaya* developed the PICK program, collected and processed materials, and wrote an early manuscript version. *Agniya S. Pasechnik-Lyle* created the PICK program and commented on early versions of the manuscript.

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The authors declare no conflict of interest.

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Теоретическая статья

Ключи к полилингвальному, межкультурному и творческому образованию: авторская образовательная программа по развитию гибких навыков

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Аннотация. Представлена авторская программа «Ключи к полилингвальному, межкультурному и творческому образованию» (Plurilingual Intercultural Creative Keys, PICK), которая направлена на повышение адаптивности личности путем развития творческих, межкультурных и языковых компетенций. Опираясь на эмпирические исследования

последних 25 лет, PICK подчеркивает взаимосвязь этих компетенций и их роль в развитии личностной и когнитивной адаптивности. Программа использует целостный подход, дополняя существующие учебные программы за счет рассмотрения учебных, психологических и социокультурных аспектов образовательной среды. Важно отметить, что PICK стремится реформировать педагогические методы преподавателей, не изменяя существующие учебные программы, а вместо этого фокусируясь на преобразовании практики преподавания в рамках существующих образовательных структур. Программа PICK, предназначенная для учителей, репетиторов и родителей детей на домашнем обучении, дает педагогам как теоретические знания, так и практические инструменты для внедрения инноваций в свои подходы к обучению. Программа состоит из учебных модулей, посвященных каждой компетенции, подкрепленных лекциями и семинарами, которые способствуют развитию внутренней мотивации, критического мышления и позитивного психологического климата через проектное обучение. Кроме того, PICK обеспечивает постоянную психологическую и методологическую поддержку для эффективного применения своих методов. Также представлена теоретическая основа, объединяющая концепции многоязычия, креативности, межкультурной компетенции и системной адаптации. Вместо того чтобы вводить новые эмпирические данные, она синтезирует существующие теории и исследования: из области психологии образования, когнитивного развития, кросскультурные. Этот синтез составляет основу программы PICK, предлагая концептуальную модель, которая позиционирует полилингвальную креативность – способность креативно мыслить и общаться на разных языках и в разных культурах – как катализатор системной адаптации. Объединяя теории когнитивной адаптивности, психологической устойчивости и образовательные методологии, статья вносит вклад в развитие теоретических представлений, закладывая основу для будущих исследований и практического применения. Соединяя традиционное академическое обучение с развивающимися требованиями глобализированного мира, PICK предлагает надежную основу для интеграции «мягких» навыков в образование. Потенциал программы по воспитанию адаптивных, инновационных и глобально компетентных учащихся подчеркивает ее вклад в развитие современных образовательных парадигм.

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