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Method of forming the readiness of foreign language teachers to organize the intercultural dialogue

Abstract: In the article the levels of development of future teachers of foreign language to intercultural dialogue and development of a technique of formation of readiness of future teachers of foreign language to intercultural dialogue are considered.

Keywords: dialogue, intercultural communication, tolerance, teachers of foreign language, professional growth.

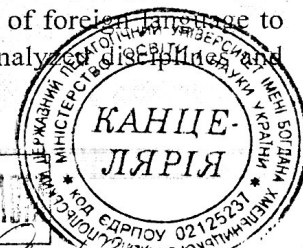
Systemic shifts in global education and in the educational area of the modern Ukrainian society necessitate the development and use of such strategies, which are adequate to the changes that occur in the environment of the individual, in its development and self-development, in its desire for self-organization and self-realization. Considering the professional education of students of higher pedagogical institutions, it should be noted that for future teacher education becomes a way of mastering effective means of obtaining information about the world, the acquisition of skills of self-organization and professional growth.

To check the status of formation of future teachers of foreign language to inter-cultural dialogue there was developed the plan of ascertaining experiment, which consisted of a theoretical analysis of the State standard of higher education, normative-legal base of high education, educational programs, plans of educational work, textbooks and manuals; development of criteria, indicators and levels of development of future teachers of foreign language to intercultural dialogue in the educational process, questioning students in order to identify the status of formation of their readiness to intercultural dialogue in the educational process; development of diagnostic tools; supervision of micro-group during the execution of joint creative work in order to study the behavior of future teachers during interaction.

In higher educational institutions educational measures are planned and carried out, but they were not directly focused on the education of future teachers of foreign language to intercultural dialogue in the educational process. Scientific-pedagogical workers use too little of media visibility, the means of artistic expression language courses, group and collective forms of work with the aim of educating future teachers of foreign language to intercultural dialogue. Also, not enough attention is paid to the formation of future teachers the feelings of dignity and tolerance of people with different values, attitudes and beliefs. So, a thorough review of the state standard and programs, and legal documents of primary education has given the opportunity to make a conclusion that the potential of the education of future teachers of foreign language to intercultural dialogue in the educational process in the contents of the analyzed programs and special courses in practice is not actually realized.

СТАНДО З ОРИГІНАЛУ

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The next task was to identify criteria and indicators of development of future teachers of foreign language to intercultural dialogue in the educational process. On the basis of the specific concept of "intercultural dialogue", development and detailed study of its structural components we have defined the following criteria of formation of future teachers of foreign language to inter-cultural dialogue: value-cognitive criterion, emotional-motivational criterion, active-communicative criterion.

Indicators of value-cognitive criteria were: the ability of students to the identification of empathy and tolerance, respect for other cultures, the desire to orient in their future professional activity in the interests of Another; formation of theoretical concepts on the organization of intercultural dialogue at foreign language lessons and after school; development of reflection in learning the values of other cultures. Indicators of emotional-motivational criteria were: the desire to organize inter-cultural dialogue; the interest in the perception of the peculiarities of alien cultures as universal heritage; the existence of positive motivation in finding a compromise in the solution of disputable issues, which are determined by different cultural values. Active-communicative criterion is measured by such indicators as the ability to create the movement of interlocutors ideas to cooperation and joint solution of issues; ability to provide a meaningful basis of intercultural dialogue, to prepare students to discuss the subject of intercultural dialogue in practice, the ability to plan the process of teaching intercultural communication at the lessons of foreign language and elsewhere; the ability to apply in practice the skills of intercultural communication through communicative skills.

The next step of ascertaining experiment was to study the three levels of development of future teachers of foreign language to intercultural dialogue. Assessment parameters was carried out on a whole scale proposed by the group of scientists: V. Losenkov, M. Tomilova [2], and other, in accordance with which the quality of high level indicators were estimated from 7 to 9 points, average 4 to 6, low - from 1 to 3 points. According to the formula calculating the average value was average figure, which helped to determine the level of formation of readiness of future teachers of foreign language to intercultural dialogue in the educational process at the beginning of the experiment and at the end to determine growth indicators.

The basis for the determination of levels of development of readiness of future teachers of foreign language to intercultural dialogue were the diagnostic methods: questionnaires, pedagogical observation, testing, analysis of the products of creative activity of students, talks to determine the level of development of readiness of future teachers of foreign language to intercultural dialogue, as well as conditions of effective organization of the process of their education; the analysis of experimental data; methods of mathematical statistics to determine the significance and validity of the results. So, on the basis of these methods were determined the levels and their indicators, in accordance with the developed criteria.

The student of high level easily comes into contact, able to listen and understand the interlocutor, active, shows a strong desire to orient in their future professional activity in the interests of representatives of different cultures. The student of average level is characterized by less in-touch capability; he often participates in conversation at the initiative of others. The student of low level is characterized by the difficulty in coming into contact with other cultures and the impossibility in fulfilling tasks independently. The student is not active, has an unstable interest to other cultures.

Taking all these levels and their characteristics into the consideration, we defined the pedagogical conditions to develop readiness of future teachers of foreign language to intercultural dialogue. They were: the creation of didactic and communication environment in

the educational process of higher school and out of it; the enrichment of the content of the disciplines for the specialty "Foreign language", in particular, the introduction for teachers of language additional material on the types of intercultural dialogue in the content of the seminars and individual lessons on courses "History of education", "Theory of Education"; introduction of a special course "Organization of intercultural dialogue in teaching and educational process in secondary schools"; involving students in cross-cultural interaction in the process of learning a foreign language and the organization of teaching practice at school.

In choosing the tasks to identify the status of development of readiness of future teachers of foreign language to intercultural dialogue the study of diagnostic tools in the sphere of the relations of the students in groups were very useful as well as traditional psychological and pedagogical methods to determine the level of aggression and conflict potential; study of anxiety, relationships with peers and analyzing the level of self-identity, developed by G. Eisenk [1]

As a result of ascertaining experiment were obtained quantitative data that reflected the lack of readiness of future teachers of foreign language to intercultural dialogue. The vast majority of future teachers of the experimental group were at a low level of formation of readiness of the organization of intercultural dialogue, which was 143 student (54,37%). High level of formation of readiness of the organization of intercultural dialogue found 28 students (10,65%), and on the average level recorded 92 student (34,98%). The overall average score on indicators of value-cognitive, emotional-motivational, active-communicative criteria was 3,74 points, that also indicates a lack of maturity of readiness of future teachers of foreign language to inter-cultural dialogue.

The main reasons of the obtained results we consider the following: the absence of targeted methods of readiness of future teachers of foreign language to intercultural dialogue; lack of awareness of students about cultural traditions and national features of people; no special training teachers for formation of readiness to intercultural dialogue, as well as insufficiently developed teaching tools.

The objectives of the method of forming readiness of future teachers of foreign language to the organization of intercultural dialogue are: to systematize the knowledge of future teachers of foreign language on regularities of construction of the educational process in the modern multicultural society, the main principles of organization of intercultural dialogue, rules verbal communication and peculiarities of training of students at different stages of their formation; to form the skills and knowledge, methods and techniques of building a comprehensive basis for the organization of intercultural dialogue in practical classes and in the future professional activity; to develop the installation of future teachers of foreign language to create a positive, comfortable learning environment, analysis and reflection in the internalization of the values of other cultures, contribute to the birth of new cultural knowledge.

Methods of forming of readiness of future teachers of foreign language to intercultural dialogue consists of several parts - an introduction; a group speaking and discussing of organizational issues; reflection of learning experiences. During the introduction students are provided with the installation the fact that the teacher of a foreign language must have proficient knowledge that will help to counter discrimination, various forms of harassment, and to have such personal and professional quality as tolerance. Students are given the opportunity to provide their own understanding of this concept, to express their own opinions regarding this quality.

The next part was group speaking and discussing of organizational issues. During the discussion the students of the experimental group have determined that tolerance is an active

attitude prompted by recognition of the universal human rights and fundamental freedoms. Also important was during the discussion to make the assertion that everything begins with the work of raising their stereotypes and prejudices that interfere with respect to representatives of other groups - social, ethnic or religious etc.

To discuss organizational questions, the students were divided into groups of four and each group was chosen by the desire for the role of individuals in a group ("English", "Ukrainians", "Germans", "French" and others). We should note that in different cases roles can change. In each group was appointed by the Organizer, whose task was not only to organize the dialogue between groups, but also to monitor the ability of students to the identification of empathy and tolerance, respect for other cultures. The task for each of the participants was the only defending their own positions, attempts to promote a culture of imaginary group to the highest (and, even, the overestimated) level. The Organizer during the contact had to explain why it was important to establish cooperation and to meet the requirements of the positions of the groups.

During the reflection students had to answer the following questions: Can you be sure that it is necessary to satisfy only the needs of one group?. Can you believe that tolerance is the most important quality in making organizational decisions? What knowledge is necessary for making organizational decisions and creating the ability to provide a meaningful basis for intercultural dialogue? What was your goal when choosing education in the specialty of the teacher of a foreign language? and so on.

We also used the analytical approach, which provided individual and group study of formation of theoretical concepts on the organization of intercultural dialogue during foreign language lessons and after school. In the process of training we have made such cognitive and intellectual operations, as: definition of the problem (for example, the decision of disputable issues, which occurred due to different cultural values); bringing the significance and feasibility of judgments; the address to scientific-methodical literature or to their own experience with the purpose of search of similar situations; the allocation of contradictions in the evidence presented and compared; search and check of the ways of solving the problems.

With the purpose of formation of theoretical concepts on the organization of intercultural dialogue in the classroom foreign language we turned traditional seminars (question-answer-discussion-evaluation) in the form of the round table, during which the students discussed ideas, clarified the various manifestations of hatred between different cultures, developing hypotheses, forecast and assess the possible consequences of confrontations, inter-ethnic conflicts, etc. Therefore, the formation of readiness of future teachers of foreign language to intercultural dialogue included the formulation and solution of complex issues, and not only giving the information about the basic concepts and categories, but thought their research, and therefore contributed to the increase of value-cognitive, emotional-motivational, active-communicative criteria of the level of readiness of future teachers of foreign language to inter-cultural dialogue.

No less important was the introduction of a method of self-observation, mastering of which gave the students of the experimental group to monitor the development level of readiness to intercultural dialogue. This work is closely connected with professional development, because while studying at the University at the faculty of Philology students must apply in practice the skills of intercultural communication through communicative skills, use of forms of speech etiquette, taking into account features of other cultures. Individual work on improving readiness of future teachers of foreign language to inter-cultural dialogue was aimed at forming the system of skills, among which the most important were: the ability to provoke the movement of thought

of interlocutors to cooperation and joint solution of issues; ability to provide a meaningful basis of intercultural dialogue, to prepare students to discuss the subject of intercultural dialogue in practice, the ability to plan the process of teaching intercultural communication at the lessons of foreign language and outside them. Analyzing specially selected by us fragments for study, advanced students got acquainted with such matters as the main problems of modern science - intercultural communication, associated it with the other Sciences, considered terminological apparatus, etc. In particular, the students were aware that intercultural communication is a term that appeared in the Russian humanitarian science in recent years after such concepts as "mentality", "cultural pluralism", "dialogue of cultures" [3].

After holding various techniques, exercises, diagnostic tasks with students of the experimental group we spent the final interviews on the conducted work, which has been focusing students' attention on the concepts of professional growth, development of professional skills, professional competence, etc. It should be noted that with this final interview we found out the desire of the students of the experimental and control groups to focus in the future professional activity in the interests of Another, account of their attitude to the organization of intercultural dialogue. We should note that the quality of the results depends on the quality of the developed plan of studies, preparation of the teacher for experimental work, the position of students as participants in group discussions and formation of the appropriate skills.

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