

## THE CONDITIONS OF PROFESSIONAL TRAINING OF FUTURE FOREIGN LANGUAGE TEACHERS TO ORGANIZATION OF INTERCULTURAL DIALOGUE

Natalia Milko

*Bohdan Khmelnytsky Melitopol State Pedagogical University*

**Resume:**

In the article intercultural dialogue is considered as one of the conditions and means of implementing the cultural component of professional training of future teachers. In-plane functional of professional training the readiness of future teachers to the organization of intercultural dialogue in the educational process on the basis of the complementarity of analytical and phenomenological methods is examined and characterized components of professional preparation for professional activities and components of readiness as the ability of a future teacher's personality to a particular action within professional competence. The author defines the basic conditions of preparation of future teachers of a foreign language to the organization of intercultural dialogue in the educational process and theoretically proved their effectiveness. The theoretical model of forming the readiness of future foreign language teachers for the organization of intercultural dialogue, which enables the implementation of the requirements of a modern, multinational, multicultural society and is based on the traditional principles of higher education didactics, is developed.

**Key words:**

intercultural dialogue; teacher training; dialogue of cultures; conditions of preparations; readiness criteria.

**Анотація:**

**Мілько Наталія. Умови професійної підготовки майбутніх учителів іноземної мови до організації міжкультурного діалогу.**

У статті міжкультурний діалог розглядається як одна з умов і засобів реалізації культурологічної складової фахової підготовки майбутнього вчителя. У функціональній площині професійної підготовки розглянуто готовність майбутніх учителів іноземної мови до організації міжкультурного діалогу в навчальному процесі на основі комплементарності аналітичних та феноменологічних методів та схарактеризовано компоненти професійної підготовки до професійної діяльності і компоненти готовності як здатності особистості майбутнього вчителя до тієї чи іншої дії у межах професійної компетенції. Визначено основні умови підготовки майбутніх учителів іноземної мови до організації міжкультурного діалогу в навчальному процесі та теоретично обґрунтовано їх ефективність. Розроблено теоретичну модель формування готовності майбутніх учителів іноземної мови до організації міжкультурного діалогу, яка уможливіє реалізацію вимог сучасного багатонаціонального полікультурного суспільства та спирається на традиційні принципи дидактики вищої школи.

**Ключові слова:**

Міжкультурний діалог; підготовка учителів; діалог культур; умови підготовки; критерії готовності.

**Аннотация:**

**Милько Наталья. Условия профессиональной подготовки будущих учителей иностранного языка к организации межкультурного диалога.**

В статье межкультурный диалог рассматривается как одно из условий и средств реализации культурологической составляющей профессиональной подготовки будущего учителя. В функциональной плоскости профессиональной подготовки рассмотрена готовность будущих учителей иностранного языка к организации межкультурного диалога в учебном процессе на основе комплементарности аналитических и феноменологических методов и охарактеризованы компоненты профессиональной подготовки к профессиональной деятельности и компоненты готовности как способности будущего учителя к той или иной деятельности в пределах профессиональной компетенции. Определены основные условия подготовки будущих учителей иностранного языка к организации межкультурного диалога в учебном процессе и теоретически обоснована их эффективность. Разработана теоретическая модель формирования готовности будущих учителей иностранного языка к организации межкультурного диалога, которая делает возможным реализацию требований современного многонационального и поликультурного общества и опирается на традиционные принципы дидактики высшей школы.

**Ключевые слова:**

Межкультурный диалог; подготовка учителей; диалог культур; условия подготовки; критерии готовности.

Among the priority goals of education the creation of a unified cultural and educational space on the basis of a multilateral intercultural dialogue, education, mental compatibility of people, the movement of humanity towards integration and understanding are considered. So today there is a paradigm shifts in vocational education from content-subject paradigm to the new focus on the willingness and ability of the individual to effective functioning in a wide field of different contexts and meanings. Becoming more popular the very life and creativity of the individual, which is characterized by four fundamental goals of education: to be able to live, to be able to work, to be able to live together, to be able to learn. Personality is to learn to live together with others in the context of globalization, multi-culturalism, in harmony with other cultures, styles of life, Nations, ethnic groups, religions [4].

Relevance of intercultural communication has necessitated the formation of foreign language discourse competence, which involves not only acquiring linguistic knowledge but also activity experience willingness and ability to be engaged in intercultural dialogue. Moreover, intercultural dialogue cannot be considered without the formation of a specific set of skills for not only understanding foreign language programs and assume possession of the whole complex of communicative behavior. Analysis of scientific pedagogical literature concerning the state of readiness of the future foreign language teachers to the organization of intercultural dialogue in the educational process has been and remains the subject of deep research scientists (N. Bakhtin, V. Bibler, M. Buber, V. Okon, V. Tobachrovikij, S. Shendrik, etc.) that proved the relevance of the dialogue, due to globalization, the growing interdependence of

people. Latest thesis about the necessity of building a dialogue with the teacher in the educational process is represented by writers such as N. Ananiev, G. Salashenko, G. Tokman etc. However, in the modern pedagogical theory and practice contradictions, chief among which, in the context of our study, is the contradiction between the recognition of the need in the training of future foreign language teachers to implementation of pedagogical conditions of development of their readiness for intercultural dialogue and systemless nature of its implementation in educational process of higher educational institutions. This contradiction allows one to recognize the significance of the experimental work with the teachers of a foreign language by defining levels of criteria and indicators of their readiness to the organization of intercultural dialogue. Such problems occur due to lack of effective pedagogical work on education of formation of readiness of future teachers to organize the intercultural dialogue in the educational process.

Studies of I. Kolesnikova show, "interaction on the level of dialogue presupposes the presence of specific intersubjective space where individual meanings and values cross" [105]. To create such a space where there is real dialogue relations, in her opinion, necessary to comply the following conditions:

- in the dialogue of each not only comprehension of the position, its uniqueness is required, but also the desire to discover and to present the inner meanings of others, i.e. openness;

- someone who wants to be engaged in dialogue, you need to have formed the setting for the meeting with the meaning of another, that is, with a different meaning. It requires the ability to hear, see the partner in dialogue, to enter with him into the informational and emotional resonance.

- interactive communication requires from the teacher non-evaluative, in the usual sense, reaction of the responses received from the interlocutor information. Adequate dialogue position reaction involves attention, interest and compassion, gratitude for the opportunity to come into contact with the world of another and thereby expand your spiritual and professional experience;

- intersubjective, dialogue relationship is possible if there is or may be found a common language understandable to both parts [2].

Thus the dialogue reveals the intrinsic value of human intersubjective reality – the coexistence in the modern culturable professional training of future teachers.

Understanding the dialogue as one of the conditions and means of implementing the cultural component of professional training of future teachers, the author identifies the following as its functions:

- cognitive-educational, in which the dialogue acts as a source of knowledge, a way of seeking

truth, but this search does not mean common to everybody output;

- communicative, realizing that the dialogue acts as intersubjective interaction when those who speak not only exchange information, many of them try all of the available dialogic communication means to convey their attitude to this information, make it meaningful for himself and to partner;

- personality-developmental, based on the possibility of dialogue to create a situation which allows people to maximize themselves, to realize their creative potential, to establish themselves in the opinions of others and their own.

We see that we have listed the functions of the dialogue closely overlap with the functions of implementation of the cultural component of future teachers' professional training, and this circumstance allows us to speak about the methodology of the dialogue of cultures as one of the most important conditions of realization of the culturological component of professional training of future teachers.

It is known that the school should not prepare for life, it should be a special life in which a student is realized as a person. V. Bibler writes that the school is committed to a certain cultivation and development of the culture of activity as a before-activity when the student is not focused on the result of activities, and the activity itself, when he learns, in the expression of the philosopher, the eve of direct activity [1].

Equally important in the methodology of dialogue of cultures is the role of the teacher, which is to engage students in a situation of thinking by organizing a dialogue. To do this, the teacher must have his own class and his "lesson". It should be a class-workshop, personal class, for its successful functioning, firstly, should not be large, and, secondly, perhaps, of different age, to have a relationship of communication and dialogue within the student community "vertically". Such "lessons-dialogues" should be included in the schedule. And the basis of the teacher-tutor's pedagogical training should be not the logic of the subject and psychology, but the logic of culture (philosophy of culture) and philosophy of a person together with a broad humanitarian education, that is, a broad and comprehensive cultural and appropriate professional training.

The result of this type of professional training of the future teacher is the implementation of intercultural dialogue. From the standpoint of the concept of dialogue of cultures, it means a revision of the usual interpretations:

- a) training primarily as a message of knowledge, skills, that is, only as the organization of learning material;

- b) schemes of communication, interaction between teachers and students;

c) the object of training only as a set of assimilated knowledge.

This approach is aimed at the organization of the learning process as the organization and management of educational activities of students, means reorientation of the overall process to the formulation and solution of specific educational tasks together with teachers. The implementation of the cultural component of professional training of the future teacher, determining the change in the nature of the process and the object of training, and involves changing the basic scheme of interaction between teachers and students. Instead of the widespread scheme of their interaction  $S - O$ , where  $S$  – teacher, teacher – the subject of pedagogical influence and management, and  $O$  – student, student – the object of such influence, should be the scheme of subject-subject educational cooperation, dialogue between teachers and students in a joint didactically organized by the teacher and solved by students educational problems. The information and control functions of the teacher should be more and more replaced by the coordination ones. "The teacher from a scientific point of view, only the organizer of the social educational environment, the regulator and supervisor of its interaction with each student", – said O. Vygotskyi [5, p. 192].

It was the approach to the student as an "object" of education and upbringing that eventually led to his alienation from the school, turned him from a goal to a means of school work. As a result, training has lost its meaning for the student, the knowledge turned out to be external in his real life. The same alienated from the educational process was the teacher, who was deprived of the opportunity to set educational goals, choose the means and methods of their activities. He lost the human reference point of his professional positions - the personality of the student.

Thus, realizing the concept of dialogue of cultures in the educational process, the person is in the center of training and education. Accordingly, all education, focused on who learns, on his personality, becomes the anthropological and cultural in purpose, content and forms of organization.

The analysis of the relationship between education and culture shows their direct mutual dependence, shows that the successful overcoming of the crisis, both of modern culture and the difficulties of modern school can be found only on the ways of building a school, the entire pedagogical space on the principles of the structure of modern culture. Culture should not only be the agency with which education officially adjoins the plans and budgets of the state – "culture and education", culture should enter "into the flesh and blood" of education itself, defining its structure, the logic of the teacher's actions and the strategy of the

organization of the entire educational process. Contained version of the logic of building the culture and the relationship of culture and humans can also serve as one of the methodological bases of definition of the strategy of activities of the school. The philosophical and pedagogical concept of dialogue of cultures in accordance with the logic of culture will allow directing its activity on formation of "the person of culture".

Thus, the essence of the dialogue of cultures in the educational process is that a lecture or lesson-dialogue begins with the redefinition of the general educational problem, with the generation of each student of his question as a paradox, mystery, difficulty. The meaning of the method of dialogue of cultures is in the constant reproduction of the situation of "scientific ignorance", in the concentration of the vision of the problem, the question-paradox. When a teacher or high school teacher poses a training problem, you need to listen carefully to all the possible variants of its decision and the override proposed by the students or pupils. In these variants, the teacher helps to show a debate between different logics, different ways of thinking. It is in the process of applying the method of dialogue of cultures that the student finds himself in the gap of cultures, in the interval of different logics. "One of the" cultural paradigms" cannot be pressed against as a saving wall. The combination of different cultures and ways of understanding requires from each student and from the teacher a responsible, individual and unique word-act" [3].

Taking into account everything said above, we have determined the basic conditions for the training of future teachers of a foreign language for the organization of intercultural dialogue:

1. Implementation of methodological (philosophical, general scientific, concrete scientific (pedagogical) and instrumental-methodical), theoretical and practical support for the formation of the readiness of future teachers to organize intercultural dialogue;

2. Creation of didactic-communicative environment, orients future teachers to intellectual comprehension of intercultural dialogue as a construct of knowledge and understanding of other cultures and realization of own identity;

3. Enrichment of substantial component "foreign language" disciplines of humanities and ideological, general pedagogical, specialized subject knowledge (the cognitive-communicative component) and the communicative dialogical skills (praxiological component);

4. Creation of supportive relationships that provide for etiquette norms, technology (culture) of communication;

5. Creation of didactic-communicative environment and inclusion of subjects of education in the dialogue;

6. Cross-cultural knowledge and skills in the study of academic disciplines and special courses

7. Interaction and dialogue of cultures as the basis of intercultural communication;

8. Readiness of higher education applicants (content basis) to communicate in a foreign language, knowledge of foreign language lexical and grammatical material.

The analysis of scientific pedagogical literature on the point of formation of the readiness of future teachers of a foreign language for the organization of intercultural dialogue in the educational process has been and remains the subject of in-depth research of scientists (N. Bakhtin, V. Bibler, M. Buber, V. Okon, Tobachkovskiy, S. Shendrik, etc.) that proved the relevance of the dialogue, due to globalization, the growing interdependence of people. Recent dissertations on the need to build a dialogue with the teacher in the educational process are presented by authors such as N. Ananyeva, G. Salashchenko, G. Tokman, etc.

At the same time, in modern pedagogical theory and practice there are contradictions, the main among which, in the context of our study, is the contradiction between the recognition of the need for professional training of future foreign language teachers to implement pedagogical conditions for the development of their readiness for the organization of intercultural dialogue and the unsystematic nature of such work in the educational process. This contradiction makes it possible to recognize the importance of experimental work with foreign language teachers by determining the levels, criteria and indicators of their readiness for the organization of intercultural dialogue. Such problems arise due to the lack of effective pedagogical work on the education of the formation of the readiness of future foreign language teachers for the organization of intercultural dialogue in the educational process.

The study revealed that there is no complete system of diagnostic work, criteria and indicators of formation of readiness of future foreign language teachers to the organization of intercultural dialogue in the educational process.

The task of the ascertaining experiment was to determine the criteria and indicators of the formation of future foreign language teachers to the organization of intercultural dialogue in the educational process. On the basis of a certain concept of "intercultural dialogue", developed and studied in detail its structural components, as well as based on diagnostic methods in the field of relationships of future teachers, the following criteria of formation of the readiness of future teachers of a foreign language to the organization of intercultural dialogue: value-cognitive, emotional-motivational and activity-communicative.

The indicators of the *value-cognitive* criterion were: the ability of students to identify empathy and tolerance, respect for other cultures, the desire to focus in future professional activities on the interests of the Other; the formation of theoretical concepts for the organization of intercultural dialogue in foreign language classes and in extracurricular time; the development of reflection in the assimilation of the values of other cultures.

Indicators of the *emotional-motivational* criterion were: the presence of the desire to organize an intercultural dialogue; interest in the perception of the characteristics of foreign cultures as a universal heritage; the presence of a positive motivation for finding a compromise in the solution of controversial issues caused by different cultural values.

*Activity-communicative* criterion is measured by such indicators as the ability to provoke the movement of thought of the interlocutors to cooperation and joint solution of issues; the ability to provide a semantic basis for intercultural dialogue, to prepare students to discuss the subject of intercultural dialogue in practice, the ability to plan the process of teaching intercultural communication in foreign language classes and outside them; the ability to apply in practice the skills of intercultural communication through communication skills (the availability of communication tools to establish contact; the use of non-verbal means of communication; the use of speech etiquette taking into account the characteristics of other cultures).

Analyzing the psychological and pedagogical literature and program requirements, we came to the conclusion that the level of readiness of future teachers of a foreign language for the organization of intercultural dialogue should be determined by: the correctness, accuracy of the tasks, activity, independence, positive motivation (setting to achieve the desired result), the presence of sustained attention, interest and understanding during the assignments.

In the research literature, the definition of peculiarities and features of intercultural dialogue is mainly based on the essence of the subject's understanding of relations with people of other nationalities, cultures and religions. There is a large diagnostic tools, built on various conceptual foundations, to identify the state of formation of the readiness of the individual to organize intercultural dialogue. Note that not all methods can be used to determine the intercultural dialogue, so it was necessary to find the integration of existing methods of level diagnosis in the educational process.

Diagnostics of the state of formation of the readiness of future teachers of foreign language to the organization of intercultural dialogue took place through conversations with students; monitoring of

their communication and behavior with classmates during assignments, as well as in an informal setting; by analyzing the interaction of future teachers of foreign language during the execution of responsible assignments. Diagnosis was carried out according to three specific criteria, special tasks were selected to identify the formation of each indicator, as well as taking into account the age characteristics of students and program requirements of the State standard.

In the selection of tasks to identify the state of formation of the readiness of future teachers of a foreign language to organize intercultural dialogue, it was useful to study diagnostic tools in the field of student relationships in groups, traditional psychological and pedagogical techniques to determine the level of aggression and conflict; the study of anxiety, the nature of relations with age-mates and the study of the level of self-esteem of the person, developed by G. Aizenk, A. Veimer.

The study confirmed the relevance of the idea of intercultural dialogue, which arises not only the methodological platform of professional and pedagogical education, but also the worldview of intellectual, spiritual and moral growth and understanding and unity of the subjects of education.

Thus, intercultural dialogue is presented as a multifaceted phenomenon, which is not limited to the framework of information exchange, but contains an existential, cognitive-communicative and spiritual-moral components. In the context of professional training of future foreign language teachers to the organization of intercultural dialogue in the educational process, intercultural dialogue is justified as a way of entering Homo educandus in the space of essence creation, free creative development, knowledge of the world, another culture, own inner world (subjective dimension) and incorporated into the goals, content and organizational conditions of learning the principle of understanding and knowledge of the unknown in culture in terms of value and meaning (objective dimension).

On the basis of theoretical reconstruction, reflection and analysis of pedagogical achievements proved the necessity of orientation of preparation of future teachers of a foreign language at the versatile development of personality and value-semantic content teleology, informative and technological characteristics of learning that cannot be done without dialogue. It is proved that the organization of intercultural dialogue in the educational process should be based on:

- awareness of the content of intercultural dialogue, which is characterized by the interaction of representatives of different cultures, the implementation by subjects of learning their

intersubjectivity and sociality, the search for understanding, communication and joint creativity;

- functional dimension of intercultural dialogue (motivational, informational, regulatory, moulding, educational, creative, adaptive functions);

- complementarity of methodological approaches; principles of intercultural dialogue (universalism, cultural pluralism, equivalence and equivalence of cultural presentations, empathy, tolerance, positive emotional mood, etc.).

In the functional plane of professional training, the readiness of future teachers of a foreign language for the organization of intercultural dialogue in the educational process on the basis of complementary analytical and phenomenological methods is considered and the components of professional training for professional activities and components of readiness as the ability of the personality of the future teacher to a particular action within professional competence (value-cognitive, emotional-motivational, activity-reflective criteria of readiness) are described. On the basis of revealing the specificity of the readiness of future teachers of a foreign language for the organization of intercultural dialogue in the educational process, it is proved that such understanding of readiness contributes to the integral growth of the future professional-teacher in the aggregate of interrelated personal, cognitive-communicative and praxeological components.

Pedagogical conditions of training of future teachers of foreign language for the organization of intercultural dialogue in the educational process as a set of interrelated conceptual and contextual foundations of the organization of intercultural dialogue that are implemented in the goals, content, technology of training, as well as special tools, methods, forms of foreign language teaching and intercultural dialogue.

Explicated substantial aspect of pedagogical conditions of increase of efficiency of preparation to the organization of intercultural dialogue in the learning process, which ensured the creation of value-semantic and didactic-communicative environment, orients future teachers to the intellectual comprehension of intercultural dialogue as a construct of cognition and understanding of other cultures and the realization of their own identity; the implementation of methodological (philosophical, general scientific and specifically-scientific (educational) and instrumental-methodical), theoretical and practical support for the formation of readiness of future foreign language teachers to the organization of intercultural dialogue; enrichment of a substantial component "foreign language" disciplines of Humanities and ideological, general pedagogical, methodical and specialized subject knowledge (the cognitive-

communicative component) and the communicative dialogical skills (praxiological component).

Theoretical substantiation of the effectiveness of pedagogical conditions made it possible to develop and test the model of formation of readiness of future teachers of a foreign language for the organization of intercultural dialogue in the educational process. The content of the model is represented by a motivational diagnostic module, which includes the definition of cognitive and communicative-dialogic potential of a higher education applicant as a presenter of a certain cultural identity, an educational and professional module, which involves the development of the personality of the future teacher in the conditions of dialogical, interactive learning and interaction, a reflexive-evaluation module, which is aimed at the organization of subject-subject interaction of applicants for higher education and teachers, the development of critical thinking and consensual ethics.

Model identification: shapes the students' readiness to be engaged in intercultural dialogue; enhance the motivation level of formation of educational action and development of students; form the skills of intercultural communication: culture of behavior, etiquette, peculiarities of communication in different cultures that is a condition of mutual understanding with representatives of other cultures; promotes the development of general language ability; forms the ability to communicate, familiarizing with other national cultures, mutual understanding between peoples, cultures; an effective means of education and spiritual and moral education of students as individuals; determines the process of building a person's life in interaction with nature, society, culture, identifies the determining factors of quality of life and the necessary conditions for the implementation of value attitudes of the individual (also the difficulties that should be overcome), makes it possible to create appropriate conditions in the design of curricula and educational programs, which include subject training, the organization of these plans and programs based on the principles that make it possible to carry out reflection and self-reflection, correction of certain ways and change (if necessary) the nature of the socio-cultural and natural environment.

As a criterion for measuring the results of the effectiveness of preparation for the organization of intercultural dialogue appear motivational readiness for dialogue - independence, flexibility, critical thinking; activity-communicative behavior in dialogue - sociability, dialogics, tolerance; emotional and creative attitude to the culture of different peoples-interest, empathy, creativity; the desire for convergence of national cultures, understanding the mentality, philosophy, lifestyle,

traditions and customs of other peoples, the development of spiritual culture. The levels of development of a dialogue culture present: the system knowledge about dialogue and dialogue culture in general; the system of values and important skills, which is a measure of the formation of the cultural dialogue; the system of relations to a culture of dialogue through value-based living of facts and the inclusion of cultural dialogue in personality structure as a personality significance.

Thus, the developed theoretical model of formation of students' readiness for intercultural dialogue makes it possible to implement the requirements of the modern multinational and multicultural society and is based on the traditional principles of didactics of higher education (the principle of science, the principle of systematic and consistent, the principle of consciousness of learning, the principle of activity and independence in learning, the principle of clarity, the principle of thoroughness, the principle of communication of learning with practical activities, the realities of life, the principle of unity of educational, developing and training functions of learning). The target orientation, conceptual basis and content, procedural characteristics and software and methodological support of the developed model require wide implementation in professional pedagogical education.

Therefore, the developed model of formation of readiness of future teachers of a foreign language to the organization of intercultural dialogue allows to form students' positive attitude towards this type of activity, organizational skills, professional skills etc. This technique allowed to increase the interest of students to the profession of foreign language teacher, formed the motives of creative teaching activities, the necessary knowledge on the organization of intercultural dialogue, skills, business games, development of diagnostic and didactic materials and their use in the educational process.

The analysis of intercultural dialogue, as a factor, on the one hand, the professional growth of the future teacher as a factor of its understanding for further organization in professional activity, on the other hand, allowed us to offer the implementation of its conceptual dimensions in the organizational and pedagogical conditions of the professional training as of the future foreign language teacher so for the pupils' foreign language training.

Analysis of pedagogical ideas and practical experience of dialogization evidences of the specificity of dialogue in learning, and the deployment of its significant properties. In the educational process, in particular in higher education at the present stage the dialogue appears as one of the main methods of learning, organizes

learning activities of students adequately to the forms of future professional activities, and through dialogue the subjects of education (future teachers) learn the activity, which is a component of his future profession; through dialogue in training sets interactive aspect of future professional activity and didactic value of intercultural dialogue becomes a factor of high efficiency of learning and ensure a high subjective involvement of students in the learning process; the use of dialogue helps to form communicative skills, the desire and the ability to navigate in their future professional activity to other thoughts, views opinions and so on.

The results of the experiment fully confirmed the hypothesis of the study and concluded that it is necessary to use the model of formation of readiness of future teachers of a foreign language for the organization of intercultural dialogue.

The analysis of the results of the study indicates the inexhaustibility of this problem, which leads to the formulation of questions for promising scientific research that should explore the strategies and mechanisms of direct access of the subjects of education in the theoretical and methodological, information and educational, social and civil dialogue space of culture and consensus practices.

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**Рецензент:** д.пед.н., доцент Прийма С.М.

**Information about the author:**

**Milko Natalia Yevhenivna**  
Bohdan Khmelnytsky Melitopol  
State Pedagogical University  
20 Hetmans'ka St., Melitopol,  
Zaporizhia region, 72312, Ukraine

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**Відомості про автора:**

**Мілько Наталія Євгенівна**  
Мелітопольський державний педагогічний  
університет імені Богдана Хмельницького  
вул. Гетьманська, 20, м. Мелітополь,  
Запорізька обл., 72312, Україна

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