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PROFESSIONAL TRAINING AND EDUCATION OF THE FUTURE TEACHER OF FOREIGN LANGUAGE AS A RETRANSLATOR OF CULTURES

Анотація. У статті досліджено актуальну проблему сучасної педагогічної науки: професійну підготовку і виховання майбутнього вчителя іноземної мови як особистості, що володіє розвинутою культурою білінгвального спілкування, здатної до адекватного розуміння культурних цінностей свого та інших народів, яка здатна будувати конструктивний діалог з представниками інших культур. Визначено педагогічні якості вчителя іноземної мови: високий рівень лінгвістичних знань і методичної підготовки; білінгвальна свідомість; ерудиція, висока культура; здатність до емпатії, рефлексії, толерантність. Розкрито вимоги до бікультурної особистості педагога-філолога: знання своєї культури і культури країни мови, що вивчається; одночасне перебування в різному культурному середовищі; відчуття себе в вимірах двох різних соціокультурних спільнот; рефлексія специфіки двох різних лінгвосоціумов. Визначено форми і методи професійного виховання майбутнього вчителя іноземної мови в рамках навчальних дисциплін, педагогічної практики, позааудиторної виховної роботи, а також самовиховання і самоосвіти: дні англійської поезії і музики, парад культур, міжнародний колейдоскоп.

Ключові слова: вчитель іноземної мови, професійна підготовка, виховання, діалог культур, білінгвальні культура, педагогічна культура.

Аннотация. В статье исследована актуальная проблема современной педагогической науки: профессиональная подготовка и воспитание будущего учителя иностранного языка как личности, обладающей развитой культурой билингвального общения, способной к адекватному пониманию культурных ценностей своего и других народов, готовой строить конструктивный диалог с представителями других культур. Определены педагогические качества учителя иностранного языка: высокий уровень лингвистических знаний и методической подготовки; билингвальное сознание; эрудиция, высокая культура; способность к эмпатии, рефлексии, толерантность. Раскрыты особенности бiculturalной личности педагога-филолога: знание

своей культуру и культуры страны языка, который изучается; одновременное нахождение в двух культурных пространствах; ощущение себя в измерениях двух различных социокультурных общностей; рефлексия над спецификой двух различных лингвосоциумов. Определены формы и методы профессионального воспитания будущего учителя иностранного языка в рамках учебных дисциплин, педагогической практики, внеаудиторной воспитательной работы, а также самовоспитания и самообразования: дни английской поэзии и музыки, парад культур, международный колледжоскоп.

Ключевые слова: *учитель иностранного языка, профессиональная подготовка, воспитание, диалог культур, билингвальная культура, педагогическая культура.*

Annotation. *In the article the actual problem of modern pedagogical science is investigated: professional training and education of future teacher of foreign language as a personality, possessing the developed culture of bilingual communication, apt at the adequate understanding of cultural values of own and other peoples, ready to build a structural dialogue with the representatives of other cultures. In the context of professional training of teacher pedagogical qualities of teacher of foreign language are certain: high level of linguistic knowledge and methodical preparation; bilingual consciousness; erudition, high culture; ability to empathy, reflections and tolerance. The features of bilingual personality of teacher-philologist are disclosed: knowledge of own culture and cultures of country of language that is studied; the simultaneous being in two cultural spaces; feeling itself in measuring of two different sociocultural communities; reflection above a specific of two different linguistic societies. In the context of pedagogical training forms and methods of professional education of future teacher of foreign language are certain within the framework of educational disciplines, pedagogical practice, extracurricular educator work, and self-education: days of the English poetry and music, parade of cultures, international kaleidoscope.*

Key words: *teacher of foreign language, professional training, education, dialogue of cultures, bilingual culture, pedagogical culture.*

The processes of globalization, change of values, swift development of science, tendencies in education, put society before new realities. In these problems of maintenance of national culture and understanding of cross-cultural communication of representatives of different cultures specifications put a question about the necessity of forming of personality, possessing the developed culture of bilingual communication, apt at the adequate understanding of cultural values it and other people, ready to build a structural dialogue with the representatives of other cultures.

The real period can be named transitional in education on the whole, as substantial changes take place on all levels, since preschool education: included

of Ukraine in European educational space within the framework of the Bologna agreement, the Law of Ukraine «About Higher Education» determines introduction of control system quality of educational process and pedagogical activity on the basis of competence approach. All these new documents and approaches require not only a discussion but also careful study and approbation for realization of succession in an educational process. Strictly speaking, they on it and directed.

In this connection, in the system of education, the task of forming of bilingual personality goes out on the first plan, as exactly a teacher is a key figure in transitional periods of development of society, by the factor of national safety, becoming of world view of rising generation.

As impossible to over-estimate the role of personality in history, it is so impossible to underestimate the role of teacher in educating to the foreign language. A process of educating is a process bilateral. Both participants of process: both teaching and student, bear the equal responsibility for a result. And Michael West asserted although, that a «foreign language cannot be taught, it can only be learned», the role of teacher in organization of process of educating is great. Modern requirements to educating to the foreign language put in the head of corner interests and of necessity of student, doing the process of educating more «centered on students», and it is correct.

In this connection professional preparation and education of future teacher, in particular teacher of foreign language, during organization of trade education built on the basis of the use of modern knowledge, methodologies and innovative technologies.

The teacher of foreign language, besides possession a foreign communicative competence, must possess a professional and general cultural competence. Foreign language proficiency is highly sought at the market of labor, therefore there is educating of specialists in area of pedagogical education, namely in area of teaching of foreign languages, takes on the special significance.

Modern sciences have studied the problems of the influence of the native language during the study of the second, foreign, mechanisms of changing one language to another in the conditions of bilingualism, the basis of teaching a foreign language in the conditions of bilingualism, ways of assessing bilingual communicative competence among students of pedagogical universities, the dependence of bilingualism on the conditions of language acquisition. The works of V. Avrorin, V. Wainrach, E. Venevtseva, M. Mikhailov, N. Protchenko, S. Treskov, L. Shcherby and others are devoted to discovering new educational opportunities of bilingualism, methods and means of forming separate components of the bilingual culture of personality.

Research analysis shows that in recent years the search for the theory and practice of teaching foreign language teachers (I. Bim, O. Volchenko, I. Zakirianova, V. Kalinin, G. Kityagorodskaya, S. Nikolaeva) has intensified. The problem of

forming the teacher's competence of the future teacher as an integral part of his professional development in a higher school is researched in the writings of I. Zimnaya, L. Karpova, O. Leontieva, L. Mitina. Most modern scholars emphasize the personal qualities of the teacher and consider them to be significant for his professional development (K. Abulkhanova-Slavskaya, T. Dutkevich, T. Kudryavtsev, N. Kuzmina, G. Filippova).

The aim of the article is determination of features of professional education of future teachers of foreign language in the context of dialogue of cultures.

What does distinguish the teacher of foreign language from the teachers of other educational objects? An answer for this question is covered in the specific of foreign language as an object. Unlike other educational objects he is simultaneously both an aim and means of educating, that in modern terminology got the name «polyfunctionality». The interdisciplinary nature of a foreign language means that the content of a speech in a foreign language can be information from different fields of knowledge, for example, literature, art, history, geography, mathematics, etc. «Infinite» and «heterogeneity» of a foreign language are treated as multilevel, the need to master, on the one hand, various linguistic means, which correspond with aspects of the language: lexical, grammatical, phonetic, and, on the other hand, skills in four types of speech activity. This is especially true in the teaching of a foreign language, since the specificity of the subject is that communication, communication is not a means, but a learning objective.

The main activity for the teacher is pedagogical communication. And in order to organize communication in order to encourage the student to desire to share personal information with you, his own opinion, point of view, it is necessary to create a favorable atmosphere in the lesson.

Pedagogical communication is usually understood as a professional communication between the teacher and students in the process of education and upbringing, aimed at creating a favorable psychological climate and, in general, for the psychological optimization of learning activities and the relationship between the teacher and students. It is in the mainstream of pedagogical communication that all professional functions are realized, the main of which are education and upbringing.

Pedagogical communication includes receptions and skills of interaction between the teacher and the student collective, the content of which is the exchange of information, the provision of educational and educational influence and the organization of mutual understanding. The teacher acts as the initiator of this process, organizes and manages it.

It is special topically in teaching of foreign language, because the specific of object consists in that communication, communication is not means, and aim of educating. Basic activity for a teacher is pedagogical communication. And in an order to organize communication, to induce a student to the desire to be

partaken with you by the personal information, own opinion, point of view, it is necessary to create a favorable atmosphere on a lesson.

The teacher should be able to create motivation for learning, an atmosphere of trust and comfort that would encourage the emancipation of students, overcome the language barrier, a sense of insecurity, the desire to communicate, share their thoughts.

The role of the teacher is that, by organizing the process of teaching a foreign language, talking on various topics, stimulating the communication of students, he tries to instill in them those moral qualities that are in one way or another connected with the content of the material discussed in the lesson. The teacher seeks to develop a sense of responsibility among the students, respect for those around them, conscientious attitude to work, bring up a sense of pride for their country, people, their culture and language, and at the same time a positive attitude towards foreign culture.

The educational possibilities of the subject, in addition to the content side, are contained in the methodological system of instruction and in the personality of the teacher and his behavior. It is quite clear that the simple inclusion in the textbook of a text that has educational potentials does not yet give the proper effect. We need its corresponding interpretation, and the corresponding attitude of the teacher to it.

It is the teacher and his professional qualities (the ability to plan a lesson, to creatively approach the organization of communication, the ability to objectively evaluate and comment on the student's answer, to select interesting material and assignments) allow directing the educational process in the right direction.

The polyfunctionality of the subject «foreign language» is for this truly endless possibility.

At the lesson of a foreign language, we can talk about the history of our country, nurturing a sense of patriotism, and about painting, developing a sense of beauty, discussing the heroes of classical works, choosing an example for imitation. It is the content side of teaching that is primarily meant when we talk about the educational function of the teacher.

Special meaningfulness therefore training of pedagogical personnel acquires to the cross-cultural professional collaboration, preparation of teacher of foreign language of new generation, so-called repeater of cultures.

Modern requirements to teaching of foreign language are such, that a teacher must be able «in all plenitude to expose the cultural phenomenon related to the certain lexical or grammatical sign, correlate him with the adequate phenomenon of native culture and, thus, create crossing of cultures, becoming his interlink» here [2, p. 25].

Consequently, a teacher of foreign language must be bicultural personality, not only well to know the culture and culture of country of the taught language but also to exist simultaneously in two cultural spaces, to "be (to feel) itself in

measuring of two different sociocultural communities, reflecting on the specificity of two different linguistic societies» [3].

This ability shows up not only during work with linguistic-cultural material but also at an acquaintance with the system of grammar and lexical difficulties that in every case require certain comments and explanations, especially if the mother and foreign tongues in this case differentiate substantially.

These qualities are directly related to methodical preparation of teacher and his penetration in a foreign culture. The teacher of foreign language is distinguished by the special look to the world, understanding of reality, erudition, high culture, ability to empathy, reflections and tolerance.

It is assisted by introduction to maintenance of professional preparation of the special courses of «Bilingual culture of future teacher of foreign language», «Education of future teacher of foreign language in the context of dialogue of cultures», and also «Self-education of the bilingual personality of a teacher».

The professional competences of future teacher of foreign language are formed not only within the framework of educational disciplines, but also on pedagogical practice and within the framework of realization of extracurricular events on foreign languages, such as «Parade of cultures», «International kaleidoscope», «Day of the English poetry», «Music Day» in that take part and students, and students schools of city.

A scientific constituent has a not insignificant role in forming of professional competence, namely participating of students in an annual scientific conference «Actual problems of professional education of future teacher as a repeater of two cultures».

The subjects of the reports reflect the pressing issues in the field of teaching foreign languages: «Using information technology in a foreign language class», «Using creative tasks in teaching English», «Presentations and interactive whiteboard in a foreign language class», «European language portfolio for an elementary school», «Game in teaching a foreign language of junior schoolchildren» and others.

Combination of educational, scientific and educator work, knowledge of modern progress of education trends, succession in educating to the foreign languages at school and institution of higher learning provide included of future specialist in the areas of teaching of foreign languages in new educational space of the third millennium, when the results of educating become priority.

In respect of maintenance of educating to the foreign language, it too suffered changes lately. For example, a national and cultural component as part of maintenance of educating appeared comparatively recently. A sociocultural competence became inalienable part of communicative competence. It is presently accepted to talk about foreign education as about educating of cross-cultural communication, to the dialogue of cultures that is examined as a method of understanding by the man of characters of another culture and

understood as «communication of characters of different cultures within the framework of one consciousness» [4, p. 7–9].

A study of foreign language is this attaching to the foreign culture, as a result is deeper cognition of the culture, and in the end is education of cultural man. Foreign language proficiency at all times was considered the sign of erudition, breeding, culture. The question is about permanent self-perfection, self-education, cultural development. This function of teacher is not only teaching but also educative, as explains student to the autonomy, infects professionalism and is a stimulus to the imitation.

The formation of linguistic and sociocultural competence of students, that implies «understanding of the defining descriptions of the world cultures, penetration in essence of their likenesses and distinctions, knowledge and empathic perception by students various pictures the world, realization of value and uniqueness of every culture» [5, p. 157] it is related to ability of teacher to include student in sociocultural space region, where he would prove coming from possibilities of region and creative capabilities of both teacher and student.

In this connection any visit of museum, exhibition, theatre, a considerable event in a region, city can find a reflection on a lesson. To discuss the looked over theatrical, tell about a new exhibition, inquire students for participating in a festival, holiday, volunteer motion it is possible on the lesson of foreign language.

On practical employments students develop the integrated lessons of English with the use of regional material about the cities of the region that positively affects on the achievement of meta-subject results.

One of signs of modern time is informative space that interlaces with educational space. The modern teacher can not imagine the process of educating without the use of audiovisual and informative technologies, without audio and the video data adopted from the Internet, without the presentations and illustrations, mapped to the screen, or interactive board, with all added programs for the use on every employment, without language laboratories, controlled from distance departmental of Moodle and of Wi-Fi zones.

The modern teacher of institution of higher learning is the advanced user by information and multimedia technologies that not only applies them on practical and lecture employments but also explains students to work in a world network, creation of presentations and programs on the topic of employment, use of technical equipments during pedagogical practice. Students develop the electronic compendia of lessons of English as multimedia presentations on the different themes of the school program.

For realization such of teaching activity and organization of pedagogical communication personality descriptions of teacher of foreign language have a large value.

We suppose that in the modern world of speed stream of information and swift development in all spheres of life a teacher must possess the quickness of

reaction on what be going on, to own the dynamics of lesson, achieve a rapid pace of speech, develop in itself and students feeling of rhythm of life, capacities for improvisation, able to use on engaging in information about the last achievements not only in area of linguodidactics, but in area of art, cinematography, politics – all, what maintenance of communication can make in a certain audience.

The best pre-conditions for foreign education are created at presence of for the teacher of experience to cross-cultural communication. Participating of teacher in international conferences, competitions and projects, publications in foreign magazines, active civil position, in-plant training within the framework of seminars and courses, meeting of foreign delegations and experience of translator give not only linguistic but also invaluable cultural experience that can be used as illustrations to one or another aspect of organization of cross-cultural communication on employments [6].

Thus, the modern teaching of foreign languages requires considerable changes in requirements both to the professional competences and to the personality descriptions of teacher of foreign language, related both to reforms in area of education on the whole and with the change of paradigm of foreign education, by the primary objective of that is preparation of specialists of high general and professional culture, that is able to adapt oneself to the vital terms that change constantly, apply the knowledge, abilities, skills in a new professional situation with the aim of effective decision of problem; have social responsible behavior and occupy active civil position; apt at adequate communicative cooperation in different task forces, self-education; permanent perfection of own morality, intellect, increase of standard of culture.

The best prerequisites for foreign language education are created if the teacher has an experience of intercultural communication. Participation of the teacher in international conferences, competitions and projects, publications in foreign journals, active civic position, advanced training in seminars and courses, meetings of foreign delegations and the experience of an interpreter provide not only linguistic, but also invaluable cultural experience that can be used as illustrations to this or that aspect of the organization of intercultural communication in the classroom.

Thus, the modern teaching of foreign languages requires significant changes in the requirements for both professional competencies and the personal characteristics of a foreign language teacher, related both to the reforms in the field of education in general, and to the paradigm shift in foreign language education.

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