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## PROBLEMS OF FORMATION OF BILINGUAL CULTURE OF COMMUNICATION IN FUTURE FOREIGN LANGUAGE TEACHERS

V. V. Dyomina

*The changes taking place in society, globalization of cultures of different countries, expansion of employment, research and labor training, tourism, increasing business and personal contacts with speakers of other cultures necessitate learning foreign languages. Modern scientists set new pedagogical tasks that relate to the bilingual culture of demand in future foreign language teachers.*

*The proposed article contains the concept of bilingual culture of communication and its features, set the characteristics and relationship. Definitions bilingual communication culture as a component of general culture of the future teacher communication needed to exchange information between bilingual means of native and foreign languages.*

*Specificity of training future teachers of foreign languages is the need for bilingual communication, the effectiveness of which depends on the level of mastery of communicative language skills and ability to organize linguistic interaction.*

*The author presents one possible way of forming bilingual culture of communication in the training of future foreign language teachers to the profession, which is to use the model of communicative language bilingual skills. This system allows bilingual training by the knowledge of the general laws of culture and communication specification of basic provisions determines the specific bilingual communication feature professional-oriented statements in the process of mastering the complex bilingual communication culture. The integration of languages and cultures contributes to the identification, classification, ordering and evaluating objects of the world, facilitates adaptation to new cultural conditions, organize and coordinate its activities, lets support the correctness of their actions on other members of the language groups.*

**Key words:** *Bicultural, bilingualism, bilingual communication, bilingual communication culture, future teachers of foreign language education.*

**Problem definition and its relationship with important scientific or practical tasks.** Modern integration processes and globalization combination of different cultures and international cooperation are expanding the scope of international relations and inter-ethnic interactions that encourages learning a foreign language as a means of intercultural communication. Knowledge of Ethics bilingual communication culture promotes the assimilation of norms and values as the important reference points of social activity ensures the full functioning of the future teacher in today's multicultural space and it is the key to successful adaptation to global information processes. In the light of the latest trends in the development of education infrastructure staff requirement is a mastery of spoken foreign language and business, which leads to the need for bilingual specialists who are able to carry out a successful personal and professional interaction in a multicultural area. These factors significantly affect the speech of politics and pedagogy pose new challenges that are associated with a comprehensive study of the problems of bilingualism, becoming bilingual personality of future teacher education and its bilingual culture of communication.

**The aim of the article** is to study the problem of formation of bilingual communication culture of the future teachers of foreign languages.

**Analysis of recent research and publications.** Many scientists and educators exploring the concept of «bilingualism», which has been made in the second half of the twentieth century in the period of global social renewal, commitment to open society and integration into the European cultural and educational space. Revealing the new bilingual educational opportunities, methods and means of forming the individual components bilingual cultural identity dedicated work V. Avrorina, U. Weinreich, E. Venyevtseva, M. Mikhailov, N. Protchenko, S. Treskova, L. Scherba and others. Psycho-pedagogical and methodological aspects of communicative culture devoted to studies of M. Bochenkova, R. Budahova, A. Kazartseva, S. Liutov, S. Rashkina, E. Gusev. The development of integration components of culture in the process of education, multicultural education and language training did M. Bakhtin, E. Vereshchagin, G. Dmitriev, V. Safonov, which focused on the dialogue of cultures as comparable, humanistic oriented joint study of foreign language and native cultures while forming integrative, communicative skills and intercultural skills.

**Presenting main material.** Teachers, teaching and linguistic research sources include terms bilingualism, bilingual and multilingualism, the most commonly used is the «bilingualism». E. Vereshchagin and M. Mikhailov use these terms as equal in value and essentially [4].

Since the content of the phenomenon of bilingualism finally determined, the interpretation offered by domestic and foreign representatives of various scientific fields, rather inconsistent and often conflicting, understanding the importance of this multidimensional phenomenon is not limited to a particular interpretation of it. Based on the analysis of research E. Vereshchagin, U. Weinreich, M. Mikhailov definition of bilingualism can be reduced to possession of two different languages and their use at a level that provides communication in one or two areas of communication, which means master expertise native and foreign languages, bilingual identity is formed and is its integration into European and world culture, information and communication space [4; 9].

In pedagogical and linguistic literature terms are bilingual and bilingual identity bilingvocultural taken by scientists to determine the identity, able to use language to communicate the two systems [1; 9]. E. Slepčova uses the term «bilingvocultural person» and defines it as one that has formed skills and intercultural communication skills and bilingual speech consciousness, based on objective bilingual speech code and world view of the two peoples [6].

V. Safonov, V. Furmanov, L. Tarnaeva explore native and foreign language dialogue of cultures and focus attention on the fact that bilingual

using a foreign language not only forms the basic integrative and communicative skills of intercultural interaction and communication, but at the same time immersed in another culture becomes subject and object of acculturation – the process of learning and individual approach cultural elements typical of the ethnic community, the culture of their ethnic community [1].

As a result, the bilingual person acquires the qualitatively new traits and characteristics which make it possible to define it as bilingvocultural [6].

In light of our study we stop for a more complete in its meaning of «bilingvocultural personal», the essence of which is defined by us as such, has the native and foreign languages at a level sufficient to communicate effectively in a bilingual dialogical space understands itself as a subject and the object of two cultures and has formed integrative and intercultural communication skills and communication.

Considering the contacts between cultural and ethnic groups who speak two different languages, the scientists together with the concept of bilingualism use the term multiculturalism, multiculturalism, multicultural, biculturalism, which are based on participation bilingual in different cultures interpenetration features plants and transfer of broadcasting items from one culture to another [1, p. 157]. The fact that the subjects of the intercultural communication is, in fact, the representatives of two different cultures, but actually in contact with more than two cultures by means of language of international communication, most brings the concept of «biculturalism» and «multiculturalism».

Given the fact that bilingvocultural personal who owns one of the languages of international communication, interacting with representatives of many countries and cultures, determines our use of the concept biculturalism as a more appropriate and complete because of intercultural functioning and interaction reduced to bilingual environment of the two countries and, therefore, the two cultures.

In connection with the adjusted interpretation of the concept of bilingualism and personality bilingvocultural in this study should be considered as part of the individual bilingvocultural of two cultures as features of the interpenetration of cultures and speech transfer items from one culture to another. Bilingual culture personality stands one of the components of the concept of «bilingvocultural personality» and is described as E. Slepčova integrative component of personal formation and general culture of personality, characterized by harmonious compound of tolerance

towards the language and its speakers and multicultural communication skills that are implemented during intercourse [7].

A prerequisite for the formation of bilingual cultural identity is becoming self bilingual individual as the subject of two cultures, and the result – the harmonious development of personality.

Thus, the bilingual culture of personality is a system of internal resources needed to implement an effective bilingual communication in situations of personal and professional interaction and self-realization. The main indicator of formation of bilingualism Z. Habibulyna believes the ability to use foreign language system for communication, which is the main condition for the formation and development of the individual and is defined as a multidimensional process of formation, maintenance and implementation of intergroup and interpersonal interaction during joint activity of people aimed at the exchange of information, experience, knowledge, skills and abilities through various means of communication [8].

Indisputable is the assertion regarding the impossibility of studying and learning a foreign language apart from the communication, where it is a means of education and communication or communication – means and final result, the purpose of studying and learning the language. Z. Habibulyna distinguishes a narrower communicate meaningfully concepts and describes it as a communicative way or the line of communication, which is identified with the process of information exchange for joint activities. Given the fact that most authors identify the concept of dialogue and communication, we stop at the concept of communion as such, appropriate for our study.

In the transition to a postindustrial society bilingual communication, this is at the interpersonal, ethnic, social and civilizational levels, to ensure the accumulation of general and specialized knowledge of a foreign language and effective exchange of information between the subjects of intercultural interaction.

Based on the definitions of bilingualism, bilingvocultural personality and communication, bilingual communication can be interpreted as a basic condition for the formation and development of the bilingvocultural personality; bilingvocultural comprehensive description of the person; multidimensional process of formation, maintenance and implementation bicultural interaction and the exchange of information between bilingvocultural individuals, based on – knowledge of foreign languages, communication skills implementing bilingual communication, understanding of foreign speech code and objective picture of the world of two nations. Moreover, in the light of modern trends in education, the bilingual

communication becomes one of the areas of professional training of future specialists.

A famous American scholar E. Hall points to the inextricable link between the concepts of culture and communication. Culture is as the background of the implementation of social communication and promotes conditions, means and methods of communication, which leads to improvement of existing cultural contexts or to create new ones. In general terms, the culture of communication is described as a complex entity identity, moral system, communication skills and strong-willed her properties [3].

In the educational process the culture of communication is seen as a system of moral aimed qualities (tolerance, kindness, respect for people, tact and courtesy, self-control, reflection, liability, self-esteem, which depend on breeding and general culture of personality), communication skills (knowledge of a foreign language bilingual communication skills realization of verbal and non-verbal bilingual communication, understanding foreign language subject code and broadcasting pictures of the world two peoples, culture, language, etiquette, ability to match their behavior with specific conditions, the presence of a sense of proportion in the relationship and volitional characteristics needed for successful professional communication and personal development partners of both-teachers and students [3].

In terms of expansion of social interaction becomes particularly relevant study of culture of interethnic communication, covering the totality of relations between various nations and nationalities, during which people belonging to different ethnic communities and religious denominations, exchanging experiences, material and spiritual values.

Given the fact that the culture of interethnic communication provides for the establishment and development of verbal and non-verbal contacts with representatives of the media and a culture means two different languages, we consider it appropriate narrow understanding of the concept and define it as a bilingual culture of communication.

According to the updated content of the concepts of bilingualism, bilingvocultural personality, bilingual culture personality and bilingual communication is considered possible to determine the bilingual culture of communication as a complex integrative education bilingvocultural identity and system of moral aiming skills, communication skills and strong-willed properties needed for successful professional communication and personal development bilingvocultural personality; as an integral component of the overall culture of communication needed for the formation, maintenance and

implementation bicultural interaction and the exchange of information between individuals bilingvocultural for professional and domestic activity by means of native and foreign language.

**Conclusions and recommendations for further research.** Thus, the concept of bilingualism, bilingual culture personality, bilingual communication, culture of communication distinguishes as the main components of the concept of bilingual culture of communication and can define it as a system of moral aiming skills, communication skills and strong-willed properties bilingvocultural personality necessary for the formation, maintenance and implementation bicultural interaction and the exchange of information between bilingvocultural individuals for professional and domestic activity by means of native and foreign language.

Based on the analysis of contemporary foreign and domestic literature on bilingualism, bilingual communication and communication culture is evident that the problem of bilingual communication culture is almost covered in Pedagogy and therefore needs to be scrutinized.

*Prospects for further exploration.* Teaching science lacks a theoretical justification of content and structure, methods, means and forms of education of bilingual communication culture, criteria, indicators and levels of politeness that is developed reveals that the lack of educational problems. There is a need for a comprehensive approach to find resources and mechanisms of formation of bilingual cultural communication students of higher educational institutions.

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#### ПРОБЛЕМА ФОРМУВАННЯ БІЛІНГВАЛЬНОЇ КУЛЬТУРИ СПІЛКУВАННЯ У МАЙБУТНІХ ВЧИТЕЛІВ ІНОЗЕМНОЇ МОВИ

В. В. Дьоміна

*Зміни, що відбуваються в суспільстві, глобалізація культур різних країн, розширення сфери зайнятості, наукові та трудові стажування, розвиток туризму, збільшення ділових та особистісних контактів з носіями інших культур зумовлюють необхідність вивчення іноземних мов. Це ставить перед сучасними науковцями нові педагогічні завдання, які пов'язані з формуванням білінгвальної культури спілкування у майбутніх вчителів іноземної мови.*

*У запропонованій статті обґрунтовано визначення білінгвальної культури спілкування як компонента загальної культури спілкування майбутнього вчителя, потрібного для обміну інформацією між представниками білінгвокультур засобами рідної та іноземної мов.*

*Специфіка професійної підготовки майбутніх учителів іноземної мови полягає в необхідності здійснення білінгвального спілкування, результативність якого залежить від здатності організувати мовну взаємодію.*

**Ключові слова:** білінгвізм, білінгвальне спілкування, білінгвальна культура спілкування, майбутні вчителі іноземної мови, педагогіка.

### **ПРОБЛЕМА ФОРМИРОВАНИЯ БИЛИНГВАЛЬНОЙ КУЛЬТУРЫ ОБЩЕНИЯ У БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА**

**В. В. Дёмина**

*Изменения, происходящие в обществе, глобализация культур разных стран, расширение сферы занятости, научные и трудовые стажировки, развитие туризма, увеличение деловых и личностных контактов с носителями других культур обуславливают необходимость изучения иностранных языков. Это ставит перед современными учеными новые педагогические задачи, связанные с формированием билингвальной культуры общения у будущих учителей иностранного языка.*

*В предлагаемой статье обосновано определение билингвальной культуры общения как компонента общей культуры общения будущего учителя, необходимого для обмена информацией между представителями билингвокультур средствами родного и иностранного языков.*

*Специфика профессиональной подготовки будущих учителей иностранного языка состоит в необходимости осуществления билингвального общения, результативность которого зависит от способности организовать речевое взаимодействие.*

**Ключевые слова:** билингвизм, билингвальное общения, билингвальная культура общения, будущие учителя иностранного языка, педагогика.

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