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**PROFESSIONAL TRAINING OF FUTURE TEACHERS
IN FOREIGN COUNTRIES IN TERMS OF INTERCULTURAL INTERACTION
OF EDUCATIONAL SPACE OBJECTS**

ABSTRACT

The problem of professional training of teachers in foreign countries in terms of intercultural interaction of educational space objects has been studied in the paper. It has been stated that the current stage of human civilization development which is defined as the transition to a knowledge society, is characterized by qualitatively new requirements to the development of education. It has been noted that despite some cultural-and-historical differences in the development of Ukraine and countries of the European Union, functional similarity of national systems of teachers' professional training enables the usage of European experience in future teachers' training. The role of teachers in the modernization of European education has been emphasized. It has been stated that in the professional training theory and practice significant experience has been accumulated which can form the basis for modernization of future teachers' training for intercultural interaction of the educational process objects. Major trends in this area have been revealed. Scientific approaches and paradigms have been defined.

Much attention is focused on the fact that a set of methodological approaches to the problem of teachers' professional training has allowed to distinguish personality-centered and activity approaches as main ones for solving research problems. It has been noted that the reason for scientists' special attention to the category of educational activities is the development of problems related to organizing cross-cultural educational process that helps students to get knowledge about other cultures, to determine the common and special features in traditions, lifestyle and cultural values of peoples, to bring up youth in the spirit of respect for systems of other cultures. Much attention has been paid to the concept of educational support which is a humanistic way of interaction of a teacher with students on the basis of expansion and deepening student-centered and developmental paradigm of education which is based on internal freedom and creativity of the individual, real humanism and democracy.

Key words: *professional mobility, intercultural interaction, multi-culture, creativity, innovativity, communication skills, multicultural educational area, activity approach, personality-centered approach, self-realization, self-correction.*

INTRODUCTION

With the growth of intercultural interaction of educational space objects and processes of economic and cultural globalization, modernization of European education has appeared to be regular, since geographic and socio-economic transformations have led to increasing of mobility of European citizens. These processes require new approaches and technologies to the quality of future teachers' professional training. As the experience



proves, in the theory and practice of professional training the significant experience is accumulated which can be the basis for modernization of Ukrainian future teachers' professional training for intercultural interaction of the educational process subjects.

THE AIM OF THE STUDY

The aim of the paper is to analyze teachers' professional training in foreign countries in terms of intercultural interaction of educational space objects with the aim of using this experience in Ukrainian system of higher education.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The problems of future teachers' professional training in foreign countries in terms of intercultural interaction of educational space objects have been studied by Ukrainian scientists (N. Avshenyuk, V. Kremen, L. Pukhovska O. Zinovatna, I. Zyazyun). In foreign pedagogy problems of teachers' professional training have been explored in the works of such scholars as A. Gazman, R. Haygerti, N. Krylova, M. Leiter, J. Raven, M. Trov, I. Zymnya.

These issues are also key ones in the regulations in the field of development of national higher education, including: the National Doctrine of Education Development in Ukraine, the Program of Education Development in Ukraine, the Decree of the President of Ukraine on July 4, 2005 № 1013 "On Urgent Measures to Ensure the Functioning and Development of Education in Ukraine", the Law of Ukraine "On Higher Education" on September 6, 2014.

General and peculiar features in the professional training of future teachers under the conditions of intercultural collaboration of objects within foreign educational space have been defined due to such methods as analysis, synthesis, analogy, comparison, individualization and generalization.

RESULTS

The current stage of human civilization development defined as the transition to a knowledge society is characterized by qualitatively new requirements to the education development. Having turned into a productive force, it increasingly determines the success of nations and entire regions in the competition for survival. It is not surprising that at the beginning of the 21st century education became of utmost priority for national and international politics.

Despite some cultural-and-historical differences in the development of Ukraine and European Union countries, functional similarity in national systems of teachers' professional training enables the usage of European experience in future teachers' professional training. Modernization of pedagogical education in Ukraine in the context of the intentions of joining the European educational area actualizes studying of the European countries experience.

Teachers' key role in the modernization of European education is stressed within all basic documents which define the essence of modern educational policy in European Union. They are the resolution of the European Commission "On the Development of Lifelong Learning", "Action Plan for the Development of Professional Skills and Professional Mobility", Bologna and Copenhagen declarations and Plan of Distance Education Development and many others.

Establishing strategic directions of pedagogic education development has become a priority for a working group "Improving the Education of Teachers"), which first of all formulated requirements for the formation of a wide range of teachers' new competencies due to changes in political, social, cultural, technological and economic life of modern European society (Common European principles for Teacher Competences and Qualifications, 2004; Implementation of "Education & Training 2010" Work programme. Working group



“Improving education of teachers and trainers”, 2003; Implementation of “Education and Training 2010” Work Programme. Working group A “Improving the education of teachers and trainers”, 2004). Thus, the experts have identified three groups of teachers’ professional competencies, caused by the following factors:

1. Social change. They have caused the need for the formation of such teachers’ competencies:

- Competence in the field of students’ civic education: the willingness to live in a multicultural tolerant society that provides equal opportunities for personal and professional development of all citizens; formation of lifestyle taking into account the requirements of maintaining a stable environment; promotion of gender equality in the family, at work, in public life; awareness of people as citizens of Europe and performing the functions which correspond to this status; willingness to manage their own career development.

- Competence in the field of development of students’ learning skills which are necessary for lifelong learning in a knowledge society: motivation to get knowledge beyond compulsory education; ability to build an independent educational trajectory; ability to acquire new information; computer literacy; creativity and innovativity; willingness to solve problems; entrepreneurial skills; communicative skills.

- Setting relations between competencies which presuppose the ability to conclude further training programs and knowledge of the teachers’ specialization subject.

2. The increasing diversity of students’ cohorts and changes in school environment. These changes require from a teacher the incorporation of new conditions of performing training process: the ability to work with students of different social, cultural and ethnic backgrounds; in extra-curricular work a teacher should possess the following competencies: creating new educational programs, participation in organizational development of schools, working out new forms of students’ knowledge assessment; ability to work with parents and other social partners.

Teachers should be able to integrate ICT in the teaching process and professional practice in general.

3. The increasing level of teachers’ professionalisation. This requirement presupposes: exploratory character of professional activity, willingness to solve professional problems; responsible attitude towards their professional development as a continuous process.

Teachers’ new role in European society is the result of a complex set of factors that contribute to significant changes in the life of the region and of humanity as a whole. Its implementation is not done automatically and it requires a broad set of policy steps in the field of pedagogical education and teachers’ professional development which will cover the following five priority areas of change: 1) achieving higher learning outcomes; 2) restructuring the educational process; 3) development of extra-curricular activities both within the school and outside it, interaction with a wide range of social partners; 4) the integration of ICT in all areas of professional activity; 5) increasing teachers’ professionalisation and individual responsibility for their professional development.

Ukraine’s joining Bologna process predetermines a careful study of the prospects for the development of European cooperation in the field of pedagogical education and finding useful forms for us to participate in it.

The leading idea of this paradigm is based on the consideration of future teachers’ professional training. Studying this phenomenon requires consideration of world globalization and integration processes of the theory and practice of pedagogical education, principles of multiculturalism, heterogeneity and polytheism combined with the trend of regionalization.



The combination of main methodological approaches to the problem of teachers' training allowed to distinguish personality-centered and activity approaches as basic ones for solving research problems.

Personality-centered approach is characterized by the fact that in the center of training center is the subject – his motives, goals, individual psychological characteristics. Therefore university lecturers may consider the educational process productive only if it is aimed at developing students' personalities and self-improvement. This theoretical position directs us to a student as an active subject of entering the teaching profession.

Activity approach attracts more and more attention of scientists due to several main reasons. First of all, it should be noted that changing place of education in modern higher education, during which such its characteristics as consciousness, dedication, scientific validity, performance, being also the subject of special scientific research, are formed. There is another highly relevant aspect of the present issues – self-activity as an effective criterion of improvement: self-identification, self-understanding, self-realization, self-correction, etc., which play a significant role in the development of a modern, competitive specialist-teacher. In addition, within the cultural approach students as future professionals, appear as subjects of culture-creating activity in the multicultural educational area.

Another reason for scientists' special attention to the category of educational activities is the development of problems related to the organization of cross-culturally oriented teaching process which helps students to get knowledge about other cultures, to determine common and special features in traditions, lifestyle and cultural values of peoples, to bring up youth in the spirit of respect for systems in other cultures (Семиченко, 2003).

The basis of the theoretical analysis of teachers' policultural professional training from the position of activity approach is the concept of pedagogical support. Pedagogical support is a humanistic way of interaction between a teacher and students on the basis of the expansion and deepening personality-oriented and developmental paradigm of education based on inner freedom and creativity of an individual, real humanism and democracy.

The scientific idea and scientific concept of pedagogical support as educational assistance to children in solving their individual problems related to health, education, relationships, and life self-identification were formulated by O.S. Gazman in 1995. He believed that pedagogical support is "... the process of a common definition with a child his (her) own interests, goals, opportunities and ways to overcome obstacles (problems) that interfere with him (her) to save his (her) own human dignity and achieve the desired results in education, self-upbringing, communication, way of life ..." (Газман, 1989).

Another trend in the interpretation of the phenomenon of pedagogical support presupposes its consideration as a principle of all humanistic oriented education system (of all its subjects).

The concept of "pedagogical support", according to N. B. Krylova, should be studied in a broader socio-cultural context as an element of any cooperation and collaboration, as the researcher believes pedagogical support "is a positive attitude to human activity and readiness to contribute to its endeavors and fulfillment" (Крылова, 2000).

The analysis of the abovementioned approaches allows us to conclude that all researchers while determining the nature of support include three main points: the problem-obstacle, cooperation, self-activity.

The second position is cooperation. To cooperate means to work, to act together, to participate in a common activity. The cooperation is based on openness, honesty, strong initiative, careful work with information, efficient flow of individual and common goals, open expression of view points, constructive approach to solving conflicts, rational work on



themselves. It presupposes equality of forces, positions of teachers and students, existence of their common interests and corresponding methods: mutual help, agreement, dialogue, defense, compromise, etc. (Газман, 1989).

The next component of pedagogical support is self-activity which is interpreted as the result of common activity of educational process subjects and lies in their ability to solve their own problems without outside assistance and control (O. S. Gazman, N. B. Krylov, G. I. Soroka and others). Self-activity is a broader concept, the priority criterion of which is self-realization. It is regarded as one of the core values of each person, reflecting the desire to demonstrate abilities in activity and it is the basis of self-activity in overcoming difficulties and obstacles as well as in solving personally meaningful problems.

The abovementioned positions of pedagogical support have allowed to formulate conditions of its successful implementation: a student's consent to be helped and supported; priority in solving his (her) own problems belongs to the student; interaction, cooperation, support; confidentiality; good will and invaluableity; protection of students' rights and interests during training. This approach allows to perform targeted activity to support a student on his way to self-development in the profession.

So, pedagogical support is a pedagogical cooperation (defense, contract, dialogue) aimed at the development of students' self-activity that leads to the realization of their creativity in overcoming problems-obstacles (including problems-obstacles in intercultural interaction) for successful implementation of professional and life plans.

Diagnosing and systematization of causes, problems and specific features of students' situation in multicultural interaction, as N. V. Yaksa notes, will build perspectives and ways of protection and support of a person in the process of integration in the environment of other culture with the help of professional training.

Restoring the educational system in a multinational society with the help of introduction of a targeted content, the realization of the national all-Ukrainian culture is an obligatory prerequisite for the formation of a creative person with developed social-and-value needs for creative activity. The mentioned ideas presuppose the necessity not only to introduce this or that national culture, but cultures of other nations as well.

Thus, the presented in the paper material allows us to state that psychological-and-pedagogical foundations of policultural approach in pedagogical science is the theory of students personalities development in terms of policultural educational process in higher educational establishments, the theory and theoretical principles of implementation of pedagogical support in the process of teachers' professional training.

It should be noted that certain methodological principles which define the teacher's role as a subject of policultural environment are put in the basis of fundamental changes in the system of future teachers' professional-and-educational training. This role has been formed by leading philosophical ideas about modern world concepts which are widely spread in the educational environment: globalization concept which presupposes correspondence of pedagogical education to specific features of global development, combining the best intellectual resources, international cooperation in education, built on dialogue and interpenetration of cultures.

Designated ideas are put in the basis of modernization of pedagogical education and related to multi-vector phenomenon of culture as a specific way of human activity which is realized, first of all, in terms of policultural society in the field of intercultural cooperation within the educational environment.



CONCLUSIONS

On the basis of the theoretical analysis it has been cleared out that future teachers' professional training in foreign countries in terms of intercultural interaction of educational space objects is a natural expression of globalization processes. The current stage of human civilization development which is defined as the transition to a knowledge society is characterized by qualitatively new requirements to the development of pedagogical education, the content of which varies from teaching professionals only the principles of activity in accordance to national standards to creating national identical approaches to the production of useful knowledge on the international level, forming the foundations of international education.

Despite some cultural and historical differences in the development of Ukraine and the European Union, we consider the use of European experience in the training of future teachers in local universities to be perspective, as it can be the basis for modernization of future teachers' training for intercultural interaction within the educational process.

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