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**THE FORMATION OF INTERCULTURAL COMPETENCE OF
FUTURE PHILOLOGISTS BY INCREASING OF LECTURERS
PROFESSIONAL COMPETENCE**

E. Nezhenets, PhD in Philological Sciences

Dnipro Humanitarian University, Ukraine, Dnipro

The paper proves the need of lecturers training to form future philologists intercultural competence. The need has several reasons: firstly, the development of future philologists intercultural competence requires improvement of lecturers pedagogical skills and the development of their own intercultural communication skills; secondly, as higher school teachers are free to choose education technologies, forms, methods and means of students learning, they should be given the relevant methodological knowledge for training students with a high level of intercultural competence .

The article describes the forms and methods of improving the lecturers professional competence that are necessary for the formation of future philologists intercultural competence. The best ways for increasing lecturers professional competence are: participation in scientific seminars, participation in international projects, studying the best educational experience connected with the formation of intercultural competence, scientific and methodological activities in collaboration with foreign colleagues (participation in international conferences, " round tables " etc); selfeducation.

Key word: lecturer, professional competence, intercultural competence, philologist, scientific seminars, international projects, international conferences.

Неженець Е. В. Формування міжкультурної компетентності майбутніх філологів шляхом підвищення професійної компетентності викладача вищого навчального закладу / Дніпровський гуманітарний університет, Україна, Дніпро

В статті розкривається необхідність підготовки викладачів до формування міжкультурної компетентності майбутніх філологів. На це є низка причин: по-перше, розвиток міжкультурної компетентності майбутніх філологів потребує вдосконалення педагогічних навичок викладачів та розвитку їх власних навичок міжкультурного спілкування; по-друге, оскільки вчителі вищої школи вільні вибирати освітні технології, форми, методи та засоби навчання студентів, їм слід надавати відповідні методологічні знання для підготовки студентів з високим рівнем міжкультурної компетентності.

Стаття описує форми та способи вдосконалення професійної компетентності викладачів, які необхідні для формування міжкультурної компетентності майбутніх філологів. Найкращі шляхи підвищення професійної компетентності викладачів це: участь у наукових семінарах, участь у міжнародних проектах, вивчення передового педагогічного досвіду, пов'язаного з формуванням міжкультурної компетентності, науково-методична діяльність у співпраці з іноземними колегами (участь у міжнародних конференціях, "круглий" таблиці "тощо"); самоосвіта

Ключові слова: викладач, професійна компетентність, міжкультурна компетентність, філолог, наукові семінари, міжнародні проекти, міжнародні конференції.

Introduction. A main feature of modern society in the context of globalization is the integration processes, focused on a broad range of

intercultural interaction. As a result of different cultures interpenetration mobility of the population is growing and employment is expanding. So there is a need to establish personal and business contacts with foreign partners, leading to economic, religious, political, educational and others communicative relations.

The personality of the teacher, his or her scientific, psychological, pedagogical and methodological levels is the decisive factors in the preparation of highly qualified specialists. Under the new philosophy of education and in today's cultural environment higher school teachers are mediums not only professional, but also a cultural experience.

Today there is a need for lecturers training to form students intercultural competence. The need has two main reasons:

- firstly, the development of future philologists intercultural competence requires improvement of lecturers pedagogical skills and the development of their own intercultural communication skills;

- secondly, as higher school teachers are free to choose education technologies, forms, methods and means of students learning, they should be given the relevant methodological knowledge for training students with a high level of intercultural competence .

Analysis of recent research and publications. Analysis of philosophical, psychological and pedagogical literature connected with the professional development of lecturers showed that various aspects of the problem are examined: a theory of culture and cultural activities (O.Arnoldov, V. Davydovich, O.Khanova, L. Kohan and others), the nature and characteristics of pedagogical skills (I. Kharlamov, N. Kuzmin, T. Sushchenko, I. Zazyun and others). Besides, national and international researchers in sociology, cultural studies, psychology, linguistics, philosophy and economics have studied intercultural aspects of competence, including: difficulties in intercultural communication

(L.Arasaratnam, J. Berry, R. Breslin, E. Hall, G. Hofstede, R. Lewis, D. Matsumoto, H. Triandis,), the formation of social and cultural competence (S. Alexandrov, L. Borovykov, D. Danilov, A. Kupavska, S. Ter- Minasova and others), the formation of individual aspects of professional foreign language competence (A. Artemyeva, I. Bakhov, A. Bykonya, R. Hryshkova, S. Nikolaev), study of readiness to professional activities related with intercultural communication (O. Bahlai , A. Cooper , P. Sysoev , A. Yudin and others).

However, the problem of lecturers' professional competence formation in order to form future philologists' intercultural competence is not sufficiently studied.

The aim of the research is to describe the forms and methods of improving lecturers professional competence which is necessary for the intercultural competence formation of future philologists.

Materials and methods. Nowadays higher educational institutions require teachers who are capable for self-development, able to make right decisions in different pedagogical situations, open to an equal dialogue with the students and have great wish to the constant acquisition of new knowledge and skills and their creative realization in professional activities.

Besides, the ability to interact effectively with the outside world is extremely important for a person nowadays. Analyzing the results of their own actions, people evaluate them through the prism of social consciousness and thereby form an idea of their own social and intercultural competencies. Along with this, in the process of interaction with their environment, people also gather experience of the effective use of their knowledge and abilities in different life situations. This experience can serve as the basis for effective communication with representatives of other cultures [2, p.126-127].

It is very important for our research to understand the definition of the concept intercultural competence. So, David Matsumoto describes competence in intercultural communication as an intercultural communicative competence and defines it as the ability to communicate effectively in an intercultural context [1].

The German researcher A. Knapp-Pothoff defines the term «intercultural competence» as a complex of some abilities, which extending the individual' interpretive spectrum in the process of interpersonal interaction with representatives of another culture [5].

So, the next means were defined to improve the level of teachers' readiness for the formation of students' intercultural competence:

- scientific and methodological seminars;
 - training courses;
 - participation in international projects;
 - studying the outstanding lecturers teaching experience connected with the formation of intercultural competence;
 - scientific and methodological activities in collaboration with foreign colleagues (participation in international conferences, symposia, " round tables ");
- self-education. [4].

Active teaching practice gives teachers the opportunity to apply their skills and abilities in the educational process immediately.

One way of teachers training for forming intercultural competency is scientific and methodical seminar " Intercultural Communication". According to results obtained by our survey and testing it was defined the purpose of the seminar – preparing of teachers for intercultural communication. In this context we developed the teachers' ability to create a classroom atmosphere of trust, understanding, tolerance and empathy. Particular attention was paid to the teachers' ability to support even the

smallest achievements of students, recognize students' errors and provide the necessary assistance.

The aim of scientific and methodical seminar «Intercultural communication" was to encourage lecturers to form such students' skills as:

- behavioral culture (the ability to behave kindly, be tolerant, respect human dignity and behavioral traditions of other cultures people);
- development of communicative culture (the ability to speak logically, accurately according to the traditions of the others cultures partners, ask questions and answers to partners etc.);
- the culture of language use (the ability to use and understand non-verbal means of communication , the correct use of tone, flexibility, rate of speech, expressions of emotion, facial expression of foreign partners). [3].

For the experimental work with the teachers we used the opportunities of teachers participation in the European Commission project TEMPUS (Trans-European Mobility Program for University Studies). The aim of this program is to improve the system of higher education in partner countries on the basis of balanced cooperation with educational institutions of countries which are members of European Union. The main purpose of the program is the trans-European mobility in the field of university education. Leadership of the program is provided by Directorate General for Education and Culture (Brussels, Belgium). Technical support of the program is provided by the Department TEMPUS-ERASMUS MUNDUS of European Training Foundation (Turin, Italy).

The TEMPUS program gives grants for educational projects of three types: joint European projects, structural and additional events, individual grant for mobility. Project financing is provided by grants giving for participating universities (consortium members) for 2 or 3 years.

The project, which was attended by teachers, included:

- teachers training in the most powerful European universities in

order to create new courses;

- buying of computer and office equipment;
- buying of textbooks, subscription of periodicals;
- publication of research, teaching and methodological materials;
- holding of international conferences, seminars, "round tables" with participation of foreign scientists and experts;
- Intensive language training of teachers.

The experience gained during the training and studying abroad helped to increase the overall professional level of teachers and future philologists, expand their horizons, improve language skills, improve intercultural competence and skills to solve various problems. In addition, it provided an opportunity to prepare materials for masters' theses in English.

Teachers retraining became an effective form of professional competence improvement and the formation of teachers intercultural competence. Under the project TEMPUS, we created a training program, which main objective is an improving of language skills and intercultural competence.

In order to give teachers the opportunity to participate in the above program, realize their own research projects, gain experience of intercultural communication, improve their own intercultural competence they have been offered language courses "English is a language of international communication."

In addition to participation in international projects, fruitful means of teachers training were: attending lectures held by foreigners, participation in international conferences, leadership of students foreign training and practice.

Conclusion. Awareness by the teaching staff needs of society in training students with a high level of intercultural competence is one of the significant reserves to increase the effectiveness of their training. It can be

realized only by teachers with high professional and pedagogical level, with the ability to solve educational problems intelligently and responsibly, who can use a wide palette of techniques, methods and means of solving current educational problems, and to achieve the ultimate goal - training of highly skilled , competitive on labor market philologists, who are able to meet the needs of society and fulfill their potential in the professional activities, particularly in situations related with intercultural interaction.

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