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THE ROLE OF THE METHOD «DIALOGUE OF CULTURES» IN TOLERANCE FORMATION OF FUTURE ENGLISH TEACHERS

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Abstract. *The article defines the role of the method of cultural dialogue in the tolerance formation of future foreign language teachers during professional training in pedagogical institutions of higher education. It is pointed out that one of the leading methods contributing to the formation of students' tolerance is the method of dialogue of cultures, in particular, in the classes of the educational discipline "Practice of Oral and Written Speech". It is noted that for the formation of tolerance in future teachers of a foreign language, the use of this method is most expedient in conducting tolerance classes, debates, discussions, organization of role-playing and business games that promote the acquisition of students' tolerance skills, virtual excursions that provide active creative activity for students.*

Keywords: *future foreign language teachers, tolerance, method "dialogue of cultures".*

The reform of higher education in Ukraine presupposes the training of specialists who not only have professional knowledge and skills at a high level, but also who are diversified, competitive, creative individuals, aware of the need for international solidarity and cooperation, ready for constructive participation in the dialogue of cultures of peoples. Especially it concerns future teachers of a foreign language, whose main activity is the education and upbringing of the younger generation, capable of tolerant perception of other cultures. In this regard, the problem of forming the tolerance of future foreign language teachers during their professional training in pedagogical institutions of higher education is actualized. That is, the organization of the educational process must be based on the foundations of tolerance and be directed not only at the acquisition of professional knowledge and skills by students, but also on the formation of moral and spiritual values, tolerance toward surrounding people regardless of nationality, religion, social status, etc. . Taking into account the above, an important task of the higher pedagogical school is the formation of the future teacher's personality, capable of peaceful coexistence in the conditions of the multicultural society of Ukraine, ready both for constructive interaction and mutual understanding with all the participants in the pedagogical process, and for the implementation of intercultural communication on the basis of mutual respect and tolerance to representatives of different cultures [6, p. 1].

Great importance in the formation of students' tolerance is played by the use of the method "dialogue of cultures" during the study of special educational disciplines, in particular, of such subject as "Practice of Oral and Written Speech".

It should be noted that the problem of educating tolerance among the younger generation is constantly in sight of: philosophers (A. Akulova, V. Andrushchenko, B. Gilian, O. Dovgopolova, V. Zolotukhin, I. Zyazyun, V. Kremen, V. Lectorsky, V. Shinkaruk, etc.), psychologists (B. Ananiev, A. Asmolov, G. Beziulyova, I. Bekh, S. Bondyreva, D. Kolesov, A. Cohen, V. Semichenko, H. Shelamova, etc.) pedagogues (E. Beda, V. Bondar, T. Buzovskaya, T. Varenko, S. Grant, O. Zarivnaya, L. Kondrashova, M. Cranston, P. Nicholson, O. Smith, O. Stolyarenko, V. Sukhomlinsky, D. Sue, N. Tkachova, Yu. Todortseva, O. Shavrina etc.), which emphasize the contradictoriness of this phenomenon, the ambiguity of its perception by students in the practice of educating a tolerant personality, present various means of its formation [6, p. 2].

Various aspects of the dialogue of cultures were the subject of research by M. Bakhtin, V. Bibler, A. Borisenko, M. Buber, T. Grushevitskaya, A. Lapshin, R. Milrud, S. Nikolaeva, V. Popkov, A. Sadokhin, V. Safonova, P. Sysoev, I. Stavitskaya, S. Ter-Minasova, N. Tveresovskaya, G. Cherednichenko, etc. However, despite a significant amount of research on the method of cultural dialogue, its role in shaping the tolerance of future teachers by means of a foreign language is highlighted in the scientific literature is not enough.

The aim of the article is to define the role of the method of dialogue of cultures in the formation of tolerance of future foreign languages teachers during professional training in pedagogical institutions of higher education.

Tolerance is viewed as a spiritual and moral quality of a person, which is expressed in the acceptance of the "other" as a person regardless of nationality, language, religion, convictions, membership in public organizations, social, property and official status, as well as age, health, sex, race; readiness to accept "others" as they are, to interact with them on the basis of consent through the development of their personality, open to the perception of different cultures, capable of respecting the multifaceted nature of human thought, preventing conflicts or solving them by non-violent means [6, p. 15]. Formation of a dialogue among future teachers in a foreign language of tolerance is facilitated by the use of a dialogue of cultures in the educational process.

The concept of "dialogue of cultures" is defined by philosophers as: "1) a kind of intercultural interaction that provides for an active exchange of the content of cultural counteragents while preserving their identity; 2) the process of communication of cultures, during which their mutual transformation takes place" [10, p. 62].

When studying a foreign language, the method of dialogue of cultures is seen as creating conditions for understanding differences in native and foreign culture, fostering tolerant attitudes towards representatives of other peoples, lowering the level of ethnocentrism, developing cross-cultural literacy, and skills of foreign-language intercultural communication. This is due to the fact that real knowledge of the language, according to A. Lapshin, is knowledge of his inner spirit, his logic and culture. It is language that should ensure the dialogue of cultures. However, to achieve efficiency in intercultural communication, it is not enough only to learn the language system and master the language skills and skills. It is necessary to learn how to use the language in accordance with the conditions of the socio-cultural environment of the speakers of this language. To continue the dialogue, the author continues, it is necessary to understand the cultures of other peoples, that is, cross-cultural literacy, which provides for "understanding the divergence in ideas, customs, traditions inherent in different peoples, the ability to see the common and different between different cultures and see the traditions of their society through the eyes of others peoples " [5, p. 47].

S. Ter-Minasova says about the close interconnection and interdependence of the teaching of a foreign language and communication of different cultures, which believes that "every lesson in a foreign language is a crossroad of cultures, this is the practice of intercultural communication, because each word reflects the foreign world and foreign culture" [9].

In higher education institutions, the dialogue of cultures is realized through the intercultural component of a foreign language, which creates the best conditions for educating students not only for recognizing differences in their own and foreign cultures and respecting them, but also helps to inspire a sense of pride for their country, people, culture. It is the intercultural component of the foreign language that fosters the formation of the students' understanding of the dialogue of cultures as the only possible philosophy of modern multicultural communities that is characterized by ethnic, racial, social and religious tolerance and empathy for representatives of other cultures.

In P. Sysoev's opinion, it is extremely important to create conditions for an effective dialogue of cultures, since the achievement of a full and equal intercultural dialogue means seeing not only the difference, but also the similarity in one's culture and culture, the language of which is being studied; perceive the difference as the norm of coexistence of cultures in a modern multicultural world; to form an active life position directed against cultural inequality, cultural discrimination and cultural vandalism, thriving in the modern multicultural world. The author assumes that by studying and observing similarities between cultures and communities of native and foreign languages, students will be able to expand their intercultural space and will perceive their peers from the country of the studied language not as "others" and "strangers"

but as contemporaries and fellow citizens of the unified world, united by common values, interests, professional activities, problems and ways to resolve them [8, p. 11].

Besides, P. Migirin continues this idea, the dialogue of cultures will promote mutual understanding and tolerance, respect for the individual and cultural differences, as well as the formation of a positive attitude of students to representatives of other cultural groups and the attitude to non-violent solution of contentious issues. [7]

The use of the technology of dialogue of cultures in the lessons of a foreign language is one of the most important means of fostering tolerance. Dialogue of cultures is an exchange of opinions and experience, comprehension of values and traditions of other people. In this case, a multifaceted process of teaching a foreign language through the prism of the multicultural traditions of our country takes place.

In addition, the content of pedagogical activity must be directed towards respect for human dignity, mastery of the culture of peace, ideas of complementarity and interdependence among people of different cultures. In this regard, E.Zelenov recommends the use of active methods of teaching and upbringing - business and simulation games, debates, discussions, discussions, use of the Internet as a means of building the skills of intercultural communication in the pedagogy of tolerance [2, p. 74].

We totally agree with the scientist, since it is informal communication that creates the conditions for the perception of another mentality, life styles and the formation of tolerance as the personality traits of the future teacher.

In our opinion, the formation of tolerance of future foreign language teachers is facilitated by studying such a discipline as "Practice of Oral and Written Speech", filling its content with materials of a tolerant orientation will help to identify, expand and enrich the experience of students in relation to the content of the studied material.

The task of classes in this subject is to expand the cultural knowledge of students, which involves their involvement in cultural values, acquaintance with the best works of world art, the formation of skills of tolerant behavior in different life situations. Such an approach creates conditions for focusing students' attention on universal human values, contributing to an increase in interest in foreign culture and language and overcoming cultural-centricity [4]. And the task of the teacher is to awaken and stimulate the activity of students, to create conditions for the development of foreign speech activity in the classroom, to equip them with the means of carrying out educational activities, since it is known that only through intensive interaction with the world is the development of personality [3].

Teaching "Practice of Oral and Written Speech" in the context of the dialogue of cultures contributes to the upbringing of a person of culture, committed to

universal human values, which has absorbed the richness of the cultural heritage of the past of its people and peoples of other countries, striving for mutual understanding with them, capable and ready to carry out interpersonal and intercultural communication, including means of the English language [1].

Formation of tolerance among future teachers of a foreign language occurs during the study, for example, such topics as "Culture of different peoples", "National cuisine of different peoples", "Etiquette and customs of different nations", "Religion, customs, traditions, holidays in different countries", which contributed to the acquisition by students of the skills of comparative-comparative analysis by students of various aspects of their own culture and culture of the countries of the studied language.

In form it can be an interview, a dialogue, an occupation-search, role-playing game, talk show, dramatization or what the Americans call workshop or panel discussion.

Practical lessons were carried out disputes, discussions, role-playing and business games of tolerant content as close as possible to future professional activity, staging of fragments of art works, exercises using English-language video materials (fragments of documentary, feature films, television programs, news) that displayed problems of tolerant / intolerant behavior of the characters in the plot.

In the extracurricular time, the quest "Traveling around the planet" was held, dedicated to topics that reflect differences in the greetings of different peoples, the significance of gestures, attitude to humor, rules of etiquette in the business world, public places, school, guests, etc.

Also, Internet resources are widely used: video conferencing, preparation and conduct of virtual tours of English-speaking countries (architectural sights, literary and art museums), communication with foreign peers, etc.

Based on long-term observations of students during the lessons on the discipline "Practice of Oral and Written Speech", saturated with educational content of tolerant content, we come to the conclusion that using the "dialogue of cultures" method in the educational process of higher education institutions contributes to the formation in future teachers of a foreign language of tolerance and the acquisition of skills and skills to carry out such activities in future professional activities.

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