

The essence of training future language and literature teachers for cross-cultural education of students in a multicultural environment

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The article is devoted to the urgent problem of training future teachers of language and literature for cross-cultural education of students in a multicultural environment. The aim of the article is to systematize and generalize scientific research on the preparation of future teachers of language and literature for cross-cultural education of students in a multicultural environment. Based on the study of existing views, it was determined that the preparation of qualified teachers of language and literature for cross-cultural education of students in a multicultural environment is one of the main tasks of nowadays in the modern education system of Ukraine. According to the Concept of Pedagogical Education, Ukraine is a multicultural and multinational state, taking into account the fact that the educational system deals with a complex, ethnically diverse, culturally and mentally heterogeneous contingent, the education of citizens in the environment of the country's national culture is of particular importance. And this requires updating the methodology and content of language and pedagogical training. The author clarifies the meaning of the concept of cross-cultural learning – an organized activity that takes place in a multicultural educational environment, aimed at the study, assimilation and comparison of different cultures, as well as the formation of multicultural values and skills of intercultural interaction and the acquisition of experience in intercultural communication. It has been confirmed that the development trend of multicultural training of future language and literature teachers is aimed at openness, accessibility to other cultures and involves their personal and cultural development based on involvement in cross-cultural activities, forming values, adequate views and attitudes. The specifics of training future teachers of language and literature for cross-cultural education of students in a multicultural environment have been determined as a process characterized by the generalization of professional inclinations, knowledge, abilities and skills aimed at organizing cross-cultural education of students in a multicultural educational environment. It has been confirmed that the result of this process is the readiness of future language and literature teachers for cross-cultural education of students in a multicultural environment.

Keywords: training, professional training, professional pedagogical training of teachers, cross-cultural learning, multicultural environment.

Introduction. Training of qualified language and literature teachers for cross-cultural education of students in a multicultural environment is one of the main tasks of the modern education system in Ukraine. According to the Concept of Pedagogical Education, Ukraine is a multicultural and multinational state. Given the fact that the educational system deals with a complex, ethnically diverse, culturally and mentally diverse student body, education of citizens in the environment of national culture, becoming a citizen of Ukraine is of particular importance. This requires updating the methodology and content of language and pedagogical training. The document states that language is a means of learning the world around us, the human community and involvement in the global community, human self-expression, personality formation and social relations in a multicultural world.

The general formulation of the problem consists in the peculiarities of the training future teachers of language and literature for cross-cultural education of students in a multicultural environment, where it is worth noting that it is impossible to carry out this process without special training, because the training itself is the formation and generalization of knowledge and skills necessary for a specialist to adequately perform assigned tasks. It is mandatory that the specified training should be oriented towards the active search and application

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of modern forms and methods that contribute to the development and self-realization of each individual who will perform the tasks of the appropriate level of his professional activity.

Within the framework of our research, the provisions on multicultural education in the scientific works became important, namely those of Ya. Huletska, V. Dvornikov, H. Dmytriyev, O. Kovalchuk, M. Simonenko, O. Smolianinov, M. Soroka et al. The main approaches to the concept of “culture” were studied by N. Bordovska, V. Kuzmenko, E. Shemiakina and others. No less important are the works of scientists on: formation of multicultural competence (R. Agadullin, O. Hurchenko, N. Huspit, N. Lebediva, Ye. Pashko, T. Poshtarivna, O. Osypenko, L. Cherednychenko et al.); modern trends in multicultural training of future teachers (I. Bekh, O. Dubovik, O. Sukhomlynka, N. Yaks et al.); cross-cultural activities (R. Hesteland, V. Hudikunst, D. Jaspers, Z. Kim, M. Kirch, N. Kholden, E. Hall et al.); process of formation of cross-cultural competence (N. Almazova, M. Bayram, V. Doroz, M. Ernst et al.). The problem of professional and pedagogical training of future teachers was comprehensively covered in the works of researchers such as: P. Autov, S. Arkhanhelskyi, V. Bezpalko, O. Bondarevska, M. Bukach, A. Verbytskyi, O. Harmash, V. Hryniova, M. Diachenko, T. Ivanova, I. Isaiev, L. Kandybovych, H. Kashtanova, O. Rudnytska, T. Shcheglova and others.

Summarizing different approaches of scientific research on training future teachers of language and literature for cross-cultural education of students in a multicultural environment, we get an opportunity to reveal the still unexplored material of this research and consider the very process of involvement in cross-cultural activities through familiarity with cultural customs, norms of behavior, ethnic characteristics, etc. It is thanks to the conditions of such interaction that the formation of a cultural worldview and perception of cultural values takes place.

The aim of the article. Systematization and generalization of scientific research on the training of future language and literature teachers for cross-cultural education of students in a multicultural environment.

Research materials and methods. During the research the following methods were employed: analysis, synthesis and systematization of scientific sources in order to identify the state of research of the problem, abstraction and generalization in order to study the practical application of cross-cultural education of students in a multicultural environment by future teachers of language and literature.

Results and their discussion. The analysis of legislative and educational documents of the state testified to the declaration of multi-ethnic and multicultural principles, as well as tasks aimed at the development of the fundamental training of future language and literature teachers based on the assimilation of the spiritual treasury of the Ukrainian people, namely the gnostic, ontological and axiological components of a holistic multicultural pictures of the world.

This process, according to R. Ahadullin, is connected with the formation of a multicultural worldview, which determines such an organization of the life and professional activity of a modern teacher, according to which he should be open to the perception of the cultures of other peoples. At the same time, the national acquires signs of thoroughness, since the multicultural social, in particular, the educational space, should function as a whole system of the polylogue of cultures both at the national level and in its individual regions (Agadullin, 2004: 20).

In the conditions of multicultural peace and multiethnic Ukrainian society, multicultural education becomes an integral part of the pedagogical culture of teachers. It includes cultural, ethnic, historical knowledge, awareness of its importance, the ability to highlight and add to the content of general education ideas that reflect the cultural diversity of the world, as well as the ability to organize the educational process as a dialogue between carriers of different cultures over time and distance.

Therefore, the essence of the training of future language and literature teachers for cross-cultural education of students in a multicultural environment, we believe, should be determined in the following logical sequence: “training”, “professional and pedagogical training”, “training of future language and literature teachers”, “multicultural environment”, “cross-cultural learning”, etc.

Regarding the disclosure of the essence of the concept of “preparation”, its extended definition is interpreted in the “New Explanatory Dictionary of the Ukrainian Language”. The interpretation of this concept consists of three positions: theoretical, prescriptive and descriptive. From a theoretical point of view, training is a stock of knowledge obtained in the process of learning something. Prescriptive content characterizes the concept of “training” from the point of view of directionality, purpose and functioning of the phenomenon defined by it. And, finally, the descriptive approach to the category determines its essence, components and types (New Interpretive Dictionary of the Ukrainian Language, 2006: 572).

In turn, the concept of “training” in the “Big Explanatory Dictionary of the Modern Ukrainian Language” is no less important, which means an action, a process with the meaning of the verb “to train”, and a certain “... stock of knowledge, skills, experience, etc., acquired in the process of learning, practical activity” (Big Explanatory Dictionary Of The Modern Ukrainian Language, 2005: 960). The concept of “training according to the pedagogical dictionary is important – it is “the formation and enrichment of instructions, knowledge and

skills that are necessary for an individual to adequately perform specific tasks” (Pedagogical Dictionary, 2001: 268).

Summarizing the approaches to understanding the mentioned concept, we consider it necessary to first consider the term “professional training”, and then “professional pedagogical training” and “professional pedagogical teacher training”. Therefore, according to the Law of Ukraine “On Higher Education” (2014), “professional training” means the process of training specialists for one of the fields of labour activity, associated with mastering a certain type of occupation, profession (Law of Ukraine “On Higher Education”, 2014). We share the opinion of N. Khmel, who defines “professional training” as “the process of forming a specialist for one of the fields of labour activity, which is associated with mastering a certain occupation, profession” (Khmel, 1998: 127).

The content of the concept of professional and pedagogical training is developed according to the same logic. So, for example, T. Sydorenko believes that professional and pedagogical training is “a broad category in terms of its content, which is based on the general training of an individual, an integrative subsystem in a holistic social system, and therefore it, like all training as a whole, dialectically interacts being connected with social processes and phenomena that occur today, and determined by the laws of social development. It presents the teacher’s professional and human qualities together. This is an indicator of the formation of various types of his professional and pedagogical training, a condition and result of effective pedagogical activity” (Sydorenko, 2002: 7). Valid for our research is the opinion of V. Trotsko, who in his research study considers professional and pedagogical training as a “subsystem of teacher professional training, defining it as a set of special knowledge, abilities and skills that allow to perform work in a certain field of activity; holistic dynamic education, which consists of interrelated components: purpose, learning, content of education, motivations for learning, activity of the teacher and activity of students, technology and the result of learning” (Trotsko, 1997: 7).

However, analysis of scientific and pedagogical sources regarding the concept of “professional training of future teachers” demonstrates the multifaceted nature of the definitions offered by modern science. M. Vasilieva considers the professional training of teachers in institutions of higher education as “an integrative system that combines relatively independent, but interdependent systems of training: special-scientific, psychological-pedagogical, general cultural, each of them performs specific tasks” (Vasilieva, 2011: 17). What is noteworthy about this definition is the fact that it is based on a list of systems that determine the content of education. A similar approach is demonstrated by L. Yovenko when he points out that the system of professional training of future teachers contains such components as general education, professional and special (Yovenko, 2005: 56). According to scientific research, it can be stated that the concept of “professional pedagogical training of the future teacher” is a complex, dynamic and continuous process that requires mandatory consideration of modern requirements. The constant growth of the modern school’s needs for professional and pedagogical specialists capable of timely solving complex theoretical and practical tasks of the educational process indicates the importance of the problem of professional and pedagogical training of future teachers, the search for effective ways and the choice of rational methods of guiding the process of their education. Increasing the level of competence of future teachers is an urgent task of modern higher education. The conceptual provisions of the development of pedagogical education are based on the principles of the Law of Ukraine “On General Secondary Education”, the Law “On Higher Education”, “National Doctrine of the Development of Education of Ukraine in the 21st Century”, “Concept of Pedagogical Education”, etc.

Within the scope of this study, attention should also be paid to the opinion of V. Koval, who proved in her research that the tasks of professional training in pedagogical higher education institutions are always updated. In this regard, the majority of domestic scientists are unanimous in defining the goal of the professional training of the future teacher – the acquisition of professional competence. According to many scientists, higher pedagogical education is one of the main factors in the formation of a teacher’s professional maturity, which significantly affects the innovative orientation of pedagogical activity, without which it is impossible to achieve a high level of professionalism; this leads to the transformation of the higher education system, since the goal of higher education institutions is the development of new approaches, methods and technologies of teaching and upbringing, which should help the future teacher to achieve a high level of teaching, the quality of students’ knowledge, and contribute to his professional growth. Conceptual ideas of integration, professionalization, universalization, becoming the main direction in the field of education on the European continent, are implemented in the optimal structuring and integration of knowledge in the content of teacher training, in various theoretically grounded models and approaches. Different approaches to determining the essence of professional training from the standpoint of modern psychological and pedagogical science are well known. Researchers equate professional training with professional education, which is the result of assimilation of knowledge and skills and the formation of necessary personal professional qualities (Koval, 2013).

Although all scientists unanimously agree that the training of a future teacher, regardless of specialty, is carried out with the close unity of all structural components of professional training, we support this opinion, but also insist that it is advisable to pay special attention to the study, generalization and systematization of components, which were determined by Z. Kurliand regarding the structure of a teacher's professional activity, such as: Motivational component – teacher's self-confidence, satisfaction with activities, motivation to achieve success. Emotional and volitional component – lack of emotional tension, fear of children; the ability to regulate one's emotional state, the presence of willpower. Personal component – the presence of a professional and pedagogical orientation, the speed of reaction to the behavior of the class and individual students; normal fatigue.

Professional pedagogical component – the ability to make the right decisions in non-standard situations, knowledge and skills of a teacher (psychological and pedagogical, methodical, professional, general); the need for self-improvement and self-education (Kurliand, 2005: 41). After all, these components, in our opinion, are important, necessary and contribute to the preparation of future teachers of language and literature for cross-cultural education of students in a polycultural environment.

I. Manokhina, summarizing different approaches to the interpretation of conceptual features regarding the professional and pedagogical training of the future teacher, specifies the process of professional formation of a specialist in accordance with the "content of the cycles of educational training", in which she singles out such components as psychological and pedagogical training ("a system of knowledge about factors contributing to personal growth; self-development and self-education; organization of the educational process in different socio-cultural conditions; mastering the skills of psychological and pedagogical diagnosis, analysis and design of social and pedagogical work; design, implementation, evaluation and correction of the educational process"), subject preparation ("possessing the skills of analyzing and designing socio-pedagogical activities; identifying the needs of children, creating conditions for their harmonious development; the ability to apply the methods of sociological and socio-psychological research in professional activity) and general cultural preparation ("using the accumulated experience to develop the creative abilities of the individual") (Manokhina, 2015: 131).

Based on the ideas of various scientists – L. Bazil, V. Bezliudna, M. Vasylieva, L. Yovenko, H. Leshchenko, I. Manokhina, O. Semenoh, L. Perkheta, N. Fedorovska, O. Chaika and others, we come to the conclusion that the training of future teachers of language and literature involves firstly: professional training that provides them (future teachers of language and literature specialists) with the performance of professional tasks, both at the theoretical and practical levels, when future teachers of language and literature by means of artistic, journalistic, scientific, literary and critical texts educate students as active citizens of a certain country, active readers, and also carry out linguistic and literary training, focusing on domestic and world achievements in pedagogical, psychological and philological sciences, developing an individual style of professional activity, etc.; secondly, psychological and pedagogical training as an organized educational process to create conditions for students, future language and literature teachers to achieve the optimal level of psychological and pedagogical competence.

No less important during the training of future teachers of language and literature, namely during their formation, is the interaction of education and culture, which is the necessary general background and at the same time the content of education. It is in the process of professional and pedagogical training of future teachers of language and literature that the effect of cultural mechanisms, forms and content of the educational process is ensured. And as O. Palchykova notes, during this process, a cross-cultural approach is implemented, which contributes to the erasure of cultural and linguistic boundaries between peoples, the establishment of a full-fledged dialogue of cultures (Palchykova, 2005: 41). This is confirmed by the fact that the development trend of multicultural training of future teachers of language and literature is aimed at openness, accessibility to other cultures and involves their personal and cultural development based on involvement in cross-cultural activities, forming values, adequate views and attitudes.

Based on the conducted research, it was concluded that *cross-cultural learning* is an organized activity that takes place in a multicultural educational environment, aimed at studying, assimilating and comparing different cultures, as well as at forming multicultural values and skills of intercultural interaction and gaining experience in intercultural communication.

As for the definition of "multiculturalism", we are impressed by the opinion of I. Kushnir, the author interprets it as "such a principle of functioning and coexistence in a certain society of various ethno-cultural communities, with their inherent awareness of their own identity, which ensures their equality, tolerance and organic connection with a broad cross-cultural community, mutual enrichment of cultures, as well as the presence and definition of a common national system of norms and values. But at the same time, it should be taken into account that each ethnic group, nation has its own identity, in particular, in culture". And as an addition, the same author characterized the following definition of "multiculturalism" as "a set of socio-

psychological characteristics that ensure the possibility of peaceful existence of subjects as representatives of different cultures in the conditions of a democratic society” (Kushnir, 2008).

Summarizing the approaches to understanding the scientific concept of “multiculturalism”, N. Yaksa emphasizes that the multicultural content of professional pedagogical training includes tasks that meet the requirements of personality-oriented education, namely: the development of intercultural competence in each subject of professional training – a representative of that or another culture (forming the image of one’s culture, its main values, developing a reflexive attitude to cultural phenomena); formation of positive “I - and We concepts” in all subjects of professional training; formation of multicultural values and skills of intercultural interaction (value attitude, skills and real experience of interaction with representatives of other cultures, exchange of values, ideas and establishment of equal relations); achieving optimal results for each individual and their cultural identity, as well as optimal development and integration of culture in the context of professional training; formation of the perspective of the existence and interaction of different cultures in the process of professional training; gaining experience in intercultural communication (including overcoming intercultural contradictions and conflicts) as a basis for determining successful life and professional strategies (Yaksa, 2006: 41).

One of the main trends of modern development is the globalization of socio-economic activity, the consequences of which are cultural changes in the state. Therefore, both the support of the trend of globalization processes and the preservation of cultural originality appear to be urgent tasks of the state. As a result, a new paradigm of education is being formed in the modern educational space, a new system of values and priority goals of education is emerging, which is built on the concept of the individual, based on the conceptual ideas of cultural relevance and development. Educators become key persons in the process of becoming future specialists, forming value orientations, attitudes towards their own culture and the need for a tolerant attitude towards other cultures, they must be prepared to work in a multicultural environment. That is why the formation of multicultural competence of future teachers of language and literature, which will have a direct impact on the formation of personality and, thus, will have the opportunity to help society to form a tolerant attitude towards representatives of other cultures in the younger generation, becomes relevant.

In the process of analyzing the scientific developments of S. Piroshenko and V. Shamanska, it was determined that the result of the formation of multicultural competence is the ability of the future teacher: to overcome intercultural misunderstandings, conflict situations, stereotypes in relationships, to demonstrate different strategies of behavior to establish contact with representatives of other cultures; to compare not only language systems, but also national cultures, implementing the principle of multilingualism and multiculturalism; to communicate with representatives of different ethnic groups, to carry out intercultural communication; to determine the connections between the language and the culture of the country whose language is being studied and to teach students to see them; to determine the peculiarities of identifying national specificity in the socio-cultural behavior of its representatives; to consciously act in a multicultural environment, world; to conduct a dialogue of cultures (national, foreign) based on the consequences of learning native and foreign languages; to carry out intercultural communication on the basis of the formed vocabulary knowledge with a national-cultural component in order to achieve mutual understanding; to predict and recognize socio-cultural problems that lead to misinterpretation of cultural facts, cross-cultural conflicts and to take responsibility for eliminating cross-cultural misunderstandings (Piroshenko, Shamanska, 2013).

An interesting study by K. Maltseva, which has not lost its relevance for more than twenty years, regarding the specifics of the processes of socio-cultural development, the need to create conditions for the development of constructive cross-cultural communications, equal dialogue, tolerance, empathy, the system of universal human values and planetary ethics, puts forward new priorities in educational process in institutions of higher education. The search for and implementation of technologies aimed at the productive introduction of universal values into the life of the global society and the transformation of the human culture, which should be more mobile, more open, tolerant, moral and socially active, is gaining significant relevance. This gave impetus to the emergence of an intercultural perspective of the educational process in institutions of higher education. According to the researcher, in conditions of systemic social transformations, the scientific search for ways of general integration is objectively stimulated by the social situation, in which the main role is played by the nature of cross-cultural communications between representatives of different countries and societies. In general, interculturalism, based on the concept of cultural exchange between different cultural groups in society, initiates the emergence of dialogue, thanks to which there are common elements in different cultures, which become the basis for effective communication and integration. Interculturalism motivates to find a common platform, the fusion of different cultures based on universal human values and planetary ethics (Maltseva, 2002). In addition, we consider it necessary to note that an important stage of the educational process is the use of intercultural educational dialogue, which can be considered not only as a process of communication, but also as the constitution of an intersubjective space, which is important for understanding trends not only in the development of modern education, as well as society and culture as a whole.

The educational process in the context of many different cultures involves social adaptation to different values and attitudes, interaction between students of different traditions and faiths. In this way, the development trends of the world educational space are embodied and a tolerant multicultural environment is formed, which provides for the freedom of cultural self-determination of future teachers of language and literature, the search for optimal correspondence between established traditions and modern trends associated with entering the world educational space.

Conclusions. Therefore, we define the training of future language and literature teachers for cross-cultural education of students in a multicultural environment as a process characterized by the generalization of professional guidelines, knowledge, abilities and skills aimed at organizing cross-cultural education of students in a multicultural educational environment. The result of such a process is the preparedness of future teachers of language and literature for cross-cultural education of students in a multicultural environment.

Having conducted a theoretical analysis of the scientific and methodological research of modern scientists regarding various aspects of training future teachers of language and literature for cross-cultural education of students in a multicultural environment, we came to the conclusion that the problem posed requires the study of foreign experience. This is a prospect for further exploration.

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Сутність підготовки майбутніх учителів мови та літератури до крос-культурного навчання учнів у полікультурному середовищі

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Статтю присвячено актуальній проблемі підготовки майбутніх учителів мови та літератури до крос-культурного навчання учнів у полікультурному середовищі. Мета статті полягає у систематизації та узагальненні наукових досліджень щодо підготовки майбутніх учителів мови та літератури до крос-культурного навчання учнів у полікультурному середовищі. На основі вивчення наявних поглядів визначено, що підготовка кваліфікованих учителів мови та літератури до крос-культурного навчання учнів у полікультурному середовищі є одним з головних завдань сьогодення в сучасній системі освіти України. Як стверджує Концепція педагогічної освіти, Україна є полікультурною та багатонаціональною державою, враховуючи той факт, що освітня система взаємодіє зі складним, етнічно різноманітним, культурно та ментально різнорідним контингентом, особливого значення набуває виховання громадян у середовищі національної культури країни. А це вимагає оновлення методології та змісту мовної та педагогічної підготовки. Розкрито зміст поняття «крос-культурне навчання», організована діяльність, яка відбувається в полікультурному освітньому середовищі, спрямована на вивчення, засвоєння та порівняння різних культур, а також на формування полікультурних цінностей і навичок міжкультурної взаємодії та набуття досвіду міжкультурної комунікації. Підтверджено, що тенденція розвитку полікультурної підготовки майбутніх учителів мови та літератури, направлена на відкритість, доступність до інших культур та передбачає особистісно-культурний їх розвиток на основі залучення до крос-культурної діяльності, формуючи цінності, адекватні погляди та відношення. Визначено специфіку підготовки майбутніх учителів мови та літератури до крос-культурного навчання учнів у полікультурному середовищі, як процес, який характеризується узагальненням професійних настанов, знань, умінь та навичок, спрямованих на організацію крос-культурного навчання учнів у полікультурному освітньому середовищі. Доведено, що результатом цього процесу є підготовленість майбутніх учителів мови та літератури до крос-культурного навчання учнів у полікультурному середовищі.

Ключові слова: підготовка, професійна підготовка, професійно педагогічна підготовка вчителів, крос-культурне навчання, полікультурне середовище.

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