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REGULARITIES AND PRINCIPLES OF THE EDUCATION BILINGUAL CULTURE FOR FUTURE TEACHERS OF FOREIGN LANGUAGE

The article reveals the actual problem of modern pedagogical education professional training and education of bilingual culture in future teachers of a foreign language. New conditions for the development of modern society strongly dictate the need for training specialists with a high level of bilingual culture, able to solve complex issues of intercultural interaction, capable of rapid social adaptation and cultural integration in a constantly changing, increasingly interconnected world, increasing global problems and crises.

The regularities and principles laid down in the organizational and methodological system of education of the future teacher-philologist are grounded: the principle of humanistic personality development in the process of foreign language education, the principle of continuity, the principle of interdisciplinary humanitarization and integration, the principle of dialogue of cultures, the principle of pedagogical support of socio-cultural adaptation of the individual in a constantly changing multicultural world.

The following are determined by the laws of professional education of the future teacher of a foreign language: active, productive personal-significant educational and cognitive activity in mastering a foreign language based on the relations of humanity, cooperation, partnership; a comprehensive account of the personal component and the subordination of all elements of the education and upbringing system to personality-forming, personally developing processes.

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

Статтю подано мовою оригіналу

In the modern era of globalization, radical changes in the political and economic life of society and the increasing interdependence of countries and peoples, the social and pedagogical role of education multiplies.

At the present stage of the development of society, economic and cultural contacts between countries are becoming increasingly important. Under these conditions, language contacts develop intensively, leading to the emergence of intermediate linguistic systems characterized by special features.

However, quite often the difference in languages and linguistic subsystems used by participants in verbal communication reflects the social heterogeneity of the participants in communication. Conversely, ethnically distinct groups of speakers usually use different languages and language subsystems, where differences may also apply to bilingual culture. Usually, disagreements in communicative tactics are connected with cultural differences between people, with a difference in the evaluation of some linguistic phenomena or speech actions in a particular social environment [8].

New conditions for the development of modern society strongly dictate the need for training specialists with a high level of bilingual culture, able to solve complex issues of intercultural interaction, capable of rapid social adaptation and cultural integration in an ever-changing, increasingly interconnected world, increasing global problems and crises.

In the course of the formation of certain components of the bilingual culture of a person, the discovery of conditions, methods and means was devoted to their work M. Baryshnikov, Y. Deshrev, M. Dyachkov, R. Minyar-Beloreve, M. Pevzner, M. Fomin, P. Sherayzina, I. Aleksshenkova, V. Mackey, I. Petukhova, A. Timofeev, A. Shirin, C. Shubin, V. Lambert, D. Havelka, C. Crosby, V. Butsk, I. Christ, M. Ernst, S. Ervin, C. Osgood, D. Horn, N. Mash, N. Mühelmen, E. Oten, E. Zormen, F. Weiler, H. Wood and others.

The purpose of this article is to examine the patterns and principles of education of bilingual culture in future teachers of a foreign language in the process of professional education.

The main body of the article. The professional training of the foreign language teacher, revealing the history and culture of the countries of the language studied, the national specificity of the worldview and the worldview, the value system of representatives of foreign culture, ensures the mastery of a foreign language as a means of intercultural communication, and in the socio-pedagogical aspect determines the education of the bilingual culture of students as a factor in their successful socialization and cultural integration in the contemporary multicultural world [6].

On the basis of the analysis of works on the problem under study, we define bilingual culture as an integral personality formation, manifested in the totality of acquired sociocultural and linguistic knowledge, universal values, norms, ideals, methods of cognition; in a humanistic-oriented attitude toward oneself, people, society, the world; ability to adequate communication and active creative activity in the assimilation and creation of socio-cultural experience, ensuring the social and cultural integration of the individual in a constantly changing multicultural world.

Valuable foundations of education in pedagogy are determined by the laws and principles of education. The leading methodological basis for determining the laws is the system approach. The isolation of one or another law is due to both the development trends of society and the development trends of pedagogical science. Analyzing the

work of researchers, devoted to the problem of upbringing the spiritual culture of the individual, one can identify a number of provisions that should be defined as the regularities of this process [7].

Under the general laws of the educational process, we understand the significant external and internal connections, on which the direction of the process and the success of the achievement of pedagogical goals depends [7].

Taking into account the specifics of our research, namely the education of bilingual curiosity for future teachers of a foreign language, we determine the regularities of education and professional education of future educators from the standpoint of the dialogue of cultures: effective education of bilingual culture in future teachers of a foreign language is ensured on the basis of active, productive personal-significant educational, cognitive, educational and cultural-development activities based on the relations of humanity, cooperation, partnership; the formation of the bilingual culture of the future teacher takes place as a continuous succession process, which is based, as a system of continuous language education, and the independent self-educational activity of the student.

Principles in pedagogical research are the starting points, which in their totality determine the requirements for the organization of an activity by which the researcher is guided [9].

Based on the analysis of normative documents (laws, state standards) of theoretical and scientific methodological works on the problems of multicultural education of student youth, we singled out and justified the principles of the organizational and methodological system of education of bilingual culture in future teachers in the process of vocational training in the university: the principle of humanistic development of the individual in the process of professional foreign language education; the principle of continuity; the principle of interdisciplinary humanitarization and integration; the principle of dialogue of cultures; the principle of pedagogical support of the socio-cultural adaptation of the individual in a constantly changing multicultural world.

The principle of humanistic development of a person in the process of foreign language education reflects such a pedagogical pattern as the effective formation of a bilingual culture is provided on the basis of active, productive, personally significant educational and cognitive activity in mastering a foreign language based on the relations of humanity, cooperation, partnership.

This pattern is based on the leading positions of the theory of personality-oriented developmental education, in the development of which a significant contribution was made by Sh. Amonashvili, E. Bondarevskaya, I. Bekh, N. Nichkalo, G. Shevchenko et al.

In the context of our study, we believe that the humanitarian function of a developing foreign language education is expressed in the creation of conditions for the formation of spiritual and moral values of a humanistic-minded person, culturally creative - in the orientation toward the development of a human culture through foreign language means.

The function of socialization is to create conditions for the integration of the individual in a multicultural society, in the formation of a system of social and professional ideals and competencies of an internationally oriented personality that affect the degree of its readiness for creative activity in society [1].

The humanistic development of the personality is conditioned by the new system of relations between the teacher and the student, based on the principles of partnership, cooperation, mutual respect. The orientation towards the personality of the learner as a subject of the educational process and the subject of intercultural communication, on his needs, motives, the individual picture of the world, socio-cultural and individual development programs becomes dominant in the person-oriented foreign language education and ensures humanistic development of the individual.

The principle of continuity is the subject of study of different directions of pedagogical science and is considered in various aspects. Continuity in education is understood as a continuation of education (Yu. Babansky, M. Skatkin, etc.), education through life (B. Likhachev, P. Shchedrovitsky, etc.), renewable education (A. Mitrofanov, E. Sergeev). New trends of foreign language education: variability, multifunctionality, multiculturalism put on the agenda the task of learning the language and culture for various purposes and educational contexts throughout life.

In our opinion, the realization of the continuity of education is associated with the transition from a knowledge-centric model to a competence model of foreign-language education. Formed basic competencies: socio-political, communicative, cognitive, informational, sociocultural, reflexive, educational, provide the psychological and operational-activity readiness of the individual to continuous self-education and self-development.

We denote the regularity that follows from these positions. The upbringing of the bilingual culture of a teacher, the future teacher of a foreign language, takes place as a continuous succession process, which is based, as a system of continuous language education, and the independent self-educational activity of the student. In the context of our research, we consider a continuous foreign language education as the basis of bilingual culture, as an instrument for shaping it, which ensures successful socialization of the person's intercultural communication [5].

We believe that the continuity of education is provided by the psychological and operational-activity readiness of the individual to self-education and self-development based on basic competencies and the possibility of constructing an individual educational trajectory of each student.

The principle of interdisciplinary humanitarization and integration reflects interdisciplinary and integration processes in modern educational structures (V. Maksimova, I. Bim, V. Safonova, E. Solovova). It is closely connected with the idea of improving the educational process in the school and in the university on the basis of interdisciplinary connections. On the basis of the foregoing, let us derive a pattern illustrating this principle: the education of the bilingual culture of future teachers of a foreign language in the process of professional foreign-language education

and upbringing in the overall pedagogical process of the university is realized on the basis of interdisciplinary integration.

At present, the requirement for a humanitarian component of the professional training of future teachers of philology, which includes: a foreign language, literature, subjects of socio-economic, artistic and aesthetic cycles, that it is called to perform value-forming and personality-formative functions is axiomatic.

However, in the practice of teaching the subjects of the humanitarian block, the transfer of purely formal knowledge dominates in the corresponding narrow subject area, without taking into account the opportunities for their interaction and mutual influence on the process of socialization of students in the context of their socio-cultural development.

Interdisciplinary humanitarization and integration means the allocation in each discipline of the humanitarian core, the search for points of contact of humanitarian knowledge and integration, the integration of disparate elements on the basis of synthesis into a system that has the property of integrity.

The implementation of the principle of interdisciplinary humanitarization and integration in the context of our research means the merging of communicative and cognitive activities that are foreign-language in communication with artistic, cultural, social, environmental, sociological, professionally-oriented and other types of activities for the purpose of bilingual development of students. Thus, we believe that this principle should ensure interaction not only within the subject (for example, between the disciplines of the theoretical and practical courses of the language being studied) but also broader between the disciplines of the general professional, socio-economic, cultural, artistic and aesthetic blocks that will to promote the formation in the students of a holistic perception of objects and phenomena of the surrounding world in their inseparable connection, and will contribute to the formation of their bilingual culture [10].

The process of culture in the course of foreign language education is closely related to the issue of the dialogue of cultures. The philosophical substantiation of this principle we find in the works of M. Bakhtin, V. Bibler, M. Kagan, and others.

B. Bibler in the definition of culture highlights its main feature – diatology: culture is a form of simultaneous being and communication of people of different – past, present and future – cultures, a form of dialogue and intercultural production of these cultures [3, p. 38].

Dialogue is the basis of all other definitions of human existence, the general principle of understanding. Understanding, comprehension is the result of interaction, dialogue.

Different types of interrelations between cultures are described by M. Kagan: subject-object relations, when one of the cultures refers to another as an object, that is, utilitarian; relations of a monologic nature, rejection of another culture; subject-subject, dialogical relations.

Relations of the first type lead to the fact that a culture used utilitarianly in the form of an object experiences an inferiority complex, up to self-denial from its own identity and voluntary submission to another culture. Relations of the second type are relations of total rejection of one culture by another. Only the relations of cultures to each other as equal, equal to the subjects, relations of interaction, mutual enrichment, mutual development are a genuine dialogue of cultures [4, p. 213–214].

In addition, as M. Bakhtin notes, one culture can ask other questions that this second did not put forward before itself [2, p. 335]. The meaning detected by the “inquiring” culture in the “questionable” objects depends on the ability to find answers using the value system to which these objects belong and to correlate it with the attitudes of their culture. The main provisions of the dialogue of cultures as a principle in the context of the methodology for teaching foreign languages are described by V. Safonova [8].

Foreign-language education opens up wide opportunities in the field of preparation of genuine subjects of the dialogue of cultures and, along with narrow professional tasks related to teaching foreign-language communication, is a means of forming a person with a high level of humanitarian culture, oriented to adequate intercultural interaction, aware of its role and responsibility in global all-human processes.

In the context of our study, the principle of dialogue of cultures means a comparative, humanitarian-oriented study of foreign language and native linguistic cultures. By perceiving a different culture through the prism of their native culture, in a dialogue of cultures, students learn to see differences and similarities in the cultures being studied, develop skills to perceive and understand the phenomena of a different mentality, compare them with their own worldview and cultural experience, identify universal values, such thus enriching his individual picture of the world with various manifestations of another culture assimilated by means of the studied language. Thus, the dialogue of cultures contributes to the formation of qualities inherent in a person with a high level of bilingual culture.

The principle of pedagogical support of the sociocultural adaptation of the individual in the modern multicultural world, singled out by us, presupposes teaching sociocultural adaptation and integration technologies that solve the following goals: the formation of the ability to see the general and specific in different cultures and societies; formation of skills to analyze various sociocultural situations and to choose adequate socio-cultural models of behavior; formation of critical thinking skills of one's own and other socio-cultural experience; the formation of readiness to represent their country and culture; the formation of readiness to tolerate other cultural models of development, without giving up their cultural identity.

Conclusions on the results of the research. Thus, the laws and principles of educating bilingual culture for future teachers of a foreign language, which we have identified, along with the solution of professional problems in a narrow aspect, connected with mastering foreign language learners as a means of intercultural communication, achievement in the social and pedagogical aspect of the complex integrative result of education, namely: the education of bilingual culture among future teachers of foreign languages as conditions for their successful socialization and cultural integration in the Temporary multicultural society.

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Дьоміна В. В. Закономірності і принципи виховання білінгвальної культури у майбутніх вчителів іноземної мови

У статті розкривається актуальна проблема сучасної педагогічної освіти професійна підготовка і виховання білінгвальної культури у майбутніх вчителів іноземної мови. Нові умови розвитку сучасного суспільства настійно диктують необхідність підготовки фахівців із високим рівнем білінгвальної культури, які вміють вирішувати складні питання міжкультурної взаємодії, здатних до швидкої соціальної адаптації та культурної інтеграції в умовах постійно мінливого, дедалі більш взаємозалежного світу, наростаючих глобальних проблем і криз. Обґрунтовано закономірності і принципи, покладені в організаційно-методичну систему виховання майбутнього педагога-філолога: принцип гуманістичного розвитку особистості в процесі іноземної освіти, принцип безперервності, принцип міждисциплінарної гуманітаризації та інтеграції, принцип діалогу культур, принцип педагогічного забезпечення соціокультурної адаптації особистості в постійно змінюваному полікультурному світі. Закономірностями професійного виховання майбутнього вчителя іноземної мови визначено такі: активна, продуктивна особистісно-значуща навчально-пізнавальна діяльність з оволодіння іноземною мовою, заснованою на відносинах гуманності, співпраці, партнерства; всебічне врахування особистісного компонента і підпорядкованість всіх елементів системи освіти і виховання особистісно утворюючим, особистісно розвиваючим процесам.

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

Демина В. В. Закономерности и принципы воспитания билингвальной культуры у будущих учителей иностранного языка

В статье раскрывается актуальная проблема современного педагогического образования профессиональная подготовка и воспитание билингвальной культуры у будущих учителей иностранного языка.

Новые условия развития современного общества настоятельно диктуют необходимость подготовки специалистов с высоким уровнем билингвальной культуры, умеющих решать сложные вопросы межкультурного взаимодействия, способных к быстрой социальной адаптации и культурной интеграции в условиях постоянно меняющегося, всё более взаимосвязанного мира, нарастающих глобальных проблем и кризисов.

Обоснованы закономерности и принципы, положенные в организационно-методическую систему воспитания будущего педагога-филолога: принцип гуманистического развития личности в процессе иноязычного образования, принцип непрерывности, принцип междисциплинарной гуманитаризации и интеграции, принцип диалога культур, принцип педагогического обеспечения социокультурной адаптации личности в постоянно изменяющемся поликультурном мире.

Закономерностями профессионального воспитания будущего учителя иностранного языка определены следующие: активная, продуктивная личностно-значимая учебно-познавательная деятельность по овладению иностранным языком, основанная на отношениях гуманности, сотрудничества, партнерства; всесторонний учет личностного компонента и подчиненность всех элементов системы образования и воспитания личностно образующим, личностно развивающим процессам.

Ключевые слова: билингвальная культура, двуязычие, двуязычное общение, культура двуязычного общения, будущие учителя иностранного языка.