

**ПРАКТИЧНА РЕАЛІЗАЦІЯ ОРГАНІЗАЦІЙНО-МЕТОДИЧНОЇ
СИСТЕМИ ВИХОВАННЯ БІЛІНГВАЛЬНОЇ КУЛЬТУРИ У МАЙБУТНІХ
ВЧИТЕЛІВ ІНОЗЕМНОЇ МОВИ**

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У статті розкриваються питання практичної реалізації організаційно-методичної системи виховання білінгвальної культури у майбутніх вчителів іноземної мови у цілісному освітньо-виховного процесі вищого педагогічного навчального закладу, в основу організаційно-методичної системи виховання білінгвальної культури у майбутніх вчителів іноземної мови покладено ідею системного розвитку у студентів усіх компонентів білінгвальної культури (лінгвокультуролгічних знань, міжкультурної комунікативної компетенції, комунікативних умінь, культуротворчих навичок); за допомогою застосування комплексу методів, форм та засобів педагогічного впливу на особистість, адаптованих до освітнього процесу у вищих педагогічних навчальних закладах, студенти оволодівають певними лінгвістичними та культурологічними знаннями про чинники, що сприяють формуванню в них їх білінгвальної свідомості, лінгвістичних знань, культури мовлення, культури, моральних якостей, естетичного смаку та активної життєвої позиції.

Надається програма експериментальної роботи за наступними напрямми: підвищення професійної майстерності викладачів вищих педагогічних навчальних закладів у сфері професійного виховання студентів в контексті діалога культур; реалізація виховного потенціалу навчальних дисциплін; організація позааудиторної роботи зі студентською молоддю, наповнюючи її морально-етичним, художньо-естетичним, духовним змістом; робота з самовиховання та самовдосконалення студентів.

Доведено, що впровадження організаційно-методичної системи виховання білінгвальної культури у майбутніх вчителів іноземної мови забезпечує

якість освітньо-виховного процесу педагогічного вишу, сприяє звернення всіх компонентів освіти до людини як суб'єкта культури, здатної до постійного саморозвитку її професійної культури вчителя-філолога як складного комплексу соціокультурних, лінгвістичних, культурологічних знань, умінь, якостей і здатностей, що забезпечують соціалізацію й культурну інтеграцію особистості у сучасному полікультурному просторі. організаційно-методичної системи виховання білінгвальної культури у майбутніх вчителів іноземної мови сприяє вихованню білінгвальної культури педагогів і забезпечує соціальну адаптацію та самоствердження особистості майбутнього вчителя іноземної мови в мультикультурному середовищі сучасного освітнього простору; готує студентів до уміння вести діалог культур з представниками інших націй, розуміючи їх культурно-мовленнєву специфіку.

Ключові слова: білінгвальна культура, учитель іноземної мови, організаційно-методична система, вищий навчальний заклад, професійне виховання, діалог культур

ПРАКТИЧЕСКАЯ РЕАЛИЗАЦИЯ ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКОЙ СИСТЕМЫ ВОСПИТАНИЯ БИЛИНГВАЛЬНОГО КУЛЬТУРЫ У БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

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В статье раскрываются вопросы практической реализации организационно-методической системы воспитания билингвальной культуры у будущих учителей иностранного языка в целостном образовательно-воспитательном процессе высшего педагогического учебного заведения, в основу организационно-методической системы воспитания билингвальной культуры у будущих учителей иностранного языка положена идея системного развития у студентов всех компонентов билингвальной культуры (лингвокультурологических знаний, межкультурной коммуникативной компетенции, коммуникативных умений, куль-

туротворческих навыков) в процессе применения комплекса методов, форм и средств педагогического воздействия на личность, адаптированных к образовательному процессу в высших педагогических учебных заведениях, вследствие чего студенты овладевают лингвистическими и культурологическими знаниями о факторах, способствующих формированию у них билингвального сознания, лингвистических знаний, культуры речи, культуры взаимоотношений, нравственных качеств, эстетического вкуса и активной жизненной позиции. Предоставляется программа экспериментальной работы по следующим направлениям: повышение профессионального мастерства преподавателей высших педагогических учебных заведений в сфере профессионального воспитания студентов в контексте диалога культур; реализация воспитательного потенциала учебных дисциплин; организация внеаудиторной работы со студенческой молодежью, наполнение ее морально-этическим, художественно-эстетическим, духовным содержанием; работа по самовоспитанию и самосовершенствованию студентов.

Доказано, что внедрение организационно-методической системы воспитания билингвальной культуры у будущих учителей иностранного языка обеспечивает качество воспитательно-образовательного процесса педагогического вуза, способствует обращению всех компонентов образования к человеку как субъекту культуры, способного к постоянному саморазвитию профессиональной культуры учителя-филолога как сложного комплекса социокультурных, лингвистических, культурологических знаний, умений, качеств и способностей, обеспечивающих социализацию и культурную интеграцию личности в современном поликультурном пространстве; Внедрение организационно-методической системы воспитания билингвальной культуры будущих учителей иностранного языка способствует воспитанию педагогов и обеспечивает социальную адаптацию и самоутверждение личности будущего учителя иностранного языка в мультикультурной среде современного образовательного

пространства; готовит студентов к умению вести диалог культур с представителями других народов, понимая их культурно-речевую специфику.

Ключевые слова: билингвальная культура, учитель иностранного языка, организационно-методическая система, высшее учебное заведение, профессиональное воспитание, диалог культур.

PRACTICAL REALIZATION OF ORGANIZATIONAL AND METHODOICAL SYSTEM EDUCATION OF BILINGUAL CULTURE FOR FUTURE TEACHERS OF FOREIGN LANGUAGE

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The aim of the article is illumination of questions of practical realization of the organizationally-methodical system of education of bilingual culture for the future teachers of foreign language in integral educationally-educator process of higher pedagogical educational establishment.

In basis of the organization and methodological system of education of bilingual culture for the future teachers of foreign language the idea of system development is fixed for the students of all of the tools of bilingual culture (knowledge, cross-cultural communicative competence, communicative abilities, culture skills). By means of application of complex of methods, forms and facilities of pedagogical influence on personality, adapted to the educational process in higher pedagogical educational establishments, students seize certain linguistic and culturological knowledge about factors, that assist forming in them them bilingual consciousness, linguistic knowledge, culture of speech, culture, moral qualities, aesthetic taste and active vital position.

Thus, introduction of the organizationally-methodical system of education of bilingual culture for the future teachers of foreign language provides quality of educationally-educator process pedagogical hang, the address of all of the tools of education promotes to the man as subject of culture, apt at permanent self development her

professional culture of teacher-philologist as difficult complex of sociocultural, linguistic, culturological knowledge, abilities, qualities and capabilities that provide socialization and cultural integration of personality in modern multicultural space. organizationally-methodical system of education of bilingual culture for the future teachers of foreign language assists education of bilingual culture of teachers and provides social adaptation and self-affirmation of personality of future teacher of foreign language in the multicultural environment of modern educational space; prepares students to ability to conduct the dialogue of cultures with the representatives of other nations, understanding them in a civilized manner-speech specific.

Key words: bilingual culture, foreign language teacher, organizational and methodical system, higher educational institution, professional education, dialogue of cultures.

Raising of problem in a general view and her copulas with important scientific and practical tasks. Processes of globalization, geopolitical realities of contemporaneity, deformation of values as objective displays of civilization change that takes place in modern terms put Ukrainian society before new calls. In these terms of task of maintenance of national unity of our country, spiritual making healthy of Ukrainian society actualize the problem of understanding Other as effective cross-cultural communication of representatives of different cultures and set by a question about the necessity of forming of personality that owns the developed culture of international communication, apt at the adequate understanding of cultural values it and other people, ready to overcome the stereotypes of national consciousness and build a structural dialogue with representative other culture. In this connection there is a requirement in NT of preparation and professional education of future teachers of foreign language in the context of dialogue of cultures.

Analysis of the last researches and publications. Many scientists and teachers investigate a concept "bilingual culture", interest in that arose up as early as the second half of XX of century in a period the global social updating, aspiring to open

society and integration in European cultural and educational space. To the analysis of educator possibilities of bilingualism, methods and facilities of forming of separate components of bilingual culture of personality the devoted labors of V. Avronina, U. Weinreich, E. Venevcevoy, M. Mihailova, N. Protchenka, S. Treckova, L. Sherby.

Education of bilingual culture for future teachers takes place in the integral educationally-educator process of higher pedagogical educational establishment. Therefore new approach in industry of professional education of future teachers consists in that, to organize the process of forming of personality of specialist with higher pedagogical education on the basis of intercommunication, mutual penetration of all types of education, called to form the general culture of personality in her culturally aspect. Certain experience of study and introduction of pedagogical technologies is today turned out in the educational-educator process of pedagogical university. So scientific developments from the improvement of technologies of educational-educator process in higher establishments of education are presented in works of I. Beha, M. Evtuha, L. Kondrashovoy, N. Kuzminoy, V. Vine, N. Talizinoy, O. Smeshaka, O. Sokolova, G. Ponomaryovoy, M. Roganovoy, E. Zelenova, G. Shevchenko.

The aim of the article is illumination of questions of practical realization of the organizationally-methodical system of education of bilingual culture for the future teachers of foreign language in integral educationally-educator process of higher pedagogical educational establishment.

Exposition of basic material is with the complete ground of the got scientific results. In basis of the organization and methodological system of education of bilingual culture for the future teachers of foreign language the idea of system development is fixed for the students of all of the tools of bilingual culture (knowledge, cross-cultural communicative competence, communicative abilities, culture skills). By means of application of complex of methods, forms and facilities of pedagogical influence on personality, adapted to the educational process in higher pedagogical educational establishments, students seize certain linguistic and culturological knowledge about factors, that assist forming in them them bilingual consciousness,

linguistic knowledge, culture of speech, culture, moral qualities, aesthetic taste and active vital position.

For planning of organizational and methodical system education of bilingual culture the future teachers of foreign language have development of structural-functional model of this process, that provided for, soil:

- it is an exposure of cultural and educational potential of educational environment of pedagogical university;
- it is a study of motivation of subjects of educator process;
- it is creation of valued-semantic unity of subjects of educator process by making of pedagogical conception, maintenance of education, events oriented to priorities of education in the context of dialogue of cultures.

Generalizations of analysis of psychological and pedagogical literature and results of analysis of the state of formed of bilingual culture gave an opportunity to work out the authorial program of professional education of students of pedagogical universities in the context of dialogue cultures in accordance with the requirements of pedagogical experiment.

The authorial experimental program was presented:

- by conception of professional education of future teachers in the context of dialogue cultures;
- by optimization (synthesis) of disciplines;
- by the studio of pedagogical mastery for the counsels of academic groups, that entered an experimental group and methodical manual of *"Education of future teachers in the context of dialogue of cultures"*;
- by the interactive special course of " Bilingual culture of personality";
- by the program of self-education for the students of "Self-perfection of bilingual personality of teacher of foreign language";
- by methodologies of psychological and pedagogical diagnostics of formed of bilingual culture of future teacher of foreign language.

The program of experimental work contained next directions, as:

- it is an increase of professional mastery of teachers of higher pedagogical educational establishments in the field of professional education of students in the context of dialogue cultures;
- it is realization of educator potential of educational disciplines;
- it is organization of work with student young people, filling with her mental and ethical, esthetical, spiritual maintenance;
- it is work from a self-education and self-perfection of students.

The aim of special course of "Bilingual a culture of teacher of foreign language" is in a civilized manner-spiritual development of personality of teacher - future teacher of foreign language, that provides becoming of professionally-communicative culture of future teacher, forms an idea about the basic problems of cross-cultural communication, skills of the bilingual thinking within the limits of "multibody-building" as positive attitude toward other culture, confession of values of cultural variety of the modern world.

Discipline assists forming for the students of bilingual world view of student as integral personality, apt at professional perfection, realization of itself as a subject of two cultures, cross-cultural communicative competence; to development for the students of in a civilized manner-spiritual perception of the world, ability to correct of certain displays of communicative behavior in the different situations of cross-cultural contacts, and also creative capabilities, scientific cognition, self-education and self-realization.

The problem, novelty of course determines and variety of him basic tasks: to expose on theoretical and methodological levels descriptions of bilingual culture as the world view, culturally, communicative phenomenon of human existence; to acquaint students with the modern scientific going near the problems of culture, cross-cultural co-operating with the aim of education of respect of foreign culture and values, and also orientations of foreign society; to form for the future teachers of foreign language of sense of spiritual unity of generations, respect as to other culture so and histories of native people; to stimulate the emotional experiencing the students of the

personal involvement to the native culture and realization of national and cultural self-definition of personality; to cultivate the best lines of Ukrainian mentality, distribute the range of interests and general standard of culture of future teachers; to bring up line of highly cultured man, that owns knowledge about motive forces of human activity, has an experience, positive spiritually-moral potential and life competence cross-cultural relations.

Table of contents of thematic divisions of the special course of "Bilingual the culture of teacher of foreign language" contains next themes: the Semantic module 1 (3M1). Bilingual culture in the structure of general culture of modern youth. Introduction. Object, aim, task to the special course. " bilingual culture of teacher of foreign language" as scientific discipline. Structure sciences dealing with have a place of bilingual culture language and culture. Polydisciplinary and interdisciplinary character of bilingual culture. Task of culturally researches. Theme 1. Culture of personality. Multidimensionalness of culture. Culture as world of man. Concept of culture. Conceptions of origin of culture : theology, playing. Nature and culture. Functions of culture. Activity, work, thinking, is categories of dynamics of culture. Multidimensionalness of culture. Originality of national culture of the Ukrainian people. An analysis of the scientific going is near the analysis of culture. A theme is 2 Theoretical bases of bilingual culture. Task, aims, methods of research of bilingual culture. Object and article of bilingual culture. Base concepts of bilingual culture : concept; precedent text; cultural; cultural mentality / is mentality. Theme 3. In a civilized manner-anthropological bases of bilingual culture. Determination of concepts "socialization". Description of connection of bilingual culture is with behavior, values. Determination of problem "other" in a culture, concepts of cultural identity. Semantic module 2 (3M2). Language and culture of problem of cooperation. Theme 4. Linguacultural as a synthesis of language and culture. Central triad of linguacultural : man, language, culture. Concept of the world picture. Language picture of the world, cultural picture of the world. A cultural information transfer is by means of language. Semiotic description of objects. Theme 5 Rich in content description of bilingual

culture. Connection of culture and language, communication and communication. Description of basic forms of communication, theories of cross-cultural communication. Structural of cross-cultural communication. A location is in cross-cultural communication. Model of mastering of other culture, types of communication : verbal, un verbal. Semantic module 3. (3M3). Constituents of bilingual culture of personality. Theme 6. Essence of bilingual culture and her description of bilingual are a culture as integration personality formation. Cross-cultural communicative competence. Sociocultural tolerance. Theme 7. Components of bilingual culture and them semantic filling: world cognitive-view, emotionally-valued, communicative. Theme of a 8 Education of bilingual culture of teacher. Methodological going near education of bilingual culture: system-synergistically, cross-culture, activity-reflexive, environmental.

With the aim of effective achievement of tasks of education of bilinguale culture for the future teachers of foreign language of mastering of maintenance of educational discipline specially will get organized in the conditions of system-technological constructions by the teacher of educational, independent cognitive activity and pedagogical practice of students - future teachers: in the conditions of forms of organization of educational activity: problem lecture, problem seminar, discussion; lessons of "frank ideas", debates, conferences. in the conditions of forms of organization of out of audit activity: o'clock of education, collective creative businesses, educational-educator creative programs, excursions, meeting with cultural workers, by organization of evenings of questions and answers, disputes and others like that in the conditions of forms of organization of independent work of students: creative planning, conduct of own portfolio of "Bilingual personality: way to cross-cultural cooperation".

In the training-methodological manual of "Education of future teacher in the context of dialogue of cultures" scientifically-methodical principles, essence and experience of multicultural education of future teachers are teachers of foreign language, are reflected as an integral system; considered questions of maintenance, methods, principles and forms of work of education of student young people - future

teachers in the context of dialogue of cultures. The subjects of methodical developments of educator work are given with students, diagnostics of levels of formed of bilingual culture of future teachers.

For the counsels of "Education of future teacher in the context of dialogue of cultures" consists the aim of the special course in forming of system knowledge in industry of modern philosophy of education and multicultural education, in the capture of modern culture of education basic technologies; opening of psychological features of becoming of personality in a student environment, in development of skills of the effective co-operating with students, use of interactive technologies of education in an educational-educator process.

Tasks to the special course of "Education of future teacher in the context of dialogue of cultures" are such to expose the cultural aspects of education in the system of modern educator conceptions; to acquaint with the features of educator work in higher educational establishment on the basis of cultural approach; to form the modern culture of education for the teachers-counsels of higher educational establishment, as new socialpedagogical phenomena: education as spiritual "feed", ascent to the culture, as an essence change of man in the process of mastering of products of spiritual production and bringing in to the common to all mankind values; to optimize principles the educations, sent to development of personality, her individualization and socialization, self-determination and self-realization; to expose the role of higher educational establishment as a sociocultural educational center of educator environment, as models of civil society; to extend an idea about the humanitarian and humanistic environment of institution of higher learning as a necessary condition of realization to them of the educator functions.

The special course of "Education of future teacher in the context of dialogue of cultures" contains next themes. Theme 1. Education in the system of higher technical education of education: philosophical and legal basis. Modern philosophy of education and philosophy of education are about new aims, values and senses of education. Education as unity of education and studies. Actualization of education is in the mod-

ern world and Ukrainian society. Updating of maintenance and technologies of education is in trade education. An international humanitarian and educational law is about essence, aims and values of education. Theme 2. Education as sociocultural activity. Education as social institute. Objective and subjective nature of education. Social functions of education (world view, cognitive, compensative, practical, social control). An evolution of understanding of education, types and systems of education is in the modern measuring. Types and styles of education as a display of nationally-ethnic features. Mentality of Ukrainians and problems of education. Forming, socialization and education of man. Education as type of social activity and social relations. Theme 3. Forming of modern pedagogical culture of education is in the system of higher professional education in Ukraine. Forming of modern culture of education as new socialpedagogical phenomena. Basic signs of modern culture of education. Whole educations as integrated category. Choice of aims and values of education on microlevels in the conditions of democratic education and world view pluralism. Essence and specific of education of students are in the institution of higher learning. Education as process of purposeful development of personality. Education as process of mastering personality valued-semantic attitude toward life in an educational process. A specific of education and his difference are from studies. Cooperation of education and studies. Different forms of orientation of studies and education (personally oriented studies; forming of mental activity, creative capabilities and ethic responsibility; developing a flair is to the reflection, independent critical thinking, emotional and intellectual culture). Theme 4. Educator technologies are in higher pedagogical educational establishments. Modern educational technologies: technology of the personality-oriented education; technology of differential education; technology of problem education; technology of education is without violence; technology of effective speech activity; technology of dialogue education; technology of reflexive education. Developing function of educator technologies. Possibility of choice of different leading mechanisms of education : by means of forming of relations, values, roles, activity. Psychological and pedagogical technologies are in providing of development of

individuality, uniqueness, independence, personality dignity. Features of education of students in the process of studies and in for educational time. Methods and receptions of persuasion of students (elucidation, direct and mediated persuasion, advice, hint, request, appeal to the positive and negative emotions, tactics, prognostication of corresponding consequences, taking into account of reactance, reception of contrast). Features and terms of organization of activity of students. Conversation, dispute, dialogue, is for forming of the valued orientations of students. Training is for forming of social lines, abilities of students. Features of co-operating are with students with taking into account of originality of their behavior, necessities and interests. Business and role-play games, them developing and educative potential. Technologies of development of self-regulation of students as tasks of education are young student age. Conditioning is for realization of subject ethic position of students. Development of forms of students, them ethic self-appraisal. Theme 5. Valued aspects of education. Increase of educator potential of the educational system by the change of her the valued orientations: from the culture of utility to the culture spiritual. Rational and emotional in educational activity. Education of personality potential : the valued attitude toward itself, other, to the world; reflections in relation to itself et al; to responsibility for the acts. Education as spiritual "feed", ascent to the culture, as an essence change of man in the process of mastering of products of spiritual production and bringing in to the common to all mankind values. Education as mastering of spiritual values, humanistic ideas is about vital reference-points, maximum grounds and norms of human activity. The phasicness is in development of spirituality. Theme 6. Valued-semantic self-determination of youth. Spiritual measuring of personality : spiritual necessities, interests, values. The valued orientations of modern student youth are a Valued-semantic orientation of pedagogical activity as a component of culture. Process of including of student in the system of spiritually-ethic relationships with the aim of their plugging in progressive professional activity. Choice of vital aims and methods of their achievement. Area of axiology of self-determination of personality from period of studies in. Studies to the personality spiritual increase. Theme 7. Education of

teacher is in the context of dialogue cultures. Cross-cultural communication has a problem of dialogue. Dialogue of cultures : basic tendencies of comprehension in XX century (in the context of globalization and intensive cross-cultural connections). Concept of mentality, national cultural stereotypes. Translation is in the aspect of problem of dialogue of cultures. Types of translations. Adapted translation. Problem of artistic translation. Comparatist as research of literary "dialogue". Theme 8. Higher educational establishment as center of educator work. Higher pedagogical educational establishment as center of cultural cell. "Cultivating" of personality by facilities of cultural communication. Institution of higher learning as factor of constructing of new humanistic environment. Institution of higher learning and leisure of students. Institution of higher learning as direct vital space of students. Mastering is in Institution of higher learning of social technologies of defense of health of students. Possibilities of Institution of higher learning are in the process of actualization of educator and pedagogical potential of youth subculture. Humanizing of environment of institution of higher learning as providing of professionally-personally-social comfort of subjects of educational process. Humanizing inwardly of collective relations is in institution of higher learning. Way of life of institution of higher learning, forming of traditions and ethic norms (codes). Common and special in the educator systems of higher educational establishments.

The individual program of self-education for the students of "Self-perfection of bilingual personality of teacher of foreign language" sends students to the self-education, increase of professional level due to academic mobility of students - important for the personal and professional development of process that is a factor for forming of competitiveness of future specialist. As a student runs into the necessity of decision of vital situations and simultaneous analysis them from position of the maturity and "stranger" culture. It develops in him certain qualities: ability to choose methods and forms of co-operating with the surrounding world; it is ability to think in a comparative aspect; it is a capacity for cross-cultural communication; it is ability to acknowledge insufficiency of knowledge, id est knowledge is about the lack of

knowledge that determines motivation to the studies; it is ability to change; it is ability to examine the country in a cross-cultural aspect and others like that.

Academic mobility also gives an opportunity to the students: to get knowledge about other cultures; to study within the framework of the general programs of double diplomas; gives an opportunity of the included studies within the framework of collaboration (without delivery of the second diploma), including within the framework of the programs of academic exchange; it is passing of internship; passing of educational (research, productive) practice.

Conclusions. Thus, introduction of the organizationally-methodical system of education of bilingual culture for the future teachers of foreign language provides quality of educationally-educator process pedagogical hang, the address of all of the tools of education promotes to the man as subject of culture, apt at permanent self development her professional culture of teacher-philologist as difficult complex of sociocultural, linguistic, culturological knowledge, abilities, qualities and capabilities that provide socialization and cultural integration of personality in modern multicultural space. organizationally-methodical system of education of bilingual culture for the future teachers of foreign language assists education of bilingual culture of teachers and provides social adaptation and self-affirmation of personality of future teacher of foreign language in the multicultural environment of modern educational space; prepares students to ability to conduct the dialogue of cultures with the representatives of other nations, understanding them in a civilized manner-speech specific.