

***THE FORMATION OF A PROSPECTIVE FOREIGN LANGUAGE  
TEACHER'S PEDAGOGICAL INTERACTION CULTURE: THE  
INTERCULTURAL ASPECT***

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New sociocultural conditions of modern society's development, its globalization, internationalization and integration into European structures, radical changes in human communication and transformation of educational systems are very topical for modern pedagogics.

The topicality of the article is ensured by present-day challenges which are reflected in a number of documents stating the main peculiarities of a prospective teacher's professional development, such as the Common European Framework of Reference and basic state Ukrainian documents. According to them the criteria of the amount and fullness of the knowledge as the basis for development of modern teacher's characteristics is changed into the teacher's ability to create new knowledge using effective techniques. In this case the question of intercultural education becomes very important.

The intercultural principle in professional teachers' training presupposes national culture integration into different foreign cultures. It means that a formation of a personality open to different cultures, ideas and values is to be ensured. Such a person should be involved in all types of cooperation, including pedagogical interaction, in order to be able to make cooperative decisions.

Pedagogical interaction is defined in pedagogical science as a two-sided (between a teacher and the students) system of relationship in the process of teaching. It can be represented by a monological and dialogical types of relationship. The former type is characterized by the knowledge transfer, whereas the latter is not only the transferring of knowledge but a construction of new one on the basis of a teacher's and students' experience by means of active discussion.

One of the most important factors of a successful pedagogical interaction is pedagogical interaction culture. By pedagogical interaction culture we mean a

systematized totality of knowledge, habits and skills which provide moral and communication standards as well as pedagogical ethics while exchanging or creating new knowledge. As the definition of intercultural presupposes active and positive dialogue of cultures in society, for the formation of pedagogical interaction culture a dialogic type of relationships is characteristic. For the realization of a dialogue of cultures in teaching a prospective teacher should possess intercultural skills. Following Shelly Wong's definition, we understand intercultural skills as the elements of learning pedagogical interaction, which allow the teacher to perform special activities aimed at the development of cultural originality and the creation of a comfortable environment for effective teaching and learning.

For the formation of a prospective teacher's pedagogical interaction culture the following intercultural skills are necessary: the replication skills in accordance to learning and cultural standards; the skills of developing dialogical thinking; the skills of tolerance; the skills of creation partnerships between cultures; the skills of establishing contact between cultures; the skills to interpret the partner's communicative strategies and to adequately build a personal one, etc.

For the efficient development of intercultural skills in the process of the formation of a prospective foreign language teacher's pedagogical interaction culture it is necessary to use a specially designed system of intercultural tasks. The system is designed according to the main stages of skills formation. They are preparatory, training and creative stages.

Thus, we have reason to conclude that the efficiency of the formation of a prospective foreign language teacher's pedagogical interaction culture depends on the level of preparation of a prospective teacher for the work in a new sociocultural environment and on the level of intercultural skills formation, which contribute to successful crosscultural interaction.

## **References**

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