

INFORMATIVE CHARACTERISTICS AND METHODS OF CULTURAL COMPETENCE'S DEVELOPMENT OF FUTURE TEACHER OF A FOREIGN LANGUAGE IN RUSSIA

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Abstract: The most important idea of modern education in Russia is the idea of the unity of education and culture, education as a part of culture, culture as the environment, supplying the education. The article discusses the current state of development of the problem of cultural competence of future teachers of foreign language. And for the development of this cultural competence a systematic, purposeful and specially organized activity in the educational process is required. The definition of "cultural competence" is given, its structure is defined, including the unity of three components, which in their development pass through four levels.

Keywords: Cultural competence, culture, language, students, competence.

INTRODUCTION

To the quality of training of future teachers in Russia, in conditions of continuous development of political, economic, social spheres of society, new demands are being placed. Education becomes a way of gaining not only knowledge, but also competencies. Russian education is in transition to new State standards, which requires from future specialists the improvement of their training. Future teachers must deeply know their subject, think critically and navigate in psychological and educational innovations easily, must be able to work with the gifted and unmanageable children, be ready to the research activity.

The analysis, conducted among teachers of secondary schools of Surgut, resulted the following: some teachers have no interest in teaching the subject; there is an ordinary, stereotypical approach to the organization of the teaching process; there is lack of desire to improve their professional level; there is the inability to solve the assigned tasks creatively; there is lack of confidence in communicating with children and their parents, etc.

We suppose, that we need to turn into a new educational paradigm – the cultural education, exploring together the spiritual world, revealing the mechanisms of person's cultural development. Therefore, in the training of specialists, bachelors and masters one of the main links in education should become a cultural education. But if we are talking about training of teachers, a cultural competence should become an essential component of their professional competence.

Cultural competence is closely linked with cultural studies, a rapidly developing science about the most General laws of cultural development, having the leading meaning for education's improvement and humanization.

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Cultural competence is person's characteristics, that allows to be well educated, to have scientific knowledge, to understand the development's patterns of culture and society, to save the common to all mankind values, to understand traditions, customs not only of one's own nation, but also of other nations, to be able to communicate in the modern world.

The purpose of the study is to examine the meaningful characteristic of cultural competence and methods of its development.

During the studying the cultural competence on theoretical and methodological level, we have identified the following principles: culture is formed in activities only (active approach); the person is a subject of the socio-cultural process (humanistic and axiological approach); despite the fact that culture is a universal phenomenon, each person perceives and develops it individually (personalized approach); achievements of modern culture are in the basis of studying and formation of competence (sociocultural approach).

As elements of cultural competence, such elements as traditions, customs, ideals, moral standards, which together is the social standard, can be identified. A tool of conveying social experience is the language, the destination of which is also a tool of perception the world. Because of language, the existence of culture, contacts between nations of different countries, understanding of the world is possible.

I. I. Sreznevsky notes, that the nations expresses themselves in the language more completely and more multilateral, than in anything else. In its highest vital and historical usage, language becomes a tool and guide of all necessities of nation's education (Sreznevsky, 1986).

METHODOLOGY

Cultural competence describes the process of person's self-development, which is expressed in the ability of the individual to apply the achieved knowledge and the ability to build a connection between different fields of knowledge.

The main objective of higher education's humanization is the initiation of society to the culture of one's nation, accumulated in the process of history. The source of culturally valuable information is the foreign language – a tool of intercultural communication.

The study of foreign languages allows to understand one's national peculiarities better, to get acquainted with another culture, to participate in the dialogue of cultures. And the teacher of foreign language can help with that, as not every culture is understood by the man on one's own. Cultural competence is becoming an integral component of future teacher's professional competence, which gives the opportunity to use actively the knowledge and personal experience in teaching.

Let's examine cultural competence's interdependent components of future teacher of foreign language:

1. Communicative competence;
2. Didactic competence;
3. Professional competence.

For the teacher in order to speak a foreign language professionally, communicative competence, which consists of the following competencies, must be advanced (Table 1. The structure of communicative competence):

TABLE 1 : THE STRUCTURE OF COMMUNICATIVE COMPETENCE

<i>Language (linguistic) Competence</i>	<i>Sociocultural (linguistic and country aware) competence</i>	<i>Speech competence</i>
<ul style="list-style-type: none"> • Linguistic knowledge. • Knowledge of the rules of analysis and synthesis of language units. • Possession of the linguistic part of the speech. • The ability to build and reproduce grammatically speech in foreign language. • The presence of vocabulary. 	<ul style="list-style-type: none"> • Possession of speech etiquette. • Possession of adequate speech behavior. • Knowledge of the specific characteristics and realities of the country of the taught language. • The ability to distinguish the human, cultural, aesthetic, moral values. • Appropriate use of intonation. 	<ul style="list-style-type: none"> • The use of a limited number of linguistic means. • The construction of statements from the simplest expressions of feelings to reproduction of peculiarities of intellectual information. • The use of communicative and administrative strategies.

According to A.A. Leontiev, in order to acquire communicative competence the following sources are required: socially-normative experience of folk culture (the basis of cognitive component of the communicative competence of the personality as a subject of communication), knowledge of languages of communication used by folk culture (in communication a key role belongs to mastering such social roles as organizer, participant, etc.), the experience of interpersonal communication, experience of art's perception (art reproduces a variety of models of human communication) (Leontiev, 1969).

The next component of cultural competence is the didactic component, which is a system of knowledge acquired in University, taking into account latitude, depth, style of thought, norms of pedagogical ethics and social functions of the teacher. In the basis of this competence (component) there is the ability of the teacher to teach the child his or her subject, personal development of the teacher, the necessity and the ability of self-educational activities.

This competency can be represented in schematic illustration as follows (Table 2. The structure of didactic competence):

TABLE 2: THE STRUCTURE OF DIDACTIC COMPETENCE

<i>Educational</i>	<i>Motivational</i>	<i>Informational</i>
<ul style="list-style-type: none"> • Knowledge. • Skills. • Experience. 	<ul style="list-style-type: none"> • Having internal and external motivations to ensure the success of any activity. 	<ul style="list-style-type: none"> • Possession of a wide range of information on different topics both in native and foreign language.

The didactic competence finds its practical application in the professional competence of the teacher. Professional competence is the controller of personal achievements, mobility and improvement of skills, development of reflexive abilities and individual didactic style's formation.

Components of professional competence, in our opinion, are the following fields: humanitarian, social, aesthetic, ecological, cross-cultural and political. These fields require general cultural training (Ibatova et al., 2017).

To summarize the foregoing, as future foreign language teacher's cultural competence should be understood the integrative property of the personality, which is expressed by the complex of the competences (communicative, didactic and professional) and allows the teacher to be highly educated, to understand the patterns of culture's development, to understand the traditions, the customs not only of one's nation, but also of other nations, to be able to communicate in the modern world.

We have conducted the research together with University students – the future teachers of a foreign language. In advance we chose the criteria by which to judge the level of cultural competence's formation of future teacher of a foreign language. Each criterion has several indicators, which characterize the most important and necessary manifestations of the investigating quality (Table 3. Criteria and indicators).

TABLE 3 : CRITERIA AND INDICATORS

<i>Criteria</i>	<i>Received knowledge matches presentational information</i>	<i>Having skills and experience of educational and pedagogical activity</i>	<i>Perception of the process of knowledge acquisition</i>	<i>Students' self-determination</i>
<i>Indicators</i>	1. Completeness of knowledge;	1. The completeness of the executions of the operations;	1. A positive attitude towards the cognitive activity;	1. Increasing the motivation of learning a foreign language;
	2. Independent acquisition of knowledge;	2. The correct execution of tasks;	2. Students' adequate self-assessment of their learning activity.	2. Increasing the interest in learning native and foreign culture.
	3. Self-realization of students.	3. Priority in the choice of kinds of activities in the pedagogical process.		

The methodological basis of the research in terms of systemic approach (Afanasiev, 1980) and the diagnostics of the main indicators of cultural competence allow to distinguish four levels of its formedness: low, medium, high and very high (Table 4. Levels of cultural competence's formedness).

TABLE 4: LEVELS OF CULTURAL COMPETENCE'S FORMEDNESS

<i>Level</i>	<i>Characteristics of level</i>
Low	Foreign language is studied for personal purposes; there is situational and mild interest in the disciplines of psycho-pedagogical cycles; there is the theoretical knowledge of the language and inability to use it in speech; there is short-term desire to overcome the difficulties in training activities.
Medium	There is the prevalence of communicative, well-developed operational - instrumental and social motivation in learning a foreign language; there is knowledge of terminological dictionary of pedagogy; there is interest in future pedagogical activity.
High	There is pronounced pedagogical orientation of students in the use of foreign language for professional purposes; there is knowledge of the basics of science's methodology, development and education of children; there is the use of foreign language as a means of personal and professional enrichment.
Very high	There is focus students on generating high results in level of training and mannerliness of students, knowledge and systemic use of foreign languages, a thorough analysis of the results of their professional activities.

The research was conducted in three stages. On the first stage, we solved the following tasks: we determined the number of experimental and control groups, the duration of the experiment; we chose the specific methods to explore the initial state of the experimental objects; we conducted diagnostics of criteria and indicators of students' cultural competence; we revealed the levels.

On the second stage we conducted a training experiment, i.e. the organization of the process of cultural competence's development, taking into account the unity of its constituent components. On this stage, future teachers learned to competently and efficiently work with book, synopsis and dictionary; to retrieve some information; to compare it and to evaluate the obtained information critically.

On the third stage, we conducted the experimental data analysis, statistical processing of experimental results, made graphs, tables, diagrams and organized the final diagnostics of the level of cultural competence's formedness.

The results were taken into account both in the control and experimental groups. Peculiarity of working with the experimental groups consisted in the introduction of the optional course "Foreign language is accessible to everyone" on variative basis.

Analysis of cultural competence's levels of future teachers of foreign language on the first stage showed, that the number of students with a low level as a percentage of the total number of students in the experimental group 1 decreased to 23.2%, with an average to 49%. There was an increase in the number of students with a high level of 22.2% and by 2% increased the number of students with very high level of development. Conducting the analysis of the state of formedness of future teachers' cultural competence, it can be noted that the average level is dominated, there is a tendency of increasing the number of high level. A similar situation is in the second experimental group. But in the control group such dynamics was not detected. There were changes only when students passed from the lowest level.

During the experimental work with students in the classroom were conducted different kinds of lectures, conferences, role-playing, show-quizzes, and pedagogical works.

At the end of the third stage, we diagnosed that cultural competence as a characteristic of personality of a student moved into a new stage and became apparent in orientation to self-actualization and active creative position.

Analysis of data, obtained during the experimental work, showed that if you do not aim the development of cultural competence, then the level of formedness will be low or medium and this can affect the level of professional training of the student and his or her on self-esteem.

RESULTS

In experimental work concerning the research problem 65 students and 12 teachers from Surgut state University took part. Getting information about a large number of participants of the experiment gave us the opportunity to avoid the influence of random factors. As the result of the analysis of the experimental work we have found that the conventional form of education does not provide high and very high levels of cultural competence of students and only during implementing

the following conditions in the pedagogical process it is possible to count on its success: implementation into the pedagogical process creative activities, the use of interdisciplinary relations, taking into account collective and communication activity.

Let us show changes in the levels of formedness of cultural competence of students at the moment of beginning and end of the experimental work.

TABLE 5: DYNAMICS OF CULTURAL COMPETENCE'S DEVELOPMENT OF STUDENTS

Levels	Groups								
	At the moment of the beginning of experiment			At the moment of the end of experiment			Changes in groups (which are divided into levels)		
	EG1	EG2	CG	EG1	EG2	CG	EG1	EG2	CG
Low	27,2	26,3	28,2	11,3	12,1	16,6	-15,9	-14,2	-11,6
Medium	51,1	50,2	52,6	40,3	36,3	57,4	-10,8	-13,9	-4,8
High	15,3	16,1	17,5	37,7	41,1	22,6	+22,4	+25	+5,1
Very high	6,4	7,4	1,7	10,7	10,5	3,4	+4,3	+3,1	+1,7

According to the data given in the table, we can conclude that the indicators of formedness of cultural competence have grown in EG1 and EG2, where the process of cultural competence's development proceeded in conditions, proposed by us. In tests, these indicator shave not changed so much.

CONCLUSION

Having conducted the analysis of numerous publications concerning this theme, we came to the conclusion, that the problem of cultural competence's development of students from the humanitarian University in Russia is still poorly developed.

We determined the structure of cultural competence, examined pithy characteristics of the process of development of cultural competence, as well as its componential composition (communicative competence, didactic competence and professional competence).

Having considered the pithy characteristics of the process of cultural competence's development of students from the humanitarian University in Russia, we mean as cultural competence of future teacher of foreign language the integrative property of personality, which is expressed in the set of competences (communicative, didactic and professional) and allows the teacher to be highly educated, to understand the patterns of culture's development, to understand traditions and customs not only of one's nation, but also of other nations, to be able to communicate in the modern world.

Diagnostic methods, used in the process of experimental work, allowed to identify the criteria and four levels of cultural competence's development of future teachers.

Based on the results of this study and the practical experience we have developed and approved the program of a special course "Foreign language is accessible to everyone", where cultural competence is an important component of professional competence of the future teacher.

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