

DIALOGUE OF CULTURES IN TEACHER'S  
INTERCULTURAL COMMUNICATION TRAINING

**Abstract. Y. Lytvyna. Dialogue of cultures in teacher's intercultural communication training.**

The article examines the concept of dialogue of cultures as one of the fundamentals of future foreign language teachers' training for international communication. The article emphasizes that the dialogue of cultures based on international openness, valuing exchange and mutual understanding should be viewed as a bridge to other cultures. Some activities and resources for intercultural communication competence forming in the process of professional teaching are presented.

**Key words:** culture forming concept, dialogue of cultures, intercultural interaction, intercultural competence, intercultural communication.

**Анотація. Литвина Ю.С. Діалог культур у підготовці вчителів до міжкультурної комунікації.**

Стаття присвячена вивченню концепції діалогу культур як однієї із основ у підготовці вчителів іноземних мов до міжкультурної комунікації. У статті підкреслено, що діалог культур, що базується на міжнародній відкритості, обміні цінностями та взаєморозумінні, потрібно розглядати як міст до інших культур. Представлено деякі завдання та ресурси для формування компетенції міжкультурної комунікації у процесі професійної підготовки.

**Ключові слова:** діалог культур, концепція формування культури, міжкультурна взаємодія, міжкультурна компетенція, міжкультурна комунікація.

**Аннотация. Литвина Ю.С. Диалог культур в подготовке учителей к межкультурной коммуникации.**

Статья посвящена изучению концепции диалогу культур как одной из основ в подготовке учителей иностранных языков к межкультурной коммуникации. В статье подчеркивается, что диалог культур, который основывается на международной открытости, обмене ценностями и взаимопонимании, необходимо рассматривать как мост к другим культурам. Представлено некоторые задания и ресурсы для формирования компетенции в процессе профессиональной подготовки.

**Ключевые слова:** диалог культур, концепция формирования культуры, межкультурное взаимодействие, межкультурная компетенция, межкультурная коммуникация.

As we know the globalization process has led to expansion of interaction of different countries, nations and cultures. More frequently educational institutions have students' exchanges, joint projects or international scholarships taking part in international communication. Moreover, nowadays in the society there are communication processes with participation of subjects who consider themselves as equal partners despite the fact they share different views. Non-coincidence of interests and value orientations cause some contradictions in interaction which cannot be solved without dialogue and tolerance. Thus, the problem of professional training of foreign language teachers for international interaction is of great importance nowadays. The life requests emphasize the culture forming concept of foreign language learning.

It should be pointed out that there are some important things to consider. First of all, the status of languages and the conditions in which they are taught and learnt depend on the historic, economic, social and political context. Moreover, the characteristic of dialogue is presented in various aspects in scientific literature.

As the aim of learning the culture forming concept of foreign language learning suggests mastering of foreign language for entering the intercultural

dialogue, learning and involving into another culture. At the same time, a man has to be able represent his own culture to his interlocutor, i.e. personality's intercultural competence. So, intercultural competence formed in the process of foreign language learning taking into account cultural and mental differences of native speakers is a necessary condition for the successful dialogue of cultures.

First, the notion of “dialogue of cultures” or “cultural dialogue” appeared after World War II, when it was a time of renewal of ideals based on international openness, valuing exchange and mutual understanding, a “culture for peace” etc [4]. So these elements must be taken into account where language learning is concerned. Also we have to dedicate a significant part of our curriculum to the study of the cultural realities and literatures of countries the languages of which are taught. Students need to have a thorough knowledge of a vision of the history of the target country as well as cultural variety and difference. The training of language teachers and language assistants should include specific provision for training in intercultural communication, not only in their native language but also in foreign languages.

We consider the intercultural competence of a future teacher as an integrative feature and combination of special knowledge, intercultural skills, and system of value orientations which are necessary for solving professional tasks and ensure the true communication in a situation of intercultural interaction in the style of cooperation and tolerance [2, c. 163]. In the process of professional training the intercultural learning is aimed at forming their abilities of intercultural communication, dialogue of cultures. This suggests presenting such phenomena and notions as: principles of communication, main functions of culture, culture influence on communication perception and comprehension, effect of culture on human activity and society development.

Forming and development of students' abilities for the dialogue of cultures has to be implemented on the basis of principles of respect, tolerance to cultural differences and overcoming cultural barriers. This also means seeing what can unite us, refusing from stereotypes, applying knowledge on other culture for the

deeper learning the own culture. It encourages both the awareness of belonging to proper nation and learning traditions and cultural peculiarities of other culture representatives.

Nowadays, the dialogue of cultures is interpreted as penetration of other cultures' senses. It is not just communication between different nations with different value dimensions and languages, but it is the communication with interpretation effort (transformation of senses, meanings, notions, images and symbols). The dialogue of cultures combines the awareness of cultural alternative, determination its absolute difference from the native one, non-understanding, fear and interest. Gradually people are becoming more tolerant to each other striving for learning themselves and establishing friendly relations which enrich participants of interactions [3, c. 87].

According to M. Bakhtin, each culture tries to take into account the experience of other culture expanding its own experience range [1]. Besides, a person has a dialogue with others and himself changing himself. In the process of foreign language mastering students learn material which demonstrates language functioning in the natural environment, verbal and non-verbal behavior of native speakers in different communication situations and reveals some features connected with national customs, traditions and social structure of society and nation belonging. First of all, this should be carried out with the help of authentic materials (original texts, audio records, video films) which are normative from the side of the language support and the content of country study information. A student has to know not only lexical, grammatical and syntax features but he also needs to be able to react to talks of native speakers, use appropriate mimics and gestures, apply formulas of language etiquette and know cultural-historical peculiarities of a country the language of which is taught.

Thus, foreign language leaning with elements of dialogue of cultures' concept will assist to form intercultural communication competence of future teachers. Teaching languages has to be shifted from teaching languages themselves. It is essential for foreign language teachers to be able to transmit the

values, concepts and realities encompassed and reflected by that language. Furthermore, their role is no longer limited to the target language and culture. They must also be able to respect, understand and compare the various cultures present in the classroom with the target culture.

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