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ОРГАНИЗАЦИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА В ВУЗЕ НА ОСНОВЕ ТРЕБОВАНИЙ К ПЕДАГОГУ В ПОЛИКУЛЬТУРНОЙ СРЕДЕ

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Проблема и цель. Статья посвящена проблеме организации и осуществления образовательного процесса в вузе на основе реализации положений лингвокультурологии. Цель статьи – определить особенности организации образовательного процесса в вузе на основе требований к педагогу в поликультурной среде. Исследование направлено на анализ содержания культур и выявление социокультурных требований к педагогу. Полученные аналитические данные послужили основой для выделения особенностей образовательного процесса, нацеленного на подготовку будущего педагога как представителя своего народа к профессиональной деятельности в поликультурном социуме.

Методология. Методология исследования основана на теоретическом анализе результатов научных работ, в которых представлены основные положения об обучении подрастающего поколения с учетом лингвокультурного фактора. Требования к профессиональной и личностной подготовке будущего педагога проанализированы на основе обобщения культурного опыта, накопленного в поликультурном обществе.

Результаты. Авторы выявили и обосновали социокультурные требования к педагогу с учетом особенностей российской и зарубежной культур, рассматриваемых комплексно в качестве компонентов единого мирового культурно-образовательного пространства, одновременно

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признавая и учитывая факт обладания каждой культурой своей уникальной спецификой; определили особенности образовательного процесса в вузе для достижения цели подготовленности личности будущего педагога к самореализации в поликультурном социуме; выделили направления образовательного процесса в вузе с учетом позиции педагога как представителя своего народа и его социокультурного опыта.

Заключение. Авторы приходят к заключению о том, что в культурах сложились определенные требования к личностным и профессиональным качествам педагога. В содержании этих требований имеются сходства и различия, обусловленные уникальной спецификой культур. Учет социокультурных требований позволяет организовать образовательный процесс с учетом требований культур в их диалогическом единстве, при содействии сохранению и развитию социокультурной позиции педагога как представителя своего народа. Авторы обобщают особенности организации образовательного процесса в вузе на основе требований культур к педагогу.

Ключевые слова: профессиональная подготовка педагогов; культура; лингвокультура; методическая подготовка; образ педагога; этнокультурный образ педагога; социокультурная позиция личности; этническая идентичность.

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Organizing educational process in higher school on basis of requirements to teacher in polycultural environment

Abstract

***Introduction.** The article is devoted to the problem of organizing and carrying out the educational process according to the key points in linguistic culturology. The purpose of the article is definition of the features of the educational process, organized in accordance with the requirements for the teacher in polycultural environment. The research is aimed at analysis of the cultural content and reveal of socio-cultural requirements for the teacher. The analytical findings have been used as the basis to highlight the features of the educational process, targeted at preparation of a future teacher, who is*



considered as a representative of the own nationality, for implementing the professional activity in the polycultural society.

Materials and Methods. The research has employed theoretical analysis of studies, which describe the basic ways to carry out the process of educating the rising generation in accordance with the linguo-cultural factor. Generalization of the cultural experience, accumulated in polycultural society, has contributed to analysis of the requirements for professional and personal preparation of future teachers.

Results. The authors have revealed and described the socio-cultural requirements of the Russian and foreign cultures, considered as the complex of components of the integrated world cultural and educational area; at the same time the fact that each culture has its unique features, has been admitted and taken into account. The authors also have highlighted the features of the educational process in a higher school to achieve the purpose of making a future teacher prepared for self-realization in polycultural society; they have described the courses of educational process, organized in a higher school and based on consideration of a teacher as a person, who represents the own nationality and the accumulated national socio-cultural experience.

Conclusions. The authors come to the conclusion that certain cultural requirements for developed personal and professional features of a teacher have emerged. These features show some similarities and differences in the cultural contexts, due to the unique specificity of each culture. Educational process, organized due to the socio-cultural requirements for a teacher, implies modeling the educational activity in accordance with these requirements and contributing to saving, developing of the personal socio-cultural position of a teacher as a representative of the nation (own people). The authors have compiled the specifics to organize the educational process, based on the cultural requirements for a teacher.

Keywords

Professional training of teachers; Culture; Linguistic culture; Methodical preparation; Image of teacher; Ethnocultural image of teacher; Socio-cultural position of teacher; Ethnic identity.

Introduction

The person is developing in polycultural society, featuring a variety of interacted national (ethnic) cultures, unique and particular in their individual essence. Being involved in social processes, a person shows the activity and is targeting self-manifestation, self-realization in polycultural society on the basis of those national socio-cultural meanings and values, which the person possesses since own birth. This fact has been supported by the Russian and foreign researches (G. Fahrutdinova¹; J.J. Gumperz, J. Cook-Gumperz [5]; L.V. Mardakhaev, A.M. Egorychev, E.Yu. Varlamova, E.A. Kostina [12]; A. Tintiangco-Cubales [18], др.), who have

strengthened urgency of the problems of showing the ethnic and national features by the person.

To achieve the set purposes, significant for a person in the current situation, it is particularly important if the person takes into consideration the socio-cultural factor, which features both a certain culture of the environment and specifics of the participants, involved in communication as bearers of certain cultures.

The special role of so-called cultural factor is shown in the attitude to the teacher and the educational professional activity of a teacher. Both the effectiveness of the educational process in a certain educational institution and the quality of preparation of the rising generation for life

¹ Fahrutdinova G. Zh. Ethno-pedagogical factor of polycultural training. *International Journal of Environmental*

and Science Education, 2016, vol. 11, issue 6, pp. 1185–1193. URL: <http://www.ijese.net/makale/245>



activity in polycultural society depend on the teacher's awareness of the content of existing cultures and specifics of their representatives.

Thus, the set professional (educational) and personal goals make the teacher take into consideration the features of national cultures, functioning and developing constantly in multinational community.

It is known that culture, considered as the social phenomenon, has influence on the requirements for a teacher and the teacher's professional activity. These requirements are defined gradually, due to certain reforms and phenomena in the social field of a certain community, as well as to the features, associated with development of polycultural society, the "integrated social culture" of it.

As a complex phenomenon that integrates the national cultures of certain nations (ethnic groups) the culture of polycultural society defines the general requirements for the teacher and the teacher's professional activity. In connection with it we should take into consideration a key point, concerning the origin of a certain national culture. The content of each national culture contains those meanings, values, and world-view attitudes of the nation which describe the mentality of it. While performing the professional function, a teacher always shows the national features of own people. This statement proves that any national culture with its originality, has a significant impact on the teacher's world view, formed in a complex of all significant features and characteristics. This has been ethnocultural specificity of the requirements for a teacher and the educational activity, carried out by him/her.

The role of understanding both general and ethnocultural requirements by the teacher is due to the fact that in case a teacher knows the general features of a certain culture and the requirements, defined in the process of the general cultural development of a multinational community, the

teacher is able to organize an educational process in a higher school in a reasonable way and successfully implement it. This enables to choose those methods, technologies, forms and means, the use of which will make it possible to meet the challenges of work in the multinational educational staff of a higher school.

These terms are of particular importance in foreign language professional training, in preparing future teachers for the professional activity in conditions of the native and foreign polycultural educational environment. The teacher organizes and implements the educational process, taking into account the features of the national culture of the environment, in which the teacher's professional activity takes place; meanwhile the teacher keeps the position of a representative of the native people, the status of the carrier of the cultural mentality.

The mentioned terms have been reflected in the requirements for a teacher in the Federal state educational standards, which focus on development of the professional competences of a teacher and the socio-cultural content of these competencies. The educational aim of developing these competencies updates the necessity to reconsider (specify and modernize) the proven technologies, teaching methods and means, in order to achieve the educational goals at a higher school.

Realization of the principle of "the language and culture unity" in the created educational environment of a higher school is one of the directions of the purposeful activity of a higher school, fulfilling the function of training of future teachers, in accordance with the socio-cultural requirements. This principle is realized in the foreign language professional training of future teachers.



The modern scientific works (by R. Barnhardt², D. Elmes³, M.B. Hinner [7], M. Imai [8], B. Thompson [17], oth.) consider the reasonable unity of language and culture in relation with personal terms, that is, consciousness and self-awareness, identity, personal features (personalities) and personal behavior.

The issues on the language and culture unity in the foreign-language education have been addressed in the scientific works by G.V. Elizarova⁴, V.N. Kartashova⁵, T.V. Larina⁶, O.A. Leontovich⁷, E.I. Passov⁸, S.G. Ter-Minasova⁹. The researchers P. D. Galajda¹⁰, M. R. Hammer [6], J. Koester [9], J. Liu [10], K. Piątkowska [13], Z.G. Shemshadsara [14], T. Sommer [15], A. Steen-Utheim [16] have proved that learning a foreign language in the context of the foreign culture, on the basis of the native language and the culture, makes a favorable influence on developing personal abilities to carry out intercultural communication and interact with representatives of different cultures.

The science has accumulated rich experience of teaching foreign languages in the

unity of cultural context. Dealing with the scientific researches has shown that the scholars recognize the significant importance of learning foreign languages and cultures in their unity and interrelations. At the same time we can point out the following issues, which don't receive the attention they deserved:

- educational potential of local cultures, characterized with their unique features and considered in their relations in the united polycultural educational space;
- implementing the polycultural content in a complex way in educational process, aimed at preparing a person for professional self-realization in society;
- supporting and development of a person, considered as a representative of the own people (nation).

In the light of the foregoing, we have stated the objective of the research: reveal of specifics in organizing the educational process in a higher school, according to the requirements for the teacher in polycultural environment.

Materials and Methods

The content of the scientific work is based on analysis of scientific views and employment of the scientific approaches – systemic, complex,

² Barnhardt R., Brisk M. E. Language, culture, and identity. *Language, Culture, and Community in Teacher Education*, ed. M. E. Brisk. New York, Routledge Publ., 2013, pp. 21–45. URL: <https://www.taylorfrancis.com/books/9781135155247/chapters/10.4324/9780203857168-12>

³ Elmes D. The relationship between language and culture. H. Winkler, P. Padakannaya (Eds.). *The relationship between language and cognition. Part III – Language and brain*, Cambridge University Press, Pp. 381–388. DOI: <https://doi.org/10.1017/CBO9781139084642.042>

⁴ Elizarova G. V. *Development of intercultural competence of students in teaching foreign-language communication*. Saint-Petersburg, 2001, 371 p. (In Russian)

⁵ Kartashova V. N. *Development of linguistic and humanitarian culture in preparing teacher for early foreign-language education*. Elets, 2002, 490 p. (In Russian)

⁶ Larina T. V., Ozyumenko V. I. Ethnic identity in language and communication. *Cuadernos de Rusística*

Española, 2016, no. 12, pp. 57–68. (In Russian) URL: <http://revistaseug.ugr.es/index.php/cre/issue/view/358/showToc>

⁷ Leontovich O. A. *Introduction to intercultural communication*. Moscow, Gnozis Publ., 2007. (In Russian)

⁸ Passov E. I. *Foundation of communicative theory and technology of foreign-language education*. Moscow, Russian language Publ., 2010, 568 p. (In Russian)

⁹ Ter-Minasova S. G. *War and peace of languages and cultures*. Moscow, Slovo Publ., 2008, 344 p. (In Russian) URL: <http://regionalstudies.ru/publication/monograph/war.html>

¹⁰ Galajda D. Communicative Competence. *Communicative Behaviour of a Language Learner. Second Language Learning and Teaching*. Cham, Springer Publ., 2017, pp. 19–26. DOI: https://doi.org/10.1007/978-3-319-59333-3_2

ethno-cultural, socio-cultural, axiological ones. The methods of analysis of scientific works and folk cultural experience have been also used. The results of scientific and pedagogical researches on professional and personal development of students, preparation of future teachers for educational activity in the polycultural society have been brought together.

Results

The demands on preparing a person for social self-realization make the educational process directed to development of a person, able to fulfill the professional activity in the polycultural society. The educational influence on such the person is based on the principle of realization the language and cultural content in their unity.

The presented scientific work develops researches in the mentioned scientific branch and specifies the ways of solving the issues on linguo-culture in the foreign-language professional training of future teachers who are able to realize their academic mobility and carry out the educational activity in polycultural society. The fundamentals in this article are the following ones:

- integration of the cultural component into the educational process supposes not just learning foreign languages in the context of the culture, but also including the cultural context in the university subjects of the professional and methodical preparation;
- the methods, used in the foreign-language training of future teachers, should be aimed at actualization and keeping the socio-cultural personal position of a student as a

representative of the native people (a citizen of the state). The problems of development of personality and qualities, which characterize a person as a representative of the nation, are researched in the dissertations by L.P. Karpushina, M.B. Nasyrova, T.K. Solodukhina, V.K. Shapovalov, oth.

The results of the research work have revealed the following: the features of national cultures influence the requirements, defined by the ethnos (society) for a teacher who educates the rising generation in polycultural society.

The image of a teacher is a concept, influenced by many factors: social processes, economic and political events, and cultural development of a certain state. Image forming in society is the subject of a number of researches, in which the authors have proved the influence of social processes and cultural development on the requirements for a teacher (the works by U. Ansari¹¹, S. Arnon [1], D.P. Britzman [2], S. Chang-Kredl [3], P.A. Ertmer [4], N.L. Louie [11]).

A.I. Dorofeev¹² has researched the problem of development of the image of a teacher in society and identified the significant components of the personal image:

- personal appearance as a way of expressing person's life being, life activity, and personalities;
- actions taken in a certain situation, the personal activity, the behavior, that altogether show the entity of a person;
- the language, representing the style of life activity, personal attitude to the objective and social surrounding, intentions and direction of the

¹¹ Ansari U., Malik S. K. Image of an effective teacher in 21st century classroom. *Journal of Educational and Instructional Studies in the World*, 2013, vol. 3, no. 4, pp. 61–68. URL: <http://www.wjeis.org/FileUpload/ds217232/File/08.ansari.pdf>

¹² Dorofeev A. I. *Image of teacher and written language in European culture*. Network publishing of Centre of

psychological support of education "Tochka PSI". (In Russian) Available at: <http://tochkapsy.ru/wp-content/uploads/2016/01/Dorofeev-D.YU.-OBRAZ-UCHITELYA-I-PISMENNOSTI-V-EVROPEYSKOY-KULTURE.pdf> (accessed 12.01.2019)



actions taken, and the level of education and upbringing;

– personal experience, human biography; in culture this aspect is shown in created art works (in sculpture, painting, literature);

– socio-cultural personal component, formed under the influence of the cultural development of society and socio-political processes;

– image, made under the influence of the media and the Internet.

All components of the personal image, described by A.I. Dorofeev, are included in the content of the culture of a certain nation.

This article touches upon the socio-cultural personal field, expressing the requirements of Russian and foreign cultures for a teacher and the teacher's professional activity.

In all cultures, the image of a teacher is based on consideration of it as a translator of the culture to the rising generation. The core of the concept "culture" as a social and educational phenomenon has been described in a great number of scientific works by many scientists and researchers (P.F. Dick, L.N. Kogan, A.I. Kravchenko, E.S. Markaryan, oth.). L.V. Mardakhaev [19]) emphasizes the complex nature of the cultural content and defines the culture as a group of phenomena that characterize the uniqueness of the nation. We should note that in relation to the socio-educational sphere, the culture refers to the accumulated experience of a certain ethnos, the country with its peoples, the experience of all mankind.

A teacher has a certain impact on the further cultural development of society and the nation, as he/she acts as a key participant of transferring the cultural experience to the rising generation. According to the dissertation research by

E.A. Pospelov¹³, the educational activity of teachers, their unity with society, or vice versa, estrangement from society, contributes to cultural prosperity or fading of the nation.

All the foregoing confirms the importance of the educational activity of a teacher as a representative of own nation, a citizen of the native country. The urgency of the issue under consideration is strengthening in respect of a person, who teaches a foreign language and involves the rising generation in learning foreign languages. The activity of such a teacher influences the personality of each student as a bearer of a certain culture and the qualities that characterize the personal civil position, attitude to different cultures and their representatives.

As teaching foreign languages (including Russian as a foreign language) is in demand in the world community, a teacher gets an opportunity to carry out the educational activity, both in Russia and abroad. This circumstance makes it necessary to provide a teacher with attitudes of the representatives of foreign cultures and the socio-cultural views that have been accumulated in foreign cultures and relate to the educational activity. We should mention an important fact that a Russian teacher should only know the requirements for a teacher and the professional activity in foreign cultures.

When a teacher borrows components of a different culture, it should not conflict with the meanings and the values of the native own culture of a person; it should not transform the personal worldview, as the Russian teacher must keep the personal position of a representative of the Russian state in all situations of social and professional directivity.

The wide experience, devoted to research of professional and personal qualities that form the

¹³ Pospelov E. A. *Evolution of importance of teacher in Russian culture of XX century: philosophic analysis*. Stavropol, 2003, 24 p. (In Russian)

image of a teacher, has been accumulated in the Russian science and Russian culture. The teacher's personality is addressed in a holistic way and characterizes a teacher in terms of harmoniously developed individual, able to carry out the teaching activity and to take into account the special conditions of the educational environment, as well as to interact with trainees of various social categories, considering their individual personal features.

The extent of Russia, the contrasting differences between the regions in the country, the large number of ethnic groups in Russia (a total of 193 ones), united into the Russian nation, influence such considerations of a teacher and the professional activity.

The features of the Russian national mentality determine that a Russian teacher is a bearer of the traditions and the life experience of own native people; the teacher acts as the voice of the absolute and objective truth. The Russian teacher is a person, ready for full dedication in the professional activity, showing a high level of citizenship, honesty, moral rectitude. The significant personal feature of a teacher is the citizenship which forms the basis of the professional activity in a changing educational environment.

The specific features of the Russian culture (mobilizing type of development, instability, ambiguity, binary thinking, oth.) have a strong impact on definition of the requirements for a teacher, who should strive to self-development and professional self-perfection.

The traditional attitude, established in Russian culture towards a teacher, is visible in Russian folklore. For example, there are some Russian proverbs and sayings which show honoring and respect for an educated person, carrying out the teaching activity:

– Honor the teacher as you honor your parents.

– More knowledgeable people – less fools.
– If you wish to live for a year, plant the seeds of bread; if you wish to live for ten years, make a garden; if you wish to live for a hundred years, teach people.

– The science starts from the teacher.

Socio-cultural requirements for the teacher's personality in foreign cultures are also due to the following: social development (in historical and modern fields); the mentality of the representatives of the nation; traditional values, attitudes, and social relations.

But owing to the fact that foreign cultures differ from Russian culture in many respects, the ways of considering a teacher are specific. The generalized image of a teacher is based on the qualities acknowledged in the socio-cultural environment in western countries. Among such qualities we can point out the following ones:

– personal tolerance, the ability to interact with representatives of different cultures, nationalities; teacher's acceptance of others in the way they are;

– personal specifics; uniqueness, shown in both appearance and individual way to carry out the professional activity;

– educational attainment and intelligence, shown in the professional subject field; the teacher's active citizenship, shown in transferring the cultural experience of own country to large audiences (by means of participation in conferences, seminars, exhibitions, television programs, publications, oth.).

We can find out the attitude to a teacher (educator) and their professional activity in the following foreign proverbs:

– A pile of books will never replace the teacher (China)

– Each teacher has his own way to teach (Cuba)

– Parents create the body, teachers create the soul (Mongolia)

– Only through respect for the teacher you can become a teacher (Vietnam).

Socio-cultural requirements for a teacher, as well as the established image of a teacher in the Russian polycultural society, lead to recognition of a necessity to train future teachers in Russia according to this socio-cultural content.

In our research we have identified courses of actions, affecting different sides of the image of a teacher in Russian multicultural society and realized (completely or partially) in the educational process of a present higher school. We are to concern them.

Firstly, these are those courses of actions which contribute to maintaining the worth of the teacher image, established in the native culture, and developing professional qualities as the basis of the position of a representative of the native ethnos (the people). The following items describe such the directivity of the educational process:

a) the cultural module, based on using the student's native cultural experience (traditions, values, ideals) should be included in the theoretical and methodological preparation, professional training of future teachers;

b) the educational influence on the personality of a future teacher should be made while developing both significant professional qualities and unique personal features, which relate to the ethnic identity of the person and characterize the person as a bearer of the native culture, a representative of the ethnos (the nation) and a citizen of Russia.

Secondly, the issue involves organizing the educational process, taking into account the requirements, defined for a teacher in the content of foreign cultures. It is the key point of this issue that no socio-cultural idea on the teacher in the content of foreign cultures can be imposed; it would never do to position these socio-cultural ideas as dominating and exceeding the value and the significant role of the experience,

accumulated in the own national culture of students. The image of a teacher in foreign cultures should act as important knowledge that makes it possible for a person to carry out the educational activity in policultural society, taking into account the features of other cultures but keeping personal own socio-cultural position of a bearer of the native culture.

The educational process, pointed at solving these problems in a higher school, is organizing on the basis of *the principle of a dialogue of cultures*. It takes place not just in teaching foreign languages, but also in courses of methodology of the educational activity, the subjects of linguo-cultural and cultural content. Realization of the principle has specific features.

Firstly, revealing the features of a teacher on the basis of students' knowledge on their own native culture and specifics of foreign cultures leads to students' conscious attitude to cultures as unique phenomena, equally worth in the global space.

Secondly, introduction of students to the image of a teacher in foreign cultures is not focused on imitating the foreign image, but on applying the socio-cultural knowledge in the future educational activity, while interacting with representatives of foreign cultures, for the purposes of professional and personal development.

Conclusions

The authors have revealed socio-cultural requirements, imposed in different cultural communities on a teacher:

a) in the Russian culture these requirements are based on the features of the Russian culture and describe the teacher as a humane person, who has wide-ranging knowledge and bright personality, acts as a model of high moral standards and ethics;



b) in the foreign culture the requirements for a teacher show the qualities, particularly valuable in relation to the representatives of a certain culture; the list of the significant qualities includes: tolerance, personal identity, educational attainment, and intelligence.

All set forth confirms that the requirements for a teacher in the content of Russian and foreign cultures have many similar features. It is due to the universality of the teaching profession in society. Different socio-cultural requirements both for a teacher and ways of teaching are linked to differences in cultures. All cultures of the world community describe the teacher as an educated person of high moral character, who possesses sustainable life principles and citizenship, immune to exterior influence.

On the basis of the revealed requirements we have defined the following features that describe the educational process, aimed at preparation of a future teacher for the educational activity in polycultural society:

1) tendency of keeping the socio-cultural position of a future teacher, considered as a representative of the people (nation);

2) focusing on training future teachers in their knowledge on the requirements of foreign cultures, on the basis of the principle of a dialogue of cultures, to support the socio-cultural status of a future teacher as a representative of own nation.

Taking into account the noted socio-cultural requirements for a teacher is the guidance of the educational process of a high school. Realization of the principle of a dialogue of cultures, scientific approaches, and the use of methods, educational technologies, aimed at preparing a person to carry out the professional activity in polycultural society on the basis of taking into account the cultural requirements and features, but keeping personal ethno-cultural position and citizenship, are the fundamentals of teaching.

The present work makes a certain contribution to research of the issues on professional preparation of future teachers for the educational activity in polycultural society, on development of personal features and social significant qualities that influence personal relations and behavior from the perspective of the socio-cultural experience and the cultural values.

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