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## TRAINING THE SPECIALISTS-PHILOLOGISTS FOR FOREIGN COUNTRIES

*Аннотация:* в данной статье рассматривается концепция включенной формы обучения как краткосрочной формы подготовки специалистов для зарубежных стран. В работе также раскрываются характерные особенности включения студентов в иносоциокультурное пространство, концепции, направленные на формирование межкультурной коммуникации, а также педагогические условия для ее формирования.

*Ключевые слова:* включенная форма обучения, межкультурная компетенция, филолог, образование, диалог культур.

*Abstract:* this article discusses the concept of the included form of training like a form of short period training of the specialists for foreign countries. The paper also reveals the characteristic features of the including the students into intercultural space and pedagogical conditions for its formation.

*Keywords:* included form of training, intercultural communication, philologist, education, the dialogue of cultures.

The growth of international cooperation in the field of education, the convergence of national cultures, the world's major human development trends require the preparation of highly qualified specialists, including for foreign countries capable to the communicative action with representatives of various ethnic groups.

However, despite these processes which are taking place in many areas of life, the modern socio-cultural and educational environments have some contradictions:

a) between the formation of the cultural – linguistic identity of the foreign student, the methods of teaching and the forms of organization of educational process; b) between the complexity of the content of education, amount of educational material and a small amount of time allotted to assimilate it [2; 3].

Especially sharply marked contradictions are manifested for students of included form of education. For them, the formation of cross-cultural communication is one of the most important factors as well) in a short period of time they need to adapt to a new linguistic, cultural and social spaces; b) to understand the traditions and customs of native speakers.

In addition, intercultural communication contributes to the formation of professional competence because the main purpose of training on the principle of intercultural dialogue is to prepare aesthetically prepared bi- and multilingual identities, specific to different cultures that come into professors' contact in the teaching of the subject.

The educational concept of included form of education has been developed in a number of research works (A.V. Birch, A.I. Borisov, G.V. Donchenko, I.B. Ignatova, L.G.Mokhov, O.D. Mitrofanov, P.S. Surmonin, V. Fedosov, A.N. Shchukin et al.).

The included form of training as a form of short-term training of specialists for foreign countries, specially philologists in the conditions of Russian socio-cultural and linguistic backgrounds, has spread to 70–80 years of the XX-th of century. This form of training the specialists is defined as «a short-term view of training» the students from foreign countries in the Russian universities, which is part of a national system of training in the specialty «the professor of the Russian language» [11].

V.A. Fedosov considers the included form of training from the standpoint of the concepts of «speech environment» as a combination of two components: the carrier of foreign language environment and language system which is special for different areas of communication. The scientist believes that the inclusion of a form of learning «is necessary to present and explore a certain kind of language contact, namely, as a kind of artificial contacts, specially organized, managed, as opposed to contacts natural, spontaneous, uncontrollable» [11]. For students of the included form of education is characterized by a combination of classroom teaching with extracurricular activities

(excursions, visits to enterprises, cultural and educational institutions, etc.). In this case, the language contacts are organized and focused.

The first feature is due to the continuity and close ties with the curriculum and the curriculum of the university partner: the programs in all disciplines do not repeat, and continue this started training at home. The focus is on training topics which can be more effectively disclosed in a language environment and demonstrated visually. These topics include the themes «Folklore», «Folk Art» «Folk Holidays» and ect. which mostly close associated with folk customs and traditions.

The intense training as a whole is enable form characterized for it which includes also a technique of developing training, the use of technical means of education, extra-curricular forms of work. This is short-lived period of training, insufficient knowledge of the practical Russian language and the need to achieve a level of communicative knowledge and skills that could provide them with fluency cultural material in the process of communicating with native speakers. Another characteristic feature is the professional orientation of activities, as foreign students are future professors of Russian as a foreign language. Especially the practical exercises on the Russian language promote to the professional development and are organized in the framework of vocational professors' communication, which is considered like the leading form in the conditions of the included form of education.

The close cooperation and coordination of all disciplines are characterized for all disciplines of the curriculum of the included form of education; it can be considered like an increasing the efficiency of formation of intercultural communication of students of the included form of education.

The principle of comparative analysis of the two linguocultural systems aimed to identify and distinguish the general properties of language and cultural spaces, also refers to the specific characteristics of the included form of education. The comparative analysis contributes to the formation of intercultural communication, improving the general cultural level of the students.

Another feature of the included form of education is a form of training the group. As a rule, the students of the included form of education come from the same university

and this fact favors the adaptation to the new environment. However, this fact does not promote to an active construction of knowledge, skills and cross-cultural communication skills, as is the case in international groups. The important principle is also an account of the social and cultural features of national mentality of a foreign student.

Thus, the students enrolled in the course of the included form of education «are integrated» into a new socio-cultural educational environment with its features and traditions that they need not only to understand and accept, but to learn to take into account in the process of intercultural communication. Therefore, it is necessary to form in them the appropriate knowledge, skills and abilities in the field of foreign language and intercultural communication, namely: a) the assimilation of cultural and national characteristics of verbal communication; b) the study of foreign (Russian) language in the process of mastering the language of culture media; c) the mastering of the cultural specificity of the speech behavior of native speakers; d) the mastering of the rules of communication in a foreign (Russian) language with native speakers. The certain system of methods, techniques and exercises aimed to the formation of intercultural competence includes the:

- a) linguistic competence – the knowledge of the Russian language, its structure and function, general information about the language;
- b) linguistic competence – knowledge of the language, linguistic norms, including spelling, grammar, punctuation;
- c) communicative competence – mastery of the productive activity of speech and culture of communication with native speakers in different areas of communication;
- d) professional competence – the ability to apply this knowledge in practice.

The formation of cross-cultural communication with foreign students affects the influence on the conditions for the implementation of activities, since they express the relation of the subject to the phenomena that surround it and without which it cannot exist. In other words, «the condition is relatively external subject diversity of the objective world, in contrast to the causes of a particular phenomenon or process, which make up the environment in which the last are existed and developed» [9].

For successfully and painlessly «inclusion» of foreign students in the new socio-cultural educational and language environments it's necessary to consider the pedagogical conditions contributing to the socialization of the person of a foreign student; the formation of intercultural communication and the assimilation of cultural specifics of the speech of native speakers (Ignatova I.B., Andreeva S.M and others).

These conditions include the:

– organization of interpersonal interaction and mutual understanding between professors and students, between students and representatives of different cultures within the group and the faculty of the University;

– inclusion of foreign students in practical intercultural communicative activity in which professional creativity is formed and updated;

– maintenance of all professors working with this group of students, a single language regime;

– continuous development and complication of speech activity.

As a matter of practical experience, one of the most important conditions for formation of intercultural communication of foreign students of included form of education is the organization of interpersonal interaction and mutual understanding between professors and students, between students and representatives of different cultures within the group and the faculty of the University.

This condition involves the training of foreign students to a high level of understanding of the content of the material at the initial stage, to improve the quality of language training of students, formation of linguistic competence, intercultural communication and promoting professional development.

The formation of these qualities of foreign students affects educational content are aimed at the integration of knowledge, skills and cross-cultural communication skills.

I.Y. Lerner and M.N. Skatkin determine the content of education as «pedagogically adopted system of knowledge, skills and creative activity, experiences and emotional, volitional relations, assimilation which is intended to ensure the formation of

fully developed personality prepared for reproduction (preservation of) the development of material and spiritual culture of the society» [7].

P.I. Pidkasisty believes that the content of education is one of the conditions of teaching and learning activities, and it is a factor of the formation and activities of students, thus being the content of his personal learning needs.

V.V. Davydov noted that the personal communication between student and professor is the main point of the pedagogical process; the communication, in which the professor acts as a translator of the studied subject, and the subject is converted into an intermediary in the communication tool. This statement leads to the conclusion that the content of education must be selected in such a way that it meets the needs of each individual, her professional choice, would constitute a means of joint development of the student and the professor. In this case, the learning process will take place as a creative collaboration and student training, relatively limited by the integrative educational complex.

In this case, the content of education is determined by matching curricula of the university – «customer» and the university – «executor» and the program, which is based in the integrative interaction of disciplines, aimed to the building knowledge and skills of intercultural communication and professional competence.

The content of education of foreign students has the following functions:

– methodological feature of educational content is in its formation on the general scientific and philosophical foundations. It is this feature contributes to the formation of students' world view;

– the function of a professional orientation is carried out by incorporating into the curriculum program of subjects and integrative courses for formation of intercultural communication in the process of inclusive education;

– the integrity function is expressed in the formation of the students' holistic integrative concepts in the learning process;

– organizational function is manifested in the influence of the integration of educational content on the formation of cross-cultural communication.

These functions provide the integrative training complex, the introduction of which contributes to the learning process of including of foreign students in sociocultural environment, the development of cultural knowledge, the formation of professional competence and intercultural communication based on the communicative and active approaches to the organization of foreign (Russian) language learning.

Thus, all considered pedagogical conditions, the realization of which provides an integrative educational complex and a) contribute to the development of speech activity in the process of intercultural communication, the independence in the selection of communicative material, b) cause the need to develop their own ability to generalize, synthesize, specify linguocultural and regional materials associated with thinking activity, memory and attention.

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