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FOUNDATIONS OF INTERDISCIPLINARY AND INTEGRATIVE PREPARATION FOR INTERCULTURAL INTERACTION OF NON-LINGUISTIC STUDENTS

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Abstract

The article considers one of the main problems of teaching English in a higher educational institution at the current stage of education. The ways of effective introducing integrative and interdisciplinary approaches are of interest to teachers in the criteria for early career choice. Structuring the beliefs of researchers on the conditions and principles for the implementation of these approaches enables to develop a strategy for the language training of non-linguistic students, and to guarantee professional retraining of teaching staff. For this, the article proposes the use of competence-based and culturological approaches to developing competence in students and future teachers, disclosing the cultural and creative potential of the university in the field of intercultural interaction. The article considers the issue of developing students' competence in intercultural interaction directly related to their general cultural training, personal development, as well as the issue of disclosing the cultural and creative potential of the educational environment of the university and exceeding the limits of the curriculum with a limited set of disciplines, within which the development of the considered competence is laid.

1. Introduction

The search for ways to improve the quality of student training in higher education institutions has been and remains one of the topical problems of modern teaching methods of various subjects. Experts consider it important to present an approach that would combine the best features of classical foreign languages teaching being thoroughness, scientific character, complexity and the latest practices regarding integrative and transdisciplinary ties using information technologies, as well as the communicative abilities of modern society.

The English language is considered to be a more conducive area for using an interdisciplinary approach to teaching.

Personality-oriented education, which involves innovations in the content of vocational education, the development and implementation of new teaching methods provides teachers with the opportunity for creativity (Musnitskaya, 2012). The issue of teaching a foreign dialect to students of a non-linguistic university remains especially important. Amid the reduced teaching hours, a foreign language teacher faces the need to increase the effectiveness of the learning process and search for the most effective methods contributing to the acquisition of special skills by students based on high-quality and linguistic knowledge.

Kovaleva (2015) examines the interdisciplinarity of didactic methods from the viewpoint of education humanization. The methods of humanitarian cognition proposed by the author being interpretation of texts, monographic study of students, phenomenological description of typical or non-standard situations with their subsequent analysis and the use of a narrative interview act as a set of tools used for a new type of academic research, which creates a new educational practice according to the principle of learning individualization. This approach implies that the student is able to deliver the individual content of education by transferring a certain number of academic hours to independent study and using the capabilities of the educational sphere (Kostomarov & Prokhorov, 1998).

2. Problem Statement

To become successful professionals, students need the ability to analyze and critically interpret information from various sources. Young people are especially susceptible to the influence of media culture since the effectiveness of their studying in an educational institution largely depends on the skillful use of modern means of communication (Mekhdieva & Ibragimova, 2019). The teacher's innovative activity stimulates the student's positive attitude towards the development of foreign language abilities, the conscious choice of the educational trajectory necessary for obtaining high professional qualifications, focusing on the result, being at the junction of several areas of knowledge. The teacher allows the student to feel part of an active social reality by accepting a holistic innovative worldview and awareness of socially significant personality traits as a strategy for current education (Delia, 2005).

3. Research Questions

Content and Language Integrated Learning (CLIL) aims to master the English language and the content components of professional disciplines. Krupchenko and Inozemtseva (2014) believe that this teaching method enables to change the focus from a foreign language to a special subject and back to the

language depending on the goals and objectives. It is also worth remembering that in order to achieve these goals, it is necessary to develop a special methodology where training is conducted with the application of a foreign language or in a foreign language. The key methodological principles of integrative learning are as follows: authenticity, multitasking, active learning, a safe environment and gradual knowledge development (Krupchenko & Inozemtseva, 2014).

The principle of integrativeness occupies pride of place in professional Russian linguodidactics. The methodology developers solve a whole range of issues required for the effective operation of this principle and affirm that the relationship of the English language with special areas of knowledge is crucial. In the context of a transdisciplinary approach, the professional training of a teacher becomes especially important. Students tend to be interested in additional material related to the profile of the main direction of study in the form of problem situations (Pogrebnaya et al., 2019). We need good specialists who have elasticity of thinking, are able to work fruitfully within the walls of a modern university, strive to improve their qualifications and are engaged in self-education.

All English language teachers can be divided into three categories and they are as follows: the first is graduates of language universities who have completed retraining courses in the discipline they teach; the second one is represented by graduates from higher educational institutions of another specialty but have sufficient knowledge of a foreign language; the third is graduates majoring in linguistics, who independently mastered the professional features of students' specialization. The preference will be given to the first category of teachers despite the fact that there are very few experts with such qualifications. Therefore, the organization of advanced training courses according to the training program for the corresponding profile and close cooperation of different departments within the framework of the educational process would be the sound decision of the university leadership.

The current and potential educational needs of modern teachers can be met only through a comprehensive diagnosis of their professional tasks. At the same time, the results of introspection and self-diagnostics do not provide comprehensive information for the development of an individual training strategy and professional development programs. The system of current and potential educational needs of teachers bases on the results of self-diagnosis, introspection and reflection, expert assessment, professional expertise, analysis of legal, scientific and pedagogical sources and socio-cultural context (Ibragimova & Kandaurova, 2019). Scientific and scientific-practical projects and conferences within the university and between its departments, working groups writing the working structures of academic disciplines, etc. are advantageous.

According to Kryuchkov (2003), the transfer of thoughts and views from one area of knowledge to another, ability to interact with material-theoretical reality, formulation and study of questions, connections and areas of study between subjects are the most important intellectual abilities created with an interdisciplinary approach. However, one should not forget about the usefulness of introducing an integrative approach. Transdisciplinarity and interactivity should complement each other at a theoretical, methodological and practical levels, reflect the humanistic orientation and specificity of pedagogical tasks (Kryuchkov, 2003).

It is clear that innovations in higher education are the basis for key competencies important for graduates of Russian educational institutions. The ability to think comprehensively and solve professional

problems outside the box guarantees a future specialist competitiveness. Thanks to interdisciplinary connections, students master general cultural and special competencies focusing on the knowledge acquired at the previous stage of training. As well a platform is being formed to assimilate the information for the next half of the year.

Lyakhovitsky (1982) describes integration as a communicative-cognitive-competence approach substantiating the likelihood of its implementation in various approaches and seeing this trinity as the basis of teaching a foreign language.

4.   Purpose of the Study

The current intercultural interaction is brought to the fore in the framework of many educational programs and is included in the educational environment. A modern teacher is obliged to effectively interact with students and it is important in this aspect to consider the cultural, ethnic and national characteristics of the participants engaged in the educational process. There is no doubt that in order to master the competence of intercultural interaction the student will choose what is closer to him/her, form his/her enlightening place out of the variety of abilities provided by the university.

5.   Research Methods

The latest version of the Federal State Educational Standard dated February 22, 2018 "The ability to communicate in oral and written forms in Russian and foreign languages for solving problems of interpersonal and intercultural interaction" is divided into two parts being communication and intercultural interaction. Intercultural interaction is understood as communication between representatives of different cultures of the peoples of the world regarding their historical, social, ethnic and philosophical characteristics, the ability to perceive their diversity (Federal State Educational Standard of Higher Education – Bachelor's degree in the field of training 03.04.01 "Pedagogical Education", 2018).

From the first to the third semester of study at the university, the competence of intercultural interaction is formed using the disciplines of the philosophical and worldview module, specifically, cultural studies, history, philosophy. In the last year of study, when performing and defending the thesis and doing work experience internship, the teacher must demonstrate this competence.

This number of disciplines is not enough to form sufficient competence in intercultural interaction for students. It is necessary to go beyond the above disciplines and look for more methodological and theoretical foundations for developing the competence for intercultural interaction in a higher school. Therefore, the integration of foreign language training into vocational education is essential.

An exclusively methodological approach cannot be used to study intercultural interaction as a multifaceted and holistic concept. Intercultural interaction is formed in the context of cultures synthesis. This is a sociocultural phenomenon. Thus, it is impossible to consider intercultural interaction only as a synonym for the terms "intercultural competence", "communication", "interaction".

To study this phenomenon, many approaches have been described in the scientific literature.

There are the following vectors for considering intercultural interaction: social, historical, cultural, ethnocultural, linguistic, psychological and systemic.

This is a multifaceted and ambiguous concept consisting of many structures. Thus, a synthesis of these approaches is needed to reflect the essence of this phenomenon.

6. Findings

The very definition of "intercultural interaction" testifies to the need to consider it from the cultural-philosophical perspective containing all the marked vectors. The theory of the dialogue of cultures (M.M. Bakhtin, V.S. Bibler, V.G. Kostomarov) (Bakhtin, 1986) is considered the basis for the implementation of a cultural-philosophical approach in education.

In the UNESCO Universal Declaration, the dialogue of cultures is of the main importance in the preservation of future generations. According to Kostomarov and Prokhorov (1998), the dialogue of cultures not only implies their study and interaction but is also considered the earliest possible understanding of civilizations.

Intercultural communication is considered the product of an abstract examination of scientific works within the framework of the concept of the dialogue of cultures.

Intercultural communication presupposes a complex, multilateral procedure that reflects the connection of two or more representatives of different ethnic groups, civilizations on the basis of a dialogue. The phenomenon based on the formation of a single culture of the individual is built upon universal human values. The professionalism in intercultural assistance is considered to be the result of such interaction. To put it differently, the focus of interest is on activities resulting in a common culture of the participants while the schemes and principles of interactions, modifications of their actual activity emerge from the important practice and are created in the context of intercultural interaction.

The place among the subjects or residents of different civilizations becomes a problematic field of these subjects provoking their mutual changes. The conversation of civilizations is based on the priority of universal human values. It also implies enrichment and understanding of each other. Mutual understanding presupposes integrity, similarity (Zimnyaya, 2003).

Thus, the cultural-philosophical aspect in creating competence for intercultural interaction implies general cultural meetings, the formation of personal concept, value orientations of the upcoming teacher, which does not contradict universal human values. The crucial thing is to organize students to comprehend and perceive other civilizations.

Intercultural communication presupposes a special area of responsibility and a moralizing task. In order to establish the teacher's competence development in intercultural assistance as a special area of responsibility, the moralizing mission of the cultural-philosophical aspect should be expanded by the competence aspect (Elovikova, 2017).

Professionalism in intercultural assistance surpasses the boundaries of the Federal State Educational Standard. It is possible to consider it as an impeccable goal, to which an individual including the future teacher must strive in his/her for effective individual and high-class self-realization.

The solution to the problem of training the teacher for intercultural interaction is more correctly guaranteed with the use of a modification of the built-in educational space of the university (Vinogradov et al., 2015).

From the competence-based perspective, the educational role of the university presupposes a set of competencies being the goal of education. A higher educational institution cannot guarantee the result of key educational goals not developing other competencies.

Consequently, the university environment should include other organizations united by partnerships of various kinds, specifically, they are as follows: schools, teaching methodologists involved in network interaction, internship sites and practice bases, basic educational institutions, other universities, cultural institutions, etc. Even social structures being far from education can have significant competencies.

The analysis of the content of the main professional educational programs, which presents indicators of achieving the competence of intercultural interaction, the curriculum, the cultural and creative potential of the region, enabled to structurally combine the capabilities of various organizations competent in intercultural interaction into the educational space of the university.

Based on the research of educational programs, the components of the educational space of the university are as follows:

1. Intramural environment consists of classroom-based (disciplines: philosophy, history, cultural studies, psychology of family relations) and out-of-class (research activities; curatorial hours; museum of history, archeology, ethnography) ones.

2. Student scientific communities represented by conferences and other scientific events.

3. External environment being educational institutions of the constituent entities of the Russian Federation (Ibragimova & Surgutskova, 2018).

Not all modern parents have a sufficient level of general culture and pedagogical knowledge necessary for the upbringing and socialization of a child. Some parents are passive, they do not want to change anything but change themselves, do not understand the goals of collaboration with the school and their role in it (Ibragimova & Skobeleva, 2018). School becomes the basis for practice as it possesses the psychological foundations of social interaction aimed to solve professional problems; basic principles of organizing business contacts; methods of preparation for negotiations, national, ethnocultural and confessional characteristics and folk traditions of the population; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identify the diversity of cultures in the process of intercultural interaction and is able to competently and easily present professional information in the process of intercultural interaction; respect ethical norms and human rights; analyze the features of social interaction with regards to national, ethnocultural, and confessional characteristics (Aryabkina, 2013).

The structure of the educational space of the university is based on the intercultural interaction competence.

Activities in the educational environment of a higher educational institution are represented by classroom and extracurricular activities.

University teachers are carriers of the competence of intercultural interaction and the main component of the university environment. By organizing and conducting curatorial hours, joint events, meetings with university veterans, successful graduates, a dialogue between teachers and students will be ensured for the competence transfer.

Practice at school is also crucial in the functioning of the educational space of the university. It contributes to the practical orientation of future teachers training.

Student scientific communities strengthen the relationship between the internal and external environment.

Various social structures make up the external environment of the educational space as they have significant competencies. These may include libraries (of different levels), theaters, museums and cultural centers (Chaptykova, 2020).

Therefore, we can conclude that interdisciplinarity and integrativity are promising methods for professionally oriented English language teaching. To introduce them effectively into the structure of higher education, a high qualification of the teaching staff is required, which implies having not only knowledge of the language but also proper teaching methods, as well as knowledge from various areas of future professional activities of students (which can only be achieved by close collaboration with the relevant system units of the university).

7.   Conclusion

Thus, the development of students' competence in intercultural interaction is directly related to their general cultural training and personal development, which requires the disclosure of the cultural and creative potential of the educational environment of the university, going beyond the curriculum with a limited set of disciplines, within which the development of the considered competence is laid.

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