

Olena BILA

Doctor of Pedagogical Sciences, Professor of the Department of General Pedagogy, Preschool, Primary and Special Education of Izmil State University of Humanities.

Author of more than 170 scientific works.

She has been working at Izmil State University of Humanities since 2017.

Research interests: higher school pedagogy, primary education pedagogy, theory and methods of extracurricular, postgraduate and alternative education, management in the education system, professional training of future socio-pedagogical specialists in project activities.

E-mail: lenabila@gmail.com

APPLICATION OF INTERACTIVE LEARNING METHODS IN PROFESSIONAL TRAINING OF FUTURE TEACHERS TO CROSS-CULTURAL COMMUNICATION

The article presents the author's structural and functional model of preparation of the academic community of the university for cross-cultural communication. Theoretical bases of introduction of cross-cultural trainings on cognitive, emotional and behavioral levels of preparation of teachers for cross-cultural interaction in the conditions of polylingual educational. The peculiarities and conducting general cultural and cultural-specific cross-cultural training are specified.

Key words: professional preparation, future specialist, cross-cultural communication, interactive methods of study, social and cultural project.

At the present stage of dynamic transformations in the systems of higher pedagogical education in Eastern and Western Europe in terms of their internationalization and globalization in the market of scientific and educational services, the problem of training future professionals for cross-cultural communication is relevant.

Today, the universities of the Danube region operate in an open scientific space. We are talking about the implementation of a number of innovative interdisciplinary projects (programs), their joint development and implementation.

Thus, in the research of O. Bila, D. Ivanova modern approaches to the organization of students' project activities aimed at their socialization in a polyethnic environment are presented (Bila, Ivanova, 2011: 56).

At the same time, researchers should pay special attention to such educational projects aimed at improving the applied training of future teachers (including future professors) to professional activities in the context of polylingualism, to study and work of academic subjects in international groups, etc.

A significant resource for the successful implementation of the modern vector of international cooperation of universities is a well-designed format of verbal and non-verbal communication in real and remote mode (participation in joint creation of virtual platforms for researchers, online conferences with foreign partners, webinars, etc.).

In turn, the perspective of face-to-face and distance cooperation gives impetus to the scientific search and implementation of new didactic technologies for understanding all the diversity of cross-cultural communications in the university educational space.

It should be emphasized that the scientific understanding of ways to innovate the didactic process in native universities in connection with their focus on entering the communicative educational space abroad, convincingly demonstrates the need to move from traditional, adaptive-disciplinary model of training future professionals to interactive practical model.

A significant contribution to the development of the concept of interactive learning of students in higher educational institutions was made by famous scientists of the second half of the XX th century. Thus, studies related to the systematization of interactive teaching methods and ways to use them in educational institutions in the context of the ideas of pedagogy «empowerment» O. Pometun attract attention. The use of interactive teaching methods in the training of future teachers is the subject of scientific research by I. Bogdanova, N. Kichuk and others.

In the scientific works of scientist I. Melnychuk substantiates the feasibility and effectiveness of interactive technologies in the training of future employees and managers of the social sphere.

Of particular note are the studies of L. Bodnar in connection with the need to combine interactive methods of training with multimedia teaching aids.

Having the importance of these studies, the aspect of the use of interactive methods in the training of future specialists in the field of socionomics in the following perspectives remains unresolved:

- aspect of operative definition and decision-making in educational institutions of different types;
- the context of training future professionals in the polylingual space;
- development and implementation of various types of ethnocultural projects in the conditions of preschool, primary, out-of-school, special and alternative education institutions;
- use of interactive teaching methods for future designers based on multimedia tools and distance education tools (vector of academic mobility of students);
- aspect of actualization of prospects of own application by students-coordinators of project teams of interactive methods in preparation of various subjects of cross-cultural communication, etc.

The author's universal model of continuous preparation of the academic community of the university for cross-cultural communication is focused on the following target groups: a group of future teachers (applicants for the first (bachelor's) and subsequent levels of higher pedagogical education), scientific and pedagogical specialists of the university.

We emphasize that the strategic goal of implementing the experimental model is to create an open platform in the university of humanities for continuous training of future teachers of preschool, primary and special education for cross-cultural communication in international cooperation with representatives of higher education in the Danube region.

The model integrates such system-forming components of complex training of target groups as: professional-self-determining, productive-orientational and multicultural-collaborative.

The professional-self-determining component of training is mainly focused on the introduction into the academic process of formal education of compensatory programs of elective disciplines, as well as programs for informal and nonformal training of future professionals.

The whole set of programs unites logically interconnected modules. These are the following:

- normative-legal aspects of international activity in the conditions of university educational space;
- theoretical aspects of international activity (within the institution/structural subdivision of the university; individual/group/collective activity of the subjects of the academic community);
- socio-cultural features of foreign partner countries of higher schools;

- communicative context of training of subjects of the academic community of the university (mastery of foreign languages / professional terminology; business / professional communication, etc.);
- organizational and managerial support of international activities of the structural unit (students);
- self-management of international cooperation (educational / volunteer / governor's activity);
- educational, scientific, teaching activities in higher schools of the Danube countries (in the context of the strategy of academic mobility).

The productive-orientation component of training is aimed at providing methodological support to students during the joint preparation of the cluster of individual research tasks (during the internship in the conditions of preschool, school, primary, extracurricular and alternative education).

The multicultural-collaborative component of training provides a creative partnership with the staff of various centers (departments) of the Pedagogical University and other organizations in the region in the following forms:

- conducting intercultural training programs for bachelors and graduate students in the socio-psychological service;
- interaction with project teams of national Sunday schools for children and youth at the university in the framework of educational forums, joint holidays, concerts, etc.;
- partnership with centers and departments of international cooperation at the university in the context of joint development and implementation of training programs for teachers and students participating in exchange programs (internships, volunteer projects, etc.), organizational support at the stage of preparation of publications in foreign journals;
- cooperation with regional training and counseling centers for home (family) and alternative education in preparation of students for participation in governor's projects in foreign countries, etc.

It should be noted that the introduction of all components of the author's model in continuous training of future professionals for cross-cultural communication is based on the active use of the resource of interactive teaching methods in higher educational institutions.

Note that the term «interactive» is borrowed from the English language from the word «interact» (where «inter» means «mutual» and «act» – «act»). Hence the adjective «interactive» is used in the context of the ability to interact, the ability to dialogue.

Based on the scientific and theoretical analysis of the works of I. Melnychuk (*Melnychuk, 2011: 325*), O. Pometun (*Pometun, 2011: 56*), we came to the conclusion that the interactive training of future specialists in the socio-economic sphere is a specially organized innovative technological process that takes place on an equal basis of multi-subject educational interaction of teachers, students and social partners of the educational institution; co-learning, mutual learning (collective, group, collaborative learning) of students.

The organization of interactive learning involves the addition of the academic responsibilities of the teacher with the functional responsibilities of a consultant, supervisor, student's project manager, mediator between the subjects of project activities, etc. In turn, there is a transformation of the academic role of the student, for whom obtaining information is not an end in itself, but a means of mastering the project strategy and ways to implement it in terms of socio-pedagogical realities.

It is proved (I. Melnychuk, O. Pometun) that the conceptual basis of the technology of interactive learning of educational institutions is to construct a two-way integrative learning process: «learning through information» – «learning through activity». It is at the

stage of academic study in higher education that students are actively involved in dialogic interaction for theoretical analysis and solution of socio-cultural problems, situational exercises; modeling of professional activity with different target ethnocultural groups; joint participation in role-playing games, etc. In this case, they act not only as listeners and observers, but also as active participants in what is happening, while mobilizing all their resources (organizational and methodological, managerial, information and communication, etc.) to create socio-pedagogical projects and programs.

Also important in the organization of interactive student learning is the process of open practice-oriented education outside academic classrooms (in existing preschool, school, out-of-school and public institutions, cultural institutions, etc.).

In the light of our study, among the different approaches to the classification of interactive methods of teaching students, we should pay attention to the functional approach interpreted by S. Kashlev (*Kashlev, 2005: 222*).

In particular, based on the understanding of the leading functions of interactive methods in pedagogical interaction, the scientist grouped them into the following groups:

- «methods aimed at organizing pedagogical interaction, the inclusion of each student in joint activities, which contributes to their adaptation to the created interactive situation and self-actualization of each;
- methods that allow to organize the process of exchange of activities as a result of combining the individual work of each student and group interaction between them as a dominant condition for their development;
- methods that help future professionals to produce a new individual understanding of the phenomena being studied, and on the basis of the exchange of new meanings to enrich their own;
- methods aimed at activating the mental activity of students, which contributes to the mobilization of creative potential of future professionals;
- methods of organizing students' reflective activities that allow them to carry out self-analysis and self-assessment of design results» (*Kashlev, 2005: 222-223*).

We emphasize that the whole range of interactive teaching methods only conditionally seems possible to be attributed to one or another classification group, because due to a change in educational purpose, they may be part of another group.

In the process of interactive learning of various members of the academic community (bachelors, masters, graduate students, etc.) it is advisable to systematically apply a variety of methods and forms, namely:

- non-imitation methods and forms of teaching (problem and binary lectures, lectures with pre-planned mistakes; method of «brainstorming», discussions, debates, cultural dialogue, field trips, socio-pedagogical surveys, etc.);
- non-game simulation methods and forms of learning (lecture-analysis of a specific situation using a case method, which involves working with a bank of cases (they illustrate the problem, ways to solve it, guidelines for their use, tasks for further independent work)); method of analysis of specific socio-pedagogical, managerial situations, which should be solved by means of project activities (situations-problems; situations-assessments; situations-illustrations; situations-exercises, etc.);
- game simulation methods and forms of learning (game design, modeling of socio-cultural projects, role and business games (for example, the game «Auction of project ideas»), internship with a team role in the project, etc.); various trainings (educational socio-cultural trainings, trainings of administrative direction, trainings of communicative skills of participants of project team, etc.).

In our published textbook «Fundamentals of socio-pedagogical design» we systematized a number of interactive methods aimed at enhancing project activities: creative

design methods; methods that give new paradoxical solutions; methods related to task delivery review (*Bila, 2012: 47-53*). These methods have been successfully developed by students in project dyads and groups in interactive practical classes.

In the context of practical classes, we introduced such interactive methods that contributed to the development of creative thinking, enrichment of artistic and creative potential of future designers. These include the use of problem-illustrative and associative exercises, creative modeling of design objects, artistic and creative games, etc.

For example, students had to explain in detail a number of concepts («project», «pseudo-project», «project team», etc.) and «recode» each of them using pictorial (selection of color associations, drawing a symbol, caricature, puzzle, etc.) or literary (quoting, composing humoresques, selection of phraseology, proverbs, etc.) activities.

Using the author's programs of elective courses «Fundamentals of forming a project team of socionomic specialists» and «Management of socio-pedagogical projects», we prepared students to develop a series of cross-cultural trainings for participants of ethnocultural project teams (according to the chosen type of sociocultural project).

We also paid special attention to the selection and use by students of techniques and exercises to unite project teams, prevent and overcome the consequences of «burnout» of project staff; independent use of interactive methods of training potential volunteers, etc.

We present the features of the preparation of cross-cultural training, taking into account the methodological recommendations of modern scientists (*Solodka, 2014: 103-104*). Such trainings are mainly aimed at comprehending (rethinking) the experience of cross-cultural interaction; expanding knowledge about the methods and techniques of interaction in a multicultural educational space; increasing the resilience of the individual in the perception of other cultures; creating conditions for emotional and intellectual regulation of communicators.

Such trainings, first of all, simulate the situations of the context of cross-cultural interaction in order to achieve cognitive, emotional and behavioral readiness of the subjects for such a process.

It is a question of problematization of individual experience of participants and its enrichment. We specify the tasks and types of cross-cultural trainings.

Tasks of training at the cognitive level:

- awareness of situations of cross-cultural interaction, which in real life cause tension and emotional response;
- awareness of the peculiarities of their own behavior, reactions to it and the consequences of inconsistencies between the perception of the individual and others;
- awareness of their own needs, motives, attitudes, guidelines, their adequacy and constructiveness;
- awareness of the causes of intercultural conflicts.

Tasks of training at the emotional level:

- to experience the feelings that the participant can feel in situations of intermingling of cultures;
- to create and overcome those situations that the training participant was not able to cope with before;
- to gain experience of «excitement» from the position of a representative of another culture;
- to modify the excitement, emotional response, perception of themselves and their attitude to another culture;
- to make an emotional correction of their attitude to a number of situations that arise as a result of violation of the rules of cross-cultural communication.

Tasks of training at the behavioral level:

- awareness of their own inadequate behavioral stereotypes;

- expanding the experience of cross-cultural interaction;
- overcoming inadequate and developing new forms of behavior;
- creation of own strategies of cross-cultural interaction for successful functioning in the inocultural environment.

Among the wide variety of cross-cultural trainings, we consider it expedient to pay attention to general cultural and cultural-specific trainings.

General cultural training is focused on self-awareness as a representative of one's ethnic group, it means on cultural self-identification. At such trainings participants learn norms, values, rules of behavior in native culture; differences between cultures (in order to develop the skills and abilities to notice them for further effective cross-cultural interaction).

The emphasis in the trainings is mainly on the analysis of cultural values, common and different in cultures, on the need to «immerse» in cultural differences to increase the effectiveness of interaction.

Representatives of the academic community are invited to consider various conflict situations that are resolved from the standpoint of different cultures. Their attention is drawn to the stereotypes and norms of native culture.

Cultural-specific training takes place in order to prepare the individual for interaction within a particular culture. This training combines a number of modules, namely:

- cognitive module that presents information about a particular culture;
- behavioral module for teaching practical skills necessary for functioning in the relevant culture;
- attributive module (to explain how different peoples and cultures interpret the behavior and results of activities in terms of the context of another culture).

Among all the variety of methods that are commonly used in cross-cultural training, special attention should be paid to informative, analytical and interactive methods.

The cluster of informative methods logically combines:

- educational methods that will significantly expand the amount of national knowledge of the individual;
- methods of orientation (in order to get acquainted with the basic norms, values and rules of behavior of people from other cultures);
- instruction introduced in order to outline possible problems or focus training participants on certain aspects of adaptation in the new cultural environment).

As part of the second group of methods, analytical, of particular value are the following:

- method of contextual observation, which allows to identify the specifics of the behavior of other cultures and the peculiarities of its manifestation;
- cross-cultural analysis based on commenting on the contexts of interaction of subjects based on the comparison of cultural differences in values and culturally conditioned behavior of speakers of other cultures;
- conflict analysis, which involves resolving problem situations on the basis of group reflection (when explaining the meaning of the action, express opinions about the motives, causes, appropriateness of certain actions and select (justify) possible strategies for further behavior of cross-cultural interaction);
- method of biographical reflection, through which there is a self-reflection of value orientations (allows subjects to realize their own biography in order to analyze their cultural identity and forms of its manifestation in everyday life);
- method of self-assessment (which adjusts the participants to self-analysis of the type of their own behavior in ordinary (natural) situations of cross-cultural interaction with other people).

Among the interactive methods used in cross-cultural training, the most popular are the method of interactive modeling, the method of role-playing games and the method of simulation.

The method of interactive modeling allows to recreate such situations of interaction between people that most often occur in a cross-cultural space. It allows trainees to understand promising ways to further relationships in future cross-cultural situations.

Descriptions of behavioral reactions of representatives of the respective cultures are mainly used as models of cross-cultural interaction. Under such circumstances, the subjects' self-analysis and self-assessment of interactive models allow them to learn better than in real life the basics of the interaction of contact cultures.

The method of role-playing games directs training participants to perform common roles that reproduce typical situations of cross-cultural interaction. It is necessary to know the interests of different cultures, their behavior, develops cultural receptivity to incultural norms and values.

The simulation method involves artificially creating a situation of cross-cultural interaction (meeting «two cultures», each of which has its own values and rules of conduct) and predicting possible options and results, based on different points of view of the subjects.

Participants gain experience of belonging to the imagined culture, norms, values and patterns of behavior which are usually different from the native culture of the participants. The effectiveness of this method affects the proof to yourself and others that not all cultural norms are universal. It also creates an excellent opportunity to gain reference experience in adequately responding to new, «different» patterns of behavior, the experience of presenting oneself outside one's own cultural zone (*Solodka, 2014: 105*).

It should also be noted that the implementation of the modern process of interactive learning of any members of the university's academic community is based on relevant multimedia didactic resources. We present some of them:

1. Direct use of video and audio media to demonstrate problematic situations, contradictory information, etc., which promote the development of critical thinking of students and specialists of the university, stimulate the process of generating project ideas (movies, interviews with teachers, heads of educational institutions, videos with social advertising, advertising of educational institutions, etc.).

2. Application of author's multimedia lectures and multimedia student's presentations of organizational, volunteer, socio-cultural projects (in the form of Microsoft Power Point with photos and video materials testifying to their implementation). Conducting competitions-presentations of author's or group multimedia projects with the use of final printed reports with links to relevant information resources (such reports are usually contained in project folders (portfolio).

3. Systematization of multimedia for the organization of independent work of students (distance educational programs on formal, non-formal and informal training) (*Bila, Gramatik, 2020: 5-17*), teaching aids (*Bila, 2019: 138-164*), electronic tests, online questionnaires (*Bila, 2019: 1-12*)).

4. Creating applications for elective courses that contain socio-cultural film libraries.

5. Development of presentation materials on electronic media for the purpose of their demonstration at student conferences, public defenses of socio-cultural projects (programs), diploma and master's theses, etc.

6. Systematization of links to Internet resources for independent acquaintance with catalogs of socio-cultural projects, announcements of competitions in project initiatives, forms of applications for grants, project applications to donator (sponsor) organizations; registration of student project developments at online project competitions; processing of electronic articles, educational and social advertisements, sites of charitable organizations, foundations, social services and educational institutions, etc.

Thus, at the stage of globalization of modern higher education systems a strategically important aspect of modernization of formal, informal and nonformal training of the academic community of the university is their focus on long-term work with students and teachers in a polylingual environment, development of author's interactive courses and sociocultural projects in native and foreign universities.

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