

INTERCULTURAL COMPETENCE OF A MODERN TEACHER

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Abstract:

This article describes the problem of the relevance of a teacher's intercultural competence in the context of a multinational state.

Keywords: Intercultural competence, multicultural competence, multicultural educational environment, multicultural education, cultural diversity, tolerance.

МЕЖКУЛЬТУРНАЯ КОМПЕТЕНТНОСТЬ СОВРЕМЕННОГО ПЕДАГОГА

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Аннотация:

В данной статье описывается проблема актуальности межкультурной компетентности педагога в условиях многонационального государства.

Ключевые слова: межкультурная компетентность, поликультурная компетентность, поликультурная образовательная среда, поликультурное образование, культурное многообразие, толерантность.

Introduction

One of the important tasks of modern education is to prepare a person for effective activity and communication in a multicultural environment, which is associated with awareness of cultural diversity, a tolerant attitude towards this diversity and the ability to behave in a culturally appropriate manner. In this regard, an important prerequisite for solving the problem of training highly qualified specialists is the development of intercultural (multi-ethnic, ethnopedagogical) competence of a teacher. A modern teacher must be ready to implement interpersonal and public communication in a multi-ethnic educational environment, taking into account the culturally specific and ethnopsychological characteristics of representatives of different nationalities, based on the principles of a tolerant attitude towards representatives of different nationalities, their cultures, beliefs, traditions, languages. In any class of any school, there may be representatives of different ethnic and religious groups. The difference in mentalities will inevitably manifest itself both in the process of communication and interpersonal interaction of students, and in the educational process. How to cope with all this diversity? How can a teacher get out of difficult situations without offending the child's national identity? How can we create



a friendly atmosphere in the classroom, help students overcome ethnic stereotypes and avoid interethnic conflicts?

Answers to all these questions can be found by a teacher who knows how to listen and express his/her point of view, participates in the discussion of national and ethical problems, shows tact in assessing historical events, rituals, traditions of other peoples, knows the historical and cultural heritage of different peoples, and masters the basic methods and techniques of working in a multiethnic educational environment.

In modern pedagogical literature, the terms intercultural competence, multicultural competence, ethnocultural competence, cross-cultural competence, multicultural competence, etc. are used. In the dictionary of foreign words we find the following definitions: competence: 1) possession of competence; 2) possession of knowledge that allows one to judge something; competent (from Latin *competentis* - appropriate; capable): possessing competence; knowledgeable, well-versed in a certain area. Intercultural competence is a personal quality that combines the content of various competencies: foreign language, communicative, linguistic, cultural, socio-cultural, professional; a quality that includes readiness to implement intercultural communication based on tolerance for another culture, a sustainable interest in the mentality of its representatives, a focus on the values of dialogue interaction, and awareness of the professional and personal meaning of multicultural knowledge.

As R.R. Bikiteeva notes, intercultural competence is the basis for developing a sense of tolerance, empathy and manifests itself as an integrative quality, characterized by a set of motives (the desire to become a professional, a person of culture), values (interpersonal interaction of subjects of different cultures), knowledge (domestic culture and the culture of the country of the studied language), skills (to establish and maintain a dialogue, to experience and understand the situation of intercultural interaction as a humanitarian event) and ensures the implementation of cultural, educational and developmental functions. A.N. Pisarenko characterizes professional intercultural competence as a personality trait necessary for a specialist of any profile for successful professional interaction with representatives of various ethnic groups and characterized by positive stable motivation for this type of communication, the presence of relevant knowledge and skills to apply them in real professional situations, as well as the readiness and ability to successfully interact with representatives of various ethnic groups. In the view of N.P. Filatov, multicultural competence is a complex integrative quality reflecting awareness of the content, means and methods of interaction with the world of culture, realized in the ability to freely navigate in a multicultural world, understand its values and meanings, embodying them in worthy examples of civilized behavior in the process of positive interaction with representatives of different cultures (nationalities, races, faiths, social groups).

I.V. Vasyutenkova sees multicultural competence in the context of postgraduate education as a category reflecting essential qualitative characteristics; indicating the teacher's readiness and ability to educate a child as a person of culture in the course of a multicultural educational process, while recognizing its importance as an essential component of the system of cultural personality-oriented education based on the principles of conformity to nature, conformity to culture, individual-personal approach, value-semantic approach, cooperation T.Yu. Guryanova considers the multicultural competence of students as an integrative quality of the personality of a future specialist, formed in the learning process, including a system of multicultural



knowledge, abilities, skills, interests, needs, motives, values, multicultural qualities, experience, social norms and rules of behavior necessary for everyday life and activities in a multicultural society, realized in the ability to solve problems of professional activity in the course of positive interaction with representatives of different cultures (nationalities, races, beliefs, social groups). In the field of professional education, notes E.M. Shcheglova, multicultural education is aimed at forming an understanding of the diverse cultural exchange processes taking place in the world and the multi-level structure of each culture; familiarization with various cultures; development of the ability for intercultural interaction; development of empathy, tolerance, the ability to resolve conflicts that arise in situations of cultural intersections in the process of performing official duties.

Describing the multicultural competence of primary school students, A.B. Zakirova writes that this is an integrative-personal education that reflects the individual's tolerant attitude to the diversity of ethnic cultures and the idea of preserving their cultural identity; knowledge of the cultural diversity of the world and their features, a holistic view of the multicultural picture of the world; a set of skills and abilities that students need for fruitful interaction with representatives of different peoples and cultures studying in the same class, the same school and the nearby extracurricular multicultural space. S.N.Fedorova, discussing the ethnocultural competence of a teacher, believes that the structure of the ethnocultural competence of a subject of the educational process includes ethnopedagogical, ethnopsychological and multicultural subcompetences. At the same time, multicultural subcompetence presupposes the presence of a system of knowledge about the rules and norms of interethnic interaction, a respectful attitude towards the cultural identity of various groups of the population, the ability for active personal and professional self-realization in the interethnic space.

According to I.S. Petrova, in order to achieve harmonization of the process of cross-cultural communication, it is necessary to create an atmosphere of mutual respect, understanding the need to preserve the polyphonic diversity of world cultures, while a necessary condition for the moral improvement of the subjects of intercultural communication is the formation of cross-cultural competence, which is defined as a key component of professional competence, allowing to ensure the implementation of vital interests and goals of a person in the conditions of the modern multicultural world. Multicultural competence, as represented by I.V. Turchina, has the following characteristics: 1) the specificity of its formation is manifested in the transition from passive contemplation to active knowledge of multicultural values and behavioral roles, contributing to positive ethnosocialization; 2) readiness and ability to carry out activities in a multicultural society; 3) its structure includes motives for cognition, acceptance of values different from one's own culture, knowledge of the norms of different cultures; 4) contributes to solving professional problems in situations of interethnic conflicts and positive interaction with representatives of different ethnic groups; 5) is the result of multicultural education; 6) is expressed in the readiness to solve problems of intercultural communication of the necessary quality of personality for successful professional activity.

Thus, the analysis of definitions of the essence of the concepts of intercultural, ethnocultural, polycultural, multicultural, cross-cultural competence shows that the authors, in the context of professional activity, mainly understand the integrative quality of personality, expressed in a set of knowledge, skills and abilities, experience of behavior and contributing to effective



multiethnic educational activity. The difference in names is explained by the fact that these phenomena are of a multifaceted nature and combine a number of aspects that have different names.

In their works, scientists use the names that most clearly reflect the subject of their research. Competence can be represented by a set of contextual knowledge and activity-behavioral skills, the ability to apply theoretical knowledge, as well as motivational and value characteristics of the individual that underlie such attitudes to reality that determine its desire to act in accordance with the knowledge gained and improve skills and abilities. Intercultural (multicultural) competence of a teacher as a subject of pedagogical activity in the educational environment, according to A.A. Dzhalalova, is a complex phenomenon that includes cultural-cognitive, value-personal motivational-activity components. Thus, preparing a teacher for effective activity in a multicultural educational environment, forming and developing his intercultural competence are important tasks facing our state and the education system. In a multinational team, a teacher deals with non-standard situations, each of which requires a specific approach and solution from him. Therefore, in the work of a teacher, the ability to quickly navigate, correctly assess the current situation and make decisions that have the necessary educational value is of particular importance. In the conditions of a multinational team, this becomes possible if the teacher, in communication with people of different nationalities, knows how to listen and express his point of view by participating in the discussion of national and ethical problems, shows tact in assessing historical events, rituals, traditions of other peoples, knows well the historical and cultural heritage of the peoples living in the region, and also owns the main methods and forms of work in a multiethnic educational environment.

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