





Prospects of preparing future teachers for intercultural interaction in the accelerated learning conditions

Tatiana A. Zhukova  ^{1,2}, Vladimir I. Bogoslovskiy³, Irina V. Gladkaya³, Ekaterina Yu. Andreeva¹, Alexander N. Dzhurinskiy^{4,5}

¹ Financial University under the Government of the Russian Federation, Moscow, Russian Federation

² National Research Technological University MISIS, Moscow, Russian Federation

³ Herzen State Pedagogical University of Russia, Saint Petersburg, Russian Federation

⁴ Russian Academy of Education, Moscow, Russian Federation

⁵ Moscow State Pedagogical University, Moscow, Russian Federation

Abstract

Introduction. This article focuses on development prospects of preparing future teachers for intercultural interaction in conditions of accelerated learning.



The aim of the study is to identify the core development prospects for preparing future teachers for intercultural interaction in conditions of accelerated learning.

Materials and Methods. The study followed a systematic approach, the implementation of which made it possible to comprehensively consider a specific precedent, identify its components, and determine the significance of each component that ensures the integrity of the precedent under consideration. The authors used analysis of scholarly literature and research results as the main research method.

Results. The theoretical analysis of the scholarly literature allowed the authors to arrive at the following research results. Firstly, the authors substantiated the role of two research methods that are supposed to form the basis of comparative analysis (the method of precedents and the method of expert assessments). Secondly, the authors established conceptual foundations for designing a model of accelerated learning in the process of teacher preparation, based on the equal status of cultures, which is based on the dialogue of cultures. The authors emphasize the importance of studying emerging practices in each region, considered as possible precedents.

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  Corresponding Author: Tatiana A. Zhukova, tatianazhu@mail.ru

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So, as an example, the experience of the Pedagogical Institute in Ludwigsburg, which has developed practices for preparing teachers for intercultural interaction, is proposed (examples of disciplines, types of teaching internships that are actively used in the process of teacher education are provided).

Conclusions. The authors have proposed and clarified the prospects for the development of teachers' preparation for intercultural interaction in the context of accelerated learning. They include the implementation of new methods and designing a model of accelerated learning within the process of teacher education. The results obtained can become the basis for further study of the problem of preparing highly qualified educators in the conditions of accelerated learning. Materials and results of this research can be used to develop programs aimed at preparing future teachers for intercultural interaction in multicultural regions.

Keywords

Multicultural region; Ethnic and cultural processes; Accelerated learning; Perspectives; Teachers' education; Intercultural interaction; Research investigations.

Introduction

The analysis of literature on the prospects of the educational development transforming under the influence of the strengthening ethno-cultural processes¹ (V. N. Averkin et al. [1], S. Ravazzani [2], E. Calakovic [3], etc.), allowed us to identify an important fact: modern education is at its turning point – on the brink of a new level, which determines the search for certain measures to overcome the long-standing and actively growing multicultural crisis.

The main objective of multicultural policy in education in different countries of the world is organization of cohabitation and interaction of individuals, groups, communities of different cultural and religious orientation through the mechanisms of combining different values, ideas, traditions, lifestyles within a “civil” nation, the ratio of such categories as culture and ethnicity² (R. J. Lieber, R. E. Weisberg [4], J. Stuart, C. Ward [5], P. B. Kahraman, G. O. Sezer [6], J. Zajda and S. Majhanovich [7], E. Knein et al. [8], K. Yi et al. [9]).

¹ Zhukova T. A., Shrenk M. The principle of regionalization in the development of higher education in a multicultural society. *Actual Problems of Natural Science and Mathematical Education: materials of the International scientific-practical conference*, 2016, pp. 151–159. URL: <https://elibrary.ru/item.asp?id=27615665>

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Chin R. *The Crisis of Multiculturalism in Europe: A History*. Princeton University Press, 2017, 384 p. DOI: <https://doi.org/10.2307/j.ctvc77bgt>

Frandsen F., Johansen W. *Crisis Communication*, Berlin, Boston: De Gruyter Mouton, 2020, 590 p. DOI: <https://doi.org/10.1515/9783110554236>

Falkheimer J., Zhao H. Intercultural and multicultural approaches to crisis communication. *Crisis Communication*. Berlin, Boston: De Gruyter Mouton, 2020, pp. 523–540. DOI: <https://doi.org/10.1515/9783110554236-026>

² Heckmann F. Multiculturalism defined seven ways. *The Social Contract Press*, 1993, vol. 3 (4), pp. 245–246. URL: <http://www.thesocialcontract.com/pdf/three-four/Heckmann.pdf>

Ethnic culture most fully finds its manifestation in the national character, it is understood as the system of attitudes, values and beliefs of members of an ethnic community, a way of regulating intra-cultural values, which must be taken into account when studying the specific system of perception of culture bearers.

The question arises: how to organize the teachers' education process for intercultural interaction under the existing conditions, taking into account the specificity of ethno-cultural processes in the region?³ (I. A. Bazhina [10], etc.)

Certainly, there are quite a lot of problems in every multicultural region: "Some problems are invariant, characteristic of any multicultural region. However, there are also problems of a variable nature, caused by the ethno-cultural peculiarities of the nationalities within the region's population. The invariant problems are usually solved at the state level within the framework of the implementation of educational policy, therefore, we turn to the analysis of possible strategies to cope with variable problems of a multicultural region by pedagogical means" (V.G. Lysenko [11]). We also take this position, agreeing with the point of view of the following scholars, supporting the role of comparative

research, identifying new precedents of different regions and countries.

Nowadays, the Russian education system is faced with a crucial issue of implementing conditions for accelerated learning, which is due to the fact that the organizational structures providing the educational process cannot prevent the growth of social and ethnic tensions, ensure productive interaction between people with different target value orientations, ethno-cultural traditions, styles and lifestyles, are not fully capable of preparing a teacher for intercultural learning.

The idea of accelerated learning affects the motivation of students, the development of cognitive interests in professional pedagogical activity because of training at a high level of difficulty, an increase in the share of theoretical knowledge, a focus on the individual development of students, taking into account ethno-cultural conditionality.

Contemporary Russian educational policy reflects the complex process of searching for different ways of transformation in education, taking into account national values in a multicultural society⁴ (E. P. Glumova [12], etc.). Undoubtedly, the experience of different regions,

³ Vladimirova S. A. *Management of regionalization of higher education in the conditions of intensification of integration processes*: Ph. Candidate of Economics. Kazan, 2008. 24 p. (In Russian) URL: <https://search.rsl.ru/ru/record/01003453155>

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⁴ Woolfson B. L. *Comparative Pedagogy: History and Modern Problems*. Moscow: Publishing house of the URAO, 2003. 232 p. (In Russian) URL: <https://www.books.ru/books/sravnitel'naya-pedagogika-istoriya-i-sovremennye-problemy-137463/>

Woolfson B. L. Methods of Comparative Pedagogical Research. *Pedagogy*, 2002, vol. 2, pp. 70–80. (In Russian)

their vision of solving such problems under the conditions of dynamic ethno-cultural processes are of great importance.

Thus, the purpose of the study is to identify the essence of the development prospects indicated by the authors for the preparation of teachers for intercultural interaction in conditions of accelerated learning.

Methods

The following materials were used by authors: the problem of multicultural education development in the framework of accelerated learning⁵ (R. J. Lieber, R. E. Weisberg [4], J. Stuart, C. Ward [5], G. V. Palatkina [13], M. N. Pevzner et al. [14], etc.), the analysis of intercultural training programs⁶ (S. A. Pisareva, A. P. Tryapitsyna [15], etc.), research on the problem of preparing educators for intercultural interaction (J. Zajda and S. Majhanovich [7], E. Knein et al. [8], K. Yi et al. [9], etc.).

We chose the systemic approach as the leading one for the purposes of the present research. It is an approach in which any system (object) is considered as a set of interconnected elements (components) that has an output (goal), an input (resources), a connection with the external environment, and a feedback (S. A. Pisareva, A. P. Tryapitsyna [15]). Its essence is to implement the requirements of the general theory of systems, according to which each object in the process of its research should be considered as a large complex system and simultaneously as an element of a more general system. The system is considered as self-organizing, characterized by integrity and relative

separation. The systematic approach allows us to model the interaction of subjects in socio-cultural systems, to identify the nature and determine the value basis of community.

For our research, the systematic approach is particularly significant, since it allows us to explain the specific mechanisms of the integrity of the object and to present a complete typology of its connections in an operational form, i. e. to show the connections as logically homogeneous, allowing direct comparison and comparison. We consider the teachers' education for intercultural interaction as a system – a set of components determining the effectiveness of the implementation of this process as its components. The processes of globalization that occur in modern society are focused on the use of a systematic approach, since the openness of social systems and their integration into the world community affects educational activities.

The literature review consists of a theoretical and empirical review of the literature. The theories reviewed in this paper serve the purpose of explaining the problem of study. The empirical studies lend support to the theories, propose alternate suppositions, and highlight the need for further study.

Results

Let us define possible directions in the development of the idea of multiculturalism in the process of teachers' education for intercultural interaction in the conditions of accelerated learning.

⁵ Heckmann F. *Multiculturalism defined seven ways*. The Social Contract Press, 1993, vol. 3 (4), pp. 245–246. URL: <http://www.thesocialcontract.com/pdf/three-four/Heckmann.pdf>

⁶ Zhukova T. A., Shrenk M. The principle of regionalization in the development of higher education

in a multicultural society. *Actual Problems of Natural Science and Mathematical Education: materials of the International scientific-practical conference, 2016*, pp. 151–159. URL: <https://elibrary.ru/item.asp?id=27615665>

First, we suppose it is important to clarify the concept of “multicultural” in education under the conditions of accelerated learning

We adhere to the point of view that the concept of “multicultural” is based on the dialogue of cultures. First of all, it more characterizes the socio-cultural goals of modern education; secondly, it is more often used in the world scientific terminology; thirdly, it is important to talk about the constant multiplication of educational tasks, conditioned by both quantitative (population migration) and qualitative (growth of national self-consciousness contributes to the preservation and development of ethnic cultures) changes (M. Sahal et al. [16], M. Dür et al. [17]).

Now, it is difficult to talk about existing in practice multicultural education⁷ (G. V. Palatkina [13], M. N. Pevzner et al. [14], A. A. Stenischeva [18], B. Doucette et al. [19], P. Karacsony et al. [20], etc.) and, consequently, teachers' readiness for intercultural interaction (especially in conditions of intensifying ethnocultural processes). Most likely, we are still only talking about the presence of the multicultural features in education, which does not reflect the task of the anticipatory education. Obviously, the problems of working with the population infiltrated into the region are local in nature, and, unfortunately, the

positive experience of the one region is not always used in another due to the low level of cooperation. In such situation “a person finds themselves on the border of cultures when he faces two most important problems: preservation of his cultural identity and adaptation in a multicultural environment” (S. V. Khristoforova⁸). At the same time, both the representatives of the infiltrated side and the representatives of the receiving side experience the problems of self-identification, self-identity and belonging to their own socio-cultural group.

“Sociocultural identity is usually associated with cultural tradition (certain cultural patterns, institutions, norms, values, ideas, customs, rituals, etc.), mainly with the cultural heritage transmitted from generation to generation through language and reproduced in certain societies and social groups for quite a long time” (V. A. Kozyrev, N. F. Radionova⁹). Moving to a country with another language does not mean, however, exclusion of a native language from one's life, as the possibility of adaptation is minimal when a person forgets the national culture in the environment of which he or she was brought up and realized themselves as a person. Only having kept intact the traditions of the national culture, they will be accepted in another culture, passing all the links of dialogic intensiveness in the eyes

⁷ Kurylo O. V. Modern multicultural education. *Actual Problems of Modern Science: The View of Young Scholars: Materials of the International scientific-practical conference*, 2019, pp. 234–240. (In Russian) URL: <https://elibrary.ru/item.asp?id=37291056>

Piskunova E. V. *Socio-cultural conditionality of changes in professional and pedagogical activity of a teacher: Monograph*. SPb.: Publishing house of the Herzen State Pedagogical University, 2005, 324 p. (In Russian) URL: <https://literature-edu.ru/kultura/4750/index.html>

Banks J. *An Introduction to Multicultural Education*. New York: University of Washington, Seattle, 2008, 164 p. URL:

https://openlibrary.org/books/OL15626669M/An_introduction_to_multicultural_education

⁸ Khristoforova S. V. Model of regionalization of education for sustainable development (by the example of Transbaikalia). *Interaction of Science, Business and Society as a Factor in Regional Development: materials of interregional scientific and practical conference*, Chita, 2019, pp. 265–271. (In Russian) URL: <https://elibrary.ru/item.asp?id=44140419>

⁹ Kozyrev V. A., Radionova N. F. *Competence Approach in Pedagogical Education: Collective Monograph*. St. Petersburg: Publishing house of the Russian State Pedagogical University, 2004. 391 p. (In Russian) URL: <https://elibrary.ru/item.asp?id=21219811>

of others: from “it” (“other”, “alien”) to the unity of “I” – the speaker and the listener, interlocutors, a special role in it is played by education. In such an understanding, the ideas of anticipatory education should be reflected in new visions regarding the process of preparing teachers for intercultural interaction, i. e. finding new precedents and justifying their role, significance, and necessity in regional practice.

Secondly, the analysis of intercultural training programs is also important

Here are some examples of the educational programs of the Ludwigsburg Pedagogical Institute in Baden-Württemberg (not yet considered as a complete precedent, but identifying possible established practices for analysis and evaluation, which we took for analysis as a university with great practices of preparing teachers for intercultural interaction).

The Ludwigsburg Teacher Training Institute has developed special information materials – “Guide to Modules at the University” (Wegweiser Studieren und Lehren in Ludwigsburg: Modulhandbuch und Personalverzeichnis), which provides a list of disciplines that students need to master, the credit points that a student will receive when mastering a particular discipline. The University Handbook includes contact persons who assist students in their educational choices for courses. Each department publishes “University Course Notes” (Kommentare zu den Lehrveranstaltungen). For the individual curriculum of a Bachelor's or Master's degree student, the booklet contains a list of professional and specialist modules, on the basis of which the student determines his or her own individual study plan (Vorlesungsverzeichnis).

Based on our analysis of the aforementioned publications, we have identified the following cycles of educational disciplines.

The first cycle (mandatory disciplines for students of all faculties) consists of educational disciplines that provide the integrity of professional training for intercultural interaction. In the considered curriculum of the faculties of the Ludwigsburg Pedagogical Institute, the following disciplines are worth highlighting:

– first of all, these are disciplines focused on the education of tolerance of the student – future teacher (“Cultural Studies”; “Religion”; “Tradition, Kultur und Geschichte” – traditions, culture and history; “Wie das Gespräch zwischen Christen und Muslimen gelingen kann” – a dialogue between the Christian and Muslim worlds; “Die Selbstständigkeit in Globalization” – self-determination in a globalized world; “Kompetenzen fuer die Zukunft” – competences for the future);

– an important role is also given to the programs of the disciplines of psychological and pedagogical block (“Psychology”, “Pedagogy”, “Didactics”), the purpose of which is to give students a certain amount of theoretical knowledge in the field of pedagogy and psychology, to form the skills to apply this knowledge in professional activities when dealing with various professional situations. Let us make a remark, noting that not much attention is paid to the disciplines of intercultural interaction in the preparation at the Pedagogical University of the Russian Federation. In the direction of “Pedagogical education” in the bachelor's degree programs, there is a module “Educational activity”, where students, future teachers, study the discipline “Ethics of intercultural relations”. As an optional course, the discipline “Modern youth extremism” is offered. The only thing is that the module “Communicative-digital” is being studied in the direction of “Cultural education”, where two disciplines are offered – “Intercultural communications” and “Professional

communications in the language of the studied country”.

In the second cycle of disciplines (the elective ones) the largest group of disciplines are those aimed at forming students' knowledge of different ways to organize work with migrants (immigrants) (on the example of Ludwigsburg Pedagogical Institute): “Grundthemen Interkultureller Paedagogik” – multicultural pedagogy in elementary school; “Social School Work in Europe” – social work in schools; “Meeting the challenges of migration and integration” – problems of migrant integration; “Werte in Interkulturellen Dialog” – values in intercultural dialogue; Jugendliche Migranten in der Hauptschule – migrants in elementary school; “Wohn und Lebenswelt von Schuelern mit Migrationshintergrund als Bedienung von Lernen und Foerderung” – support organization for migrants; “Jugendliche Einwanderer zwischen zwei Welten” – Children as foreigners among two worlds; Eine Psychologie der Migration – Psychology of migrants; “Bildungsungleichheit und Migration” – Equality in education for migrants; “Foerderunterricht fuer Kinder und Jugendliche mit Migrationshintergrund” – organization of additional lessons for foreign-phone children; Europadidaktik – European pedagogy; “Multikulturellen Klassenzimmer” – multicultural lessons.

The second group includes disciplines aimed at improving the language training of students, the formation of skills in bilingual classes: “Wie viel Grammatik braucht der Mensch – oder welche?” – How much and what grammar you need to know; “Sprachfoerderung fuer Kinder mit Migrationshintergrund” – organizing language support for foreign-phone children; “Didaktische Modelle und Methoden des Deutsch – als – Fremdsprachen – und Deutsch – als – Zweitsprachenunterrichts” – didactic models and methods of German language learning – bilingual

lessons; “Theorien des Erst – und Zweitspracherwerbs” – first and second language learning theories; “Individuelle Sprachfoerderung” – organization of additional (individual) language learning assistance; “Moeglichkeit einer Erziehung zur Mehrsprachigkeit” – multilingualism learning opportunities.

Familiarizing ourselves with the position of German educators from the Ludwigsburg Pedagogical Institute, which we took for analysis, on the established visions for improving the process of preparing students (future educators and their readiness for intercultural interaction), it should be noted that increasing importance is given to teaching practice, which aims to expand and deepen the understanding of the educational process. In recent decades, there has been a tendency to increase its duration. Professional and pedagogical training of future teachers is aimed at training a teacher-facilitator of the educational process. The component of assessing the organization of multicultural educational environment, the formation of multicultural competence of the students became new in the content of another type of educational programs – programs for the organization of pedagogical practice. The analysis of the existing practices at the Pedagogical Institute of Ludwigsburg allowed us to determine the following directions of pedagogical practices included in the content of educational programs for teacher training.

The first area is characterized by students' analysis of the inclusion of facts illustrating the contributions of ethnic groups in world history in the educational programs in primary and secondary educational institutions. Thus, during the internship in primary and secondary educational institutions in Baden-Württemberg, students analyze disciplines that aim to shape the multicultural competence of students.

The second area is the students' evaluation of the possibility of increasing the teaching time devoted to the study of different cultures (in the classes, during the Sprechstunde). The study of culture by German educators primarily correlates with the study of languages. In this regard, recently more and more time in the training process of students has been given to the active introduction into educational practice of additional bilingual courses, the allocation of more time to study different languages (Bilingualer Unterricht – bilingual lessons).

The third direction consists in the students' analysis of various ways to organize social interaction.

The fourth direction – participation of students in the design of educational programs together with university teachers.

Our empirical analysis showed the following: at the initial stage to the leading forms of social activity organization it is necessary to refer preparation of various projects (sometimes with students of other elementary school), performance of creative tasks (crosswords, various games, applique, etc.). Undoubtedly, the presented list of programs is large. However, the content of educational programs of the last block is very small. Moreover, taking into account the framework law in education, each university and each region has the right to choose the number of disciplines, which aim is to form the readiness of a teacher for intercultural interaction – in this connection it is difficult to talk about the integrity and unity of this process. However, the multiplicity of such programs is interesting - as it reflects the idea of accelerated learning, opens new prospects for expanding the range of domestic ideas in the development of multicultural education and teacher training for intercultural interaction.

Thirdly, it is important to emphasize the importance of *analyzing scientific research on the*

problem of preparing educators for intercultural interaction.

The first thing here is collecting official statistical data on scientific research related to changes in higher education in a multicultural society. It is conditionally possible to distinguish three directions of conducted comparative studies. The first group includes studies related to the organization of the work of higher educational institutions in conditions of increasing ethnocultural processes: optimization of the process of organization of higher educational institutions in each land of the country – optimization of cooperation between higher educational institutions of the country and the German Adult Education Institute; optimization of cooperation between all educational institutions of the lands / countries; improvement of quality management in higher educational institutions.

The studies of the second group are devoted to solving the problems related to the optimization of the process of improving students' training for intercultural interaction: analysis of the problems of improving the effectiveness of students' training for intercultural interaction; optimization of the ways of individual and distance learning.

The third group included studies related to the optimization of the process of cooperation between countries within the framework of sustainable development strategy: optimization of work on the European studies in the framework of the problem under study in each land of the country; optimization of the process on the work of conferences; improvement of the system of databanks and the system of statistical surveys.

Data collection on citizens' surveys conducted to determine the level of tolerance to different cultures (Research Data Centre at the Higher Education Information System HIS, Hochschul-Informationen-System). It is noted that with the increase in empirical research, the need

for comparative research (at the state and international levels) has increased significantly. Based on the above discussed questions arise, how to assess the possibility of transferring this experience to the framework of the Russian educational environment – to consider this experience as a certain precedent.

The analysis of the ideas outlined above has led us to an understanding and awareness of the possible significance of the following provisions brought up for discussion.

First, we consider it important to dwell on the choice of methods for further research. Let us dwell on the analysis of the two most significant ones.

The first method is the method of precedents (from Latin *praece-dens* “preceding”) – a case or event that took place in the past and serves as an example or basis for subsequent actions in the present.

Precedent – a decision on a particular case. A precedent is a feature of a modeled system (part of its functionality) through which an individual can obtain a specific, measurable and desired result. A precedent corresponds to a separate component of a system, defines one of its use cases and describes a typical way an individual interacts with that system. Variants of use are usually applied for specification of external requirements to system taking into account influence of socio-cultural factors. In this modeling based on the system under study, it is important to determine the following: clearly separate the system from its environment; define the actors, their interaction with the system and the expected functionality of the system; define in the glossary of the subject area concepts related to a detailed description of the system functionality (i. e. precedents).

When dealing with variable precedents, it is important to remember a few simple rules: each

precedent refers to at least one actor; each precedent has an initiator; each precedent leads to a corresponding result. Some foreign researchers consider precedent (case) as a specification of sequences of actions (variable sequences and error sequences) that a system, a subsystem or a class can carry out while interacting with external actors. In this case, the precedent describes a certain integral fragment of the behavior of the system, the interaction of the system with the actors, and the case is a separate case. In this case, the main thing is to establish the correlation of these concepts and choose the right precedent for the analysis of a particular region or country.

The second method – the method of expert evaluations – is a method of organizing work with specialists – experts and processing the opinions of experts. These opinions are usually expressed partly in quantitative and partly in qualitative form. For decision-making by the method of expert evaluations a working group is formed, which organizes the activity of experts united into an expert commission by order of the decision maker, which carries out the expertise. Expert review as a method of research is focused primarily on the competence and experience of expert experts. In the process of expertise, a number of methods are used, with the help of which the information necessary for system analysis (comparison, ranking, identification of the dynamics of certain processes) can be obtained. The use of this method will make it possible to evaluate the precedents in question before implementation into educational practice.

Secondly, we think it is important to outline the conceptual intent of the model of multicultural education, within which the teachers’ education process for intercultural interaction takes place – to determine, perhaps, new emphases taking into account the dynamics, continuity and anticipatory nature of multicultural education and,

accordingly, the teachers' education process for intercultural interaction itself.

The conditions of diversity and complexity of modern trends in the development of states, diversification of international, interpersonal and international contacts have radically changed the idea of the essence of intercultural communication (as a component of intercultural interaction).

Thus, the goal-oriented focus on the formation of tolerance and respect for the culture of the country of the studied language, not infrequently focusing on a foreign culture, demonstrated its "advantages" as well, which contradicted the goals of the new cultural and educational doctrine of Russia, connected with the strengthening of civil identity and the creation of conditions for the education of the future specialist with values and behavior patterns traditional for Russian civilization.

Therefore, the monocultural nature of interaction, when participants adhered to the rules and norms of the culture in whose language the dialogue was conducted, finally gave way to multicultural and intercultural communication, during which each party shows itself as a full and equal representative of its culture, in whatever language the discussion was conducted.

Equal-status professional intercultural communication as a component of intercultural interaction implies an emphasis on the formation of students' value determinants such as civic dignity, availability or search for common goals with partners in the process of professional intercultural communication, readiness for rational assistance in solving common tasks, conducting open and honest professional negotiations at the international level.

Thus, in particular, the conditions of equal-status communication determine the adjustment of the goals and content of the "Foreign Language" subject, giving greater importance to

the axiological orientation of this course. In the course of such educational process it is envisaged to study peculiarities of foreign-language culture for equal perception of realities of native and other cultures and their comparison, formation of abilities to give balanced, adequate, reasoned estimations and judgments about representatives of other cultures and to promote development on this basis of objectively tolerant attitude to other culture, religion, system of values.

Accordingly, the target orientation on the native speaker as a bearer of their cultural, worldview values and linguistic features as a goal of foreign language teaching changes, which contradicts the axiological orientations of equal-status intercultural communication as a guarantee of success of professional intercultural communication and, as a result, intercultural interaction.

Such reconsideration in favor of the parity of cultures, undoubtedly, requires the practical implementation of such a shift in the goal setting can serve the involvement of strategies and tactics of equal-status intercultural communication, proposed by Professor N. V. Baryshnikov et al. [21] in the educational process. The developed by him methodological techniques of possession of ways of the answer to raboulistic strategies of attacks, equip the students with linguistic means of ensuring equal-status professional intercultural communication in the course of the solution of the target professional task. Open questions remain: How to meet the challenges of the times and teach future educators effective means of implementing intercultural communication and intercultural interaction? How to teach how to comprehend another culture without forgetting your own national identity? How can we create conditions for increasing the level of citizenship and patriotism of students while mastering a foreign language and another culture? How can we prevent discrimination and, on the contrary,

promote mutual respect and empathy? One of the mechanisms of way out of the created situation is an intercultural dialogue (a dialogue of cultures); intercultural dialogue is a strategic goal of modern education (“formation in future teachers of ability to maintain intercultural dialogue”), intercultural dialogue is a key principle of the training process: (“dialogue of cultures” principle), intercultural dialogue is a pedagogical method (“dialogue of cultures” method); intercultural dialogue is a technology (“dialogue of cultures” technology), a form of teaching (“dialogue of cultures class”). The implementation of this conceptual idea in the future is the subject of the following studies.

Conclusions

Within the framework of the present research the necessity of designing multicultural education, in which it is possible to solve the teachers’ education problem for intercultural interaction in the conditions of specific ethno-cultural processes in the region in the framework of accelerated learning is outlined. The authors

have attempted to show the importance of studying different precedents, formed within different regions in order to improve the emerging experience of teachers’ education for intercultural interaction. We consider it relevant for this study to identify two methods which can be used at the stage of development of multicultural education (and, accordingly, the process of preparation for intercultural interaction) – the method of precedents and the method of expert evaluations, as well as to highlight some new conceptual foundations for designing a model of multicultural education based on the equality of cultures which is based on the dialogue of cultures. The above mentioned aspects in the research are shown as the prospects for the development of teacher training for intercultural interaction in the conditions of accelerated learning. The authors consider them as the main results of the current research. Further research will be related to the implementation of the results obtained in practice.

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Tatiana Anatolievna Zhukova

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Vladimir Igorevich Bogoslovskiy

Contribution of the co-author: collecting empirical material, performing statistical procedures, interpretation of the results.

Irina Vyacheslavovna Gladkaya

Contribution of the co-author: collecting empirical material, performing statistical procedures, interpretation of the results.

Ekaterina Yurievna Andreeva

Contribution of the co-author: literary review, formatting the text of the article.

Alexander Naumovich Dzhurinsky

Contribution of the co-author: organization of the study, interpretation of the results and general guidance of the study.

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Information about the Authors

Tatiana Anatolievna Zhukova

Doctor of Pedagogical Sciences, Associate Professor,
Department of Foreign Languages and Intercultural Communication,
Financial University under the Government of the Russian Federation,
Leningradskiy Prospect, 49/2, 125167, Moscow, Russian Federation;
Associate Professor,
Department of Foreign Languages and Communication Technologies,
National University of Science and Technology “MISIS”,
Leningradskiy Prospect, 49/2, 125167, Moscow, Russian Federation.
ORCID ID: <https://orcid.org/0000-0002-2184-4814>
E-mail: tatianazhu@mail.ru

Vladimir Igorevich Bogoslovskiy

Doctor of Pedagogical Sciences, Professor,
Department of digital technologies in Education,
Herzen State Pedagogical University of Russia,
Moika Emb. 48, 191186, Saint-Petersburg, Russian Federation.
ORCID ID: <https://orcid.org/0000-0001-7071-244X>
E-mail: vib0705@mail.ru

Irina Vyacheslavovna Gladkaya

PhD in Pedagogy, Associate Professor,
Department of theories and methods of continuous pedagogical education,
Herzen State Pedagogical University of Russia,
Moika Emb.48, 191186, Saint-Petersburg, Russian Federation,
ORCID ID: <https://orcid.org/0000-0002-8372-0059>
E-mail: irishav@bk.ru

Ekaterina Yurievna Andreeva

PhD in Philology, Senior Lecturer,
Department of Foreign Languages and Intercultural Communication,
Financial University under the Government of the Russian Federation,
Leningradskiy Prospect, 49/2, 125167, Moscow, Russian Federation.
ORCID ID: <https://orcid.org/0000-0001-9953-4958>
E-mail: eyandreeva@fa.ru



Alexander Naumovich Dzhurinsky

Doctor of Pedagogical Sciences, Professor,
Academician of the Russian Academy of Education,
Pogodinskaya St., 8; 119121, Moscow, Russian Federation,
Professor,
Department of Theory and Practice of Primary Education,
Institute of Childhood,
Moscow State Pedagogical University,
Malaya Pirogovskaya St., 1/1, 119435, Moscow, Russian Federation.
ORCID ID: <https://orcid.org/0000-0001-5672-3812>
E-mail: djurins@yandex.ru



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Перспективы развития подготовки педагогов к межкультурному взаимодействию в условиях опережающего обучения

Т. А. Жукова ^{1,2}, В. И. Богословский³, И. В. Гладкая³, Е. Ю. Андреева¹, А. Н. Джурицкий^{4,5}¹ Финансовый университет при Правительстве Российской Федерации, Москва, Россия² Национальный исследовательский технологический университет МИСИС, Москва, Россия³ Российский государственный педагогический университет им. А. И. Герцена,
Санкт-Петербург, Россия⁴ Московский государственный педагогический университет, Москва, Россия⁵ Российская академия образования, Москва, Россия

Проблема и цель. В статье рассматривается проблема подготовки педагогов к межкультурному взаимодействию. Цель исследования состоит в выявлении перспектив развития подготовки педагогов к межкультурному взаимодействию в условиях опережающего обучения.

Методология. Исследование проводилось в логике системного подхода, реализация которого позволила всесторонне изучить конкретный прецедент, выявить его составляющие, определить значимость каждого компонента, обеспечивающего целостность рассматриваемого прецедента. В качестве ведущего метода использован анализ научной литературы и результатов исследования по проблеме.

Результаты. Теоретический анализ научной литературы позволил прийти к следующим выводам. Первый вывод связан с обоснованием роли двух исследовательских методов, которые должны лечь в основу сравнительного анализа (метод прецедентов и метод экспертных оценок). Вторым результатом проводимого исследования – выявление концептуальных оснований для проектирования модели опережающего образования в процессе подготовки педагогов, построенной с учетом равнозначности культур, в основе которой лежит диалог культур. Подчеркивается значимость исследования складываемых практик в каждом регионе, рассматриваемых в качестве возможных прецедентов. Так, в качестве примера предложен опыт Педагогического института в г. Людвигсбург (описаны дисциплины, виды педагогической практики, которые активно используются в процессе подготовки педагогов).

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 Автор для корреспонденции: Татьяна Анатольевна Жукова, tatianazhu@mail.ru

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Заключение. В заключении обоснованы перспективы развития подготовки педагогов к межкультурному взаимодействию в условиях опережающего обучения – реализация новых методов и проектирование на их основе модели опережающего образования в процессе подготовки педагогов. Полученные результаты могут стать основой для дальнейшего изучения проблемы подготовки высококвалифицированных педагогических кадров в условиях опережающего обучения. Материалы и выводы исследования будут полезны при создании специальных программ по подготовке педагогов.

Ключевые слова: мультикультурный регион; этнокультурные процессы; опережающее обучение; перспективы; подготовка педагога; межкультурное взаимодействие; научные исследования.

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Жукова Татьяна Анатольевна: сбор эмпирического материала, выполнение статистических процедур, интерпретация результатов.

Богословский Владимир Игоревич: сбор эмпирического материала, выполнение статистических процедур, интерпретация результатов.

Гладкая Ирина Вячеславовна: сбор эмпирического материала, выполнение статистических процедур, интерпретация результатов.

Андреева Екатерина Юрьевна: литературный обзор, форматирование текста статьи.

Джуринский Александр Наумович: организация исследования, интерпретация результатов и общее руководство исследованием.

Информация о конфликте интересов:

Авторы заявляют об отсутствии конфликта интересов.

Информация об авторах

Жукова Татьяна Анатольевна

доктор педагогических наук, доцент,
Департамент иностранных языков и межкультурной коммуникации,
Финансовый университет при Правительстве Российской Федерации,
доцент,
кафедра иностранных языков и коммуникативных технологий,
Национальный исследовательский технологический университет «МИСИС»,
проспект Ленинградский, д. 49/2, 125167, Москва, Россия.
ORCID ID: <https://orcid.org/0000-0002-2184-4814>
E-mail: tatianazhu@mail.ru

Богословский Владимир Игоревич

доктор педагогических наук, профессор,
кафедра цифрового образования,
Российский государственный педагогический университет им. А. И. Герцена,
набережная реки Мойки, 48, 191186, Санкт-Петербург, Россия.
ORCID ID: <https://orcid.org/0000-0001-7071-244X>
E-mail: vib0705@mail.ru



Гладкая Ирина Вячеславовна

кандидат педагогических наук, доцент,
кафедра теории и методики непрерывного педагогического образования,
Российский государственный педагогический университет им. А. И. Герцена,
набережная реки Мойки, 48, 191186, Санкт-Петербург, Россия.

ORCID ID: <https://orcid.org/0000-0002-8372-0059>

E-mail: irishav@bk.ru

Андреева Екатерина Юрьевна

кандидат филологических наук, преподаватель,
Департамент иностранных языков и межкультурной коммуникации,
Финансовый университет при Правительстве Российской Федерации,
проспект Ленинградский, 125167, д. 49/2, Москва, Россия.

ORCID ID: <https://orcid.org/0000-0001-9953-4958>

E-mail: eyandreeva@fa.ru

Джуринский Александр Наумович

доктор педагогических наук, профессор,
Академик Российской академии образования,
ул. Погодинская, д. 8, 119121, Москва, Россия;
профессор,
кафедра теории и практики начального образования,
Институт детства,
Московский государственный педагогический университет,
ул. Малая Пироговская, 1/1, 119435, Москва, Россия.

ORCID ID: <https://orcid.org/0000-0001-5672-3812>

E-mail: djurins@yandex.ru