

## **Formation of Common Cultural Competences in the Students-Future Teachers of Foreign Languages During the Process of Professional Training at University**

Ekaterina A. Konopatskaya and Rezida A. Fakhrutdinova  
Kazan Federal University, Kazan, Tatarstan, Russia

---

**Abstract:** The issue of formation of the common cultural competences during the process of profession training of a teacher is determined by the social mandate of the educational system that requires from higher educational institutions to train the creatively-thinking pedagogical staff featuring high cultural level that are able to self-cognition and fulfillment in the sphere of professional activity, to orientation in the cultural space and dialogue with representatives of other cultures. The study considers the process of formation of the common cultural competences of the bachelor students, future teachers of Foreign languages during the process of professional training on the basis of the Kazan (Volga region) Federal University. Within the frameworks of our study, the sound analysis of the standard for higher professional education for the degree program 050100.62: pedagogical education (qualification (degree) bachelor) was performed. For performance of the experimental work according to the research framework, we distinguished a number of disciplines of the professional methodological and linguistic training of the bachelor students, namely: ‘Methods of training and education in the sphere of Foreign languages’, ‘Practical course of the English language’. We considered the learning techniques promoting to mastering the practical skills and skills of self-fulfillment on the sphere of professional pedagogical activity: case method, mind maps, learning together.

**Key words:** Competency-based approach, common cultural competences, teacher, professional training, humanitarian orientation

---

### **INTRODUCTION**

In the recent years, the government of the Russian Federation performed a number of significant measures within the frameworks of the concept of modernization of the Russian education the main objective of which was improvement of the quality and economic efficiency of education on the basis of the competency-based approach. For this purpose, the Federal State educational standards of higher professional education were designed and implemented that are based on the specified approach according to the Bologna process.

Within the frameworks of training of a specialist aligned with the times according to the standard of the new generation, along with the professional competences the common cultural competences are distinguished. This is dictated by the fact that the system of higher education is assigned the task of forming a highly-intelligent specialist not as informed in some or other area of expertise but as a specialist of high culture.

However, as studies show, most of students do not feature the required level of formedness of the common cultural competences. The students experience difficulties in communication with representatives of other cultures,

certain lack of respect to languages, traditions of other nations and ethnic groups is to be observed which is indicative of the underdevelopment of their general and professional culture.

### **MATERIALS AND METHODS**

The process of adaptation of the student’s personality to the new socio-cultural realities proceeds in the conditions of ‘trinity’: person, culture and society. Personality is directly related to development of the reasonable self-esteem, positive motivation, sense of responsibility, perception of the personal experience and projects of life; the cultural component represents the process of formation of the common cultural competences of a student, his creative self-expression and development, acceptance of the cultural and life values; the society means formation of the communicative competence, self-fulfillment in the sphere of professional activity, admission of the social responsibility (Salakhov, 2014).

As the result of integration of the Russian system of higher professional education in the international

educational space the national education science was assigned the task of upgrading the traditional scholarly apparatus according to the commonly accepted European system of pedagogical terms and concepts. Within the frameworks of the Bologna process, the European universities to different extents and from different perspectives assimilate the competency-based approach that is considered as kind of the tool for enhancement of the social dialogue of a higher school with the world of labor, means of deepening their cooperation and re-establishment in the conditions of mutual trust (Baydenko, 2006).

From the perspective of the competency-based approach the main result of the educational process is formation of the key demanded competences of the bachelor students. For example, professional competence of a teacher and its essential components-common cultural competences and professional culture.

Within the frameworks of our study, we mean by the common cultural competences development of personality of a bachelor student that is able to self-cognition, fulfillment and determination, to orientation in the cultural space and dialogue with representatives of other cultures; able to apply the professional knowledge and skills in practice. The common cultural competences include such structural-essential components as: national and panhuman culture; spiritual-moral fundamentals of relations, social phenomena and traditions; the world-view including the systems of opinions, ideas, beliefs, values which eventually determines the moral characteristics of a student's personality and his behavior (Fahrutdinova, 2014).

Moreover, we consider the professional competence of a pedagogue as an integrative feature of a personality characterizing the level of its general culture and accomplishments in the psychological-pedagogical and the subject domain area; readiness for productive pedagogical activity and self-improvement; as mastering the skills that are essential to a pedagogue, personal experience and personal features.

The Federal educational standard of higher professional education actualized the issue of the didactic support of the competency-based professional education (Anonymous, 2009).

The performed analysis of the standard of higher professional education is the foundation for improvement of training of the bachelor students and design of the model of the process of formation of common cultural competences of a modern teacher. The curriculum of the

course 050100.62 pedagogical education: 'Foreign (English) language and the second foreign language' includes over 50 professional training disciplines such as 'Pedagogics', 'Subject learning techniques', 'Modern Foreign language', etc. The pedagogical unit includes such disciplines as: 'Introduction to pedagogical activity', 'Theoretical pedagogics', 'Practical pedagogics, etc.

The methodological discipline unit includes the subjects: 'The procedure of training and education in the sphere of Foreign languages (English language)', 'The procedure of training and education in the sphere of Foreign languages (second Foreign language)', etc.

The unit 'Modern English' unites such disciplines as 'Practical course in the English language', 'Practical course in the second Foreign language', 'Practical phonetics', 'Practical grammar', etc.

On the basis of the performed analysis of the standard of higher professional education, we have determined the culture-forming potential of the FSES HPO 050100 Pedagogical education (qualification (degree) bachelor) which allowed designing the procedure of integration of the content of professional disciplines and the methods of its implementation during the process of formation of the common cultural competences of a future teacher.

Many higher educational institutions of Russia including the Kazan (Volga region) Federal University are involved in the implementation of the main trends of the Bologna process. In 2011, on the basis of Tolstoy Department of the Russian and Foreign philology the unique chair of the theory and technologies of humanitarian-artistic education was created that is aimed at integration of the pedagogical, methodological and linguistic components in different Bachelor and Master's degree programs.

We agree that in the 21 century in the conditions of globalization the level of the English proficiency shall meet international requirements and standards. This level is the qualitative measure of formedness of professional skills of a future English teacher and is aimed at ensuring his competitiveness both at the domestic and international labor markets (Ostroumova, 2014).

For performance of the experimental work according to the research framework, we have distinguished a number of disciplines of the professional methodological and linguistic training of the bachelor students, namely: 'Methods of training and education in the sphere of Foreign languages', 'Practical course of the English language'.

Methodological preparation was performed by us by means of integration in the educational process of the materials of the study guides 'formation of common

cultural competences in students within the multicultural university space during the process of professional training (by the example of the course 'Methods of training and education in the area of Foreign language'), 'Terminological glossary of the Foreign language, training method (Part I, II)' (Fakhrutdinova, 2012; Abdrafikova, 2014a, b).

Within the frameworks of the course 'Methods of training and education in the area of Foreign languages', we have actively used the case technologies aimed at solving the practically-oriented tasks and professional issues. The specifics of the use thereof, consisted in design of a practical case and selection of procedure of its implementation in the training process. The students were proposed to design the fragments of the Foreign languages lessons for solution of some or other case studies and analysis thereof. During the process of solving the case study, the learners actualized the required set of knowledge adopted. The case method allowed us estimating the professional preparation of students, their interests, the developed way of thinking and behavior patterns in different situations.

In order to summarize and reinforce the material by studying extensive topics on the subject 'Methods of training and education in the area of Foreign language', we used the technology by Tony Buzan-Mind Maps that consists in designing the mind maps. This technology was aimed at increasing the students' performance level as it allows solving the educational tasks more efficiently, storing and reproducing all the knowledge required in the specific area of professional activity. The students had to summarize the knowledge obtained in the form of bush-formed pictures acting as means of presentation and binding of thoughts.

Let's consider the linguistic training of future teachers in details. The discipline 'Practical course of the English language' integrated with the other scientific knowledge areas is a powerful tool of humanization and technical education and acts as the method of acquiring knowledge in the selected area of professional activity required for further use thereof.

This course combined with the other theoretical and practical courses provided by the curriculum shall promote to comprehensive training of an English teacher for a secondary school, provide him with the teaching aids as well as stimulate further professionally-oriented improvement of the level of English proficiency.

Pursuant to the goal of mastering the discipline, we believe the educational technology learning together used by us for practicing the language material presenting

certain difficulties to be relevant. After having studied the teaching material the students noted that it not only easier but much more interesting to study together. At that it shall be emphasized that the efficiency relates not only to academic achievements of the students but to their intellectual and moral development as well.

The use of the learning together technology in teaching a Foreign language is efficient and results in deeper understanding of the specific linguistic phenomena which in its turn promotes to creation of sustainable motivation in studying English.

During the process of teaching the discipline 'Practical course of the English language', we differentiated the lessons in three groups: conversation and discussion classes; communicative activities; role-play, real-play, simulation.

In the study, conversation and discussion classes one of the main objectives was development of fluent spoken speech and students' confidence.

By studying English, the students accumulate much knowledge in the head, yet they cannot use the language for communication. In our opinion, one of the best ways of helping students was activation of their knowledge and providing the 'safe' climate in the group so that they could use the accumulated knowledge in English and speak it. We have created such a setting in which the students were not afraid to speak a Foreign language and make mistakes.

During the process of development of these skills within the learning activity the students performed the following actions:

- Talked with the teacher about the lesson coming
- Listened to audio recording and then discussed the things said and answered the questions
- Worked in pairs
- Prepared a monologue according to the specified topic, etc.

In order to make discussions and conversations more efficient:

- We defined the topic distinctively
- Students were given time for preparation
- we did not interrupt the students during their speech activity
- We used the role cards
- Arranged discussion groups 4-5 persons per each

In the section communicative activities, we proposed the students to execute the tasks focused on the active

speech activity. For example, the task to find differences. The students worked in pairs, they were given the cards: one was given the card A, another one B. Without showing them to each and just asking questions and making suggestions they had to find differences in the pictures. Also utterances concerning specific topics were proposed, the students had to make dialogue or monologues.

The study role-play, real-play and simulation was divided into three parts. The first part; the role play within the frameworks of which the students were divided into groups. Each of them received a card with a role that included information beyond the role (name, age, sex, profession, etc.) as well as one common card per a group on which the situation was described the group had to play. Then some time was provided for understanding and preparation of the task. In our turn, we faced the task to formulate it as clearly as possible for the students not to get questions during the performance thereof.

The second part; the real play B within the frameworks of which the role of each student was determined not by cards but by the roles from their personal life. One of the students assigned the roles to the others and described the situation to be played. This kind of the speech activity improved the speaking and communication skills. After all in the group had been assigned their roles they were given time for preparation and then they played the situation like in a role play.

The third part; simulation. This kind of activity was announced as a large-scale role play. We used the cards with roles but along with them, we gathered additional information and materials such as newspapers, charts, diagrams, pictures, etc. The objective of this activity was to 'construct' a nearly 'full' peace of a TV studio, newspaper office, government, etc.

Within the frameworks of this technology the research, searching, problem, heuristic, explanatory-illustrative, reproductive, practical learning methods were used.

Thus, in order to develop professional skills of speaking in students, future teachers, we organized the group activities where control not over the group in whole but of each student in particular was performed. The main priority was to provide each student with the possibility to speak out despite the time limits.

## **RESULTS AND DISCUSSION**

Analysis of content of the new educational standards showed that they contain huge integration potential. They determine the results of the graduate preparation not by each separate discipline (as it was before) but by

a cycle of disciplines in whole which requires enhancement of intersubject communications and at the same time creates possibilities for interdisciplinary transfer of knowledge. At that formedness of the common, cultural competences represents the result of the integrative, developmental education.

**Summary:** Humanitarian education is aimed at formation of fundamentals that will allow a person solving the world-view issues, making moral, legal or ideological choice, orienting in the modern socio-cultural situation. A person getting higher education not only becomes a specialist but along with that builds up its own human cultural-moral capital.

## **CONCLUSION**

According to the research objective, we have defined the pedagogical potential of professional disciplines of humanitarian orientation, in particular 'Methods of training and education in the sphere of Foreign languages' and 'Practical course of the English language' during the process of professional training of the bachelor students.

Special place in the training bachelors to program 050100.62 'Pedagogical education' and formation of the common cultural competences in them is held by professional disciplines of humanitarian orientation since, they form the set of the qualities a modern culturalperson shall feature.

## **ACKNOWLEDGEMENT**

The research is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

## **REFERENCES**

- Abdrafikova, A.R., 2014a. Study guide: 'Terminological glossary of the Foreign language training method' (Test material) Part II. Abdrafikova, A.R., T.S. Pimenova, E.A. Konopatskaya (Eds.), 'Astoria and Co.' LLC, Kazan, pp: 36.
- Abdrafikova, A.R., 2014b. Study guide: 'Terminological glossary of the Foreign language training method'. Part I. Abdrafikova, A.R., T.S. Pimenova, E.A. Konopatskaya (Eds.), 'Astoria and Co.' LLC, Kazan, pp: 78.

- Anonymous, 2009. Federal State Educational Standard of Higher Professional Education for the degree program 050100.62: Pedagogical education (qualification (degree) Bachelor)) (Digital resource): Digital resource. Access mode: [http://www.edu.ru/db-mon/mo/Data/d\\_09/prm788-1.pdf](http://www.edu.ru/db-mon/mo/Data/d_09/prm788-1.pdf).
- Baydenko, V.I., 2006. Identification of the composition of competences of the university graduates as a necessary stage of designing the SES HPE of the new generation: Study guide M.: Research center of issues of quality of the specialist training, pp: 72.
- Fahrutdinova, R.A., 2014. Formation of general cultural competencies of students in the educational space of the university. R.A. Fahrutdinova, R.R. Fahrutdinov, E.A. Konopatskaya (Eds.), *J. Life Sci*, 11(6): 525-529.
- Fahrutdinova, R.A., 2012. 'Formation of common cultural competences in students within the multicultural university space during the process of professional training (by the example of the course 'Methods of training and education in the area of Foreign language')'. Degree program 050100 Pedagogical education (qualification (degree) Bachelor) R.A. Fahrutdinova, E.A. Konopatskaya (Eds.), 'Astoria and Co.' LLC, Kazan, pp: 76.
- Ostroumova, O.F., 2014. The didactic aspect of Foreign language creative teaching. O.F. Ostroumova, L.R. Nizamieva, G.I. Nazarova (Eds.), *J. of Language and Literature*, 5(3): 76-82.
- Salakhov, R.F., 2014. Sociocultural adaptation of disabled children by means of computer art graphics. R.F. Salakhov, Z.M. Javgildina, R.I. Salakhova, I.F. Kamalova (Eds.), *J. Life Sci* 11(6s): 189-195.