

DIDACTIC CONDITIONS OF SENIOR HIGH SCHOOL STUDENTS' POLICULTURAL COMPETENCE DEVELOPMENT

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Nowadays there are many problems in Ukrainian education environment, that's why it is necessary to create such conditionals that some psychological merits can be created in the senior high school students' minds. In the article the main didactic conditions of senior high school students' policultural competence development at English lessons are described. The views of some scientists on this problem are considered. The notion «didactic conditions» is identified. The main forms of work with senior high school students for the policultural competence successful development are considered. Necessary factors for effective work are identified.

Keywords: conditions, didactic conditions, policultural competence, the development of policultural competence, senior high school students, forms of work, cultural environmental, training programmes.

Problem statement. Changes in our society that are currently taking place (political and economic instability, exacerbation of national relations, conflict situation in communication, acts of cruelty, etc.) caused a number of topical issues in training and education. In such social and educational conditions it is important to reconsider the education concept, goals and tasks and to develop new didactic tools.

L. Vyhotskyi denoted that it is necessary to create conditions beforehand that will serve for the appropriate personal qualities development [2, p. 55].

Recent research analysis and publications. Different policultural education problems were studied by J. Banks, G. Dmitriev, V. Ershov, M. Kuzmin, N. Lebedeva, V. Makaeva, Z. Malkova, L. Suprunova, V. Tsaturova, V. Shapovalov and others.

Such scientists as I. Bim, N. Galskova, E. Pasow, V. Safonov, S. Ter-Minasova pay great attention to the use of language in the dialogue of cultures. They consider that in the modern world there is a necessity of possession of at least two language systems for everyone: system of their own language and system of a foreign language. It should be noted that language learning is not possible without a simultaneous study of the culture.

Aim and purpose of the article. But nobody has studied such phenomena as «policultural competence of high school students», so the present article is aimed to analyze different views on didactic conditions and to determine our own ones for successful development of senior high school students' policultural competence.

Defining the didactic conditions of senior high school students' policultural competence, we appeal to the fact that «condition» is a situation in which something is happening; it is a foundation and a precondition for something [7, p. 518-519]; it is an essential factor that helps to realize something or promotes something [8, p. 442].

In the philosophical dictionary «condition» is interpreted as something which determines something else (due) which allows the presence of things, state or process, as opposed to reason which creates something (action, the result of action) with necessity, inevitability, and opposed to the grounds that is a logical condition of the consequence [9, p. 469]. So, from the philosophical standpoint, «condition» is a factor by which a thing or process are appearing and functioning.

V. Buriak, analyzing the problems of organization of optimal educational environment for effective performing of educational and cognitive activities, distinguishes such didactic conditions as:

- organization of training according to the hierarchical patterns of knowledge acquisition (from lower level to higher);

- purposeful educational activity to activate operational structures of thinking in individuals which are studying;

- formation self-organizational skills in students;

- a shift of emphasis in training from transferring of knowledge to master the ways of operation with it;

- adequate application of techniques of stated and correcting control [1, p. 25-27].

Thus, didactic conditions, which determine the success of development of senior high school students' policultural competence, are understood as the circumstances of the educative process, which are the result of purposeful choice, formation and application of curriculum content elements, teaching methods, etc.

The development of senior high school students' policultural competence in subject oriented level of foreign language teaching can be successful owing to implementation of certain didactic conditions.

The first condition is integration of policultural information with the main programme material of academic subjects which should be realized during training activity. To ensure this integration, it is necessary to analyze regulatory documents, theory and practice of education. Such analysis was carried out by T. Poshtariova who singled out five models of national and regional elements implementation to general education curriculum. These models are versatile and can be applied for policultural information implementation in education curriculum content, namely:

- interdisciplinary model – provides the distribution of corresponding information on all subjects;

- modular model – implemented by involving the system of special themes (modules) which reflect ethnocultural uniqueness of the region to foreign language subject;

- monodisciplinary model – provides in-depth study of culture which language is being learnt,

history and geography of this country by students at the lessons specially dedicated for these purposes from academic subjects;

- complex model – implemented in the form of integrative courses in which some aspects of foreign language culture may be submitted in conjunction of history and regional ethnography, etc.

- complementary model involves familiarization with ethnocultural information during after-school and extracurricular activities [6].

From viewpoint of I. Zvereva, there are three types of interdisciplinary connections, which are based on the approach of systematicity [3].

In teaching process the interdisciplinary, module, monodisciplinary and integrated models of policultural information introduction to educational content can be implemented; it may be reached through subjects, integrated courses, elective courses, special modules, techniques, methods and methodological approaches that increase policultural specifics.

Based on the fact that development of senior high school students' policultural competence is a quite long process, it is necessary to apply more than one form of training. For this reason annual perspective plan must be drawn up determining what, in what form, by which means senior high school students will be acquainted with foreign language culture. This plan of actions should be based on common didactic principles of scientific character, concentricity, accessibility, combination theory with practice, students' consciousness and activity.

The following conclusion can be made that essential conditions for interdisciplinary integration in policultural competence development are:

- avoidance of narrowness in disciplines, leading to fragmentariness of policultural knowledge; along with in-depth coverage of problems of certain science, it is reasonable to demonstrate its policultural component;

- connection of the subjects prescribed with those which have policultural component in a greater degree (e.g.: disciplines of the humanities sciences);

- systematical consideration of concrete forms of connections between subjects, sections, themes, etc.

Also among the effective factors of creating conditions for development of senior high school students' policultural competence are trainings and seminars (teamwork, leadership, communication, technologies of persuasive impact, etc.) and organization of hobby and interests clubs, thematic exhibitions and tasks.

Besides, policultural information should be based on the differences in the cultures of different peoples, and finding that common that unites all people. It is necessary to emphasize on humanist orientation mentality of all people and universal humanistic values.

One of the most effective factors, which help to create conditions for student's policultural competence development are trainings, seminars (teamwork, leadership, communication, etc.) clubs, and thematic exhibitions.

Thus, academic disciplines in conditions of methodically literate organized work on the development of policultural competence not only can, but must be effective, as students master gener-

ally accepted rules of verbal communication and verbal behavior in the Ukrainian-speaking cultural environment.

The next didactic condition – implementation of the approach of systematicity which ensures the interconnection between educational and extracurricular activities in the process of policultural competence development.

The effectiveness of policultural competence development depends on interconnection between educational and extracurricular activities. The latter take place in the process of different activities: afterschool activity (thematic clubs, groups, exhibitions, etc.); out-of-class activity (meetings, advisories, evenings of communication, festivals, exhibitions, excursions, walking tours, museum activities, etc.); extrascholastic activity (contests, thematic excursions, festivals, conferences, seminars, etc.).

Students' extracurricular activity is defined as an effective form of work organized for the development of their personalities. Extracurricular events give more autonomy, initiative, creativity freedom to senior high school students, promote students' teambuilding, allow them to discover and realize their potential.

The organization of extracurricular events of policultural orientation should be based on the principles of consistency and continuity of logically related group and mass afterschool activities that reveal a certain theme, issue or trend, in particular, are aimed at developing senior high school students' policultural competence.

If in the academic activity the development of policultural competence is inherently individual, then in the extracurricular activity its formation expressed in individual's interaction with other individuals who are not alike in ethnocultural terms, ensuring its establishment. All variety of ethnically oriented forms of afterschool activity with students can be divided into four groups according to the main objectives: 1) social oriented forms («round tables», conferences, advisories, meetings with representatives of various ethnic diasporas, historians, ethnographers, cultural workers, newspapers publication, etc.); 2) cognitive forms (regional natural history and ethnographic excursions, walking tours, cultural days and festivals, oral magazines, quizzes, thematic evenings, museum activity, workshops, groups, clubs, exhibitions, etc.); 3) practice-oriented forms (trainings, role plays, mentoring and charitable activities, etc.); 4) forms of entertainment (evenings, festivals, fairs, folk concerts and theatrical performances, competitions in national sports and folk games, etc.) [6, p. 198].

The significance of extracurricular activities for the development of policultural competence can hardly be overestimated, since just in it students do not just recreate all that they learned in the process of training. Due to the uniqueness and originality of extracurricular activities, namely: spontaneous and informal communication, free choice of forms and means of activity, their application as they wish – students develop and supplement their policultural knowledge and skills, improving policultural competence. The interconnection between educational and extracurricular activities is determined by the

fact that practical activity which is performed by students at non-school hours stimulates its cognitive activity and requires the presence of certain theoretical policultural knowledge, thereby stimulating school education.

So, if students' training activity lays the foundations for the all-round development of personality, then extracurricular activity creates conditions for improving the efficiency of in-class activity. So extracurricular activity is natural continuation of training activity and involves the application of various forms and methods aimed at developing students' policultural competence.

In addition, extracurricular activity which has policultural orientation has strongly marked specific character of impact on personality [5, p. 342-46].

Extracurricular activity has great potential for development of senior high school students' policultural competence, but unfortunately it is stated that under current conditions it is not implemented systematically. However, as practice shows, work effectiveness is significantly improving when such work is carried out in schools and national and cultural association of national minorities' joint creative work.

The following extracurricular activities are proposed: 1) the evening of friendship in the presence of foreign visitors; 2) language Olympiad involving policultural material; 3) meeting with participants of traveling in policultural camps, and also with students who have worked in Europe and the USA; 4) participation in various research and training conferences with reports on policultural themes; 5) volunteer activities: humanitarian aid and theatrical performances in orphanages and boarding schools for children with disabilities; 6) visiting of various exhibitions of multicultural character; 7) arrangement of composition and presentations competitions, roundtables, quizzes, movies watching and authentic texts reading, organization of events and activities in English.

So, on the one hand, the involvement of students and their parents to policultural events contributes to thorough study of their ethnic group's culture, and on the other hand, it popularizes the best examples of other nations' national cultures, that in its turn positively affects the development of senior high school students' policultural competence. Great attention is given to parents' involvement in participation in policultural events because practice shows that namely family provides the basis for the development of children's policultural competence. In this regard, the role of the family in the formation of interethnic tolerance, positive image of their own ethnic culture and other ethnic cultures is increasing.

The third didactic conditions is defined as one that assists to create cultural space which will influence the development of policultural awareness, thinking, creative self-realization in the family, school and youth organizations.

N. Krylova considers cultural space as a system which components are cultural, educational, training, communication and information environments [4].

However, it should be noted that ethnic peculiarities of ethnic and cultural environment influence an individual's character and outlook, the treatment of representatives of his/her own or other cultures. This phenomenon is studied by many scientists: V. Kozlov, N. Lebedieva, P. Stepanov. They consider that the basis of such environment is nations' traditions and stereotypes through which communication and common understanding are realized. Accordingly, student's ethnocultural environment depends on the region, the conditions of which form the attitude to educational and cultural needs.

Organization of cultural space at school lies in the fact that students, considering their traditions and stereotypes, would be able to show independence in gaining practical experience and to understand the world of different cultures through their creative self-disclosure. Senior high school students' evaluation of other individuals without resorting to stereotypes, the development of critical and logical thinking, the application of the results gained to various problems and issues take place due to the implementation of cultural space organization. The level of policultural competence development depends on the variability and diversity of the thematic content of academic programmes in foreign language.

Organization of cultural space is fulfilled in various forms: the integrated classes, advisories and specialized course «regional ethnography», school-wide Olympiads, conferences, competitions, during research students' activity, during preparation of reports and abstracts, in socio-dramatic plays and business games, theatricalization, in forms of leisure activities and meetings with representatives of other cultures. In modern world cultural space directly depends on the mass media (TV, radio, Internet, etc.) which alter a person's life, not only in outer manifestation of symbolic forms, but also by changing the way of his/her life. Thanks to modern communication technologies, the level of interpersonal, intercultural and intergroup contacts is growing rapidly.

Developing senior high school students' policultural competence an important factor is teacher's culture, which is presented as a system of beliefs, norms, rules, values, etc. it is worth to say that training of teachers, who are competent in intercultural communication, is very necessary.

Teacher's professional competence is the unity of theoretical and practical readiness for educational activities, the individual ability to solve certain types of educational problems at different levels; it is also a dynamic, procedural side of teacher's training, professional growth characteristic, and professional changes.

Thus, didactic conditions encourage the process of senior high school students' policultural education and contribute to the formation of students' personal attitudes, open multifaceted world outlook and acceptance of other individuals' culture. However, without special purposeful work, positive changes in the minds of senior high school students' policultural awareness can not be achieved.

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ДИДАКТИЧНІ УМОВИ РОЗВИТКУ ПОЛІКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ СТАРШОКЛАСНИКІВ

Анотація

На сьогоднішній день існує багато проблем в середовищі української освіти, саме тому необхідно створити такі умови, при яких психологічні якості старшокласників активно розвивалися. У статті розглянуті основні дидактичні умови розвитку полікультурної компетентності старшокласників на уроках англійської мови; розглянуті погляди деяких вчених на дане питання. Визначено поняття «дидактичні умови»; розглянуто основні форми роботи з старшокласниками для успішного розвитку полікультурної компетенції на уроках іноземної мови та визначено необхідні фактори для ефективної роботи.

Ключові слова: умови, дидактичні умови, полікультурна компетентність, розвиток полікультурної компетентності, старшокласники, форми роботи, культурне середовище, навчальні програми.

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Аннотация

На сегодняшний день существует много проблем в среде украинского образования, именно поэтому необходимо создать такие условия, при которых психологические качества старшеклассников активно развивались. В статье рассмотрены основные дидактические условия развития поликультурной компетентности старшеклассников на уроках английского языка; рассмотрены взгляды некоторых ученых на данный вопрос. Определено понятие «дидактические условия»; рассмотрены основные формы работы со старшеклассниками для успешного развития поликультурной компетенции на уроках иностранного языка и определены необходимые факторы для эффективной работы.

Ключевые слова: условия, дидактические условия, поликультурная компетентность, развитие поликультурной компетентности, старшеклассники, формы работы, культурная среда, учебные программы.