THE METHODOLOGICAL TRAINING OF FUTURE UNIVERSITY TEACHERS TO IMPLEMENT INTERCULTURAL FOREIGN LANGUAGE EDUCATION: THE COMPETENCY-BASED APPROACH

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The article highlights peculiarities of future teacher methodological training in order to realise intercultural foreign-language education through the competency-based approach. The competency-based approach is a methodological basis of the contemporary higher education system. That is why it is important to substantiate main features of the methodological teacher training for implementing intercultural foreign language education based on this approach. The research aim was obtained with the help of scientific methods: the comparison and system analysis of psychological, pedagogical, methodological sources, generalisation and conceptualisation, positive experience generalisation of future university teachers methodological training in order to implement intercultural foreign-language education, education process monitoring, pilot training that highlights the effectiveness of creative academic and professionally methodological tasks. The future university foreign language teachers' methodological training to implement intercultural education is viewed in the light of their methodological competency formed as a result of professional training at tertiary institutions, which is manifested in the ability to effectively fulfill all kinds of professional and methodological activities, as well as long-term readiness for professional, methodological, and personal self-development and self-improvement for the lifelong period. In the context of the competency-based approach, formation and development of future foreign language teachers' methodological competency are provided by mastering its structural components – competencies and sub-competencies. In the process of students' methodological training to implement intercultural foreign language education, their mastering of sub-competence within lingvosociocultural competence is of great importance. A future university foreign language teacher's sub-competence as a part of lingvosociocultural competence is a complex and dynamic interplay of specific methodological knowledge and skills that enable to organise students' intercultural education. The future university teachers' methodological training to implement intercultural foreign language education takes place in different forms of educational process organisation. Master's students majoring in foreign language teacher education acquire methodological knowledge and skills within the normative discipline "Methods of teaching foreign languages at higher educational institutions", the elective discipline "Methods of using educational materials for the formation of foreign language communicative competence", and during student teaching period. Substantiation of the criteria, methods and assessment tools of future university foreign language teachers' methodological training to implement intercultural education is the prospect of further research studies.

Keywords: university teacher; foreign languages; competency-based approach; methodological competency; methodological training; intercultural education; master's student.

Introduction

Nowadays, scholars are increasingly focused not only on new forms, ways and means of optimising the methodological training of future foreign language teachers, but also on the introduction of new approaches that define learning strategy and choice of teaching method which implements such a strategy (Azimov, & Shhukin, 2009, p. 200). The competency-based approach is a methodological basis of the contemporary higher education system due to the society requirements for training competitive specialists who should be fluent in their profession and be willing to improve their skills throughout their lives. Academic and pedagogical communities actively discuss different problems associated with the competency-based approach implementation in the higher education. But such aspects as the methodological training of future university teachers to implement intercultural foreign language education needs a thorough study, since the competency-based approach implementation at all educational levels requires a change in methods, forms and tools of traditional methodological training of future foreign language teachers (Vereshhagina, 2011, p. 86), including the realisation of intercultural foreign language education. The **purpose** of the article is to determine the characteristics of methodological training of future university foreign language teachers to implement intercultural education within the competency-based approach.

Methods

The aim of this article was obtained through these scientific methods: the comparison and system analysis of psychological, pedagogical, methodological sources, generalisation and conceptualisation, positive experience generalisation of future teachers methodological training in order to implement intercultural foreign-language education, education process monitoring, pilot training that highlights the effectiveness of creative academic and professionally methodological tasks.

Description of the competency-based approach

We consider the methodological training of future language teachers to implement intercultural education as their methodological competence formation as a result of their professional training at tertiary educational establishments, which is manifested in their ability to effectively fulfill all kinds of professional and methodological activities, as well as long-term readiness for professional, methodological, and personal self-development and self-improvement for the lifelong period. A competency is always an actual manifestation of a competence (Zimnjaja, 2004, p. 16). Thus, in terms of the competency-based approach, formation and development of future language teachers' methodological competency are provided by mastering such structural components as competencies and sub-competencies (Maiier, 2016, p. 82). In the methodological training of future university teachers to implement intercultural foreign language education, their mastering of sub-competence as a part of lingvosociocultural competence is of special importance.

Lingvosociocultural competence is the core and backbone component of foreign language communicative competence that permeates and connects all of its components, which is evident due to the nature of knowledge, skills and personality traits system, developing in the process of its mastering (Beljaeva, 2007 p. 16). Lingvosociocultural competence is an interrelated part of speech and linguistic competencies, formed integrally and complexly, improved during extracurricular foreign language activities. Each component of lingvosociocultural competence (sociolinguistic, sociocultural, social) is characterised by specific knowledge, skills, abilities which must be acquired by students, and by the methodology which future foreign language teachers should master.

Sub-competence of future university language teachers as a part of lingvosociocultural competence is a complex and dynamic interplay of specific methodological knowledge and skills that enable organisation of intercultural education. So, first of all, master's students should acquire knowledge of the content of students' lingvosociocultural competence at each stage of studying at tertiary educational institution, in the unity of foreign language linguistic and speech competencies, in practical classes and extracurricular work.

Components of sub-competence of future university language teachers as a part of lingvosociocultural competence

The analysis of lingvosociocultural competence components and structure (Nikolaeva, 2013, p. 432) led me to the conclusion that in broader context future university foreign language teachers should

1) *be able to provide students with knowledge about* a) language means of national and cultural specifics of different levels: culture-specific and non-equivalent vocabulary, set expressions, clichés, idioms, linguistic markers of social relations and situations, phraseologisms, aphorisms, proverbs and sayings, phonological and grammatical means of communication, discourse models (sociolinguistic competence); b) target language culture and country: historical, cultural, sociocultural, ethno-cultural, semiotic specifics, "taboo" and "safe topics" for communication (sociocultural competence); c) culture-specific communication rules and regulations, standard communicative behaviour models, paraverbal and nonverbal communication means (social competence);

2) *be able to build methodologically correctly* students' a) skills to use lingvosociocultural knowledge for comprehending and adequate implication understanding authentic oral and written texts of any genre and type and any form of presentation, successful oral and written communication, building rapport with direct contacts; b) ability and readiness to communicate with native speakers, awareness of inextricable linkage of language and culture, sociolinguistic and sociocultural observation and sensitivity, comparison of native and target language culture phenomena, analysis and reflection on them, empathy, tolerance, fairness, goodwill.

Over the methodological training period at tertiary educational establishments, future foreign language teachers should also acquire specific methodological knowledge of correct setting and formulating lingvosociocultural objectives for forming and developing different types of students' linguistic and speech competencies (Table 1), as well as master necessary methodological skills of classroom teaching and organising students' extracurricular work.

Teaching assessing methods and learning tools

For the effective implementation of intercultural education, master's students should possess knowledge of teaching and assessing methods, learning tools, and practical skills to apply them in professional activities. For example, future university foreign language teachers should know that for developing sociocultural component of phonological competence, activities for recognising dialects (Solovova, 2002, p. 75) while listening to typical authentic audio and video tracks are normally used.

Table 1

Lingvosociocultural objectives of forming different kinds of linguistic and speech competencies

Kinds of foreign language linguistic / speech competencies	Lingvosociocultural objectives
Phonological competence	Developing such abilities as sociolinguistic observation and sensitivity, comparison, analysis and reflection on phonological phenomena of native and foreign languages.
Lexical competence	Providing students with lingvosociocultural lexical knowledge, developing their skills and abilities to use it for building rapport in personal and professional communication, increasing country-study (ethnographic and regional geographical) knowledge.
Grammar competence	Developing such abilities as sociolinguistic observation and sensitivity, comparison, analysis and reflection on grammatical phenomena of native and foreign languages, use of acquired knowledge about social and cultural features of certain grammar structures, and skills to recognise and use them correctly.
Competence in listening comprehension	Providing students with general cultural and cross-cultural knowledge, as well as knowledge of target language country and its culture; teaching perception and comprehension of social aspects of communication, national semantic language meanings, specific phonetic and grammatical features of the foreign language; building skills to apperceive oral texts from the position of a native interlocutor, to recognise specific sociocultural contexts; developing skills of implicate comprehending nonverbal means.
Competence in reading comprehension	Providing students with lingvosociocultural, lingvocultural knowledge; engaging them to take part in the dialogue of cultures, explore culture, history, traditions and realities of target language country; developing their sociocultural text interpretation abilities; building skills to obtain from texts sociocultural, country-study information for using it in other activities.
Competence in speaking production	In-depth expanding students' horizons, increasing their sociocultural knowledge; developing sociocultural skills, sociocultural observation, reflection in the process of comparing native and target language countries' cultures, their verbal and nonverbal behaviour; providing knowledge about native speakers' world perception; motivating students to understand worldviews of other sociocultures, recognise and apprehend semantic orientations of other societies, reject superstitions, overcome stereotypes.
Competence in writing production	Providing students with knowledge about system of social and cultural rules, differences in written speech behaviour rules of native and target language communities, national and cultural written discourse features, etiquette formula for creating various written messages and their correct usage considering social factors; providing knowledge about written discourse characteristics; developing abilities to adhere to social and cultural features of target language written communication, to express adequately in writing different lingvosociocultural facts and realities.

To form lingvosociocultural component of lexical competence, taking into account the range of tasks proposed by Elizarova (2005), it is advisable to use the following training tasks: 1) to select three words in native and target languages that do not have equivalents in any other languages, to show their unique culture-specific meanings, to model a possible way to convey the unique culture-specific word meaning to a foreign language interlocutor; 2) to collect materials about target language culture and analyse the information resources and/or own opinions (p. 279). It is methodologically reasonable to use collages as a means of verbal and non-verbal visual aiding to clarify denotative, significative, and country-study concepts absent in students' mother tongue. Verbal aids can be introduced by selecting sentences from texts that explain the given images, by demonstrating linguistic phenomena as suffixes, prefixes, transcribed words, diagrams, tables that explain grammatical, lexical, stylistic phenomena, country-study concepts. Non-verbal aids can be presented in drawings, pictures, photos, newspaper and magazine clippings, etc. (Cuhova, 2002 p. 5, 10). In

view of this, collages are used to familiarise students with sociocultural concepts and realities, to educate about lexical units with sociocultural semantics, and to build relevant students' receptive and productive skills.

It is well known that authentic audio/video tracks and texts for reading comprehension to some extent compensate for the lack of foreign language and cultural environment. Therefore, a future university teacher must be conscious of the fact that teaching reading and listening comprehension should be based on "authentic texts of social and cultural potential in which sociocultural information is presented in different ways – explicitly, explicitly&implicitly, and implicitly (Ishhanjan, 1996)", and create "a system of authentic intercultural and monocultural texts (Ignatenko, 2000, p. 7)". Reading fictional texts, fairy-tales, legends, etc. due to their sociocultural and country-study information promotes developing reading comprehension competence in terms of intercultural communication.

Social and cultural value of text materials contributes to formation of lingvosociocultural competence in reception activities. Preparation of the text for reading or listening comprehension demands from a teacher making a language commentary and designing a series of exercises. The language commentary includes explanations of the phenomena to be learned from the text, and the key phenomena for text comprehension, such as language or content material, lingvosociocultural realities, etc. If necessary, the commentary is composed by the teacher. When assessing comprehension of the texts with lingvosociocultural component, ability to "understand the sociocultural orientation of the expression; ability to interpret language means used to display social aspect and sense of the expression through a personal social experience" (Sin'kevich, 2012, p. 16) are evaluated.

Regarding techniques of the integrated development of lingvosociocultural competence and competence in speaking production, it is suggested, for example, by Sujskaja (2013) to implement a step-by-step intercultural communication teaching approach (a step of learning and cognitive motivation, a step of sociocultural cognitive background formation, a step of intercultural dialogue, a reflection step) in social-role interaction (p. 17-20). Elizarova (2005) proposes discussions of situational descriptive texts (case studies) and situational dialogues which model roles of the mediator who operates at the intersection of two cultures (p. 272). For developing and improving skills to use sociocultural paralinguistic means, such activities as exercises in perception/use, imitation of universal and specific paralinguistic means, supplementations of linguistic means by the paralinguistic ones, responses to remark-stimuli using paralinguistic means, exercises in performing the relationship of linguistic and paralinguistic means are suggested (Sokolova 2006, p. 93).

A future foreign language teacher should know that the most important sources of getting information for spoken interaction and its motivation are different types of video films (special educational videos, documentaries, feature films, television programmes, country-study movies, tourist videos, etc.) that can "dip" students in real foreign language environment, demonstrate all the sociocultural, social, paralinguistic communication features of this environment, create realistic situations for foreign language communication (Tarnopol's'kyj, 2006, p. 44-45). Besides, it is recommended to use dramatic works as valuable examples of authentic language in which all forms of spoken language are displayed – dialogue, polylogue, and monologue (Sivachenko, 2009, p. 1); foreign language media texts as a source of up to date linguistic, cultural, country-study information (Obuhova , 2012, p. 9); collages based on authentic materials, which help create language environment, target language country and its people images, and which can be used as visual aids for teaching monologue and dialogue communication, evaluating speaking skills, organising pair, group, collective, self-study students' work (Cuhova, 2002, p. 10).

Master's students should also be familiar with the Internet resources that contain lingvosociocultural information (such as online quizzes, web quests on country-study themes) and be able to use them for various purposes to implement intercultural education in the foreign language classroom and extracurricular activities.

Creative educational tasks as a teaching method of training master's students' methodological skills

The methodological training of future university teachers to implement intercultural foreign language education is organised in different forms of Ukrainian master programmes for students majoring in teaching foreign languages ("035.04 Philology. Germanic languages and literatures", "035.05 Philology. Romance languages and literatures", "035.06 Philology. Eastern languages and literatures"). Within the normative discipline "Methods of teaching foreign languages at higher educational institutions", master's students acquire methodological knowledge of integrated and complex formation of lingvosociocultural, linguistic and speech competencies (lectures), and methodological skills of realising lingvosociocultural objectives in the foreign language classroom and extracurricular work (seminars, practical classes). In this regard, creative educational tasks as a teaching method of training master's students' methodological skills are given. Find below several task examples for French language trainee teachers.

Example 1. You are a French language trainee teacher. You are designing a lesson plan for building

first-year students' reading for gist skills of the text "Les fêtes françaises" on the theme "Les coutumes de la fête de Noël et du Jour de l'An". Read the suggested text extract thoroughly, select the vocabulary with lingvosociocultural semantic field, and write a relevant pre-reading language commentary to facilitate your students' reading comprehension.

Example 2. You are a French language teacher. You are designing a lesson plan for building your first-year students' listening for gist skills on the theme "Les fêtes françaises" (http://www.estudiodefrances.com/tbi/les-fetes-en-France-TBI-TNI.html). Make a lingvosociocultural commentary to be used at the pre-listening stage.

Example 3. You are a French language teacher. You are designing the themed quiz for the first-year students "L'usage gastronomique en France". Analyse different quizzes on the Internet (http://tourismefle.free.fr/RestauQCM4.htm etc.) in terms of their possible compliance with the level of your students' mastery of the French language and their lingvosociocultural knowledge.

The educational methodological tasks performed during extracurricular self-study work are presented by master's students in professional role plays during seminars and practical classes.

Within the elective discipline "Methods of using educational materials for the formation of foreign language communicative competence", future university teachers acquire knowledge of teaching materials and learning tools with lingvosociocultural dominant, criteria for their selection, teaching methods (lectures), methodological skills of selecting, adapting, designing teaching materials and learning tools, and applying them to organise intercultural education (seminars and practical classes). The means of building methodological skills are professional methodological tasks that master's students perform during their self-study work and present in seminars and practical classes. There are several examples below.

Example 1. Find or design the themed collage on an acute social problem associated with the target language country. Design a lesson plan for building monologue skills based on the themed collage (year of studies, theme, monologue type are at your discretion).

Example 2. Suggest a theme for the target country-study project and define its objectives. Prepare necessary teaching materials and a multimedia scrapbook for your students to use in this project.

Example 3. Suggest a theme for the sociocultural project (on the residence country) for your second-year students. Give the task to create a booklet for target language country tourists. Describe students' activities and design relevant exercises for the execution project stage. Define necessary evaluation criteria to assess students' booklets.

Example 4. Select or design necessary materials to assess your students' sociocultural knowledge of the target language country (year of studies and topic(s) are at your discretion).

Example 5. Design necessary teaching materials for building your fourth-year students' sociocultural skills in spoken interaction (discussion). Use case study method (any theme).

The development of methodological skills takes place over student teaching time when foreign language trainee teachers implement intercultural education in the classroom and during extracurricular work.

Conclusions

The methodological training of future university teachers to implement intercultural foreign language education on the competency-based approach includes their acquiring of sub-competence as a part of lingvosociocultural competence in the unity of its components – methodological knowledge and skills. It is realised within the normative discipline "Methods of teaching foreign languages at higher educational institutions", the elective discipline "Methods of using educational materials for the formation of foreign language communicative competence", and during student teaching period. Substantiation of the criteria, methods and assessment tools of future university foreign language teachers' methodological training to implement intercultural education is the prospect of further research studies.

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