

**ФОРМУВАННЯ КРОС-КУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ
МАЙБУТНІХ ЕКОНОМІСТІВ-АГРАРІЇВ ШЛЯХОМ
ПІДВИЩЕННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ВИКЛАДАЧА
ВИЩОГО АГРАРНОГО НАВЧАЛЬНОГО ЗАКЛАДУ**

Резунова О.С., кандидат педагогічних наук

В статті розкривається необхідність забезпечення підготовки викладачів аграрних ВНЗ до формування в студентів крос-культурної компетентності. Описано форми та методи підвищення професійної компетентності викладача вищого аграрного навчального закладу необхідні для формування крос-культурної компетентності майбутніх економістів-аграріїв.

Професійна компетентність викладача, крос-культурна компетентність, викладач вищого аграрного навчального закладу.

Формирование кросс-культурной компетентности будущих экономистов-аграриев путем повышения профессиональной компетентности преподавателя высшего аграрного учебного заведения.

В статье раскрывается необходимость обеспечения подготовки преподавателей аграрных вузов к формированию у студентов кросс-культурной компетентности. Описываются формы и методы повышения профессиональной компетентности преподавателя высшего аграрного учебного заведения, которые необходимы для формирования кросс-культурной компетентности будущих экономистов-аграриев.

Профессиональная компетентность преподавателя, кросс-культурная компетентность, преподаватель высшего аграрного учебного заведения.

Formation of future agrarian economists cross-cultural competence by increasing higher agrarian institutions teachers professional competence.

The paper proves the need of agrarian teachers training to form students cross-cultural competence. The need has several reasons: first, activation of the educational process in the agricultural universities in order to develop cross-cultural competence requires improvement of teachers pedagogical skills, development of their intercultural communication skills; secondly, as higher school teachers are free to choose education technologies, training forms, methods and means of students learning, they should be given the relevant methodological knowledge for training students with a high level of cross-cultural competence .

The article describes the forms and methods of improving the higher agricultural institutions teachers professional competence that are necessary for the formation of future agrarian economists cross-cultural competence. The main means of teachers professional level development are: scientific seminars , English courses (preparation for participation in international projects), methodological activities in creative teams, trainings, participation in international projects, studying the best educational experience connected with the formation of cross-cultural competence, scientific and methodological activities in collaboration with foreign colleagues (participation in international conferences, " round tables " etc); selfeducation.

Teacher professional competence, cross-cultural competency, higher agrarian institution teacher .

General issue definition. A main feature of modern society in the context of globalization is the integration processes, focused on a broad range of cross-cultural human interaction. As a result of different cultures interpenetration mobility of the population is growing, scope of its life and employment are

expanding. So there is a need to establish personal and business contacts with foreign partners, leading to economic, religious, political, educational and others communicative relations.

The personality of the teacher, his or her values, scientific, psychological, pedagogical and methodological levels are the decisive factor in the preparation of highly qualified specialists. Under the new philosophy of education higher school teacher in today's cultural environment is a medium not only professional, but also a cultural experience.

Today there is a need of agrarian teachers training to form students cross-cultural competence. The need has several reasons:

- firstly, activation of the educational process in the agricultural universities in order to develop cross-cultural competence requires improvement of teachers pedagogical skills, development of their intercultural communication skills;
- secondly, as higher school teachers are free to choose education technologies, training forms, methods and means of students learning, they should be given the relevant methodological knowledge for training students with a high level of cross- cultural competence .

Analysis of recent research and publications. Analysis of philosophical, psychological and pedagogical literature connected with the professional development of higher school teachers showed that various aspects of the problem are examined: a theory of culture and cultural activities (O.Arnoldov, V. Davydovich, L. Kogan, E. Margaryan, O.Khanova and others), the nature and characteristics of pedagogical skills (I. Zyazyun , N. Kuzmin , V. Molyako , T. Sushchenko , N. Tarasevych , I. Kharlamov and others), spiritual development of the individual (G. Ball , J. Bech , P. Shcherban, Zh. Yuzvak and others). Besides, researchers in sociology, cultural studies, psychology, linguistics, philosophy and economics have increased interest for cross- cultural aspects of competence, including: difficulties in cross-cultural communication (J. Berry, R. Breslin, R. Lewis , D. Matsumoto, H. Triandis, E. Hall, G. Hofstede), the formation of social and cultural competence (S. Alexandrov, L. Borovykov, D. Danilov, A.

Kupavska, S. Ter- Minasova and others), the formation of individual aspects of professional foreign language competence (A. Artemyeva, I. Bakhov, A. Bykonya, R. Gryshkova, S. Nikolaev), study of readiness to professional activities related with intercultural communication (O. Baglai , A. Cooper , P. Sysoev , A. Yudin and others).

The aim of the research is to describe the forms and methods of improving higher agrarian school teachers' professional competence which is necessary for the cross-cultural competence formation of agrarian economists.

Main body of the research. Nowadays higher educational institutions require teachers who are capable for self-development, able to make right decisions in different pedagogical situations, open to an equal dialogue with the students and have great wish to the constant acquisition of new knowledge and skills and their creative realization in professional activities.

These aspects of development are determined by scientific methods and organizational support for training teachers of agricultural universities to form future economists' cross-cultural competence. Next means were defined to improve the level of teachers readiness for the formation of students cross-cultural competence:

- scientific and methodological seminars;
- English courses (preparation for participation in international projects);
- methodological activities as part of the creative team;
- training courses;
- participation in international projects;
- study of the best teaching experience connected with the formation of cross- cultural competence;
- the interdisciplinary classes;
- scientific and methodological activities in collaboration with foreign colleagues (participation in international conferences, symposia, " round

tables ");

- self-education.

Active teaching practice gives teachers the opportunity to apply their skills and abilities in the educational process immediately.

One way of teachers training for forming students cross- cultural competency is scientific and methodical seminar " Intercultural Communication". According to results obtained by our survey and testing it was defined the purpose of the seminar – preparing of teachers for intercultural business communication. In this context we developed the teachers' ability to create a classroom atmosphere of trust, understanding, tolerance and empathy. Particular attention was paid to the teachers' ability to support even the smallest achievements of students, recognize students' errors and provide the necessary assistance.

The aim of scientific and methodical seminar " Intercultural communication" was to encourage agrarian teachers to form such students skills of intercultural business communication as:

- behavioral culture (the ability to behave kindly, tolerant, respect human dignity and behavioral traditions of other cultures people);
- development of communicative culture (the ability to speak logically, accurately according to the traditions of the others cultures partners, ask questions and answers to partners etc.);
- the culture of language use (the ability to use and understand non-verbal means of communication , the correct use of tone, flexibility, rate of speech, expressions of emotion, facial expression of foreign partners).

For the experimental work with the teachers we used the opportunities that have been opened thank to Dnepropetrovsk State Agrarian University participation in the European Commission project TEMPUS (Trans-European Mobility Program for University Studies). The aim of this program is to improve the system of higher education (including agricultural) in partner countries on the basis of balanced cooperation with educational institutions of countries which are members of European Union. The main purpose of the program is the trans-European mobility

in the field of university education. Leadership of the program is provided by Directorate General for Education and Culture (Brussels, Belgium). Technical support of the program is provided by the Department TEMPUS-ERASMUS MUNDUS of European Training Foundation (Turin, Italy).

The TEMPUS program gives grants for educational projects of three types: joint European projects, structural and additional events, individual grant for mobility. Project financing is provided by grants giving for participating universities (consortium members) for 2 or 3 years.

The project, which was attended by teachers involved in the pedagogical experiment included:

- teachers training in the most powerful European universities in order to create new courses;
- buying of computer and office equipment;
- buying of textbooks, subscription of periodicals;
- publication of research, teaching and methodological materials;
- holding of international conferences, seminars, "round tables" with participation of foreign scientists and experts;
- intensive language training of teachers.

The experience gained during the training and studying abroad helped to increase the overall professional level of teachers and future agrarian economists in the field of agricultural production, expand their horizons, improve language skills, improve cross-cultural competence and skills of creativity to solve various problems. In addition, it provided an opportunity to prepare materials for dissertations and masters' theses and defend them in English, the introduction of new ideas during the formation and development of market relations in agriculture of our country.

Teachers retraining became an effective form of professional competence improvement and the formation of teachers cross- cultural competency. Under the project TEMPUS, we created a training program, which main objective is improving language skills and intercultural competence formation.

In order to give teachers the opportunity to participate in the above program, realize their own research projects, gain experience of intercultural communication, improve their own cross-cultural competence they have been offered language courses "English is a language of international communication."

In addition to participation in international projects, fruitful means of teachers training for future economists cross-cultural competence formation were: attending lectures held by foreigners, participation in international conferences, leadership of students foreign training and practice.

Conclusion. Awareness by the teaching staff of higher agrarian educational institutions needs of society in training students with a high level of cross-cultural competence is one of the significant reserves to increase the effectiveness of their training. It can be realized only by teachers with high professional and pedagogical level, with the ability to solve educational problems intelligently and responsibly, who can use a wide palette of techniques, methods and means of solving current educational problems, and to achieve the ultimate goal - training of highly skilled, competitive on labor market agrarian specialists, who are able to meet the needs of society and fulfill their potential in the professional activities, particularly in situations related with intercultural interaction.

Literature

1. Бех І.Д. Особистість у просторі духовного розвитку: навч.посіб. / І.Д. Бех. - К. : Академвидав, 2012. – 256 с.
2. Педагогічна майстерність: Підручник / І. А. Зязюн, Л. В. Крамущенко, та ін.; За ред. І. А. Зязюна. — К.: Вища шк., 1997. — 349 с.
3. Садохин А.П. Межкультурная коммуникация / А.П. Садохин. – М. : ИНФРА-М, 2004. – 286 с.
4. Тер-Минасова С.Г. Язык и межкультурная коммуникация : учеб. пособ. / С.Г. Тер-Минасова. – М. : Слово/Slovo, 2000. – 624 с.