



Cross-cultural communication in the pedagogical university: a personal approach

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The Concept of the Development of Pedagogical Education states that: “The training of a teacher must meet social demands formulated in professional standards and educational standards, take into account global trends and recommendations of influential international organizations regarding the training of teachers” [10, p. 5]. The professional standard for the group of professions “Teacher of a general secondary education institution” details the content of linguistic and communicative competence A.1, where special attention is paid to communication in a multicultural environment (with students, in professional communities) [11]. Therefore, the relevance of the problem stated in the title of this article is obvious.

The problem of cross-cultural communication is quite widely presented in the modern open information space. There are quite a lot of publications of an applied nature, the author’s scientific vision is widely presented through the prism of training specialists in various fields. Among the publications, we highlight those that laid the methodology of this study, defined the terminological field and made it possible to argue the conclusions: psychological aspects of cross-cultural communication in the publications of the authors L. Arasaratnam, M. Doerfel [1], Chiu Chi-Yue, Walter J. Lonner, D. Matsumoto, Collin Ward [2]; a list of cross-cultural communication competencies according to the conclusions

of the University of Phoenix Research Institute [3], E. Griffin [4]; current results and conclusions of the study initiated by the author [8], development of the idea of information and communication competence through the prism of individual, competency-based approaches and educational partnership V. Vorozhbit-Horbatiuk, N. Borysenko, Xie Kezhan [5], I. Kanyuka, L. Serdiuk [7], S. Ivanov [6], O. Kholodnyak [13]. However, despite the wide discussion and methodological support, the problem of personalization of cross-cultural communication is relevant, especially in the context of changes occurring in the educational process and the implementation of educational programs of professional training. This is due to the appeal to the topic stated in the title of the article.

The purpose of the article: to reveal the content and ways of implementing a personal approach in organizing cross-cultural communication in the process of training specialists in the field of education.

As noted above, the relevance of studying cross-cultural educational communication through the prism of a personal approach in professional pedagogical education is due to the tasks of the Concept of the Development of Pedagogical Education in Ukraine, in particular the following: “Promoting the development of a socially mature personality of a teacher, the adoption of the values of a civil (open democratic) society, respect for the state and its legal system, awareness of the duty to protect

Ukraine, national identity and tolerance of multiculturalism, readiness to transmit these qualities to students [10, p.16]. We note here that the individual and personal approach are sometimes identified. However, in our opinion, these are not identical approaches.

In accordance with paragraph 111 of Article 1 of the Law of Ukraine “On Higher Education”, a personal approach is defined within the framework of the interpretation of an individual educational trajectory as “a personal path to realizing the personal potential of a higher education applicant” [9]. Thus, an individual, personal approach is defined as primary. A personal approach is produced through a path, progress through various stages of the educational process. This path is personal: in the pace of progress, in the sequence and volume of studying components within the selected educational program, the realization of personal capabilities, abilities and aspirations. Such a vision of a personal approach through the context of a regulatory act makes it possible to determine the following.

Firstly, the personal approach in organizing cross-cultural communication in the process of training specialists in the field of education has a distinct professional orientation. This affects the goals and content of cross-cultural communication of participants in the educational process. Reforms of all levels of education in Ukraine are maximally oriented towards an individual approach, that is, the study and development of the individuality of the applicant with the leading role of the teacher. The personal approach involves reliance on partnership, equality in interaction between the teacher, other pedagogues and applicants for education. This is emphasized in the publication by V. Vorozhbit-Horbatiuk, N. Borysenko, and Xie Kezhan [5]. The tasks of the Concept of Development of Pedagogical Education enhance the role of systematic study and reliance in the educational process on a socially typical environment in which the individuality of the applicant develops.

Interesting practical suggestions are made for combining the experience of interpersonal partnership and socially oriented educational communications in small or large groups (I. Kanyuka, L. Serdiuk [7], S. Ivanov [6]). Thus, the personal approach to cross-cultural educational communication involves synthesizing professionally directed competencies: linguistic-communicative, psychological, emotional-ethical, organizational competencies, and pedagogical partnership competencies in the goals and content of educational communications.

Secondly, the personal approach in organizing cross-cultural communication in the process of training specialists in the field of education is in the sphere of attention, control of the teacher. Let’s pay attention: interests, individual preferences, aspirations and involvement in individualized learning processes differ from the personal educational program. Because many educational components are aimed at developing a worldview, forming a learning experience. In this case, the personal approach becomes more expressive in determining the goals of organized educational influence. And this assumes the presence and development of personal qualities, leadership competence in the teacher. Therefore, the personal approach in professional training programs should reflect the opportunities to form the leadership competence of the future teacher. The leadership competence of the teacher in the context of the topic being studied is manifested in the ability to manage the existing educational content, create new educational content, and select optimal methodological tools for its presentation. The leadership competence of the teacher is the basis for implementing the personal approach. The teacher’s leadership is manifested in: the clarity of the methods of presenting educational and academic material, the involvement of participants in the educational process based on taking into account individual and age characteristics, partnership that excludes direct instructions and the definition of a permanent managerial category, the choice of relevant

technologies to assist, rather than replace, educational communication [12].

Thirdly, a personal approach to organizing cross-cultural communication in the process of training specialists in the field of education involves adhering to the principle of equality. This involves focusing on the strengths of each student, as well as the strengths of each pedagogical worker, and actions based on values accepted in the community. These values are usually defined in the mission of the educational institution. Adherence to the principle of equality involves studying the needs, motives, and areas of interest of participants in the educational process, and making a reasoned choice of a cross-cultural communicative model [6]. The teacher-leader must coordinate pedagogical work with the results of such a study and aim to synthesize them with educational goals. It is extremely important to ensure success to study the resource capabilities and possibilities of appropriate actions not only of students, but also of teachers, all those involved in teaching, and groups providing educational programs. Adherence to the principle of equality is associated with professional ethics and academic integrity. It is important to teach how to justify a point of view through a thorough and honest description of the methods and course of an educational event, the performance of an exercise, and research. This will help students develop a scientific perspective. And the scientific focus of educational communication has the potential to personalize learning.

A personal approach to organizing cross-cultural communication in the process of training specialists in the field of education involves a focus on the person, and technologies are considered as an auxiliary resource. A personal approach orients cross-cultural educational communication towards understanding between speakers of different cultures, creating a community of like-minded people and effective opponents. It is important to thoughtfully use individualization for successful cooperation

and teamwork. Personalized cross-cultural educational communication involves the systematic study of education seekers and teaching staff who organize the educational process. In addition to personalizing the individual path of mastering the educational component, it is important to direct educational communication towards the formation of experience, general competencies, and to provide the opportunity to work in partnership, in groups, and independently. That is, it is important to highlight personal goals within the framework of common goals for the class. Such highlighting involves actions based on the values defined in the mission of the educational institution. Technologies, digital relationships, and additional services do not determine the content, but support active cognitive activity and responsibility for independently made decisions. This is the guideline for the successful implementation of a personal approach in organizing cross-cultural communication in the process of training specialists in the field of education.

This publication does not exhaust all aspects of the problem. The search and development of cross-cultural communicative models for building a personal and social communicative space, optimizing pedagogical partnership with individuals interested in the quality of education are promising. It will allow developing joint strategies for responsible reform of education and transformations of the educational process. Today's educational communications are increasingly acquiring signs of socially directed action. A personal approach makes it possible to express what is personally significant in a joint achievement. Through interaction with others, through the spread of individual success, it is possible to give a sense of personal involvement in the community. This direction is interesting in view of the psychological support of non-conflict communications, communications in situations of uncertainty, and the need for positive reinforcement of educational achievements.

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