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**THE MODEL OF FORMATION OF FUTURE FOREIGN
LANGUAGE TEACHER'S POLYCULTURE**

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Abstract

This article deals with the problem of formation of future language teachers' polyculture in the condition of polylingual educational environment. Structural and functional model of the formation of future language teachers' polyculture was elaborated for proving the effectiveness of the research's hypothesis. This model includes target, processual, content, control components and monitoring of results that gives an opportunity to demonstrate the main approaches, principles, methods and means of its implementation in educational process. The dominant approaches for our research are: competitive, communicative and cognitive, integrative, individual and activity, cultural. Among general didactic principles there were defined the following: students' activity while studying, systemacy, consistency in acquiring knowledge and development of skills, individualization, individual work of students while studying through the content of professionally oriented disciplines; and methodical principles: situations of studying process, intercultural domination of studying interactivity, priority of tasks and polyfunctionality of tasks, dialogue of cultures, co-studying of foreign language with foreign culture.

Key Words

Formation – Language teachers' polyculture – Polylingual educational environment

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DR. OLGA ZABOLOTSKA

Introduction

Scientific researches of modern Ukrainian scientists¹ according to the problem of cultural preparation prove the dominant role of professional education in the realization of this problem². The formation of polyculture of students is observed as a factor of formation of professional culture. Sometimes the researches are devoted to the implementation of disciplinary oriented courses and special courses with cultural aspect into the educational process.

But in the modern conditions the realization of mentioned problem is becoming possible in the case of involving personality into the educational culture by means of working out forms, methods of cross cultural interaction and informational technologies which provide real contact with representatives of other cultures³.

The aim of this research - to work out certain model of the formation of future language teachers' polyculture which serves as background for author's methodology that can be successfully implemented in language education establishments.

Literature review

The problem of researching multicultural and polycultural education was highlighted in I. Bakhov's works who investigated Government Multicultural policy in Canada in the period of 1970-2000-s⁴; its historical dimensions to the formation of multicultural education in Canada⁵; Multicultural education of the U.S. in the fundamental legislative acts; Main areas of implementation of multiculturalism in professional educational training in the USA⁶; Dialogue of Cultures in Multicultural Education in our country⁷ and The use of media educational technologies in formation of multicultural competence of future translators: Ukrainian experience.

¹ V. M. Hrynova, Pedagogichna kultura maibutnoho vchytelia. Pedagogichna tvorichist, maisternist, profesionalizm u systemi pidhotovky osvitianskykh kadriiv: zdobutky, poshuky, perspektyvy. Kyiv (2015): 234-252; K. V. Tambovska, "Pedagogichni suprovid formuvannia intelektualnoi kultury maibutnoho vchytelia pochatkovoї shkoly: metodychni rekomendatsii" Pedagogical guidance on the formation of intellectual culture of the future teachers of preliminary school (Odesa: 2013) y T. O. Vinnik, T.O. "Kulturolohichna pidhotovka maibutnikh uchyteliv pochatkovoї shkoly v systemi navchalno-vykhovnoi roboty universytetu". Cultural preparation of the future teachers' of elementary school in the system of the university's education and upbringing (Kherson: 2016).

² R. O. Hryshkova, "Pedagogichni zasady formuvannia inshomovnoi sotsiokulturnoi kompetensii studentiv nefilolohichnykh spetsialnostei u protsesi fakhovoi pidhotovky". Pedagogical basis for the formation of foreign language sociocultural competence of the students of non-philological specialties in the process of their professional training. Doctor's thesis (Kyiv: 2007).

³ K. V. Tambovska, "Pedagogichni suprovid formuvannia intelektualnoi kultury maibutnoho vchytelia pochatkovoї shkoly: metodychni rekomendatsii". Pedagogical guidance on the formation of intellectual culture of the future teachers of preliminary school (Odesa: 2013).

⁴ I. S. Bakhov, "Multicultural education of the U.S. in fundamental legislative acts", World Applied Sciences Journal Vol:27 (2013): 28-31.

⁵ I. S. Bakhov, "Historical dimension to the formation of multicultural education of Canada", Pedagogika Vol: 117 Issue 1(2015): 7-15.

⁶ I. S. Bakhov, "Main areas of the implementation of multiculturalism in professional educator training in the USA", Bulletin of the National Academy of Art and Culture Leaders. K. Vol: 4 num 6 (2018): 49-56.

⁷ I. S. Bakhov, "Dialogue of Cultures in Multicultural Education", World Applied Sciences Journal. Vol: 29 NUM 1 (2014): 106-109.

Foreign scientists researchers focus on scaffolding culture learning: an investigation of teacher approaches⁸ cultural intelligence: a pathway for leading in a rapidly globalizing world⁹; critical reflections on some recent definitions of “culture.”¹⁰; the effects of cross-cultural management courses on cultural intelligence¹¹. Cultural intelligence trajectories in new international students¹².

Proposed methodology

Structural and functional model of the formation of future language teachers' polyculture in the condition of polylingual educational environment was worked out for implementing experimental methodic into the educational process of foreign language students. The model is represented by the segments of pedagogical process, which provide the formation of future foreign language teachers' polyculture.

Modeling as a method of investigation of objects of cognition and its patterns should help to reveal the essence and principles of educational process, evaluating consciously and predicting its results¹³.

Pedagogical model is a model of pedagogical activity with predicted result, with its defined content, characteristics of devices and conditions needed for realization of an expected result¹⁴.

The model of formation of future foreign language teachers' polyculture in the condition of polylingual education give possibility to check the hypothesis of the research.

There are some classification of models in the linguodidactics, among which:

- Functional;
- Structural and functional;
- Lingual and didactic¹⁵.

⁸ D. Matsumoto & L. Juang, “Culture & Psychology. Belmont, CA”, Wadsworth Irish Journal of Technology Enhanced Learning. Vol :2 Issue 1 (2008).

⁹ L. Van Dyne; S. Ang & D. Livermore, “Cultural intelligence: A pathway for leading in a rapidly globalizing world”. In K.M. Hannum. B. McFeeters, & L. Booyesen (eds.), *Leading across differences: Cases and perspectives* (San Francisco, CQ: Pfeiffer, 2010).

¹⁰ G. Jahoda, “Critical reflections on some recent definitions of “culture”, *Culture & Psychology*. Vol: 18 num 3 (2012): 289– 303. Retrieved from: <https://doi.org/10.1177/1354067X12446229>

¹¹ J. Eisenberg; H. J. Lee; F. Brück; B. Brenner; M. T. Claes; J. Mironski & R. Bell, “Can business schools make students culturally competent? Effects of cross-cultural management courses on cultural intelligence”, *Academy of Management Learning and Education*, Vol: 12 num 4 (2013): 603–621. Retrieved from: <https://doi.org/10.5465/amle.2012.0022>

¹² K. Wang; P. Heppner; L. Wang y F. Zhu, “Cultural intelligence trajectories in new international students: Implications for the development of cross-cultural competence”, *International Perspectives in Psychology: Research, Practice Consultation*. Vol: 4 num 1 (2015): 51-65. Retrieved from: <http://dx.doi.org/10.1037/ipp0000027>

¹³ E. A. Shtulman, “Teoreticheskie osnovy organizacii nauchno-eksperimentalnogo metodicheskogo issledovaniya”, *Theoretical basis for organization of scientific and experimental methodical research. Inostrannye yazyki v shkole*. Moskov. Vol: 1 (1980): 42–47.

¹⁴ V. V. Vitvytska, “Osnovy pedahohiky vyshchoi shkoly”. *The basic knowledge of the pedagogics of high school* (Kyiv: Tsentr navchalnoi literatury, 2003).

Elaborated structural and functional model consists of target, processual, content, control components, monitoring of the formation of future foreign language teachers' polyculture in polylingual education.

Target component reflects social orders on high qualified and competitive specialists with corresponding professional, intellectual and individual culture¹⁶.

Processual component of this model aims at implementing some specific approaches, principles and methods, devices and means of studying into educational process.

Content of this model consists of such disciplines as: "Lexicology of English language", "Country studying", "Theoretical phonetics of English language", "Oral practice of the English language", "Stylistics of English language" and also author's special course "The basis of the formation of foreign language teachers' polyculture in polylingual education".

Control component is represented by criteria and rate of this model and levels of formation of future foreign language teachers' polyculture in polylingual education.

Monitoring gives diagnosis the dynamic of changes during the experimental study and compare this results with data, received on previous stage of the experiment.

The result of the experiment is the level of formation of future foreign language students' polyculture in polylingual education is the final component of this model. All components and elements of this model are interrelated and present circular process.

Hypothesis of this research is based on the assumption that the formation of future language teachers' polyculture will be successfully realized on the corresponding stages (informative and cognitive, cultural and situational, behavior and creative) under certain pedagogical conditions: to ensure positive motivation of students for educational activities; to create polylingual environment for students with the help of disciplines of foreign language training and corresponding means of studying; using competitive, communicative and cognitive, integrative, individual and activity, cultural approaches, to implement author's course "The basis of the formation of foreign language teachers' polyculture in polylingual education" with appropriate system of exercises and tasks.

To achieve the purpose of this article, a complex of general scientific and specific research methods were used. When studying the degree of elaboration of the given problem, they are the methods of analysis, synthesis and generalization. We used both theoretical and practical analyses of psychological and pedagogical experience in the viewpoint of the research in order to substantiate the scientific and methodology support which could help to form future foreign language teacher's polyculture.

¹⁵ O. B. Bihych; N. F. Borysko & H. E. Boretska, "Metodyka navchannia inozemnykh mov i kultur: teoriia i praktyka". The Methodology of studying foreign languages and cultures: theory and practice. S.Yu. Nikolaieva (Ed.) (Kyiv: Lenvit, 2013).

¹⁶ K. V. Tambovska, "Pedahohichniy suprovid formuvannia intelektualnoi kultury maibutnoho vchytelia pochatkovoi shkoly: metodychni rekomendatsii". Pedagogical guidance on the formation of intellectual culture of the future teachers of preliminary school (Odesa: YuNC APN Ukrainy, 2013).

The framework of the research also presupposed the use of empirical and theoretical methods. Theoretical generalization of this problem for scientific substantiation of pedagogical conditions of the formation of future foreign language teacher's polyculture in polylingual education; pedagogical modelling of the studying process for creating certain model of the formation of future foreign language students' polyculture. Empirical methods for defining the criteria and rate levels of formation of future foreign language teachers' polyculture; experimental testing of the effectiveness of author's methodology, oriented on the formation of polyculture of foreign teachers in the condition of polylingual education.

As it was mentioned above the processual component of this model has approaches, principles, methods, devices and means of the study, aiming at forming of future foreign language students' polyculture in polylingual education. The key approaches for our research are: competitive, communicative and cognitive, integrative, individual and activity, cultural.

Communicative and cognitive approach for formation of polyculture in polylingual education include the selection of studying material, taking into consideration specificity of student's education: several languages, which are studied, Ukrainian and Russian environment in which students live, authenticity of speech, studying of communicative and metacognitive strategies, which form polyculture of future foreign language teachers.

Competitive approach is directed on the creation of professionally oriented educational tasks for the formation of professional intellectual and individual culture of future foreign language specialists.

Integrative approach is realized in this model through the knowledge, getting from disciplines of professional and practical preparation and also from philosophy, sociology, pedagogics, psychology, culture study¹⁷.

The combination of individual and activity approaches means self-realization of individuality of future specialist in professional activity together with his professional, individual and intellectual culture.

The dominant role of individual approach avoid normative elements of activity and reduction of quality of compulsory cultural knowledge skills. Orientation on activity approach brings levelling of students' individual possibilities, indifferent attitude to their labor within strictly defined requirements without showing creativity and initiative¹⁸.

¹⁷ Yu. S. Styrkina, "Dydaktychni zasady pidhotovky maibutnikh uchyteliv inozemnoi movy do vykladannia intehrovanykh kursiv. "Didactic basics of the future foreign language teachers' training for conducting the integrated courses. Extended abstract of candidate's thesis. Kyiv: Instytut pedahohiky ta psykhologhii profesiinoi osvity APN Ukrainy, 2002).

¹⁸ M. I. Zhaldak, "Pedahohichnyi potentsial kompiuterno-orientovanykh system navchannia Proceedings from Novi tekhnolohii navchannia: Vseukrainska naukovo-metodychna konferentsiya «Novi tekhnolohii navchannia u vyshchii tekhnichnii osviti: dosvid, problemy, perspektyvy» - The All-Ukrainian scientific and methodological conference «New technologies of training in higher technical education: experience, problems, prospects» (Kyiv: NPU imeni M.P. Drahomanova, 2004).

Cultural approach is realized through formation of your individual culture under the influence of native culture, cultures of countries the language of which you study, cultural preparation in the educational establishment.

The processual component in the structure of this model has such general didactic principles as: students' activity while studying, systemacy, consistency in acquiring knowledge and development of skills, individualization, individual work of students while studying through the content of professionally oriented disciplines; and methodical principles: situations of studying process, intercultural domination of studying interactivity, priority of tasks and polyfunctionality of tasks, dialogue of cultures, co-studying of foreign language with foreign culture.

The principle of co-studying of foreign language with a foreign culture is a dominant in the formation of polyculture of future foreign language teachers.

Studying of speech skills is occurred integratively with the formation of future foreign language teachers' polyculture.

According to the principle of multifunctionality of tasks, the formation of professional and individual culture is connected with integration of social and cultural material with lingual or speech.

Corresponding to the principle of dominant role of tasks the formation of polyculture of future foreign language teachers is realized with the help of systematic involvement students into processes of reception, reproduction and production of culturally marked lingual and speech material.

According to the principle of dialogue of cultures, students do not only widen their idea about the countries' culture, the language of which they study, but deepen the knowledge of their own culture and familiarize the values of the world culture, comprehension of rules and norms of lingual and non-lingual behavior in foreign environment.

The principle of situatedness of studying process include the implementation of educational situations, which imitate culturally marked speech behavior of native people, some stereotypes of social and cultural behavior, solving problems in non-standard (emotionally colored) situations (Martynova¹⁹). Defined in the research principles correlate with application of effective methods and devices for our experimental studying.

Method of demonstration give possibility to organize studying with presentation of different cultural artefacts, social cultural historical events, specificity of their verbal and non-verbal behavior in culturally oriented situations, culturally marked lexis while studying such disciplines as "Country studying", "Oral practice of the English language".

Method of project is available with web-quests. Web-quest is the informational tasks with problem oriented features for individual or group studying, directed on the formation and development of skills of researching and searching activity of students by means of studying and presentation of lingual and social, cultural material. Web-quest is problem task, which is sowed due to recourses and Internet datum. Such task is used while project

¹⁹ R. Yu Martynova, "Celi obucheniya inostrannym yazykam na sovremennom etape". The aims of foreign language teaching on the modern stage (Odesa: YuNC APN Ukrainy, 2002).

preparations, discussions, distant learning of foreign languages. The result of Web-quest can be presented in the form of oral speech or computer presentation²⁰. This technology has some benefits: it allows to use large volume of informational Internet resources for each theme, possibility to have convenient pace for the work, coming back to misunderstood material. The organization of information search according to the theme, selection of sights gave possibility to avoid sites with fake information, varieties in selection of Internet resources, depending on the level of language knowledge.

The usage of Web-quests helps to act more individually, adapt to life conditions and orient in different situations. Scientists define 4 types of Web-quests: creative, constructive, reproductive, compilative. All types of web-quests are suggested to be used in elaborated methodology Web-quest is logically continued in projects. Usage of project method helps not only in the formation of researching and communicative skills, creativity, stimulate intellectual activity, helps to form interdisciplinary connections, social mobility: intensify motivation for studying foreign languages, revealing individual potential, deepen in foreign language environment.

To form polyculture of future foreign language teachers we suggest such types of projects:

- Project compilation with video presentation;
- Communicative and verbal/ non-verbal means, that cause certain interlocutor's reaction, depending on social roles, condition of communication traditions;
- Reproductive project in a form of reports about some historical facts, geographical reality, artefacts of culture, famous personalities²¹.

The formation of polyculture cause social interaction. That why the effective method of formation of polyculture is defined as the role play, which is interpreted according to Azimov as a form of organization of collective educational activity, which aims at forming and developing of skills and mastering in a form of real communication²².

The role play includes the choice of communicative situations according to the theme of communication of students in situations and their roles. The role play as a method of foreign language teaching is subdivided into such types: controlled, elaborately-controlled, free²³. While using controlled role-play students together with a teacher act out basic dialogue, and on its base students make up their own dialogue. While using elaborately

²⁰ O. V. Volkova, "Podgotovka budushego specialista k mezhkulturnoj kommunikacii s ispolzovaniem tehnologii Veb-kvestov". Future specialists' preparation for intercultural communication by using web quests. Extended abstract of candidate's thesis (Belgorod: BGU, 2010).

²¹ O. O. Zabolotska, "Formuvannia individualnosti maibutnikh uchyteliv-slovesnykiv u profesiinii pidhotovtsi", The formation of future language teachers' individuality in professional preparation (Kherson: 2006).

²² E. G. Azimov & A. M. Schukin, "Novyj slovar' metodicheskikh terminov i ponjatij (teorija i praktika obuchenija jazykam)". A new glossary of methodological terms and concepts (theory and practice of language teaching (Moscow: 2006).

²³ E. V. Gudakova & T. A. Zinoveva, "Rolevaya igra kak aktivnyj metod obucheniya inostrannym yazykam". Role play as an active method of foreign language teaching. Obuchenie i vospitanie: metodiki i praktika Training and education: methods and practice. Vol: 10 (2013): 172-175. Retrieved from: <http://cyberleninka.ru/article/n/rolevaya-igra-kak-aktivnyy-metod-obucheniya-inostrannym-yazykam>.

controlled role-play, the teacher gives the texts on the basis of which students make up a dialogue. Free role-play is rather complicated. Students are suggested only the theme of the play, and they make up a situation and actions, roles, verbal content²⁴.

In the formation of future foreign language teachers' polyculture it is reasonable to use free role-play, directed on modeling of verbal and non-verbal behavior, depending on the role of interlocutor.

According to their character, the role plays, directed on the formation of polyculture of future foreign language teachers must have socio-cultural themes (model the situations of cultural communication).

In the context of our problem, we use role-plays, which imitate such situations of communication:

- Situations of communication, depending on social background, the location, origin, ethnic background, occupation,
- situation of communication of people, depending on their social status
- Situation in which certain patterns of politeness are used, etiquette of refuse, interruption of communication etc.

Processual component of the model aims at implementing into the educational process the author's methodology of formation of future foreign language teachers' polyculture. The model includes pedagogical conditions at certain stages: informative and cognitive, cultural and situational, behavior and creative and with the help of disciplines of foreign language training, corresponding means of studying, which guarantees the final results of the formation of polyculture of future foreign language teachers.

The informative and cognitive stage of formation of polyculture includes the knowledge from different professional disciplines, Internet-sites (blogs, Instagram, Facebook) concerning cultural aspect of studying, work with computer, directed on selecting of appropriate information and creating his/her profile in Internet.

Cultural and situational stage suggests realization of acquired knowledge in unreal situations of intercultural communication at the lessons and in real conditions – is on-line mode with representatives of different cultural ethnic groups.

Next stage is behavior and creative stage directed on realization of cultural knowledge in everyday communication, development of cultural skills, tolerant perception of worldview of other ethnic representatives their social and cultural values, react adequately on cultural and communicative behavior of native speakers. The control component of the suggested model directed on checking levels of formation of polyculture of foreign language teachers according to defined criteria and makes this component defines diagnostic and dynamic of formation of future foreign language teachers' polyculture, processing analysis and interpretation of the results of experimental studying, which are included in the monitoring.

²⁴ E. V. Kompanceva, "Soderzhatelno-metodicheskij aspekt sociokulturnoj kompetencii v professionalnoj podgotovke studentov lingvisticheskikh specialnostej. Content-methodological aspect of sociocultural competence in the professional training of students of linguistic specialties. Extended abstract of candidate's thesis (Stavropol: SGU, 2006).

While the experimental studying the author's methodology was implemented into educational process for realization of control, analysis and evaluating of the levels of formation of future foreign language teaching. Elaborated model only schematically reflects the process of formation of polyculture of future foreign language in polylingual education environment.

The methodology of formation of future foreign teachers in the conditions of polylingual education is realized at the certain stages of experimental studying:

At the first stage – informational and cognitive – the experimental studying is carried out on the principles of consciousness, consistency, demonstration and systematicity. The student possesses knowledge of cultural, historical, social realities, means and peculiarities of their nomination.

Non-communicative tasks for the formation of country studying knowledge are directed on the widen of informational field of the students, formation of their ideas about objects of material culture, historical phenomenon, actions, events, gestures, which are used in English speaking countries.

On this stage of the studying the first pedagogical condition was realized. The strategies of optimization of cooperation of students were the methods of realization of this condition, among them: strategy of activization of students' cognitive self-activity (generating of ideas, searching of necessary information, argumentation or memorizing).

At the second stage receptive and analytical exercises on listening and watching videos, exercises on reading, directed on perception and understanding culturally marked, evaluative and conceptual information in texts, interpretation of verbal and non-verbal behavior of native speakers depending on their social roles, social background, location, origin, rules of etiquettes, while starting conversation or small talks, intruding into small talks, stopping talks, unwillingness to answer the questions, or communicate were used. For example:

- watch this videos, analyze etiquette or ritual behavior;
- listen to the text and answer the questions;
- watch videos and define the peculiarities of verbal and non-verbal behavior of interlocutors depending on their social roles;
- watch video or listen to the text and define social background of a person, his/her location, origin, ethnic background, occupation according to his verbal and non-verbal behavior;
- watch video and define speaker's communicative culture (while starting small talks, intruding into talk, stopping the talk, unwillingness to answer the questions, communicate)
- exercises on perception, analysis, predicting communicative situation.

Reproductive conditional-communicative and communicative tasks in monologues:

- retell culturally marked text according to complicated plan:
- presentation of projects, devoted to mode of life, art, history, geography, traditions, customs.

Productive communicative tasks in dialogues/ polylogues:

- exercises on modelling etiquette, ritual behavior;
- exercises on modelling of oral speech depending on situations of communication;

- exercises on modelling verbal and non-verbal behavior of interlocutors depending on their social roles, location;
- prepare a polylogue modelling etiquettes norm of communicative behavior of native speakers.

The specificity of doing such tasks means to use logical productive text/dialogue/monologue/polylogue, taking into consideration of norms of modern English and cultural effect, reproducing of theoretical knowledge from professional courses and speech culture. Such tasks helped students to orient in different culturally marked situations and cause the improvement of speaking skills. The fulfilling the tasks directed on development of communicative skills to persuade and make agreement, support the communication by means of using reactive and initiative line (term of S.Barsuck) plays the important role in the formation of future foreign language teachers' professional and individual culture in polylingual education. Language sense, attention, memory, respect for interlocutors, skills to think critically, form utterances in a dialogue, polylogue in accordance with certain situation of communication are developed while experimental studying²⁵.

Results and discussion

In the course of confirmatory stage of the pedagogical experiment, the methods for questioning and investigating respondents were used. Questioning, testing, interviewing were conducted at Kherson State University at the Faculty of Foreign Languages during two semesters of 2018-2019 academic year. The respondents were 307 4th-year students of the Faculty of Foreign Languages.

The quantitative analysis facilitated establishing an appropriate ratio of the outcomes within the pre-experimental and post-experimental stages of the above-mentioned training.

The pedagogical experiment consisted of 3 stages: 1) pre-testing of the students (in order to determine the level of their basic knowledge about culture); 2) training course intended for the future foreign language teachers according to combined (interactive and traditional) author's teaching methods; 3) post-experimental testing. The integrity of the assessment process was provided by the control methods.

The aim of first stage is to form country studying knowledge; eliminating lingual and discipline difficulties of perception and production of culturally marked speech (knowledge about objects and notions of mode of life, art, history, traditions, components of non-verbal behavior, knowledge of cultural concepts). For realization of the aim of first stage the tasks and exercises were worked out:

1. Non-communicative tasks for formation of country studying knowledge;
2. Receptive and reproductive lexical non-communicative tasks for the formation of skills to nominate social and cultural notions and realities.

²⁵ S. L. Barsuk, "Pedahohichni umovy formuvannia inshomovnoho profesiinoho movlennia maibutnikh sudnovodiiv na zasadakh komunikatyvno-kohnityvnoho pidkhotu". Pedagogical conditions of formation of foreign professional communicative skills of future navigators based on Communicative and Cognitive approaches. Extended abstract of candidate's tesis (Kherson: KhDU, 2016).

The cultural and situational stage is accomplished with formation of receptive and reproductive skills of culturally marked speech (interpret, produce culturally marked English speech, verbal and non-verbal behavior of native speakers in imaginary culturally marked situations. For realization of the aim of this stages such exercises are directed:

- receptive/analytical exercises on listening and watching videos;
- receptive/analytical exercises on reading
- receptive/conditionally communicative and communicative exercises in monologues;
- productive communicative exercises in dialogues and polylogues.

The aim of behavior and creative stage was to develop cultural skills to solve professional situations, to be tolerant to worldview of representatives of other ethnic groups, other social and cultural values, to react adequately on the cultural and communicative behavior of native speakers.

Exercises of the first stage helped to realize the second pedagogical condition *to create polylingual environment for students with the help of disciplines of foreign language training and corresponding means of studying* by means of imitation of professional polyculture environment in a role-play, projecting a new model, using Web-technologies, using strategies of generation and argumentation of interesting ideas, free discussion, metacognitive strategies of planning speech.

So, the second cultural and situational stage has realized improvement and reproduction of acquired knowledge in the imaginary situations of intercultural communication at the lessons and in condition of polylingual education (on-line, Skype) with representatives of different cultural groups.

The third stage of research and experimental studying is the continuation of sequential work at mastering polycultural competence of future foreign language teacher. Exercises and tasks, which were used at this stage has creative character. The interlocutors of cross cultural interaction participate in the culturally oriented situations and react correctly on the emotional behavior: methodical means were represented by strategies of overcoming inner barriers, strategies of representation of different emotions (joy, anger, fear). Such tasks have their peculiarities:

- 1) Situations as a type of role play help to develop speech creativity of students;
- 2) Situational tasks don't take additional time for fulfilling;
- 3) Such tasks are used at different types of lesson independently on theme and material;
- 4) Modelling of culturally marked situations helps to realize own communicative experience of students and accustoming to the mental specificity of native speakers, their culturally marked behavior.

The dominant methods while doing such tasks were the method of projects with including of Web-quests, role-plays, method of demonstration, case technologies, problem solving.

For statistic confirmation of the lack of difference between control and experimental samples Pirson's criterion is used (χ^2). This criterion is effective in defining differences in two samples even different in volume and is simple enough and demonstrative in calculations.

The distribution of students according to the level of polyculture competence formation in reading while post-experimental testing is represented in the table 1.

Group	The amount of students on corresponding level				Total
	Insufficient	Average	Sufficient	High	
CG	22 – 13,92%	59 – 37,34%	57 – 36,08%	20 – 12,66%	158 – 100%
EG	14 – 9,40%	38 – 25,50%	69 – 46,31%	28 – 18,79 %	149 – 100%

Table 1

The distribution of students according to the level of polyculture competence formation in reading while post-experimental testing

Table data prove that while post-experimental testing a certain migration of students from insufficient level to average one, from average to sufficient and from sufficient to high is observed. But these changes are more significant in experimental group in comparison with control group.

The distribution of students according to the level of polyculture competence formation in listening while post-experimental testing is represented in the table 2.

Group	The amount of students on corresponding level				Total
	Insufficient	Average	Sufficient	High	
CG	23 – 14,56%	61 – 38,61%	56 – 35,44%	18 – 11,39%	158 – 100%
EG	15 – 10,07%	40 – 26,84%	68 – 45,64%	26 – 17,45 %	149 – 100%

Table 2

The distribution of students according to the level of polyculture competence formation in listening while post-experimental testing

The distribution of students according to the level of polyculture competence formation in monologue while post-experimental testing is represented in the table 3.

Group	The amount of students on corresponding level				Total
	Insufficient	Average	Sufficient	High	
CG	22 – 13,92%	58 – 36,71%	59 – 37,34%	19 – 12,03%	158 – 100%
EG	11 – 7,38%	39 – 26,18%	70 – 46,98%	29 – 19,46 %	149 – 100%

Table 3

The distribution of students according to the level of polyculture competence formation in monologue while post-experimental testing

The distribution of students according to the level of polyculture competence formation in dialogue/polylogue while post-experimental testing is represented in the table 4.

Група	The amount of students on corresponding level				Total
	Insufficient	Average	Sufficient	High	
CG	22 – 13,93%	59 – 37,34%	59 – 37,34%	18 – 11,39%	158 – 100%
EG	10 – 6,72%	38 – 25,50%	72 – 48,32%	29 – 19,46 %	149 – 100%

Table 4

The distribution of students according to the level of polyculture competence formation in dialogue/polylogue while post-experimental testing

Comparative analysis of the results in control and experimental groups proves positive changes in data to a greater or lesser extent on all the levels. Obtained results confirm the effectiveness of the elaborated model and methodology of students' polyculture competence formation according to the named types of speech activity (listening, reading, monologue speech, dialogue/polylogue speech). In particular, suggested methodology was more effective while improving dialogue or polylogue speech skills.

Conclusion

In all stages of research and experimental studying the integration of different studying disciplines, which have cultural orientation, on the level of didactic and methodological principles was realized due to using culturally marked materials, methods of studying. The experiment proved the effectiveness of author's methodology, oriented on the formation of professional and individual culture as a component of polyculture of foreign teachers in the condition of polylingual education. Realized in the research three stages of author's methodology effects the formation of certain level of future foreign language teachers' polyculture in the condition of polycultural education. Students improved and systematized the knowledge of culturally marked lexemes, created profile in the social network for cross culture communication with representatives of different cultural groups, reproduce acquired knowledge in the unreal situations and on the conditions of virtual communication (online, Skype), developed cultural skills to solve professional and socio-cultural situations (communication between people with different ethnic and social background, etiquette of politeness, refusal, interference into the talk), tolerant attitude to representatives of different ethnic groups, their worldview, react adequately on the cultural and communicative behavior of native speakers, their social and cultural values. The most active in author's methodology are proved to be interactive forms and methods. Methodological means in the research are defined metacognitive, cognitive and communicative strategies.

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