

## METHODOLOGICAL RECOMMENDATIONS FOR THE ORGANIZATION OF THE EDUCATIONAL PROCESS FOR PRIMARY SCHOOL TEACHERS' STRATEGIC COMPETENCE: INTERCULTURAL COMMUNICATION

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### Summary

The article provides methodological recommendations for improving the educational process for the formation of strategic competence for future teachers in the aspect of intercultural communication. The purpose of the training, its content, the approaches on which the appropriate methodology should be based, its stages, the specified means of training and their sources of selection were described. The purpose of training is the formation of a secondary language personality; the content includes substantive and procedural aspects: areas, topics, subtopics, types and styles of communication, situations, problems, linguistic and sociocultural material, non-verbal means of communication, educational and communicative strategies, texts; among the approaches, we distinguish competence, reflexive, linguistic, sociocultural, cognitive, communicative-activity, level approaches; formation of basic intercultural professionally oriented foreign language communicative competence of future primary school teachers (normative foreign language course); formation of advanced intercultural professionally oriented foreign language communicative competence of future primary school teachers (variable foreign language courses); formation of highly specialized intercultural professionally oriented foreign language communicative competence of future primary school teachers (selective specialization courses taught in a foreign language); we recommend video phonograms, phonograms, and texts as teaching aids. We emphasize that it is advisable for future primary school teachers to teach pedagogical discourse, taking into account the personal, public, professional, and educational spheres of communication.

**Key words:** direct strategies, indirect strategies, foreign language, bachelor, multicultural communication.

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### 1. Introduction

The theoretical propositions and results of our previous studies (*Konotop, 2018; Konotop, 2020a; Konotop2020b*) allow us to formulate methodological recommendations for organizing the formation of future primary school teachers' strategic competence in the aspect of intercultural communication. The methodology developed in our study, proven experimentally and verified by the methods of mathematical statistics, makes it possible to describe methodical recommendations for its successful implementation.

**The purpose of the article.** The purpose of the article is to formulate methodological recommendations for organizing the formation of future primary school teachers' strategic competence in the aspect of intercultural communication.

**Materials and research methods.** The methodological basis of the article is psychological, pedagogical and methodical theories that reveal conceptual approaches to the researched issues.

## **2. The final result of the formation of strategic competence for future primary school teachers**

The formation of strategic competence of future primary school teachers involves the achievement of an important strategic goal of education – the formation of professionally oriented English communicative competence for future specialists in the field of primary education, ensuring their level of mastery of a foreign language B2 and the ability to effectively carry out intercultural communication in English – the formation of a secondary language personality. In our opinion, the final result of the formation of strategic competence for future primary school teachers is a ready professionally oriented secondary language personality, who effectively carries out his professional communication in the English-speaking society and represents a set of individual personal qualities of the student, his needs, motives, thinking, memory, attention, abilities, abilities, cognitive/metalinguistic/linguistic awareness, values, emotions; demonstrates a language proficiency level corresponding to the program, in our case, it is level B1+ and knowledge of the norms, rules and traditions of his own language and the language he is learning, can compare and contrast them; uses linguistic and cultural knowledge and effective strategies/a set of strategies to solve tasks. This goal integrates and combines practical-professional, developmental, educational and educational goals. The first of the goals – practical and professional – should be dominant in the educational process of a foreign language at the university.

## **3. The content of strategic competence training for future primary school teachers**

The content of strategic competence training for future primary school teachers, based on the principles of necessity, its sufficiency and strength, should include substantive and procedural aspects: areas, topics, subtopics, types and styles of communication, situations, problems, linguistic and sociocultural material, non-verbal means communication, educational and communicative strategies, texts that take into account the characteristics of the future professional activity of teachers and the relevant knowledge, skills and abilities. We emphasize that it is advisable for future primary school teachers to teach pedagogical discourse, taking into account the personal, public, professional, and educational spheres of communication. Modeling situations and formulating problems should take into account the professional and working contacts of the teacher; socio-professional communication of a foreign language teacher; set of typical communicative situations in which the teacher and typical situations of everyday communication (personal, social-domestic, social-cultural, etc.). Their typical examples are, for example, the following: conducting a lesson, conversations on professional topics with colleagues, speaking at a scientific conference, participating in a master class and webinar, seminar, exchange of experience or academic mobility, formal/informal communication at forums and conferences, etc. An important component of strategic competence is the knowledge, skills, skills and strategies that we identified in this study.

## **4. The method of forming strategic competence for future primary school teachers**

The method of forming strategic competence for future primary school teachers in the aspect of intercultural communication should be based on the principles of competence,

reflexive, linguistic, sociocultural, cognitive, communicative-activity, level approaches. Effective implementation of the method of forming strategic competence for future primary school teachers in the aspect of intercultural communication is possible if it is implemented in three stages: formation of basic intercultural professionally oriented communicative competence of future primary school teachers (normative foreign language course); formation of advanced intercultural professionally oriented communicative competence of future primary school teachers (variable foreign language courses); formation of highly specialized intercultural professionally oriented communicative competence of future primary school teachers (selective specialization courses taught in a foreign language). We emphasize the importance of taking into account the provisions of the reflexive approach at all stages of education. We have singled out four groups of reflective skills: general, foreign language learning, pedagogical and cultural reflection skills and compiled a list of them for future primary school teachers in the aspect of intercultural communication: general reflective skills include: the ability to actively engage in cognitive activities; analyze one's self-concept, perceive oneself objectively; control the actions and deeds of one's/colleagues, mental state; the logic of constructing an opinion/judgment; determine the logical sequence, sequence of activity stages; analysis of personal needs, based on the analysis to determine the reasons, purpose, content and tasks of the activity; predict the final result; evaluate own / colleagues' activities at all stages of activity; determine the reasons for success / difficulties; carry out self-analysis and self-assessment; determining the appropriateness of the chosen strategies and their effectiveness; reflexive skills related to learning a foreign language include: the ability to establish and analyze the needs and goals of learning a foreign language; determine your foreign language learning style and strengths/weaknesses while learning a foreign language; analyze your own level of foreign language proficiency and educational achievements; identify and analyze difficulties in learning a foreign language, their causes; determine and analyze your effective strategies for learning a foreign language; the ability to correlate the achieved result with the planned goal; to the pedagogical block of reflection skills we include: the ability to highlight the main aspects of professional activity; analysis of problems that appear during the resolution of professional situations and their resolution in various ways and the selection of possible methods, means, and forms of their resolution; simulate the possible results of solving a professional problem and choosing the optimal way to solve them; analysis of one's/colleagues' actions; control and correction of one's actions and the actions of colleagues; post-activity analysis to highlight errors or failures and their causes; determining the appropriateness of the chosen strategies and their effectiveness when solving pedagogical situations; to the cultural block of reflection skills: the ability to analyze one's own role in intercultural interaction; to perceive oneself as an equal partner in intercultural communication in life and pedagogical situations; determination of intercultural communication strategies and their control and correction. An important part of our research is the task of cultural reflection. The method of forming strategic competence should be implemented on the basis of a system of principles that determine the activity of the teacher and the nature of the cognitive activity of students in the educational process: activity, visibility, strength, strength, consciousness, systematicity and consistency, reflexivity, cognitive, socio-cultural and professional-practical values, authenticity, communicativeness, phasing.

### **5. Means of forming future primary school teachers' strategic competence**

It is extremely important for the implementation of the methodology to have correctly selected means of forming strategic competence in future primary school teachers: video

phonogram, phonogram, texts. A significant place among them is an authentic dynamic video phonogram, which reproduces a large number of characteristics of intercultural communication and is effective for studying the culture of the language studied by students, where authenticity should relate to the text of the script, the speech parameters of actors of non-verbal means of communication, the authenticity of the national mentality and world picture. A video recording for the formation of strategic competence should be selected according to the degree of moral and ethical influence on the student; by motivational significance; by aesthetic value; by socio-cultural potential; taking into account the vocabulary of the film and the students' lexicon; genre diversity; compliance with the topics proposed by the curriculum; authenticity; phonogram – relevance; motivational, aesthetic and linguistic sociocultural and country studies value; variety by genre; compliance with the topic of professional communication; availability and limitation of semantic information texts for reading – authenticity; topicality; motivational, aesthetic and linguistic sociocultural and country studies value; variety by genre; compliance with the topic of professional communication; intercultural orientation. The texts were selected with a focus on the future profession, communicative value, correspondence of the texts to the field of communication, subject matter and authenticity and were taken without changes; with reduction due to non-essential information; combine several texts into one. During the formation of strategic competence, we recommend using audio / video / printed / electronic texts from the field of business, scientific, conversational, journalistic, artistic styles and topics of the program.

The source of audio/video messages can be authentic audio/video of debates, official reports, lectures, news, interviews, conversations, discussions related to the future profession, telephone conversations, radio and television broadcasts, messages and instructions that are produced by persons of different ages, social status, gender and different registers.

## **6. Measuring future primary school teachers' strategic competence**

It is advisable to organize the method of forming strategic competence for future primary school teachers in the following sequence: at the beginning, conduct testing to determine the initial level based on copies of the international PET test, which corresponds to level B1. At the end, you should use the FCE international test, which checks the B2 level. We also recommend conducting a questionnaire for students in order to determine their strengths and weaknesses, inclinations and individual characteristics of their personality in order to use their advantages as effectively as possible and achieve success in the educational process of a foreign language at the university using We also recommend conducting a questionnaire among students in order to determine their strengths and weaknesses, inclinations and individual characteristics of their personality in order to use their advantages as effectively as possible and achieve success in the educational process of a foreign language at the university using tests to determine the type of intelligence Multiple Intelligences D.J.Connell (2005), Learning Style Survey: Assessing Your Own Learning Styles by A.D.Cohen, R.L.Oxford, J.C.Chi (2001), to determine the level of awareness of foreign language learning strategies – test SILL R.Oxford version 7.0. After mathematical processing of their results and analysis, students should be familiarized with the results of the conducted questionnaires and provide recommendations for improving foreign language learning, taking into account the individual factors of each individual.

The second stage is the creation of an effective educational environment with special training using the methodology developed by us. The system of exercises for the formation of strategic competence in future primary school teachers includes four interconnected systems

of exercises for the formation of professionally oriented speech competences in listening, speaking, reading and writing, each of which contains exercises for the formation of relevant strategies.

The issue of assessing strategic competence requires special attention. We believe that the evaluation of the use of strategies is too subjective, it is often not possible for the teacher to evaluate the process of their use, because all operations related to the use of strategies take place mentally, therefore, in our opinion, it is necessary to mostly evaluate the achievement of communicative competence during learning a foreign language. The objects of control of strategic competence are its components: ability and readiness to master strategic competence, knowledge of strategies, their types, features of use, skills and ability to determine one's own individual psychological characteristics, to choose and use strategies in accordance with the proposed educational task and one's own educational trajectory and individual psychological features, communication situations. We suggest using the following criteria to assess strategic competence. For receptive skills (reading and listening), it is advisable to use the criteria of completeness and accuracy of understanding, understanding of ideas, details and determining the main idea. To evaluate productive skills (writing and speaking), one should rely on the following criteria: for writing – content (relevance to the topic), achievement of the communicative goal, organization (adherence to structure, division into parts, coherence, consideration of register and format), language (lexical and grammatical correctness); taking into account the type of discourse; the evaluation of the parameters of the PET and FCE tests is extremely important. It helps to establish the conformity of the educational results with the assigned tasks. Depending on the stage of work, it is advisable to use the following types of control: preliminary, intermediate, and final different forms, methods and methods of control, the final decision regarding the student's achievements must be made on the basis of all their types.

## 7. Conclusions

The methodical recommendations formulated by us and their observance in the educational process of a foreign language at the university will enable the effective implementation of the method of forming the strategic competence for future primary school teachers.

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