

THE CROSS-CULTURAL COMPONENT IN TRAINING FOREIGN LANGUAGE TEACHERS AT UNIVERSITIES OF ROMANIA

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DOI: 10.32342/2522-4115-2020-1-19-22

Key words: cross-cultural component, intercultural interaction, foreign language teachers, multiculturalism, communication.

The article is devoted to the professional training of Romanian language teachers in the context of modern globalization transformations of the European educational space. The aim of the research is to identify and characterize ways of introducing a cross-cultural component in training of foreign language teachers at universities in Romania. The main historical and geopolitical factors of the emergence of multilingualism and multiculturalism on the territory of the Romanian state are determined. The relevance of the research question is substantiated and the reasons for previously unresolved problems related to the topic of the article are indicated. Theoretical aspects and ways of introducing a cross-cultural component in the training of foreign language teachers at Romanian universities are studied. The research of foreign and Ukrainian scientists in the field of cross-cultural approach to teaching is analyzed. The role of a foreign language as a means of intercultural communication, which contributes to the expansion of cultural relations and expands the educational opportunities, as well as is an effective means of forming professional and cross-cultural competencies, is emphasized. It has been proven that cross-cultural competence of a foreign language teacher is an important component of professional competence, which is based on the ability to carry out "dialogue of cultures" (intercultural communication). 3 levels of goal setting of intercultural competence development are characterized. The main learning strategies for the formation of cross-cultural competence are identified. Also, the undoubted didactic value of using authentic textbooks and materials in foreign language teaching has been proven, as it not only helps to master all kinds of speaking skills but also provides an opportunity to learn about cultural features, customs and traditions of the country whose language studied by students. Examples of the formation of cross-cultural competence in the process of learning foreign languages at Romanian universities through Content and learning integrated learning (CLIL), the use of learning situations (case study), online resources are given. In conclusion, it is stated that the current national education policy in Romania is aimed at the widespread use of information and communication technologies. Thus, the author concludes that the introduction of a cross-cultural component in the professional training in the training of foreign language teachers at the present stage is becoming one of the priorities of the higher education system of Romania. In order to build competencies in intercultural communication, various learning strategies have been developed that are being actively implemented at universities in Romania and they should be the subject of further research.

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Одержано 15.11.2019.