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CULTURAL COMPONENT IN THE PROCESS OF SPECIALIST'S TRAINING (ON A FOREIGN LANGUAGE EXAMPLE)

Role and importance of cultural component for strengthening future specialist's professional skill and authority is analyzed in this article. Special attention is paid to the problems of it's forming by studying foreign languages. The author claims that cultural topic has always been a part of learning foreign languages. It is caused by the fact that one of the main objectives of discipline "Foreign Language" is always defined as the ability to establish verbal contact with other cultures. At present the pragmatic orientation in foreign languages learning has been strengthened, which was primarily reflected in a purpose component of a foreign language teaching. That is why there is also a growing attention of foreign language didactics to the cultural competence concept, which is equal to the system of knowledge about foreign language culture. The author concludes that disciplines promoting a foreign language culture formation, must be professionally focused. the content of specialist training in high school, owing to the formation of a foreign language culture must include the following components: disciplines through which students adopt a foreign language culture; disciplines that contribute to mastering information technologies; special and general professional disciplines as well.

У статті аналізується роль і значення культурологічної складової для утвердження професійної майстерності та авторитету майбутнього фахівця; особлива увага приділяється проблемам формування культурологічної складової при вивченні іноземних мов. Автор статті стверджує, що культурологічна тематика завжди була частиною вивчення іноземних мов. Це зумовлено тим, що одна з основних задач навчальної дисципліни «Іноземна мова» завжди визначалась як можливість встановлення мовного

контакту з представниками інших культур.

Ключові слова: естетичне виховання, фахівець, духовна сфера, гуманітарність, стиль життя, культурні особливості, мовна толерантність, специфіка мови, мультимедійні програми, науковий освітній простір.

В статье анализируется роль и значение культурологической составляющей для утверждения профессионального мастерства и авторитета будущего специалиста; особое внимание уделяется проблемам её формирования при изучении иностранных языков. Автор статьи утверждает, что культурологическая тематика всегда была частью изучения иностранных языков. Это обусловлено тем, что одна из основных задач учебной дисциплины «Иностранный язык» всегда определялась как возможность установления речевого контакта с представителями других культур.

Problem statement and its relevance: Ukraine's integration into the educational and informational space determines the search for new ways of modern professional identity formation, able to be freely guided in the world, to understand the value context, to embody worthy examples of other cultures' civilized perception in personal attitude. Youth adaptation to the world environment, human values adoption are to take place due to the universal construct formation from different cultures that will integrate all general culture components.

The purpose of this publication is to highlight the possibilities of using cultural component of academic discipline "Foreign Language" in high school for the modern specialist formation.

Presentation of main research materials. National state complex program for aesthetic education emphasizes on shaping the personality being aware of his/her belonging to Ukrainian people and modern European civilization, and also emphasizes on upbringing the personality with democratic worldview respecting traditions of peoples and

cultures of the world. Considering the above said, the use of general culture component of educational content as a means of aesthetic education will support the formation of a future professional, enriching universal and national-specific values of his/ her and other cultures; will support both formation of personality's spiritual sphere and specific historical and national ones; as well as enhance humanitarian educational content associated with the deep understanding of human life's phenomenon, providing harmony knowledge, feelings and creative endeavors.

The works' analysis on aesthetic education of future specialists shows that this problem has been developed in the context of using different scientific fields. Aspects of personality's emotional and spiritual culture formation were highlighted in the works of philosophers (I. Herder, R. Dekart, I. Kant, H. Skovoroda, V. Soloviov, P. Florens'kyi), psychologists (B. Anan'iev, L. Bozhovych, L. Vyhots'kyi, B. Dodonov, V. Kostiuik), teachers (Ya. Komens'kyi, K. Ushyns'kyi, B. Nemens'kyi, V. Suhomlyns'kyi).

In contemporary paradigm of Ukrai-

nian education there is a highly topical problem of upbringing integral personality, able to realize his\her potential, to be a subject of his\her vital activity and destiny strategies. Analyzing the spiritual and moral state of Ukrainian society, we can conclude that it is deeply troubling. The corrosion of spiritual values results from life pragmatism, promotion of violence, neglect of legal, moral and social norms. That is why the main task of modern educational process is not only to develop necessary skills, but primarily an intellectually developed, spiritually and morally mature person being ready to face the challenges of life's globalization [1, 46-47].

It is well known that culture is necessary for survival and development of mankind. Thanks to culture people create themselves and organize their own lives. Considering this, culture primarily should be considered as a style of human life. An individual's being in the field of culture envisages the formation of his proper so-called "imperatives" system of value-motivational guidance. According to I. Stepanenko they can be summarized as follows: "Firstly, one must realize that only through "fitting himself into culture, he is capable of finding his place in existence. Secondly, one should relate to culture as to the necessary condition of his vital orientation, and among cultural values discover those that meet the needs and aspirations of his inner spiritual world. This requires not only culture adopting, but also self-recognition. It is the combination of these processes which serves for the person a necessary condition of his/ her own self-determination, formation and development of his own spirituality. The process of adopting cultural values must be creative, and only in this case life can be "breathed" into them. That is it is necessary to percept

cultural values as personal achievements and at the same time as a living experience of those who experienced the existence. Only such an attitude toward culture allows living enriched with life, being able to work, understanding and appreciating something that we could not reach ourselves; getting out of the animal state, when life is determined not by instincts but by the field of particular values' attraction, and thus continuing cultural existence of humanity, creating and developing their own spirituality" [2, 248-249]. Being a life style, culture should include an appropriate system of knowledge, skills and abilities, as well as value-meaningful "landmarks" required to evaluate the different life styles, functioning in contemporary mosaic culture, in terms of their life abilities and life consequences.

To carry out such an assessment an individual must possess stable moral bases, aesthetic taste, critical thinking and universal bases of "pre-understanding" - ability of non-dogmatic authority perception and creative assimilation of cultural traditions [3, 76-77].

Without any exaggeration one may assert that culture issues have always been a part of learning foreign languages. The reason is that one of the main objectives of academic discipline "Foreign Language" has always been defined as the ability to establish verbal contact with other cultures' representatives. Most textbooks and manuals contain regional geographic information both about the country which language is studied and its residents in the form of different reports about this country. At present the pragmatic orientation in foreign languages learning has been strengthened, which was primarily reflected in a purpose component of a foreign language teaching. That is why there is also a growing attention of for-

eign language didactics to the cultural competence concept, which is equal to the system of knowledge about foreign language culture [4, 37-40].

Foreign language teaching, which is based on its correlation with the student's native language, makes it possible to compare other cultures with his\her own, to see and realize the originality and uniqueness of each of them, to develop a tolerant attitude towards other cultures' representatives, as well as to assess their own culture's value [5, 58].

The dialectical relationship of culture and language is reflected in their crucial systematic, heterogeneous and dynamic nature. Language is the result of people's cultural development, the part of culture, its bearer, the condition for the further development and the means of its recognition. At any time of cultural development the language appropriately and adequately reflects the culture. This relationship can be traced back by comparing the functions of language (intellectual, thinking, communicative, national, cultural, accumulative, informative, emotional and pragmatic or emotionally regulatory) and culture (social, communicative, cognitive, informative, evaluative and regulative) [6, 93-94].

Foreign language learning is one of the forms of meeting with another culture. Intercultural learning and intercultural communication must be an essential element at foreign language classes. Only under these circumstances it is possible to avoid outdated clichés and stereotypes in foreign language teaching, to refuse prejudice and to become tolerant.

The concept of intercultural communication has been recently widespread especially in the English-speaking space. Among differences of creative approaches to the problem being highlighted in the article a certain identity can be seen

while interpreting the phenomenon itself, among foreign and Ukrainian philologists, namely:

- there are various cultures, different from each other;
- culture and communication are closely interrelated;
- each of participants of communication are always certain culture bearers;
- similar cultures facilitate communication, different - make it more difficult [7, 130].

The system of education is developing rapidly because of human adaptation to the modern information society requires a change of purpose, objectives and content. In recent years an increased number of publications investigating the problem to increase efficiency in teaching and educational process under the use of information and communication technologies at higher educational establishments have been witnessed.

The use of special multimedia computer educational programs, reference information manuals, simulators, computer tutorials, Internet, email have contributed to the didactic process efficiency. As a result, an intensive exchange of scientific and technical information among foreign countries, international cooperation in different branches of science, education, culture, socio-political and economic development of our society at present stage, on the one hand, and intensive computerization and information of many spheres of human activity on the other, require from high school the preparation of experts in almost all branches of knowledge, who would have language and information technology skills.

Analysis of higher educational institutions on foreign language culture formation indicates that possibilities of information and communication tech-

nologies' means (hereinafter referred to as – ICTM) are underutilized and hazardous. This is explained by low level of the teacher's information culture, misunderstanding of ICTM possibilities in forming specialist's foreign language culture. It results in incomplete realization of specific features in specialist's educational and professional qualification characteristics during their training at a high school. Another explanation is that the application of information technology while learning a foreign language is chaotic, unsystematic and fragmentary [8, 308-311]. Socio-economic changes in society affect the training of specialists in high schools, particularly in foreign language learning; make it necessary to improve it by using the means of information and communication technologies. Current situation in society is characterized by a greater interest in learning a foreign language, the development of scientific research to optimize the process of mastering them [9, 26-31]. First of all, it is caused by the needs of economic development: the application of advanced foreign technologies; the increase of foreign economic relations of enterprises and organizations, the establishment of joint ventures; carrying marketing researches. Secondly, it is connected with society's info level: a foreign language knowledge contributes both to the solution of such problems as computer literacy training, mastering electronic technique and machine language, and to involving to the information culture.

In the information society, the role of information technology in learning a foreign language culture is increasing. National and foreign experience analysis for using ICTM in teaching testifies that information and communication technologies perform their functions in the process of formation a specialist's

foreign language culture and promote: *the increase* of efficiency and teaching and educational process intensification, aimed at a foreign language culture formation; *achieving* maximum differentiation and individualization of training, taking into account students' individual needs, as well as the level of training oriented at the development of needs in independent knowledge and acquiring skills in the field of foreign language culture; *building* self-study skills, *reducing* the time to study individual courses without affecting the quality of mastering; *formation* of communicative skills, communication culture; *formation* of logic way of thinking; *increasing* training motivation; *providing* the best match of training forms and methods, making active practice under new conditions; *developing* skills of research activities; information culture *formation*; *increase* opportunities for perception and information processing; *avoidance* of the political, economic and social barriers that prevent information spreading [10, 241-243].

Therefore, we can **conclude** that, firstly, the disciplines promoting a foreign language culture formation, must be professionally focused. Secondly, due to the objective necessity of information and communication technologies' use in the process of adopting foreign language culture, as well as dynamism of software components in computer technology it is necessary to ensure ongoing training in the computer science area. Thirdly, the content of specialist training in high school, owing to the formation of a foreign language culture must include the following components: disciplines through which students adopt a foreign language culture; disciplines that contribute to mastering information technologies; special and general professional disciplines as well.

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