

Petrenko V.O.
postgraduate student,
S. Kuznets Kharkiv National
University of Economics,
Ukraine

**IMPLEMENTATION OF PEDAGOGICAL CONDITIONS OF TRAINING
FUTURE MANAGERS FOR INTERCULTURAL PROFESSIONAL INTERACTION
COMPETENCE IN THE PEDAGOGICAL SYSTEM OF HIGHER EDUCATIONAL
ESTABLISHMENT**

Abstract. *The article highlights pedagogical conditions of training future managers for intercultural professional interaction as one of managers' professional competence, such as: 1) creation of intercultural professional communicative learning environment; 2) facilitating communication; 3) students' self-managed and autonomous learning. The principles specific for training will-be managers the intercultural professional interaction competence are the principle of the rationality in the relationships and the harmonization of the relationships.*

Key words: pedagogical conditions, intercultural professional interaction competence, intercultural professional communicative learning environment, facilitating communication, training future managers; higher educational establishment.

The concept "pedagogical conditions" is notoriously difficult to define as scientists demonstrate various scientific approaches to the mentioned scientific phenomenon. Despite the terminological ambiguity and vagueness of the concept, scientists are unanimous in the following characteristics of the phenomenon [3]:

pedagogical conditions are the component of the pedagogical system, and are also the component of the integral pedagogical process;

pedagogical conditions are the set of purposeful influenceable measures of educational resources and educational processes on all components of the integral pedagogical process;

internal components of pedagogical conditions foster the development of a student's personality while external components of pedagogical conditions are tools to create a procedural component of the pedagogical system, that is an environment in which learning more easily could occur;

implementation of pedagogical conditions in the pedagogical system ensures the effective functioning and development of the pedagogical system and also improves students' educational performance and increases productivity at the individual and the organizational levels of the pedagogical system.

Since pedagogical conditions encompass all sorts of interventions, they specify the educational process at the macro level (the design of curricula and programs) and the micro level (the design of lessons and modules) [5]. It implies that pedagogical conditions are directed at three key aspects of training, such as: management of the integral pedagogical process, organization of the pedagogical system and provision of the delivery system, that is

messages and strategies that will be included in the instruction and, therefore, in communication between students and teachers. Thus, pedagogical conditions perform three main functions: managing, organizing, facilitating.

According to their functions, pedagogical conditions are classified as [2]: *organizational pedagogical conditions* – management of procedural aspect of the educational system organization through a series of measures to ensure the purposeful, planned development of the educational process; *psychological pedagogical conditions* – provision of educational interventions on personality development of educational process agents (teachers and students) as one of the factors increasing the efficiency of the educational process; *designing pedagogical conditions* – purposeful selection, design and implementation of program content, forms, methods, means of pedagogical interaction to achieve teaching objectives to ensure the effective solution of educational problems.

A new paradigm of instructional design is intended to support learning in all its varieties and forms and create the learner-centered instructional design model [4].

The driving force of this model that provides positive influence on a student's personality development and his or her academic performance is the interactions or communication between the instructor–learner, learner–learner.

Thus, the first pedagogical condition to train will-be managers intercultural professional interaction is a psychological pedagogical condition that provides facilitating communication between the student-teacher and student–student. Facilitating communication is based on a new type of relationship between all agents of the pedagogical process. The main idea of the concept “facilitating communication” implies that every human being is self-worth, he or she has inherent virtues and capacity for self-management and the desire for personal development. The principle of facilitating communication is the interlocutors' unquestioning positive perception of each other (congruence) and empathy that foster the manifestation of positive, constructive social nature of any person in the process of interaction with other people. Lack of criticism, friendly atmosphere of “student-teacher” and “student–student” relations promotes students' sustainable motivation for acquiring intercultural professional interaction competence. A student who feels supported by the teacher intensifies his or her learning activities and gradually moves on from surface learning and passive attitude own learning styles and activities.

Facilitating communication performs the following functions:

influential and informative function: interactions influence the formation of students' value orientations as axiological dominants by creating an appropriate learning environment. Facilitating communication as a form of pedagogical interaction is a value-transforming interaction between the agents of the pedagogical process that causes changes in cognitive, volitional, emotional spheres of a personality;

emotive function: the mechanism of socialization of the individual affects the nature of human relationships, thereby activating personal growth;

cognitive function: each interaction requires considerable introspection of an interaction participant and promotes a student's self-reflection by realizing the way other people perceive his or her identity, attributes, behavior, emotions, abilities;

communicative function: a positive attitude towards the other interaction participant creates comfortable conditions for communication, increases the student's self-confidence, establishes trusting relationships between all agents of the pedagogical process;

empathetic function: the teacher's interest in the student's learning problems helps to maintain communication and find solutions to resolve the problems and increase the student's performance;

creative function: "the enhancement of man", treating the student as a unique individual, "ideal interaction partner" helps avoid conflicts and alleviate possible tension between the interlocutors. Teachers use various forms of incentives (approval, praise, encouragement, gratitude); training students is based preferably on problem-based learning that facilitates students' learning and improves their performance.

The second pedagogical condition, a designing pedagogical one, is to create intercultural professional communicative learning environment that provides the conditions for the student's self-development and adapt him or her to the future professional career. The learning environment is considered by Kozyrev in three aspects: philosophical aspect; methodological aspect and socio-psychological one.

The philosophical approach directs the learning environment to disclose the student's general cultural knowledge and activate his or her personal experience.

The methodological approach is aimed to design the educational process as a translator of humanistic values between agents of the pedagogical process. The learning environment is defined as a system of interaction between the pedagogical process agents who are aware of the consequences of their communicative actions on other participants.

Socio-psychological approach determines the learning environment as a social communication environment that regulates the person's relationship with other members of society through communication and transmission of knowledge, values, value orientation.

Intercultural environment can be defined as co-existence of representatives of different cultures under the same social, economic conditions that makes individuals interact at the macro level (e.g., level of countries, nations) and at the micro level (e. g., personal level).

In the context of our mini-research we define the concept "intercultural professional communicative learning environment" as requirements to selection, design and implementation of program content, forms, methods, means of pedagogical interaction conducive to the formation of will-be managers' intercultural professional interaction competence.

Intercultural professional communicative learning environment performs the following functions:

motivational and value-orientation function: future managers are introduced to the goals and values of intercultural professional interaction;

informative function: teachers provide information about intercultural professional interaction that will facilitate the effective implementation of future professional functions to students; activation of students' previous experience of intercultural interaction; teachers provide students with algorithms of information processing;

communicative and regulatory function: organization of mutual students' activities guided by the principle of rationality in the relationship and the principle of harmonization which facilitate the assimilation of humanistic relations experience;

cognitive function: students' familiarization with intercultural differences and similarities, intercultural concepts of representatives of different cultures;

sense-making function: students are becoming aware of the influence of their communication actions on further relations between representatives of different cultures;

organizational function: the learning environment constructs the pedagogical system of training future managers intercultural professional interaction competence and provides feedback between the agents of the pedagogical process; teachers evaluate learners' performance and determine what strategies, forms, methods will be used for students to achieve the desired results.

As Bolotov and Serikov state, competence is the product of education and self-education as well, the result of a personality's self-development and self-management in learning, generalization of activity and personal experience and application the knowledge and skills in active use [1]. The essence of learning is autonomous and self-managed learning grounded on a student's self-control and self-assessment. Thus, the effectiveness of training future managers intercultural professional interaction competence depends largely on students' abilities to manage their own learning activities. So, the third pedagogical condition, an organizational one, is to train students to manage their own learning activities without the teacher to pursuit deep learning.

The algorithm of students' self-management in learning consists of the following stages: *goal-setting* as a regulator of self-management in learning; the student realizes his or her own pursuit of learning and identifies the gaps between "what is" and "what should be," i. e. the student's personal needs in learning are converted by him or her to goals (learning outcomes) or achieved results which determine what skills, knowledge, and attitudes are required to perform the future professional tasks successfully; *choice of the means* necessary to achieve these goals; *decision-making*: when and under what conditions the goals can be achieved by the chosen means; *implementation* of decisions; *self-assessment* of learning outcomes and achieved results; the analysis of the causes of academic failure or success; *accumulation* of the student's individual experience focused on the results and ways of self-development.

Thus, the pedagogical conditions to train future managers for intercultural professional interaction competence such as: 1) facilitating communication; 2) creation of intercultural professional communicative learning environment; 3) students' self-managed and autonomous learning influence the outcome of training will-be managers. Students' academic performance depends significantly on the implementation of the aforementioned pedagogical conditions in the pedagogical system of higher educational establishments.

References:

1. Bolotov, V. A., Serikov, V. V. Competence model: from the idea to the educational program / V. A. Bolotov, V. V. Serikov // *Pedagogy*. – 2003. – №10. – pp.14-18.
2. Ippolitova, N., Sterhova, N. Analysis of the notion "pedagogical conditions": essence and classification / N. Ippolitova, N. Sterhova // *General and Professional Education*. – 2012. – №1. – pp. 8-14.
3. Lytvyn A.V. Methodological principles of the concept of "teaching conditions" /: for applicants seeking for academic degree / A.V. Lytvyn. – Lviv, spol, 2014. – 76 p.
4. Reigeluth, C. (1999). What is instructional-design theory and how is it changing? In C.Reigeluth (Ed.), *Instructional-design theories and models* (Vol. 2, pp. 5–29). Mahwah, NJ: Erlbaum.
5. Seels, B. & Glasgow, Z. (1998). *Making instructional design decisions*. Second Edition. Upper Saddle River, NJ: Prentice-Hall, Inc.

Л. М. Червонська

кандидат педагогічних наук,
доцент кафедри теорії і методики
музичної освіти та хореографії
Мелітопольського державного
педагогічного університету
імені Богдана Хмельницького

І. М. Пащенко

кандидат педагогічних наук,
доцент кафедри музичного виховання
Бердянського державного
педагогічного університету

ЗНАЧЕННЯ МУЗИЧНОГО СУПРОВОДУ НА УРОКАХ КЛАСИЧНОГО ТАНЦЮ

Ключові слова: музичний супровід, класичний танець.

Key words: musical accompaniment, classical dance.

Актуальність зазначеної проблеми зумовлена необхідністю дослідження питань щодо визначення ролі музичного супроводу на уроках класичного танцю. Деякі науковці, серед яких Б. Забута [1], Є. Зайцев [2], Ю. Колесниченко [2], Л. Цветкова [3], Л. Ярмолович [4] та інші, розглядали проблему музичного оформлення уроку класичного танцю, разом з тим цілий ряд актуальних питань зазначеної проблеми лишаються поза дослідницькою увагою.

Класичний танець – базова система формування засобів виразності хореографічного мистецтва. Видатні балетмейстери та хореографи такі як, А. Ваганова, Н. Базарова, В. Костровицька, Р. Захаров, Р. Ярмолович та інші, розглядали систему виховання класичним танцем як передумову значного розширення пластичних можливостей людини, зазначаючи важливість забезпечення відповідного музичного супроводу [1, с.33].

Класичний танець допомагає студентам вивчати основи хореографічного мистецтва, розвивати необхідні професійні якості і дані – як фізичні, так і психологічні, і художні. Музика, яка звучить на уроці класичного танцю, має прищеплювати студентам усвідомлене ставлення до музичного твору, вміння слухати музичну фразу, орієнтуватися в характері музики, її ритмічному малюнку, динаміці. Музичний розвиток студентів-хореографів має відбуватись на основі вивчення естетики музики, широкого ознайомлення з кращими зразками класичної музичної літератури шляхом слухання музики, аналізу її змісту і форми [2, с.31].

Варто відзначити, що основним завданням педагога та концертмейстера в оформленні уроку класичного танцю є прищеплення свідомого ставлення студента до конструктивних особливостей музичного твору [2, с.32]. На уроках класичного танцю потрібно приділяти увагу не тільки ритмічному, а й емоційному зв'язку музики