

## **LANGUAGE TEACHERS' INTERACTION CULTURE: INTERCULTURAL ASPECT**

Sociocultural development of modern society, its globalization and integration into European structures, radical changes in communication and transformation of educational systems are very topical for language education. According to the present-day challenges mentioned, the 21<sup>st</sup> century teacher's ability to create new knowledge using effective techniques is emphasized, especially if considered in intercultural context. The intercultural principle in professional teachers' training presupposes national culture integration into different foreign cultures. It means that the formation of a personality open to different cultures, ideas and values is to be ensured. Such a person should be involved in all types of cooperation, including pedagogical interaction, in order to be able to make collective decisions.

Pedagogical interaction is defined as a two-sided (between a teacher and the students) system of relationship in the process of teaching. It can be represented by monological and dialogical types of relationship. The former type is characterized by the knowledge transfer, whereas the latter is not only the knowledge transfer but a construction of new one on the basis of a teacher's and students' experience by means of active discussion. One of the most important factors influencing successful pedagogical interaction is interaction culture. By interaction culture we mean a systematized integrity of values and beliefs, scientific knowledge and practical skills, behaviour patterns and norms in the process of interaction which promote the participants' social and intellectual development and ensure moral and communicative standards as well as pedagogical ethics while exchanging or creating new knowledge.

As the definition of intercultural communication presupposes active dialogue of cultures in society, for the formation of interaction culture a dialogic type of relationship is characteristic. Thus, to foster a dialogue of cultures in language learning a teacher should possess intercultural skills. Following Shelly Wong's definition, intercultural skills can be interpreted as the elements of pedagogical interaction, which enable language teachers to perform tasks aimed at the development of cultural originality and the creation of a comfortable atmosphere for effective learning and teaching [3].

For the formation of language teachers' interaction culture the following intercultural skills are necessary: the replication skills in accordance with learning and cultural standards; the skills of developing dialogical thinking, tolerance of ambiguity, respect for otherness, communicative awareness and knowledge discovery; the skills of establishing contact between cultures; the skills of interpreting the partner's communicative strategies and adequately building a

personal one, etc. To ensure the efficient development of intercultural skills it is necessary to use a specially designed system of intercultural tasks. The system is to be designed according to the main stages of skills formation. They are preparatory, training and creative stages.

Thus, we have reason to conclude that the efficiency of the formation of a language teachers' interaction culture depends on their level of preparation for the work in a new sociocultural environment and on the level of intercultural skills formation, which contribute to successful cross cultural interaction.

## **REFERENCES**

1. Common European Framework of Reference for Languages: learning, teaching, assessment (2001): Cambridge University Press.
2. Dragojevic, S. "Culture of Peace and Management of Cultural Diversity: Conceptual Clarifications", in: CULTURELINK, vol. 10, No 29, November 1999, p. 131-137.
3. Wong, Sh. (2005). Dialogic Approaches to TESOL: Where the Ginkgo Tree Grows. Routledge.