

Formation of Intercultural Pedagogical Communicative Competence of Future Teachers by Means of Project Activities as a Factor of Sustainable Development of Education

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Keywords: Intercultural Pedagogical Communicative Competence, Project Activities, Future Teachers, Pedagogical Lyceum, International Telecommunication Project, International Information Project, Creative Project.

Abstract: The aim of the present research is to substantiate the use of project activities in the formation of intercultural pedagogical communicative competence of future teachers studying in the lyceum based at pedagogical university. The relevance of the use of project activities from the point of view of training future teachers at the pre-university stage and the development of intercultural communication in an educational environment is discussed. The types of projects used for the development of primary pedagogical and communicative skills of interaction with the subjects of the educational process are also presented, taking into account their national, cultural, psychological and physiological features. Within the framework of this study, the stages of project activities used in work with the students of the lyceum based at pedagogical university are highlighted.


1 INTRODUCTION


Currently, in contemporar educational contexts, the formation of intercultural pedagogical communicative competence is one of the prime directives of training future teachers at the pre-university stage for their future professional activity. The project method is one of the most effective means of forming the primary pedagogical and communication skills of future teachers, because the main aspect of organizing the process is research and group work of the participants in both online and offline formats (Kiryakova, 2017).

Participants of the project have the opportunity to start a dialogue with other pedagogical cultures, which means not only meeting in a multicultural space of similar educational communities, but also networking with many social partners interested in the quality result of project activities. Undoubtedly, the skills and abilities acquired as a result of such work experience contribute to building better social contacts with the subjects of the intercultural educational environment, as well as the formation of

an idea of the working conditions in the framework of blended learning (Masalimova, 2014). A special role in this process is played by the subject, "Foreign Language," since the possibility of realizing the acquired professional and intercultural knowledge by means of a foreign language in project-related work removes communication barriers and increases self-esteem of future specialists via the implementation of the tasks set within the framework of the project and close interaction with representatives of different cultures in the course of teamwork and cooperation.

The issue of the research is to prove the necessity of the application of the project-based learning in formation of intercultural pedagogical communicative competence of future teachers which has not been widely studied yet. Furthermore, the essential point is to reveal the methodology of the application of this method as well as the results and the effectiveness of this application in the educational process in terms of the future teachers' preparation for the professional activity.

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2 METHODOLOGY OF THE RESEARCH

The aim of the study was the formation of intercultural pedagogical communicative competence of future teachers by means of project activities in the lyceum based at a pedagogical university.

Research methods: scientific literature analysis and synthesis, practical experience, project- based learning, questionnaire survey, observation and generalization of the data obtained.

3 RESULTS OF THE RESEARCH

Table 1: The extra- curricular activity "Organization of project activities"

Theoretical part	Practical part
1. Introduction. What is a project? Types of projects. 2. Stages of organizing project activities. The result of project activities. 3. Formulation of the hypothesis, goals and objectives of the project. 4. Use of information and computer technologies in the organization of project activities. 5. Teamwork, its features and role in project activities. 6. Intercultural communication in project activities	1. Training on the development of teamwork skills. 2. Project activities.

Taking into account the Federal component of the state standard of general education (Federal component of the state standard of general education, 2004), the multicomponent structure of project activities and the stage-by-stage work on its organization, we have included in the extracurricular activities of the main educational program of the Lyceum BSPU the extra- curricular activity, "Organization of project activities," in order to teach future teachers the basics of joint work and the implementation of intercultural dialogue in the process of the project realization. The content of optional classes was determined by the fundamentals of intercultural pedagogical communicative competence, its role in organizing project activities, and the specifics of the professional training of future teachers regarding their work in a multicultural

educational space (Leifa, 2012). The program of optional classes was divided into two parts: theoretical and practical (Table - topics). The theoretical part included classes aimed at clarifying the concept of "project," the role of teamwork, and the possibilities of using computer and online technologies in project activities. These didactic units were of particular importance since the unification of students aged 15 to 17 into one common team to work on a new project took time to prepare. It required taking into account their psychological and age-related characteristics and interests.

The practical block was aimed at developing teamwork skills among future project participants, helping them coordinate their joint actions through specially designed trainings, and directing practical experience of working on the project itself. This experience assumed reliance on theoretical knowledge gained, as well as interdisciplinary knowledge formed in the framework of studying the subjects of the school curriculum.

Taking into account the content of the projects we have implemented, as well as the classification proposed by E.S. Polat (Metod proektov, 2000), we have defined the types of the projects we have implemented. There is an international telecommunication project, an international information project, and a creative project. The implementation of each project took place in three stages: the preparation stage, the implementation stage and the summing up stage.

We consider the "international telecommunication project" based on the definition of E.S. Polat (Metod proektov, 2000), we consider that joint educational and cognitive tasks, research, creative or play activities of partner students from different countries and regions of the world—organized on the basis of computer telecommunications—a common problem, goal and method aimed at achieving a joint result.

In contrast to simple letter-correspondence, a specially organized and purposeful type of joint work by students in the network can give a higher pedagogical result due to the functionality of the information space making it possible to form more effective professional and intellectual competences of future teachers; it creates the preconditions for the application of innovative methodological ideas in their work with students (Soboleva, 2000).

The most effective form of organizing joint projects of students is the cooperation of students from different schools, cities and countries, which usually requires the deep integration of knowledge. Thus, students will use not only knowledge of the

relevant subject of the problem being investigated, but also knowledge of the peculiarities of the partner's national culture, and the peculiarities of their mentality—which presupposes a dialogue of cultures. At the same time, the content of the "Professional Teacher Standard" (Professional'nyj standart pedagoga, 2019) and the requirements of the Federal State Educational Standard for a modern teacher (Jakushev, 2016), proves that the effectiveness of teaching intercultural interaction in an educational environment and the assimilation of professional knowledge and skills by future teachers at the initial stage of training largely depends on the variety of methods that could contribute to the development of creative thinking and involves active communication in the learning process with the use of different communication styles and techniques (Leifa, 2012).

Taking into consideration the experience of applying project-based learning in educational activities by such specialists as O.E. Lomakin and T.I. Gustomyasova, M.S. Podukova, M. Yu. Minenkov and others, as well as the high potential of this method for the formation of intercultural pedagogical communicative competence of future teachers at the pre-university stage of training, we have developed a series of international telecommunication projects ("Let's talk about Blagoveshchensk on five continents"; "Blagoveshchensk - Saint-Quentin: the dialogue cultures"; "Francis Jammes: Symbolism of life and creativity"). This series of projects included projects involving communication between students of the Lyceum BSPU with francophone students from the lyceums of different countries and cities of the world (France, Cuba, Algeria, Paraguay, Thailand) by means of postcards, videos, and the use of social networks in which the participants told about themselves, their hometown and educational organization where they study.

In addition to using the method of international telecommunication projects, we propose the inclusion of international information projects in the educational process, which are initially aimed at collecting information about an object, phenomenon, analyzing it and summarizing the facts intended for a wide audience and represented in the media (Rudakova, 2020). Such projects require a well-thought out structure and the possibility of systematic adjustments during the work on the project.

Since September 2018, together with high school students of the Lyceum BSPU in Blagoveshchensk, the electronic English-language magazine SUNRISE was created, which is an international information project, as well as a unique creative and information space in English, which unites over 10,000 readers

around the world and which is published with the support of the international editorship consisting of representatives of the university environment, Cambridge-certified English teachers, writers, journalists, professional artists, and photographers.

This printed edition is published 3 times a year (November, February, May) and actively collaborates with authors living in Blagoveshchensk and beyond it, including the representatives of different nationalities, ages, and professions who speak English. Among the authors and editorial staff there are representatives from Russia, France, England, Poland, Spain, Great Britain, Switzerland, America, and Canada, who share with readers around the world their personal discoveries, positive experiences and creative works on various topics, including teaching the English language and education. English, in turn, plays a key role in this project, since its study reveals the creative and intellectual potential of an individual, forming his communicative and intercultural skills. Created in the city of Blagoveshchensk, Amur Region, the English-language magazine SUNRISE tells the world not only about Russia and its culture, but also about the city of Blagoveshchensk, its inhabitants and history popularizing the region and its features.

The magazine can be used not only as entertaining reading, but also as an additional teaching aid in an English classroom to expand horizons, form planetary thinking, and develop students' speech and language skills. Moreover, this magazine is a platform for the exchange of pedagogical experience and learning experience, which can serve as an additional source of information and self-development for teachers, future teachers, and lovers of the English language.

The purpose of the international information project was to develop the intercultural pedagogical communicative competence of future teachers at the pre-university stage of training through the ability to use subject knowledge, the ability to work with information, make generalizations, conclusions, and work with a variety of reference material.

In the work on the project, we adhered to the fact that the topic of each issue should be relevant and meet the interests of its readers, including the professional training of future teachers at the pre-university stage of education, as well as to take into account various types of activities of the authors, the practical, theoretical, and cognitive significance of the content and the expected results of the joint work of the members of the editorial board and authors.

These future teachers united to work on the issues of the magazine and initiative groups were determined, each of which had its own list of

responsibilities. We identified the group "Authors" (Year 9 - 5 people; Year 11 - 4 people; Year 10 - 3 people), whose task was to prepare articles for publication, the group "Information Bureau" (Year 10 - 4 people; Year 11 - 4 people), which was looking for additional sources of information to help the authors, "Designers" (Year 11 - 4 people; Year 10 - 4 people; Year 9 - 4 people), whose task was the preparation of the illustrative materials in the form of photographs and drawings, "Editorial Board" (Year 10 - 2 people; Year 11 - 3 people), whose representatives were included in the professional editorial staff due to their high level of English proficiency, and the group "SMM managers" (Year 8 - 2 people; Year 10 - 3 people), who were responsible for helping a professional editorial board maintain the magazine's Instagram and Facebook pages. This assistance included the publication of posts in English and Russian about the latest news from the life of the magazine, communication with potential authors and conducting live broadcasts with the partners of the magazine in an online format.

It is also worth noting that each of the groups was selected according to the hobbies of the students and their level of proficiency in a foreign language. Thus, the students who spoke English at the B2-C1 level were included in the "Editorial Board" group, since they were required to have special knowledge of grammar and lexical units to work with the text, and those who knew how to express their thoughts in an interesting manner in a foreign language were united into the "Authors" group. The "Information Bureau" was presented by the students who, in addition to their interests in the field of learning foreign languages, also had a solid knowledge base in the field of literature, art, history, education, etc. in order to help the authors select the necessary material and advise on specific issues. SMM managers were chosen from among those students who had an understanding of the work of social networks, which implied the ability to put into practice various applications and programs that could make the content on the pages of the magazine on social networks colorful, informative and corresponding to the latest trends of the modern online environment. Among the "Designers" were students who were able to draw and photograph professionally, which was a necessary skill for the design of the magazine pages.

The preparation of a fresh issue traditionally took place in several stages of organization. First, at the preparatory stage, together with the students and the professional editorial board, the main topic of the issue, the goals and objectives of joint work were determined, then those responsible for maintaining

each section were selected and an approximate work plan was drawn up, including the deadlines for completing the assignment. During the project implementation period, the participants were also coordinated through regular offline and online meetings using the Zoom online conference platform and a WhatsApp group, where current issues and interim results were discussed. During this period, the students who needed advice or help in preparing the material had the opportunity to receive appropriate recommendations from not only the professional editorial staff, but also their classmates or high school students, who possessed more information and could provide the necessary guidance for work.

At the final stage of preparing a fresh issue, a presentation of the issue took place, which implied its release on the pages in social networks, mailing of the printed copies to authors and readers, announcing the results of work in the media, as well as organizing a mass cultural event with the invitation of the partners, authors and everyone involved in the work above the fresh issue. For this event, the students also prepared a creative presentation of their material, an exhibition of drawings and photographs published in the issue. At the final stage, within the team, the work was analyzed, the assessment of general and individual results was given.

Another form of organizing joint activities of future teachers was their work on a creative project, which was presented in the form of meetings of the Book Club, which were held every two weeks and assumed the format of an open and free discussion with students from the Faculty of Foreign Languages and professional speakers from the mass media.

It should be noted that creative projects involve the appropriate design of the results. As a rule, they do not have a detailed structure of joint activities of the participants; this is only roughly outlined and develops later, guided by the logic of joint activities adopted by the group and the interests of the project participants (Metod proektov, 2000). In this regard, the meetings of the Book Club were carried out in an informal atmosphere, which contributed to the activation of the communicative and creative skills of the participants. Each meeting was dedicated to a specific book, so its discussion involved dividing the course of the discussion into blocks: a narration about the author, exchange of views on the content of the book in a game format, watching a thematic video or listening to an audio file, or making a creative product (an illustration, postcard, origami, map, letter etc.). The involvement of the future teachers in the work on the project meant the division of responsibilities. The person responsible for helping in organizing the event

was appointed according to the main topic—as well as their own interests and skills—which made them feel more confident during the meeting and allowed them to share their experience with those who were younger in age and did not have relevant knowledge in that or another area. As a part of the meeting, the future teachers had the opportunity to try themselves in the role of a leader or instructor, receiving primary pedagogical experience of interacting with other participants in the course of establishing the necessary communication. Just as well, they are able to increase their knowledge with useful information from the fields of education, pedagogics, psychology, travel and culture, which is an important component of intercultural pedagogical communicative competence (Leifa, 2016).

4 DISCUSSION OF THE RESULTS

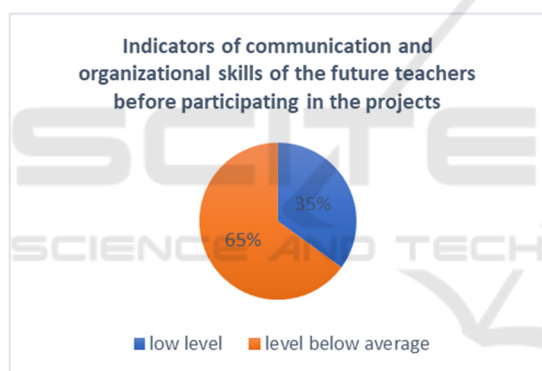


Figure 1: Indicators of COS of the future teachers before participating in the projects.

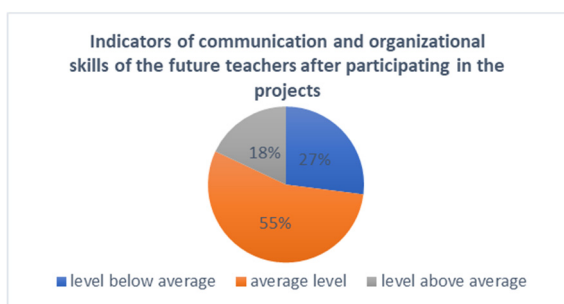


Figure 2: Indicators of COS of the future teachers after participating in the projects.

The analysis of communicative and organizational skills (hereinafter COS) of future teachers according to the method of V. Sinyavsky and

B.A. Fedorishina (Ocenka komunikativnyh i organizatorskih sposobnostej lichnosti, 2017) showed that in comparison with the results that were obtained before the above-mentioned projects, the level of CBS has increased significantly (Figure 1,2). So, the initial indicators from 35% low and 65% below average rose to 27% below average, 55% average, 18% above average. This means that future teachers strive for contacts with people, do not limit their circle of acquaintances, defend their opinions, and plan their work. They strive to expand the circle of their acquaintances, are engaged in social activities, help relatives and friends, show initiative in communication, take part in the organization of social events with pleasure, and are able to make an independent decision in a difficult situation. They do all this not under compulsion, but in accordance with their inner aspirations.

Also, an increase in the level of intercultural pedagogical communicative competence was established during the observation of students during the classes. The students began to show openness to foreign language communication and communication in general. The lyceum students stopped getting lost and embarrassed at the moment of entering into communication in a foreign language and were ready to start responding without prior preparation. In open classes with foreigners in online and offline formats, the children were also able to demonstrate their wiliness to communicate, which was expressed in the fact that they relatively freely understood the questions addressed to them, answered them correctly, and even took initiative in communication by asking their own questions. Moreover, future teachers demonstrated the best level of preparation for practical exercises in which they needed to act as a teacher or a head of the event involving young children.

5 CONCLUSION

Thus, the totality of the projects we have implemented is an integral structure included in the educational activities of the Lyceum BSPU and represents a special basis for the formation of intercultural pedagogical communicative competence of future teachers at the pre-university stage of training in the system of lifelong pedagogical education.

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