Formation of Intercultural Pedagogical Communicative Competence at the Pre-university Stage as a Factor of Sustainable Development of Education

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Abstract: This article is devoted to the analysis of blended learning and the peculiarities of its application in the process of forming intercultural pedagogical communicative competence of future teachers at the pre-university stage of education as a factor of sustainable development of education. The article also contains a description of different types of blended learning and provides a list of resources and work that is essential to improving intercultural interaction skills in the pedagogy of a multicultural environment. Moreover, this article presents an algorithm of how to combine classroom studies with classes organized using online technologies and the Internet, which qualitatively improve the process of obtaining basic professional skills and abilities to enter into intercultural communication, in accordance with the requirements of the educational situation in real and virtual interactions.

1 INTRODUCTION

The present state of educational contexts points to a pedagogical environment of increasing multiculturalism. The use of online technologies is becoming an increasingly urgent requirement to construct and supplement contemporary educational standards. The use of blended learning allows educators to solve a number of problems surrounding the modernization of education and the formation of necessary skills related to positive social interaction in teachers and students. These aspects are of particular importance in terms of preparing future teachers for a professional activity, where the ability to enter into intercultural communication is one of the most significant key competencies and involves the ability to build a dialogue in offline and online realities in accordance with the rules and norms of speech etiquette. Moreover, the use of blended learning in the process of organizing the professional

training of future teachers allows them to gain practical experience in using various kinds of online resources and online communications in the educational process, as well as to get an idea of their correct combination with offline work approaches.

It should also be noted that blended learning, with all its flexibility and variability, presupposes a large amount of independent work of a student and their direct participation in the organization of their own educational route is crucial to their progress (Rudakova, 2020).

This becomes especially important in the process of organizing professional training—which presupposes a greater quantity of self-organization on the part of students—that will reinforce skills required to engage in independent work. At the pre-university stage, the presence of these skills is also decisive in the formation of future teachers' ability to enter into intercultural dialogue in situations of pedagogical interaction. Blended learning methods are some of the most effective ways to encourage

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their development, but practical strategies related to their application in training future teachers at the pre-university stage of education is insufficiently studied. It is this lacuna in the data that our research intends to address and suggest potential strategies for solving.

2 RESEARCH METHODOLOGY

The aim of the study was the formation of intercultural pedagogical communicative competence of future teachers at the pre-university stage in the process of blended learning.

Research methods: Our review, analysis, and synthesis of scientific literature combined with practical, observed pedagogical experiences of blended learning in the training of future teachers at the pre-university stage of education, pedagogical observation, and analysis of the data obtained.

3 RESEARCH RESULTS

Today, the development of educational and teaching activities reveals the plethora of advantages to using information and communication technologies that allow educators to improve the forms and methods of traditional approaches to teaching. The organization of the educational process has significantly changed to the use of digital media and communication, and the new conditions of teaching and the learning process allow educators to implement brand new ideas based on the latest achievements in methodology (Means, 2010).

The necessity of using new schemes in educational processes and considering the demands of each student is given in Art. 15 of the Federal Law of December 29, 2012 No. 273-F3 "On education in the Russian Federation" (amended on 02/03/2014). "It iterates that the implementation of various educational programs aimed at obtaining education is oriented toward e-learning, which suggests educational methodologies that utilize distance-learning technologies" (Nagaeva, 2016).

Art. 16, paragraph 1 states, "E-learning is understood as the organization of educational activities using information contained in databases and used in the implementation of educational programs and information technologies, technical means, as well as information and telecommunication networks that provide transmission over communication lines, the specified information, the interaction of students and teaching staff. Distance

learning technologies are understood as educational technologies implemented mainly with the use of information and telecommunication networks with indirect (at a distance) interaction between students and teachers" (Nagaeva, 2016).

Also, according to paragraph 7 of the Procedure for the use of e-learning, distance-learning technologies by educational organizations approved by the Ministry of Education and Science of Russia No. 816 dated 23.08.2017 have the right to implement educational programs—or their parts—by organizing training sessions in the form of online courses. They are designed to ensure that students, regardless of their location or organization, are able to organize training and assessment of their learning outcomes. This is achieved by organizing activities in an online educational environment that is offered by the information and telecommunications network, the "Internet" (Nagaeva, 2020).

These provisions confirm the need to use forms and methods of distance work in the learning process due to not only the rapidly changing environment of modern educational standards, but also the processes relate to communication. In modern educational environments, it becomes increasingly necessary to apply the skills of entering into intercultural communication in the online space. Accordingly, the process of forming intercultural pedagogical communicative competence at the pre-university stage of pedagogical training should be carried out by the combination of in person classroom activities with e-learning (Jakushev, 2015). The formation of the above-mentioned quality is a long process. Therefore, the formation of future teachers as mediators of culture and guides to the world of science cannot take place in isolation from the specifics of online learning; digital interaction skills and the ability to quickly switch from working in real-time to working in virtual space are necessary for future educators (Soboleva, 2020).

The advantages of blended learning are defined by I.A. Nagaeva who emphasizes that each student gets the opportunity to improve the required knowledge and skills in a convenient format, which is achieved by providing effective learning management tools (Nagaeva, 2016). Also, the use of technology in teaching creates new possibilities for social interaction in a classroom. Blended learning can make the whole process more effective as it can be used anywhere and at any time; it can improve monitoring for students and vary the activities during the lesson. As a result, students develop naturally in an educational environment that combines offline and distance characteristics, and learn to be more

independent and organized. Blended learning also offers flexible and complex approaches to the organization of individual and group work as well as multitasking activities that allow the students to develop skills and abilities simultaneously (Griff, 2012).

E-learning technologies offer up-to-date content that is available for learners with different demands and educational aims. The combination of online and offline elements makes education effective, less time consuming and convenient; the educational process becomes much more interactive, student-oriented, and adaptive for members of the educational system (Masalimova, 2014).

In turn, P. Newmyer, provides a scientific approach to blended learning and notes several aspects that represent a stepping stone to improve the incorporation of blended learning in teaching and learning practice (Nagaeva, 2016). He highlights the fact that the model for combining offline and online modes presupposes the design of a training course which will provide an adequate ratio of work modalities according to the aims of training as well as the level of students' educational background and teachers` skills. In this case, the following sequential use of operating modes is possible: face-to-face, online; or combined, face-to-face - online - face-to-face, etc (Nagaeva, 2016). The distribution of the material involves special teaching skills according to the mode of work. There is parallel work (training occurs in a traditional form, in person and online) or in isolation (training occurs mainly in one of the modes) (Nagaeva, 2016). Also, teaching methods must correspond to the set goals which provides the whole process with a certain flexibility and the optimal combination of aspects that will lead to the desired learning goal (Leifa, 2012).

At the same time, there are a few ways of interaction between students and teachers in the framework of blended learning, both individual (student - computer, student - teacher), paired and group (student - group of students, two students - computer), etc. Moreover, the roles of a teacher (instructor, assistant, source of information, partner, coordinator) and a student (recipient of information, partner in dialogue, expert in a certain field) in the educational process become diverse, and the volume and level of student's independent work increases (leifa, 2012). This diversity engages various cognitive mechanisms that stimulates students in their quest to gain new knowledge.

A number of blended learning models should also be distinguished here. They include the "Face-to-Face Driver" Model, the Rotational Model (classroom, laboratory, portioned, individual), Flex Model, Self-blend Model and Enriched Virtual Learning Model (Bielawski, 2003).

In the process of forming the intercultural pedagogical communicative competence of future teachers at the pre-university stage of pedagogical training at Lyceum BSPU, we used the "Face-to-Face Driver" Model, which included the use of e-learning as an addition to the work program for tutorials "Spotlight" and "Starlight" for the10th and 11th grades for the subject "Foreign language." So, in the format of face-to-face and distance lessons, we used such methods as role-playing games, discussions, debates, a round table, a speaking club and the CLIL method, which allows you to master specific knowledge and skills with the help of a foreign language. The inclusion of these methods of organizing joint activities with students in the framework of the lesson allows you to create conditions for the exhibition of the creative potential of the individual, training the skills necessary for entering into communication, gaining valuable experience of working with a team, and learning to distinguish when it becomes necessary to take different roles and responsibilities for completing various types of tasks.

To organize e-learning, we used the following online resources:

1. British council.com- a site containing the worksheets for ready-made lessons on various topics.

2. Wordwall.net - a site that allows you to create your own tasks and games with unusual design and a variety of visual effects.

3. Quizlet.com - an application for creating your own flashcards with new vocabulary.

4. Miro.com is an online whiteboard with unlimited possibilities that allows both teacher and students to simultaneously bring about changes to online content.

5. En.islcollective.com is an electronic library with ready-made tutorials, including tutorials for video materials.

6. Lyricstraining.com is a site aimed at training listening skills with ready-made exercises and colorful design for different levels.

7. Drive.google.com is a resource that allows you to organize a quick and convenient distribution of electronic materials.

8. Kahoot.com is a resource that allows you to create entertaining quizzes and games on various topics.

9. Playphrase.me is an electronic library containing phrases from different films with convenient search and navigation. By entering the

lexical units of interest into the search bar, the user gets the opportunity to watch an excerpt from the film where it was used and do an exercise to practice it.

10. Ed.ted.com is a popular resource with a large number of lectures on various topics from well-known foreign speakers with ready-made exercises.

11. BBC learning English is a well-known information resource site that offers educational materials of different levels for English learners.

12. Visuwords.com is a site for memorizing vocabulary and creating your own mindmaps according to the templates suggested by the developers.

Also, in order to carry out online communication, we used platforms such as Zoom and Notion. The latter is a flexible tool that resembles a notebook in its multifunctionality, where each page can be organized as it is convenient. Except for a simple text, you can add any content to an online page: video, audio, codes, tables, etc. The pages themselves can be grouped, moved, and linked to each other. The result

is an organized workspace that stores all the necessary information.

Taking into account the possibilities of the above online resources and applications, in the 10th and 11th grades of Lyceum BSPU, a series of English lessons, "Green English" was organized and dedicated to the topic "Ecology" ("Environmental issues"). According to the content of the modules within the framework of the tutorials "Spotlight" and "Starlight" for the 10 th and 11th grades, each of them is presented in the "Green corner" section, in which students are offered information on one of the existing environmental problems for analysis. Currently, this topic is one of the most discussed, and the English-speaking societies expresses great concern about the state of the environment and how to preserve it. Just as well, this proposed topic has aroused the interest of the pedagogical community on how to make the educational process more environmentally friendly and involve students in preserving the environment.

Table 1: A series of English lessons "Green English.

Lesson	Organization
Lesson 1	Studying the vocabulary with the flashcards made in Quizlet app and reading "Why organic farming?" "Marine Litter" (Spotlight 10); "Save the whales", "Global warming" (Starlight 10) "Will we all have to leave home?" "Banking on the future" (Starlight 11) "Eco-tourism", "Ocean noise pollution" (Spotlight 11) Discussion of the content of the texts in the form of an in- person classroom by dividing students into small groups. An expert was appointed in each group, who subsequently helped the other groups to identify the main problem of the text and find ways to solve this problem. Then the discussion of the results of the group work was carried out in the open class format.
Lesson 2	Submitting the "Environmental Sustainability" video and vocabulary cards from Quizlet app using Drive.google.com. Organizing an online lesson using the Zoom meeting platform to discuss the video. Making a diagram in Notion application on the theme of the video materials and an online quiz made on the Kahoot.com website.
Lesson 3	Discussion offline of an article from the printed edition "Financial Times" called "Can we save the environment with economics?" and completing tasks for the proposed article from the onestopenglish website. Dividing students into two micro groups (environmentalists and economists) and organizing debates, in which each group had to defend their point of view, based on the content of the article and the proposed template phrases for starting and developing communication in English.
Lesson 4	Creation of a poster using the Notion application in micro groups on the topic "Environmental issues and solutions" and its presentation at an online meeting in the framework of "English Speaking Club Online", which was also attended by 4 schoolchildren from Vietnam, Italy, the USA and France, who talked about those environmental problems which exist in their countries and what they have been doing to solve them.

As it is presented in Table 1, conducting a series of English lessons "Green English," we used blended learning methods that allowed us to organize work with future teachers in offline and distance formats using various resources and applications. This approach to the organization of the educational process contributes to a better professional training of

future teachers for pedagogical activities and forms the skills of entering into intercultural communication. Blended learning allows you to gain practical experience in using various methods of organizing the educational process, as well as experience in interacting with representatives of other cultures in offline and online formats.
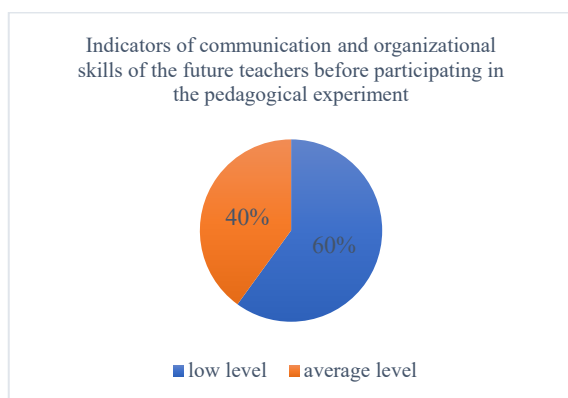
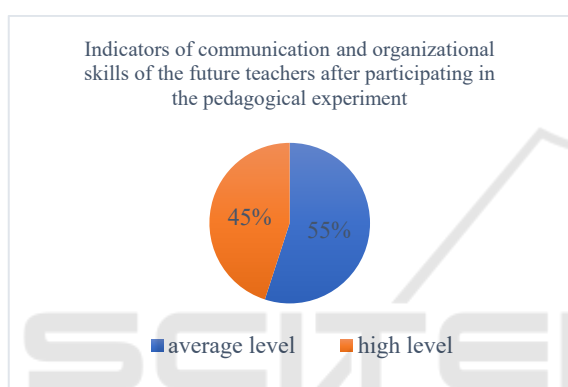Figure 1: Indicators of COS of the future teachers before participating in the pedagogical experiment.

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

The effectiveness of using blended learning methods in the process of forming intercultural pedagogical communicative pedagogical competence among future teachers was also revealed during the assessment of communicative and organizational skills (hereinafter COS 2) (Ocenka kommunikativnyh i organizatorskih sposobnostej lichnosti, 2017). The diagnostic results showed that before the inclusion of Year 10 and 11 students of Lyceum BSPU in the pedagogical experiment using blended learning methods, most of them had a low level of COS (60%) and 40% had an average level (Figure 1). However, at the final stage of the pedagogical experiment, the diagnostic results improved significantly. 55% of future teachers reached a high level and 45% of them an average, which confirmed the necessity to use blended learning methods at the pre-university stage in the process of forming intercultural pedagogical communicative competence of future teachers (Figure 2).

4 THE DISCUSSION OF THE RESULTS

The study of the application of blended learning methods was carried out by such specialists as I.A. Nagaeva, I.V. Krivopalova, T.I. Krasnova, Mugenyi Justice Kintu, Chang Zhu & Edmond Kagambe, Nicky Hockley, Lindsay Clandfield and others. However, most of them paid attention to the disclosure of the concept of "blended learning" and how it can be integrated into the full-time educational process of schools and universities. On the other hand, the question of using blended learning methods in the process of developing intercultural communication skills among future teachers at the pre-university stage of education remains poorly studied. In a multicultural educational environment, the presence of these skills largely determines the success of the organization of the pedagogical activity, and the high level of their development depends on how early this process was started. The development of communication skills involves a protracted period of time, and therefore the basic preparation for entering into an intercultural dialogue in the educational process should begin at the pre-university stage of the study and be continued at a university stage.

5 CONCLUSION

With this research in mind, we may conclude that this set of blended learning methods is an integral structure included in the educational process of the lyceum and represents a special foundation for the formation of intercultural pedagogical communicative competence of future teachers at the pre-university stage of pedagogical training in the system of continuous pedagogical education.

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