

FORMATION OF SELF-REGULATION IN THE PROCESS OF FUTURE FOREIGN LANGUAGE TEACHERS' BILINGUAL TRAINING



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Abstract. *The present article deals with the formation of the future foreign language teachers' self-regulation in the process of their bilingual training. The essence of the future foreign language teachers' self-regulation and pedagogical conditions of its formation in the process of their bilingual training is revealed: the bilingual environment; lecturer's personal example; the special methods, means and forms of the future teachers' bilingual training. The paper specifically identifies the main ways, means and effective methods of their implementation in the education process. The five core strategies of developing future foreign language teachers' self-regulation skills are considered in the paper, namely goal-setting, self-monitoring, self-reflection, mindfulness and feedback. It might be reasonable to implement the solution to the problem of forming self-regulation in the process of bilingual training in the following areas: teaching other languages and cultures; secondary school; professional training of students of non-teaching higher education institutions of Ukraine.*

Introduction. Self-regulation is described as an ability to control one's thoughts, emotions, and behaviors in a way that contributes to positive personal and professional outcomes. It involves setting specific goals, developing strategies to achieve these goals, monitoring their progress, and adjusting the strategies in response to feedback. The notion of self-regulation can also be defined as an essential component for the success of students and teachers alike. It helps to develop both students' and teachers' executive functions, which are the mental processes involved in setting goals, prioritizing tasks and monitoring their academic and job performance (Bradley et al, 2010; Chebykin, 2017). It is obvious that self-regulation is important for future teachers because it helps them develop the skills necessary for managing the demands of teaching. It allows them to set and prioritize tasks, focusing on their objectives. Furthermore, self-regulation helps teachers to regulate their emotions, stay calm under pressure, and make rational decisions in challenging situations.

There are five core strategies that can be used to develop future teachers' self-regulation skills (Morosanova, 2013; Morosanova & Fomina, 2017). 1. Goal-setting: future teachers need to develop clear goals that are specific, measurable, achievable, relevant and time-bound. They need to break down these goals into smaller, more manageable tasks that can be accomplished in a reasonable amount of time. Goal-setting is an important aspect of a teacher's professional development, and future teachers can benefit from cultivating a habit of setting and achieving their goals. Setting goals helps future teachers to have a clear sense of direction, prioritize their efforts, and measure their progress towards achieving their objectives.

There can be singled out several steps that future teachers can take to set effective goals. Firstly, they need to identify the areas where they need to improve or the skills they need to develop. They can do this by self-assessing

their teaching performance, reflecting on their experiences, and seeking feedback from colleagues and mentors. Secondly, future teachers can set specific, measurable, attainable, relevant and time-bound goals that align with their objectives. For example, they could set a goal of incorporating more technology into their lessons, ensuring that they meet a specific objective or standard in their state's curriculum. It is also important for future teachers to break down their goals into smaller, manageable steps. This approach helps them to make progress towards their goals incrementally, which can be motivating and empowering. For example, if their goal is to incorporate more technology into their lessons, they might set smaller goals such as attending a professional development workshop on educational technology or researching innovative educational apps to implement in their instruction. Future teachers should also regularly review and evaluate their progress towards their goals. They can use various methods to track their progress, such as self-assessment, peer observations, or feedback from students. By regularly evaluating their progress, future teachers can make adjustments to their approach and align their efforts towards achieving their goals. Finally, it is important for future teachers to celebrate their achievements and successes, no matter how small or significant they may be. Celebrating successes boosts their confidence, reinforces their motivation, and reminds them of their capacity to succeed.

2. Self-monitoring: future teachers need to track their progress towards their goals, using tools such as goal-setting worksheets, habit trackers, and progress logs. They should also be encouraged to reflect on their performance and identify areas for improvement. Self-monitoring is a crucial aspect of a teacher's professional development, as it enables them to track their progress towards achieving their goals and objectives. Future teachers, in particular, must cultivate a habit of self-monitoring so they can equip

themselves with the necessary skills and competencies required to excel in their career.

Self-monitoring can take several forms, such as setting goals, tracking progress, reflecting on experiences, seeking feedback and making adjustments to one's practice. To track progress towards their goals, future teachers can use various tools and resources, such as peer observations, self-assessments, progress charts, and feedback forms. These tools help future teachers to evaluate their strengths and areas of improvement, identify patterns in their teaching that may require adjustment, and take action towards improving their practice. Reflection is another essential aspect of self-monitoring, as it enables future teachers to gain deeper insights into their teaching methods and approaches. Regular reflection sessions allow future teachers to review their lesson plans, teaching strategies, and classroom management practices, identify areas where they can improve, and brainstorm new ideas to implement in their classroom. In other words self-monitoring is key to the professional development of future teachers. By cultivating a habit of self-monitoring, future teachers can continuously improve their skills and competencies, and ultimately, provide their students with high-quality education.

3. Self-reflection is the process of looking inwardly, assessing one's strengths and areas of improvement, identifying the necessary actions to meet their goals and objectives. Future teachers need to engage in self-reflection, which involves examining their thoughts, feelings, and behaviors in order to gain insight into their own performance. Self-reflection is a crucial aspect of a teacher's professional development, and future teachers can benefit greatly from cultivating a habit of self-reflection. By regularly reflecting on their teaching practice, future teachers can improve their teaching skills and performance, gain insights into their students' needs and

perspectives, and develop a growth mindset. They should be encouraged to identify their strengths and weaknesses, and develop strategies to improve in areas where they may be struggling.

There are several benefits to self-reflection for future teachers. Firstly, it helps to improve their teaching skills and performance. Future teachers can develop a deeper understanding of their teaching methods and approaches, identify their strengths and weaknesses, and explore ways to improve their practice. They can reflect on their teaching strategies, lesson plans, and classroom management practices, and adjust these based on their reflections. Secondly, self-reflection helps future teachers to gain insights into their students' needs and perspectives. By reflecting on their teaching methods, future teachers can identify areas where their teaching may not be meeting the needs of their students. They can also explore ways to cater to different learning styles and ensure that their students are active participants in the learning process. Thirdly, self-reflection helps future teachers to develop a growth mindset. By reflecting on their experiences, future teachers can develop a positive attitude towards challenges or setbacks and view them as opportunities for growth and development. This mindset encourages future teachers to continue learning, experimenting with new teaching methods, and seeking feedback and support from colleagues and mentors. There are several strategies that future teachers can use to develop the habit of self-reflection. For example, they can keep a journal where they write down their reflections on their teaching experiences, successes, and challenges. They can also use online platforms, such as blogs or social media, to share their reflections with a wider community of teachers and receive feedback and support.

4. Mindfulness: future teachers should be encouraged to practice mindfulness, which involves being present in the moment and focusing their

attention on their thoughts, feelings, and sensations. This can help them to regulate their emotions, reduce stress and anxiety, and make better decisions. There has been a growing interest in incorporating mindfulness techniques and training programs into education, particularly for teachers who crave to effectively integrate mindfulness practices into their classrooms, which helps to create calmer, more enjoyable learning environments.

5. Feedback: future teachers should be provided with regular feedback on their performance, both from their instructors and from their peers. They should be encouraged to use this feedback to identify areas for improvement and adjust their strategies accordingly. Future teachers must seek feedback from their colleagues, mentors, and students, as it gives them an objective view of their teaching performance. They can use various feedback mechanisms, such as classroom observations, surveys, and one-on-one conversations, to gather constructive feedback and insights that will help them to refine their teaching approach. Feedback is an essential aspect of a teacher's professional development, and future teachers can benefit greatly from cultivating a culture of giving and receiving feedback. Feedback provides future teachers with insights into their teaching performance, helps them to identify areas for improvement, and guides them towards developing new skills and competencies. There are several benefits of feedback for future teachers. Firstly, feedback provides them with an objective view of their performance. Colleagues, mentors, and supervisors can offer constructive feedback on their teaching methods, classroom management practices, and lesson plans. This allows future teachers to identify their strengths and weaknesses and make necessary adjustments to their practice. Secondly, feedback helps future teachers to be more aware of their students' needs and perspectives. Feedback from students can be valuable in identifying what is working in the classroom and what needs to be improved.

This feedback can also help future teachers to adjust their teaching methods and approaches to cater to the diverse learning needs of their students. Thirdly, feedback helps future teachers to develop a growth mindset. By receiving feedback with an open mind and a willingness to learn, future teachers can view it as an opportunity for growth and development. Feedback encourages future teachers to take risks, experiment with new teaching methods, and continuously reflect on their practice. Finally, feedback encourages future teachers to engage in a community of practice where they can share their experiences, best practices, and challenges. This community of practice can provide future teachers with a supportive network of colleagues and mentors, who can offer guidance and support as they navigate their professional development.

There are several strategies that future teachers can use to cultivate a culture of feedback. They can actively seek feedback from colleagues, supervisors, and students. This feedback can be formal or informal, such as through classroom observations, peer reviews, or surveys. Future teachers can also use various feedback mechanisms such as online platforms, journals, or reflection groups to gather constructive feedback on their teaching performance. These mechanisms can provide future teachers with an objective view of their performance, and a safe space to receive feedback (Senovska & Pryshliak, 2020).

Materials and methods. To form the self-regulation of teachers, the following key aspects should be considered: awareness of the self-regulation skills, practice sessions, developing metacognitive skills, motivation, emotional regulation, assessment and evaluation. To be more exact, future teachers need to identify the significance of self-regulation in teaching practice. They should have a clear understanding of the different types of self-regulation skills such as metacognition, motivation, and emotional

regulation. Through theoretical training or practice sessions, they can develop self-regulation awareness. Teacher training programs should provide an ample opportunity for future teachers to practice self-regulatory skills, such as setting goals, planning, monitoring, and evaluating their actions. The practice sessions should begin in the early stages of teacher training, and the trainers should provide feedback to reinforce the skill development. Metacognitive skills involve the ability to reflect on one's learning or teaching practices and use that information to improve the outcomes. Teachers should be trained to evaluate their teaching practices and provide feedback, including identifying areas of strengths and weaknesses. This self-reflection will guide future teachers on how to improve their teaching techniques and strategies. Teachers should have the ability to manage their emotions and maintain high levels of motivation. Motivation and emotional regulation are critical factors in teaching practices, and teachers need to learn how to stay motivated and manage their emotions in different teaching situations. Future teachers should be trained to assess and evaluate their teaching practices to identify areas of improvement. They should also be trained on how to monitor student progress and provide feedback to the learners to promote self-regulation (Senovska & Pryshliak, 2020).

The results of the theoretical analysis of the problem of forming self-regulation in students of higher pedagogical educational institutions indicate the need to create the necessary conditions not only for the formation of bilingualism, but also for the formation of tolerant attitudes, beliefs, motives, a special system of knowledge and skills necessary for the implementation of a constructive bicultural dialogue (Vajnrajh, 1979). The theoretical and practical bases for solving the issues of forming self-regulation in future teachers should be higher education, especially higher education institutions.

A harmonious comparison of the interests of higher education institutions and students in a controlled educational process is the key to determining effective pedagogical conditions for the formation of future teachers' self-regulation.

Pedagogical conditions can be described as features of the organization of the educational process that are realized in the form of objectively existing or subjectively created forms, methods, material conditions, as well as real situations that determine the achievement of the pedagogical goal. The concept of "educational influence" for determining the content of pedagogical conditions of education is considered to be essential as it is described by the scientists as an influence leading to the desired result in education and upbringing. The essence of such conditions is directly proportional to the types of educational influence, among which there are the following ones: 1) individual-specific influence of the educator, in particular, the personal example of the teacher; 2) functional and role influences of the educator (demonstration by the educator of the characteristics of another person, alternative behavior or characteristics, etc.); 3) influence directed at specific individuals, their qualities or actions; 4) influence not directed at specific individuals, their qualities or actions; 5) indirect influence on the environment in which the personality functions. We assume that the effectiveness of the formation of university students' self-regulation is ensured by the unity of these educational influences, since it is a complex system that makes it possible to combine bilingual, socio-cultural and pedagogical aspects of this culture within the educational process.

Thus pedagogical conditions in higher education institutions can be defined as a system of organization of educational activities that is implemented in a combination of educational influences and various forms

of educational (classroom) and extracurricular (extracurricular) work and contributes to the personal and professional development of future teachers.

The analysis of scientific literature has revealed that the problem of pedagogical conditions, that ensure the formation of the students' self-regulation and bilingual communication culture in higher education institutions, has not yet been covered. The content of the pedagogical conditions should correspond to the specifics of teaching bilingual communication culture to university students, in particular, the parallel study of two languages and cultures, taking into account their proximity and remoteness, as well as mastering the culture of communication in the context of the dialogue of these cultures. This factor determines our adherence to the socio-cultural, axiological, acmeological and activity-based approaches to describing the pedagogical conditions for developing future teachers' bilingual communication culture.

Actually teaching bilingual communication culture to university students involves not only the formation of bilingualism and providing future teachers with knowledge about the peculiarities of national and foreign cultures. Such education should also ensure: the formation of self-regulation, acceptance by students of the existing differences between numerous cultures and internalization of cultural values of their own and other nations; assimilation of integrated knowledge about bilingual communication culture; formation of tolerant attitudes towards bilingual communication; development of students' skills to carry out productive bilingual communication; readiness to develop such skills and transfer the experience of such communication to future students. Accordingly, bilingualism, the knowledge of national and foreign cultures and the acceptance of universal values are considered as the main substantive characteristics of university students' bilingual communication culture.

In fact the coexistence of various approaches makes it possible to single out the main structural components of bilingual communication culture, which can be synthesized and presented in the structure of university students' bilingual communication culture as an integral system of three interdependent components, in particular, knowledge, worldview and behaviour.

Based on the understanding of the concepts of “bilingual communication”, “communication culture”, “pedagogical communication culture” and “international communication culture”, it is possible to describe the content of the knowledge component of the structure of university students' bilingual communication culture, in which the following four components can be distinguished: 1) bilingualism, i.e., proficiency in the native language and one of the most common languages of interethnic and international communication; 2) knowledge of national and universal values, peculiarities of national and foreign cultures; 3) knowledge of the theory of pedagogical communication culture; 4) knowledge of the nature of conflicts, their causes, types, dynamics, ways of prevention and resolution. The first component involves mastering the communicative features of using two languages in bilingual communication and mastering generalized concepts and the ones that are realized in foreign language expressions, definitions, aphorisms, idioms, proverbs, sayings used by a bilingual personality in accordance with the situation of bilingual communication and bicultural interaction.

The basis of the second part of the knowledge component – knowledge of national and universal values, peculiarities of national and foreign cultures – is formed by norms, rules, models and stereotypes of verbal communication behavior during bicultural interaction (Panasiuk, 2010). Mastering this knowledge contributes to the awareness of oneself as a subject

of two cultures and leads to the recognition of the personal meaning of mastering the bilingual communication culture as a personal and professional quality. Since the study of two languages and the assimilation of the peculiarities of national and foreign cultures is carried out in parallel through comparative analysis and generalization, future teachers develop a tolerant attitude to the peculiarities and differences of these languages and cultures. Taking into account the professional orientation of university students, the knowledge component of the structure of bilingual communication culture should include another component – the knowledge of the theory of pedagogical communication culture, which ensures the formation of bilingual communication culture not only as a personal but also as a professional quality of a bilingual personality. A characteristic feature of mastering this knowledge should be the orientation of future teachers towards the formation of similar structural components of the bilingual culture of communication in future students and the transfer of positive experience of productive bilingual communication to them. However, gaining such knowledge only increases the effectiveness of bilingual communication, but does not ensure a constructive, i.e. non-conflict, course of bicultural interaction in case of problematic situations. Hence, the third part of the knowledge component is identified – the knowledge about the nature of conflicts, their causes, types, dynamics, ways of preventing and resolving them (Panasiuk, 2010; Korniiaka, 2008). It is this component that ensures that future teachers adopt and form self-regulation, learn constructive/non-conflict strategies for productive bilingual communication and gain positive experience of such communication even in difficult and emotionally stressful situations. Thus, university students should be aware of the importance of non-conflict interaction, the key to which is the desire for compromise and consensus as one of the constructive ways to resolve

conflict, which ensure the creation and maintenance of a positive and comfortable emotional atmosphere during bilingual communication.

Altogether, the acquisition of this knowledge by university students provokes qualitative changes in their worldview. These changes are manifested in the formation of stable humanistic views, beliefs and value orientations of the individual – the main components of the worldview component of the structure of the bilingual culture of communication of future teachers. The content of this component is revealed through: 1) students' awareness of the need for bicultural dialogue and cooperation with representatives of another nation and through orientation towards establishing new contacts; 2) future teachers' understanding of the importance of productive bilingual communication and constructive interaction with foreign interlocutors; 3) students' desire to learn effective ways to establish a bicultural dialogue; 4) students' understanding of the importance and acceptance of national and universal values; 5) tolerant attitude to the peculiarities and differences of national and foreign cultures and their representatives; 6) an attitude to mastering the bilingual culture of communication; 7) a desire to independently improve the level of bilingual communication culture and to form this culture in future students, etc.

Since the views and beliefs of the individual are realized exclusively through practical activities, it is necessary to distinguish the behavioral component in the structure of the bilingual culture of communication as one that provides creative formation and active implementation of these beliefs and involves the formation of appropriate communicative and other skills necessary for productive bilingual communication (Korniika, 2008).

This component reflects the communicative behavior and practical activities of university students aimed at gaining a positive experience of productive bilingual communication and transferring this experience to

future students. The main element of the behavioral component of the structure of bilingual communication culture is the concept of mutual tolerance of participants in bilingual communication and bicultural interaction. O. Asmolov, V. Lectorsky, O. Maidaniuk, O. Stolyarenko, I. Yatsyk and others consider tolerance as acceptance and understanding of the diversity of world cultures, a form of self-regulation and self-expression and manifestation of human individuality. In present paper, tolerance is described as a dominant value and a personal and professional quality of a bilingual personality based on the willingness to accept another culture, the ability to withstand unusual influences of this culture during bilingual communication and to show a friendly attitude towards its representatives. It is tolerance that helps future teachers to master effective ways and means of establishing a bicultural dialogue and bilingual communication culture.

In the scientific literature the concepts of “ethnic tolerance”, “pedagogical tolerance” and “communication tolerance” are thoroughly studied. Ethnic tolerance is described by scholars as the highest level of culture of interethnic communication, based on a tolerant attitude towards representatives of other ethnic groups (Korniiaka, 2008). The components of such tolerance are: respect for other nationalities and self-respect; tolerance to the beliefs and cultural traditions of representatives of other nations; ability to restrain one’s emotional manifestations in a critical situation; ability to refuse unconstructive actions and behavior patterns; ability to consciously overcome contradictions in relationships through mutual conscious concessions. Such concessions indicate the internal conformity of the personality, which is a conscious transformation of individual attitudes as a result of the internal acceptance of the interlocutor’s objective and more significant position than one’s own and unusual standards of behavior. Internal conformity, as a component of tolerance, allows to prevent or avoid

conflict situations and emotional tension in bilingual communication (Korniiaka, 2008).

Currently, the formation of tolerance and a tolerant mentality is an important task of education in the XXI century, which determines the introduction of the concept of “pedagogical tolerance” into scientific circulation. Pedagogical tolerance is described by the researchers as an integrative formation of the individual that ensures the effectiveness of professional activity, prevents conflicts and promotes their constructive resolution. Communication tolerance can be characterized as a generalizing concept that reflects the essential characteristics of ethnic and pedagogical tolerance, since it is in communication that tolerant attitudes and the ability of a bilingual personality to understand and accept the characteristics of another culture and the differences of foreign-speaking interlocutors are manifested. In the present paper, communicative tolerance is interpreted as a personal and professional quality of a bilingual personality. Furthermore communication tolerance of university students is described by us as an integrative formation and a personal and professional quality of a bilingual and cultural personality, based on a tolerant attitude towards representatives of other ethnic groups, which ensures the productivity of bilingual communication of future teachers and the effectiveness of their bicultural interaction, prevents conflicts and promotes their constructive resolution. Since communicative tolerance ensures the productivity of bilingual communication of university students, it can be defined as the main constituent of the behavioral component of the structure of future teachers’ bilingual communication culture.

Among the possible behavioral characteristics of university students that ensure the realization of their acquired knowledge about the possibilities of reaching agreement and mutual understanding in bilingual

communication, we highlight the ability of future teachers to: 1) apply knowledge of national and universal values, as well as the peculiarities and differences of national and foreign cultures in accordance with the purpose of bilingual communication; 2) establish emotional, verbal/non-verbal contact during bilingual communication; 3) withstand unacceptable or unpleasant mental states and actions of a foreign language interlocutor and accept his/her socio-cultural differences; 3) carry out productive bilingual communication and non-conflict/constructive bicultural interaction; 4) form appropriate communication and other skills in future students and to pass on the experience of such communication to them, etc.

Thus, bilingualism, knowledge of the peculiarities of national and foreign cultures, universal values and non-conflict ways of bicultural interaction contribute to the formation of future teachers' own system of values; formation of their views and beliefs; awareness of the need to master the basic concepts of bilingual communication culture; acceptance of the differences of foreign-speaking interlocutors, etc. As a result, the presence of the system of knowledge, universal values, tolerant attitudes and constructive ways of bilingual communication contribute to the formation of adequate skills necessary for productive bilingual communication. Thus, the structure of bilingual communication culture is a multilevel complex system of three interrelated components (knowledge, worldview and behaviour) and their main constituents aimed at students' cognition of universal values, acceptance of the peculiarities of different cultures, achievement of mutual understanding and regulation of the process of interaction between participants in bilingual communication. All components of bilingual communication culture are interrelated and interdependent, as they are formed, developed and become a complex formation of a bilingual personality in the process of professional training of university students.

According to the stated approaches, students' cultural and linguistic activities can be transformed into a program of forming bilingual communication culture aimed at the development of the students' sense of two languages and bicultural sensitivity and forming their skills to use these languages effectively in bilingual communication. Another factor that determines the pedagogical conditions for fostering this culture is their compliance with the structure of bilingual communication culture, the purpose and objectives of its formation (Zozulia, 2012).

Therefore, the pedagogical conditions for the formation of university students' self-regulation and bilingual communication culture can be interpreted as a complex system of various forms of educational (classroom) and extracurricular (out-of-classroom) activities of the subjects of the pedagogical process and educational influences on the components of bilingual communication culture, which results in the formation of future teachers' self-regulation, their personal and professional development.

It is well-known that such formation begins at the pre-professional stage, which covers higher education mostly. Professionalization of the educational process should begin with the creation of an appropriate environment with typical characteristics, constituents and components. It has been found out that a foreign language that future teachers should know for bilingual communication is not an element of the usual social space and is studied mainly in the learning environment. The structural components of such an environment are an educational institution as well as a professional team involved in its creation. It is assumed that the formation of future teachers' self-regulation and bilingual communication culture can be ensured by creating such an environment within the university, which will serve as a methodological, socio-cultural and practical basis for conducting educational (classroom) and extracurricular (extracurricular) work and will

ensure the parallel study of two languages and cultures, mainly Ukrainian and English. In pedagogy, there are the concepts of “educational (educational) environment” and “educational (educational) space” (Zozulia, 2012). Proceeding from the fact that education and training are interrelated and interdependent processes, and the categories “environment” and “space” are interpreted as providing conditions for solving educational tasks, the scientific positions of scientists on the definition of “educational environment” and “educational space” mostly coincide, which leads to the conclusion that they are similar. Thus, “educational space” and “educational environment” can be described as a dynamic network of interrelated pedagogical events created by subjects of collective (higher education institution) and individual activities (teachers) of different social levels. Hence, the term “educational environment” correlates with “educational space”. As a result, it is necessary to focus on the more complete concept of “educational environment” as one that is formed under the influence of the educational process, the activities of teachers and cooperation between the participants of the pedagogical interaction, including teachers and students. Teaching and learning environment at a higher education institution is described as a pedagogical formation that ensures personal and professional development and self-development of students on the basis of an individual creative approach, selective attitude to reality, free choice of subjective position, voluntary acceptance of life values and priorities. Educational environment of a higher education institution can be treated as: a component of the educational system, based on a dynamic network of interconnected organized educational influences on the personality of a future teacher; as the internal environment of a higher education institution, which is formed under the influence of the educational process, professional activities of teachers and their cooperation with other participants in pedagogical

interaction. Based on the organized/unorganized nature of the interaction between teachers and students, the educational environment can be characterized as organized/unorganized. Since an unorganized educational environment can level all pedagogical influences on a personality, the issue of creating an organized educational environment in higher education institutions is one of the most pressing. Taking into account the specifics of the present study, it is reasonable to specify the concept of “educational environment” and define it as “bilingual (educational) environment” in its narrower sense.

The analysis of scientific literature makes it possible to conclude that the issue of bilingual environment/space is almost not covered, therefore it remains vague and requires a comprehensive study (Zozulia, 2012; Antoniuk, 2004). Bilingual environment can be described: as a developing internal environment of a higher education institution, which is formed under the influence of the educational process, professional activities of teachers and their cooperation with students and other participants of collective and individual pedagogical interaction; as a dynamic network of such interconnected organized educational influences on the personality of a future teacher, which are aimed at mastering the bilingual communication culture.

In present paper the term “bilingual environment” refers to the developmental internal environment of a higher education institution, which is a system of interrelated educational influences on the personality of a future teacher that ensure his/her mastery of bilingual communication culture. Due to the fragmentation of research on the bilingual environment/space, the lack of domestic and foreign experience in studying this environment in the framework of teaching the bilingual communication culture to students, modern pedagogical science has not developed an

adequate understanding of the holistic nature of the problem of its creation in higher education institutions with the teaching of certain subjects in a foreign language, in particular English. The study of the feasibility and prospects of creating such an environment within a higher education institution will help to solve this problem. Firstly, the creation of a bilingual environment will contribute to the transformation of the communicative space into a way of cognizing bilingual realities, which presuppose that future teachers have not only a system of special knowledge and skills, but also the desire to identify and understand the correlation of different ideas and positions in a bicultural dialogue. Secondly, creating a bilingual environment to form future teachers' bilingual communication culture implies the existence of a bilateral information and cultural exchange of experience in a specific social framework through the Ukrainian and foreign languages, which will activate the mental processes of analysis, comparison and synthesis in university students, stimulate their cognitive activity within the framework of linguistic, linguistic and country studies, socio-cultural and discursive knowledge, etc. As a result, the cognitive process contributes to the realization by future teachers of the personal meaning of mastering the bilingual culture of communication, which significantly increases the motivation for its acquisition and ensures that students gain positive experience of productive bilingual communication. Thirdly, the availability of modern teaching and methodological support in higher education institutions forms a specific material and technical base that serves as a characteristic feature and basis for creating a bilingual environment.

The peculiarity of activating this base is to improve the existing components of the teaching and methodological support of higher education institutions and introduce new ones in order to make their content socio-cultural in nature and meet the goals and objectives of forming future

teachers' self-regulation and bilingual communication culture. Since the material and technical base is the basis for the development and implementation of methods, means and forms of teaching bilingual communication culture, we consider teaching and methodological support as the first component of the bilingual environment of a higher education institution. We consider the subjects of the bilingual environment to be, first of all, students and teachers who function and interact within particular educational institution.

Among the main functions that a teacher performs in the course of educational interaction with students, researches usually identify the following ones: organizational; the function of managing the processes of learning, development and formation of the student's personality; educational; training; informative; diagnostic and controlling functions. In accordance with the specifics of our study, the implementation of professional functions of university teachers should be subordinated to the goal and tasks of fostering a bilingual culture of communication in future teachers and the peculiarities of organizing the educational process in a bilingual environment. Within a wide range of functions which bear on a teacher's professional activity highlighted in the works of O. Babenko, O. Verbytskyi, N. Kuzmina, O. Maydaniuk, V. Semichenko et al, it is necessary to focus on terminal (teaching and educational), instrumental (informational, diagnostic, communicative and facilitative) and operational (organizational, control and analytical and corrective) functions, the implementation of which indicates the competence of the teacher and his/her ability to educate students' bilingual communication culture within the bilingual environment of a higher education institution. Therefore, the second component of such an environment is competent teachers who share the concept of its creation, perform pedagogical tasks, realize terminal,

instrumental and operational functions, implement relevant principles and approaches to fostering bilingual communication culture in the educational process in higher education institutions.

Since the teacher is aware of his/her functions during classroom and extracurricular activities, these types of interaction are defined by us as the main forms of realization of educational influences on future teachers in order to develop bilingual communication culture. This makes it possible to single out classroom and extracurricular interaction of teachers with students as the third component of the bilingual environment. The key to the successful creation of such an environment in a higher education institution is to comply with the provisions that reflect its main components, namely: 1) the use of teaching and methodological support in higher education institutions; 2) competent teachers performing relevant functions in the course of educational interaction with students; 3) the use of classroom and extracurricular forms of educational influence on students. Since the creation of a bilingual environment is a dynamic and flexible process and is carried out in accordance with the current state of formation of self-regulation and cultivation of a bilingual culture of communication in future teachers, the content of the components of such an environment can be adjusted in accordance with the current results of educational influences during the educational process. Obviously, at the preparatory stage of forming self-regulation and fostering a bilingual culture of communication, the bilingual environment should provide coordinated/specially organized interaction between the participants of the educational process (teachers and students), which is subsequently transformed into spontaneous, i.e. independent or creative.

Meanwhile, the organized bilingual environment facilitates the entry of future teachers into the socio-cultural, informational and bilingual space;

provides conditions for their acquisition of special knowledge, on the basis of which the relevant skills are formed and their personal and professional development takes place. The bilingual environment is the basis and prerequisite for the formation of self-regulation and the components of the university students' bilingual communication culture (knowledge, worldview and behavior), as it ensures: the acquisition of special knowledge; the formation of future teachers' beliefs and attitudes to master the bilingual communication culture; students' acceptance of universal values and tolerance of cultural differences of interlocutors; formation of appropriate skills necessary for the acquisition of a positive attitude towards the speakers, etc. Accordingly, the bilingual environment acts as a catalyst and a guarantee of the formation of this culture in future teachers, and contributes to the increase of the productivity of their bilingual communication. This makes it possible to define the creation of such an environment as one of the main pedagogical conditions for the formation of university students' self-regulation and education of bilingual communication culture (Zozulia, 2012).

One of the traditional methods of education based on the conscious reproduction of certain ways and models of behavior by a personality is setting an example (Antoniuk, 2004). The example of a university teacher is a dominant element of any pedagogical system, which consists in the individual-specific influence of the teacher on the student. Communication of students with teachers forms a system of educational relationships that catalyze the entire educational process, in particular: cognition, exchange of information and experience, self-identification, self-affirmation, etc. The nature of the relationship between teachers and students, which is established as a result of such educational influence, determines not only the formation of a bilingual personality, but also the attitude of young people to the

problem of fostering bilingual communication culture in general. Moreover within a higher education institution, individual and specific influence of a teacher on students is realized through the personal and professional aspects of his/her teaching and learning activities, which serves as an example of mastering the bilingual culture of communication for future teachers. Thus, a teacher's personality, knowledge, motivation to participate in bilingual communication, correspondence of personal values to universal ones, the teacher's own style of communication with students, and his/her behavioral models in situations of bicultural interaction should be an ideal for students. An indicator of the perfection of a university teacher is his/her professionalism or competence – a set of knowledge, skills and value orientations of a personality that determine his/her ability to perform educational activities, implement strategies and ways of behavior in various professional and life situations. A modern teacher should be a humanistic-oriented, competent manager in the educational system of higher education institutions and combine the features of a facilitator – the one who creates favorable conditions and helps; an oedhocrat who gives students freedom of choice within the framework of the goal; a professional who has the appropriate education and owns pedagogical technologies. By training students in a bilingual environment, such a teacher aims to: form a system of special knowledge and relevant bilingual communication skills in future teachers; introduce a bilingual communication culture into the system of value orientations and attitudes of a student's bilingual personality, where the dominant value is tolerance; educate a bilingual communication culture as an integrative personal and professional quality of a future teacher, etc. Thus, the teacher's educational activity, in the course of which he/she demonstrates his/her professional and personal characteristics, is an example of self-regulation and mastery of the bilingual communication culture and

the second pedagogical condition for the formation of university students' self-regulation and bilingual communication culture.

However, the formation of the cognitive base of future teachers, the development of their motivational sphere towards mastering the bilingual communication culture and acceptance of universal values, the formation of skills necessary for bilingual communication and bicultural interaction, their correction and improvement are impossible without the introduction of methods, means and forms of education of this culture. Therefore, traditional and innovative methods, means and forms of education are designed to help teachers in their teaching and learning activities in higher education institutions. This determines the expediency of introducing special methods and adequate means and forms of education of bilingual communication culture in university students into the system of pedagogical conditions. The correct selection of such methods, means and forms of forming self-regulation and fostering bilingual communication culture depends on the extent to which they encourage future teachers to acquire the necessary system of knowledge and skills within the created bilingual environment; motivate them to master bilingual communication culture and universal values; promote the application of acquired knowledge and skills in bilingual communication and independent bicultural interaction outside the university.

Regarding various classifications proposed by the researchers, there can be singled out four groups of methods aimed at fostering university students' bilingual communication culture. The first group includes methods of forming the consciousness of future teachers, such as conversation, discussion and the example of a teacher. This group of methods is aimed at: providing students with the knowledge necessary for productive bilingual communication; reorientation of future teachers from nationally centered interaction and communication to bicultural interaction and bilingual

communication; assimilation, comparison and analysis of the values of national and foreign cultures; formation of motivation to master bilingual communication culture and acceptance of universal values; students' awareness of the need to develop the skills necessary for productive bilingual communication. The second group of methods is focused on the organization of activities and communication of university students in the direction of gaining positive experience of productive bilingual communication and its transfer to future students. The methods include teaching, reproduction, training and testing, which focus on the application of the knowledge acquired by future teachers in the practice of bilingual communication, leading to the development of their relevant skills. The latter contribute to productive bilingual communication and constructive bicultural interaction of students. The third group of methods includes the sociodrama method as the one that most effectively stimulates the activity and behavior of future teachers due to its inherent elements of play, competition and encouragement. The use of the sociodramatic techniques "Mirror" and "Role Exchange" will contribute to: involving university students in constructive bicultural interaction with representatives of other nations; active participation of future teachers in bilingual communication; gaining and consolidating their own positive experience of such communication; developing their communication skills; increasing the productivity of bilingual communication of students. The purpose of using the sociodrama method is to recognize the formation of self-regulation and fostering bilingual communication culture as a new pedagogical goal by future teachers; to realize themselves as subjects of two cultures; to activate students' existing ideas about the priority of universal values; to form a stable motivation to consolidate and develop the acquired skills necessary for productive bilingual communication and constructive bicultural interaction.

The fourth group of methods is based on self-education and research activities, the pedagogically oriented organization of which ensures: the formation of future teachers' sustainable motivation for professional growth and self-education; students' autonomous activity during bilingual communication, etc. For example, such methods as planning, correction and coordination of future teachers' own behaviour in bicultural interaction can be exceptionally effective for the formation of self-regulation and fostering bilingual communication culture in them.

Apart from the above mentioned methods, it is necessary to dwell on sociodrama itself, which synthesizes the elements of other leading methods, including business and role-play games, psychodrama, myethodrama, etc. Sociodrama as a type of psychodrama covers a wider range of socio-cultural interaction and allows for the establishment and constructive change of social group and interpersonal communication. Despite the connection with psychodrama, which is a method of social and psychological training, sociodrama is also gaining popularity in the social and pedagogical sphere, which gives us the right to apply this method in this study. Thus, sociodrama can be defined as a group and individual teaching technique that can be used to test and update the acquired knowledge, emotionally live and gain previously absent social experience, expand the role repertoire and practice of applying the most effective models of verbal and non-verbal behavior.

Sociodrama can be characterized as a way of dramatizing and discussing situations of moral and ethical choices that must be made independently and coincide/disagree with the moral guidelines of other students, norms or social positions. Among the techniques that are widely used in sociodrama, the most popular are duplication, role exchange, mirror, sculpture, empty chair, monologue, metaphor, role-playing, reproduction, modeling, projection into the future, etc. The effectiveness of this method is

due to the fact that it is not based on explaining and instilling certain moral positions and guidelines in participants, but on reproduction, living social reality and gaining real experience.

The purpose of organizing and conducting a sociodrama is to stimulate its participants: to analyze social problems, relations and socio-cultural differences between different groups of people; to realize the expediency of their moral position and the need to defend it in interaction with others. The task of a sociodrama is to overcome role conflicts, achieve flexibility in choosing and using effective roles that are adequate to the situation of communication, predict unwanted role interactions and constructively get out of them with the help of newly learned models. The adjustment of social relations is carried out through directed role transformations, which consist in finding and using (playing) more effective social roles by participants in the sociodrama, in spontaneous reproduction and modeling of social reality by real people without a script.

In present paper sociodrama is defined as a type of group and individual educational work with university students aimed at emotional living and gaining a diverse experience of productive bilingual communication; as a way to actualize and consolidate the knowledge and skills of such communication acquired by future teachers; as a way to dramatize and discuss situations of moral and ethical choice during bicultural interaction. The purpose of conducting sociodrama for university students is to stimulate them to: carry out productive bilingual communication and constructive bicultural interaction with representatives of other nations; overcome possible obstacles that may arise during such communication; analyze bicultural relations between representatives of different nations, possible problems and misunderstandings in bilingual communication, which are due to socio-cultural differences of interlocutors; awareness of

their moral position by participants in bilingual communication. Among the tasks of conducting sociodrama for future teachers, we highlight the actualization of the acquired knowledge and formed communication skills and abilities to overcome role-based interpersonal and business conflicts; achieving flexibility in choosing and using effective roles adequate to the situation of bilingual communication; predicting undesirable role interaction and finding a constructive way out of it, etc.

On the contrary, teaching methods are mainly objects of material and spiritual culture that are implemented in the educational process to solve specific educational tasks. The four groups of educational methods are interrelated and therefore require comprehensive implementation through the use of such means and forms that reveal the procedural side of the formation of self-regulation in university students. Teaching methods are an integral part or a separate side of the method of education and are designed to ensure: creative professional thinking of future teachers; formation of their cognitive motivation; application of acquired knowledge in educational settings.

Since bilingual communication implies the indispensable use of two different languages during bicultural interaction, those means of education that can be used in teaching the native and foreign languages, in particular during Ukrainian and English lessons, in four types of speech activities, namely reading, listening, speaking and writing, can be considered effective.

As a result, the means of fostering bilingual communication culture are understood as a set of educational influences that involve the use of material and spiritual culture in the educational process and are based on four main types of speech activities: reading, listening, speaking and writing. Thus, the means of fostering future teachers' bilingual communication culture include items of educational equipment (authentic literary texts,

feature films / documentaries, the formation of self-regulation and fostering university students' bilingual communication culture are used in all four types of speech activities, they catalyze the thinking of future teachers in the process of acquiring the necessary knowledge and applying it in the practice of bilingual communication, which is the driving force behind the formation of a stable motivation to master this knowledge. These tools provide university students with the necessary system of knowledge and control over their learning; awareness of the need to participate in bicultural interaction with representatives of other nations; formation of students' tolerant attitudes and sustainable motivation to learn and accept universal human values; development of future teachers' relevant skills (applying the acquired knowledge in accordance with the purpose of bilingual communication; carrying out productive bilingual communication and implementing the principles of constructive bicultural interaction; using different ways of transferring the acquired knowledge and positive experience of productive bilingual communication; develop relevant skills in future students, etc.); control over students' creative implementation of these skills during bilingual communication.

The practical implementation of the above mentioned means of education takes place in four types of speech activities, in particular in the process of: reading, translating and processing non-adapted fiction texts of a socio-cultural nature; watching authentic fiction and documentaries that reproduce various situations of bilingual communication and bicultural interaction; listening to audio recordings and discussing them; making up monologues and dialogues during the discussion and analysis of the material heard, read or seen, etc.

The connection, established between the formation of self-regulation, bilingual communication culture and professional education, has become the

basis for identifying such forms of educational work aimed at fostering this culture at higher education institutions. To be more exact, classroom (educational), scientific, extracurricular (extracurricular) and public forms of educational work are aimed at the professional development of the future teacher's personality, and therefore require systematic, continuous and comprehensive implementation at educational institutions.

Due to the influence of the bilingual environment, the teacher's example, as well as specific methods and means on the formation of future teachers' bilingual communication culture, classroom and extracurricular work is distinguished as the most flexible forms of educational activities of the subjects of the pedagogical process, since the content of these forms contains such variable components that can be changed, modified or adapted in accordance with the purpose of educating this culture in students. These forms of education are described by us as those that: ensure the acquisition and activation of the knowledge system in the practice of bilingual communication; promote students' awareness of the need to participate in bicultural interaction with representatives of other nations; ensure the formation of future teachers' sustainable motivation to master the bilingual culture of communication and acceptance of universal values; promote the formation of appropriate skills in students, their positive experience of such communication and professional growth.

Thus, in a bilingual environment at Ukrainian and English lessons and teachers' efforts should be aimed at: forming students' bilingualism; providing them with special knowledge about basic national and universal values, cultural differences of representatives of English-speaking countries and peculiarities of bicultural interaction with them, ways to prevent/resolve conflicts; encouraging future teachers to carry out productive bilingual communication and constructive interaction with students.

In the scientific literature, extracurricular activities are described as a system of educational influences that require purposefulness, systematicity and consistency of interaction between pedagogical leadership and students. In present paper we treat the extracurricular form of educational work with university students as a system of purposeful and consistent educational influences that are implemented during the organization and conduct of educational/curatorial hours and cultural events (holidays, concerts, literary and musical compositions, theatrical performances, art exhibitions, excursions, student conferences, literary readings, etc.). At the preparatory stage of forming future teachers' bilingual communication culture, the extracurricular form of educational activities should help them to realize the need to participate in bicultural interaction and to carry out bilingual communication with the representatives of English-speaking countries. The content of such educational work with students should: provide them with the necessary system of knowledge; increase students' motivation to master the bilingual communication culture and form this culture in future students; encourage students to gain their own positive experience of productive bilingual communication, etc. It is usually achieved by organizing some meetings, during which the tutors and students discuss and debate relevant topics adequate to the goals and objectives of fostering bilingual communication culture.

The organization of the meetings, where students get in touch with the representatives of English-speaking countries should be aimed at demonstrating their experience of bilingual communication, discussing the difficulties that usually arise during such communication and constructive ways to overcome them. The further analysis of the experience of bilingual communication gained by the representatives of English-speaking countries allows future teachers to draw conclusions about the need to acquire their

own positive experience of such communication and to implement constructive bicultural interaction. In order to consolidate the positive experience of bilingual communication gained by university students and increase its productivity, we propose to involve them in various extracurricular educational and cultural events, namely: in holidays (student days, initiation to students / first-year presentations, international student day, etc.); in concerts as a part of the faculty week, etc.; in literary and musical compositions and theater performances; in art exhibitions; in international student conferences; in literary readings, etc. In general, the methods, means and forms of forming self-regulation and bilingual communication culture can be reduced to a holistic structured system of their step-by-step application in higher education institutions.

Thus, based on the content and structure of the concept of “bilingual culture of communication of university students”, the purpose and objectives of its education in future teachers, we identify the following pedagogical conditions for the education of this culture, the introduction of which in the educational process in higher education institutions should ensure the implementation of indirect educational influence on the formation of all components of future teachers’ bilingual communication culture: 1) bilingual environment for the formation of self-regulation and education of bilingual communication culture among the students in higher education institutions, which consists of educational and methodological support, competent teachers, classroom and extracurricular interaction of teachers with students; 2) teaching and educational activities of the teacher, including its personal and professional aspects, as an example of mastering the bilingual communication culture; 3) special methods, means and forms of formation of self-regulation and education of bilingual culture of communication among students in higher education institutions.

The development of future teachers' bilingual communication culture becomes possible if the following pedagogical conditions are comprehensively implemented: creation of a bilingual environment, coordination of the use of methods, means and forms of organizing such teaching and learning activities of the teacher, which reveal his/her personal and professional characteristics and become an example of mastering the bilingual communication culture.

One of the main ways to combine the three pedagogical conditions for fostering future teachers' bilingual communication culture as a single system is to use the innovative pedagogical technology "Portfolio" in the educational process of higher education institutions. The content of the diagnostic, substantive, developing (educational) and motivational functions of the portfolio meets the objectives of our study, which determined its priority. This technology is used by scientists in several areas, namely: 1) as a modern way of evaluating the results of educational activities, based on self-esteem, thematic unity of materials and visibility; 2) as a technology of vocationally oriented training and an alternative form of control; 3) as a way to maintain high motivation of students.

Among the possible types of portfolios, the researchers distinguish the following ones: portfolio of achievements, process, development, reflective portfolio, thematic, methodological, working, etc. Depending on the type of portfolio, the content and number of its parts (files) may vary. In our study, the use of the Portfolio technology provides activation of the bilingual environment, special methods, means and forms of forming bilingual communication culture and allows teachers to demonstrate their own attitudes, skills, personal and professional qualities that testify to their mastery of bilingual communication culture and serve as an example for students to follow.

Conclusions. It all comes down to one simple and important fact that the formation of future teachers' self-regulation is an essential aspect in teacher training programs. Self-regulation is the process through which individuals manage their thoughts, emotions, and behaviors to achieve their set objectives, such as academic goals. The formation of self-regulation should be an integral part of teacher training programs, through the provision of theoretical training and practice sessions. By using strategies such as goal-setting, self-monitoring, self-reflection, mindfulness, and feedback, future teachers can develop their self-regulation skills and become more effective educators.

The paper substantiates the pedagogical conditions for the formation of future teachers' self-regulation and bilingual communication culture: 1) bilingual environment; 2) teaching and learning activities of the teacher as an example of mastering the bilingual culture of communication; 3) special methods, means of forming future teachers' self-regulation and bilingual communication culture.

It has been established that the foreign language is studied mostly at a higher educational institution, where bilingual communication culture is formed. This led to the introduction of the concept of "bilingual environment" that is used to denote the developmental internal environment of a higher education institution, which is a system of interrelated educational influences on the personality of a future teacher that ensure the formation of his self-regulation and bilingual communication culture. The second pedagogical condition for the formation of future teachers' self-regulation and bilingual communication culture is highlighted. It is a personal and professional example of a university teacher's self-regulation and bilingual communication culture. The third pedagogical condition is theoretically substantiated – special methods and adequate means and forms

of education aimed at creating a cognitive base for future teachers, developing their motivation to form self-regulation and master bilingual communication culture.

Among the methods of fostering future teachers' self-regulation and bilingual communication culture four groups have been identified: 1) methods of forming consciousness; 2) methods of organizing activities and communication, including bilingual communication; 3) the method of sociodrama, which especially contributes to the acquisition and consolidation of positive experience of bilingual communication; 4) methods of self-education and encouraging students to autonomous activity.

A comprehensive system of pedagogical means (authentic texts, audio and video recordings of socio-cultural nature, tables, tests, reports, abstracts, scenarios of cultural and educational events, etc.) and classroom/extra-curricular forms of education and upbringing (Ukrainian and English lessons, meetings with specialists and representatives of other nations) adequate to the defined methods of forming self-regulation and bilingual communication culture has been developed.

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