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TRAINING OF FUTURE ELEMENTARY SCHOOL TEACHERS TO USAGE OF THE COMMUNICATIVE STRATEGIES IN MULTI ETHNIC ENVIRONMENT IN MOUNTAIN REGION SCHOOLS

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Abstract. The article characterizes the main aspects of language-related policy in Ukraine. It explores the leading role of elementary school teacher in the consolidation of statehood of Ukrainian language in the mountain region of Ukrainian Carpathians. It analyzes the latest research and publications on the problem of training of future elementary school teachers in use of communication strategies in a poly-ethnic environment of school in the mountain region. The article also defines the most important tendencies that influence a professional-communicative activity of the teacher in a mountain region. It explores the specifics of professional activity of the elementary school teacher in the mountain region schools of Ukrainian Carpathians. It also characterizes the problems encountered by a teacher at his work. The article describes the peculiarities of training of future teachers in communicative-strategic activity in the mountain school region. It also defines the trends of professional training of students planning to work in the mountain region environment, that are not outlined in the existing curricula and study programs. Finally, the article uncovers the concept of ethic-pedagogic approach to the linguistic education of children in mountain region schools, as well as formulates the conclusions and defines the guidelines for further research.

Keywords: training of future elementary school teachers, communication strategies, ethic-pedagogic approach.

National state programme "Osvita" (Education. Ukraine in the 21st century) puts forward a demand to organize the process of education through the means of Ukrainian languages studying as a main source of accumulation of knowledge about the world, human society, human values, understanding of the facts which prove that language reflects national peculiarities of understanding nations, their history, rich material and spiritual culture⁶.

Ukrainian language policy since the late 80th beginning of the 90th of the last century is determined by fundamental changes in the society, e.i. by democratization of social and political life, transition to the new type of social and economic relations which mean the creation of new national state. These problems determine changes in the Ukrainian language direction development and its complete functioning. The representatives of many nationalities which inhabit the Ukrainian Carpathian mountains (mostly inhabited by different ethnic groups) master Ukrainian language in particular.

The problems of national renaissance, self-identification are very important in the mountain region now and are closely connected with the concepts of national culture. The mountain region environment

and its multicultural connections helps future teachers to develop such features of character as tolerance towards other cultures. That is why the preparation (training) of future teachers of elementary schools to communicative-strategic activity in the mountain region school becomes more actual nowadays. The elementary school teacher must not only have perfect knowledge of Ukrainian language. He must have perfect knowledge of methods of teaching and must know how to develop speaking (communication) skills of their students who are the representatives of different ethnic groups. A teacher must also possess the best strategies for communicative interactions between the students.

Modern scientific solution of this problem is based on the research of the national peculiarity of the process of education. (A. Bohush, M. Pentylyuk, O. Semenok and others); national language peculiarity (V. Kononenko, M. Makovskiy, O. Fedorak, A. Khrolenko) and national and cultural texts that depict how ethnicity learned the surrounding reality (V. Kononenko, V. Krasnykh, V. Teliya). It is also based on the ethnic pedagogical research which is considered to be the basis for teaching students the Ukrainian language in the national minority schools (H. Vashchenko, H. Vokov, V. Mosiashenko, O. Semenoh, M. Stelmakhovich).

Such Ukrainian and foreign scientists as N. Babych, T. Dridze, H. Shelekhova, V. Kapinos, V. Melnychenko, L. Palamar, M. Pentylyuk and others created the basis of the communicative approach to methods of teaching language. Theoretical principles of communicative strategies education are well described by modern scientists (O. Horoshkina, A. Nikitina, M. Pentylyuk, I. Illyasov, L. Vyhodskiy, M. Zhynkin, O. Leontyev, A. Luriya and others).

The main goal of the article is to provide theoretical and methodological grounding toward the elementary schools future teachers training and their readiness for work in multilingual environment in the mountain area schools (Ukrainian Carpathians).

“Language is a symbol which is necessary to consolidate nation. Nowadays we can observe the desire of the nation to protect, to preserve and to revive their language as a living testimony and natural foundation of the spiritual and cultural self-identification. Language retains unity of the people in their history in spite of classic barriers and social disasters. It unites people in time, geographic and social environment. Language unites people more than politics, religion and social belonging. Sometimes even more than ethnic background”².

It goes without saying that only an elementary school teacher has to establish the state status of the Ukrainian language as a main consolidation basis of the society among his students, their parents and colleagues. A teacher is the person who gives his students first valuable experience of communication in school. The elementary school teacher, especially in the mountain region school, must have absolutely competent knowledge of the state language of their country. He must know the peculiarities of the development of the Ukrainian literature language on the present stage.

It should be noted, that there are a few clear tendencies in the language question in Ukraine now, which make influence on everyday professional and communicative activity of the teacher. According to the research provided by O.O. Taranenko⁷, the establishment of the Ukrainian language in different regions of Ukraine is closely connected with a strong competition with Russian language and its dominant position; belonging of population to different religion groups, unequal distribution between Ukrainian and Russian languages in different social and economic groups. For example, Russian language is dominant in non-government spheres; there are regions with different cultural, social, political and language traditions in different parts of Ukraine such as Halychyna, Carpathian region, Bukovyna, Volyn, Transcarpathia. In spite of some positive steps in language policy, the scientist characterize them as moderately cautious and not enough consistent which is to some extent explainable, because it prevents conflicts on nation grounding. However, not enough consistent policy does not promote establishment of the state Ukrainian language in all the spheres of life on all the territory of Ukraine.

The mountain region school teacher faces the difficulties of objective matter too. First of all, there is an increase of the amount of language users who don't have good command of it. The scientists state that state language standards didn't acquire prestige and popularity all over the country. The language

standards are not supported by means and the institutions that have to do it. V.D. Radchuk states that "Nowadays Ukrainian language is depreciated by the Ukrainian mass media whose task is to develop and keep the standards"³. Certain amount of population of Central, Eastern and Southern parts of Ukraine speak "surzhyk". Surzhyk is a low colloquial language which was created by mixing different languages, mainly Ukrainian and Russian. Surzhyk means low cultural and educational level of the speaker who also uses different dialects of the Ukrainian language. The influence of the Western European languages (Polish, Slovak, Czech, Romanian) is more widely spread in the Precarpathian and Carpathian regions. As a result, 10-25% of the words differ from the standard. The ideal way out is if speakers would have to be bilingual or multilingual. But bilingualism, as its researcher H.A. Zymovets⁸ states, is only a theoretical abstraction which was actively used by the former soviet linguists. We can observe occurrence of interference of different languages in the everyday language situations which constantly contact with each other.

Ukrainian language is being greatly influenced by the contacts with the Western countries and by the development of the technologies. Many Ukrainian words are displaced from the circulation by such words as show, service, speaker, sponsor, image, supermarket, mass media, nonsense etc. Taking into consideration that even monolingual environment has some deviations from the literature standard, it is obvious and it is not difficult to predict the increase of deviation in the bilingual and multilingual environment of Ukrainian Carpathians mountain region. We can notice the deviation from standard in lexical phrases, grammar structures, phonetic (accent), syllabic stresses, under the influence of the speaker's native language (not Ukrainian). The demand has greatly increased recently to the language training of the future mountain region school teachers under such conditions.

New curricular such as "Modern Ukrainian Language", "Ukrainian Language for Professional Usage", "Basics and Techniques of Communication", "Methods of Teaching Ukrainian Language in Elementary Schools" have been elaborated recently by modern pedagogical institutions. Special elective courses will also help future teachers to use communication in all the spheres of their professional activity. The future teachers must be trained to use all the acquired knowledge and methods of teaching Ukrainian language in the mountain region elementary schools.

Being a teacher in the mountain region school where different nationalities study has also some peculiarities which are not taken into account in the existing curricula and teaching programmes. Not much attention is devoted to the students whose native language is not Ukrainian, Ukrainian is their second one. Students are not gaining enough knowledge about the Ukrainian language and the language features which are typical for a definite ethnic group. Students must know how to use information from ethno-lingua-didactics, ethno-lingua-psychology, how to use folklore and fiction texts in communication development in particular.

The students in Carpathian region multinational (multiethnic) schools may have different levels of the Ukrainian language-from elementary level to oral colloquial or dialect. We should remember that real language level skills can show how the child can use this language. The teacher in his work has to take into consideration and help student to use skills and knowledge of his native language in his state language learning. A teacher must be quite tolerant with the mountain region school students who speak another languages, he must underline the importance of communication in both languages, his native and state languages on a proper level. Denial of colloquial language and dialects in the mountain region school environment cannot be based on the assumption that it is a form of communication of the low social status. The child uses that kind of language outside his home as his native parental language. Any humiliation, mocking of the child's parental language by the teacher cannot be excused. A teacher himself, being a carrier and advocate of the literature language, has to explain students why this or that phrase or grammar structure cannot be used in a particular situation.

Advanced pedagogical science (H. Vashchenko, O. Dukhnovych, I. Ohiyenko, S. Rusova, K. Ushynskiy, V. Sukhomlynskiy, M. Stelmakhovych and others) has always been directing the elementary school teacher toward the development of language personality of the student who is a representative of the other ethnic group. It does not only concern communicational skills and habits, their national peculiarities. This attitude should be expressed by the words: wisdom, politeness, respect

to senior, respect to the representatives of other nationalities, truthfulness, and beauty of the word and its harmony with the world of the personality. Recent achievements in modern socio-linguistic, ethno-psychology, ethnography prove that verbal behaviour of the person is the expression of his ethnos. It is well seen in the person's gestures, mimics which also have influence on the person's development. It is quite obvious that each national system of education has its own ways and means created by many generations. That is why it is very important for the teacher working in the mountain region school environment, to use ethno-lingua-didactics in his activity as a system of "means, educational experience of the nation which is expressed in lexical, phraseological and other language levels"⁴.

Good teachers cannot be called teachers with capital "T" if they do not study traditions, manners, and language peculiarities of the representatives of the ethnic groups in which they work. That is why the question of the communication activities in the preparation of the future teachers can be seen under the new light. Due to the transition of modern system of education from traditional (just educational approach to the components of education which ensures the formation of the creative features of the personality) search of new ways and means of future teachers training goes on. According to three types of language features (language, communication, communication activity) where the most important in teaching language is communicative activity- logic of using methods of teaching has been changed (according to L.V. Shcherba conception). It is the way of teaching from system and structural methods of teaching the language to communicative methods which are directed on mastering the communication activity.

Text, which can be used as an expression of this complex activity like pedagogic communication, cannot be considered for traditional structural, statistic point of view, but it has to be considered in the unity of its 3 main aspects: social, semantic and psychological⁵.

Text acts as a complicated formation with extensive inner structure and specific content under such approach where content corresponds to social role of the mountain region school teacher and his choice of some communicative tactics and strategies.

It is very important to realize that the teacher in his professional activity in not only in the communication sphere, but he is also in the sphere of pedagogical communication. Teacher's task is to make passive partner become active in communication and to be constantly targeted on his unique speaker-student. Contacting with mountain region school students and their parents teacher gets into different social conditions and he acts as a language personality who must use proper means and ways of communication.

M. Bakhtin states that being focused on listener or communication partner means the establishment of special mentality where different points of views, outlooks and social languages meet¹. The most important is the communication between a teacher and a mountain region school student in this complicated process where the teacher makes the most influence on the student's outlook.

Modern methodology scientist emphasise the importance of keeping up to the ethno-pedagogical principles in teaching the language. A teacher mainly must use ethnic-didactic material comparing folklore and fiction texts. The comparative method of studying should be taken as a basis for upbringing the children on best examples of mountain region folk activity which carries out cultural experience, ideals, rules of communication, etiquette of previous generations. Ethno-psychological, ethno-cultural, ethno-lingual heritage of the ethnic groups which inherits the Ukrainian Carpathians territory must be taken into consideration. Such material fits the process of the development of the relations which leads to mutual spiritual enrichment.

Ethno-pedagogical approach to language education in the mountain region schools with students from national minorities means the teachers ability to draw students attention to native and state languages, to compare Ukrainian language picture with other nationalities, to inform students about the beauty of every language. This foundation will become an appropriate condition for the development of the communicational skills and manners.

We can state that:

- Ukrainian language teacher training in the multiethnic environment of mountain region school must be based on the respect and attention to the students personality with main consideration on language development;
- Professional training of the future mountain region educator teaching the state language and practising the communicative-strategic activities should be based on the modern achievements of ethno-lingua-didactics and the usage of the didactic materials of ethnic origin;
- Education curricula must be corrected, new elective courses must be introduced in particular which will help in better Ukrainian language teachers training in modern mountain area multiethnic schools.

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