SUBJECT-TO-SUBJECT INTERACTION IN THE EDUCATION PROCESS AS THE BASIS OF TRAINING FUTURE PROFESSIONALS TO INTERCULTURAL COMMUNICATION

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Short introduction. The processes of transformation and globalisation taking place in modern society increase the need for establishing a productive professional interaction of specialists both with domestic colleagues and with foreigners, regardless of the direction of their preparation. Thus, the problems arising before a specialist in the course of fulfilment of their functional responsibilities are not relating only to a professional nature. They are, as a rule, much more extensive and associated with the need for quality, productive interaction in conditions of intercultural communication. Thus, nowadays society needs highly skilled specialists who possess not only special professional knowledge, skills and abilities, but also professional and personal skills and qualities promoting more profound mastery of various types of activities (educational, cognitive, professional). In this context, it is important to note the necessity of such skills, abilities and qualities as: positive, tolerant attitude towards people; listening skills; the ability to understand others and empathize with others; the ability to assess the situation in a diverse way, predicting its possible consequences in advance; the ability to predict and prevent different conflict situations and as necessary to solve them quickly and mobile; the ability to assume responsibility and initiative in solving tasks, showing creativity, ingenuity, inventiveness , making constructive decisions; the ability to establish interrelationships, to cooperate; the desire for self-improvement. All of these skills, abilities and qualities are essential in the course of developing the subject-to-subject interaction, including interaction with a foreign partner, which gives the opportunity for achieving the most effective result during communication, in particular, intercultural.

The research problem. Today, an essential complex task raising before a teacher of higher education establishment is to help a student developing his/her own potential, taking into account individual needs, interests, abilities, inclinations and, at the same time, in order to effective cooperation, including with foreign colleagues, to teach a student tolerance and respect for thoughts, views and traditions of other people, based on mutual recognition, independence and creative cooperation. Indeed, this task is not possible without creating an effective pedagogical interaction of educational process participants based on trust, respect, collaboration and dialogue, in other words, without realizing the subject-to-subject interaction among a teacher and students in the process of their

joint activity and direct communication, which will promote their professional development in conditions of intercultural communication.

Analysis of current research and publications related to the problem. Yu. Babansky, A. Brushlinsky, K. Karpinsky, V. Kremen, H. Meshko, S. Rubinshteyn, V. Slobodchikov, H. Tome, R. Motshnih-Pitrik have made an essential contribution to the study of key issues related to the organisation of subject-to-subject interaction. Many scholars have dedicated their own research to the issue of intercultural communication, in particular: M. Bakhtin, F. Batsevich, E. T. Hall, R. Grishkova, T. Novinger, I. Piller, E. Porter Richard, O. Sadokhin, S. Ting-Toomey. However, the problem of subject-to-subject interaction in the educational process and the analysis of its role in specialist's professional formation in conditions of intercultural communication have not received the necessary attention.

The research purpose conducted within the framework of the article is to study the subject-to-subject interaction in the educational process as the basis for preparing a future specialist for intercultural communication.

Keywords: *intercultural communication; subject; subject-to-subject interaction; educational process; student; teacher; pedagogical conditions for the realisation of the subject-to-subject interaction.*

First of all, based on the understanding of intercultural communication as "the process of communication (verbal and non-verbal) of people (groups of people) belonging to different national linguo-cultural communities" [2, 82-83], following O. Sadokhin [6, 87], we distinguish the following main features of the level of development of such communication, such as: the psychological readiness for cooperation with representatives of other cultures; the openness to the knowledge of another culture and perception of psychological, social and other intercultural differences; the ability to distinguish between collective and individual in the communicative behaviour of representatives of other cultures; the possession of a set of modern communication means; the ability to change behavioural communication models depending on the situation; the compliance with etiquette in the communication process; readiness to overcome stereotypes. Thus, one of the main inherent aspects of intercultural communication is the presence of constant contact, the interaction of "communicants" as "subjects", because such a position gives an opportunity to be responsible for the process of communication, for establishing the relationship between communicants in conditions of intercultural communication between representatives of various linguo-cultural communities. Moreover, according to A. Stepanov, the subject is "a concrete individual or a social community that has a consciousness, and can purposefully transform reality and himself/herself" [9, 348]. The transformation of an individual into a subject occurs through his/her interaction with other people in a joint activity. Also, according to A. Brushlynsky, "a person as a subject is systemic integrity of all of his/her most complex and contradictory qualities, states and properties, consciousness and unconsciousness"

[2, 3]. He also emphasises that the subject is a person at the highest level of activity, communication and autonomy. The individual's ability to organise and regulate his/her own life as subordination to his/her own goals, values are the highest level and the true quality of the subject [7, 20]. «Subject-to-subject type of relations» means the equality of subjective positions, even in the presence of different points of view and the possibility of their implementation through subjects' mutual influence on each other [5, 2]. The aspect of parity in the presence of different judgments is crucial, as in the conditions of intercultural communication the same process takes place; different, sometimes opposite, controversial positions are encountered, and therefore, it is necessary to accept other positions and views with understanding and tolerance. Thus, ensuring the subject-to-subject interaction during future specialists' formation, in particular, in conditions of intercultural communication is extremely important.

It should be emphasized that the concept of «pedagogical interaction» in «Glossary of Pedagogical Use», edited by L. Luzina, is considered, on the one hand, as a mutual and fruitful development of the personality traits of the teacher and his/her students on the basis of equality in communication and partnership in joint activities, and from another as "interpersonal interaction in the pedagogical process" [8, 50]. During the pedagogical interaction within the educational process, it is necessary for all its participants to act as parity, equal, to the extent of their knowledge and capabilities, partners [4, 12]. The communication and joint activities are key characteristics for pedagogical interaction, and pedagogical interaction can be regarded as a particular form of pedagogical communication expressing the subjective positions of all its participants, resulting in an exchange of values, ways of life, modes of activity, experiences, emotional states, which causes mutual changes in their behaviour, relationships and activities. Consequently, in accordance with the new challenges and needs of society, it is necessary to create such conditions of pedagogical interaction, which, on the one hand, would facilitate the formation of a sustainable motivation for future specialists, on the other hand, in which the student would be fully able to demonstrate his/her own creativity, activity and personality in knowing and expressing himself/herself and, at the same time, to behave to others with respect, mutual understanding, solidarity, that can be realized by observing the subject-to-subject interaction in the educational process. The future specialist, during the subject-to-subject interaction with the teacher and students, receives a valuable practical experience that can be reproduced during his/her future professional activities, in particular, during communication with colleagues in the performance of his/her direct professional duties. The interpersonal pedagogical interaction of a teacher and a student in the educational process creates the right conditions for the implementation of each of its participants as a subject of their own self-development, self-realization and self-regulation, which personally bears responsibility for achieving the results expected, which, on the one hand, creates conditions for successful educational activity, while, on the other hand, it provides professional growth of future specialist's personality in the conditions of intercultural communication, in particular.

Consequently, the effectiveness of the pedagogical process depends on the nature of the relationship among its participants, on how naturally they feel. In conditions of the subject-to-subject interaction, the student in the process of pedagogical communication acts like a mature social person, a bearer of a scientific outlook. This approach to organising an educational process gives the possibility for students to design an identical type of relationship in further professional activities, in the course of intercultural communication with foreign partners, which, in turn, will allow them to act as full-fledged subjects of intercultural communication. It takes into consideration not only their belief systems of the world but also assessment themselves in it. In other words, the formation of student's ideological benchmarks means the development of his/her reflection, and, therefore, his/her awareness of himself/herself as the subject of educational activity, the bearer of certain social values, a socially useful person. Taking into consideration all the above mentioned, it is necessary to underline, that the relationship among a teacher and students in the process of their communication should become an affiliate.

A modern teacher is not only a translator of immutable educational truths and a controller of the results of students' efforts, but also an organizer of the learning process, communication, an active participant in continuous dialogue with students, a senior mentor, who helps in mastering discipline, and provides the professional development of each individual student. Therefore, it is necessary to ensure the active participation of a student in the educational process with the aim of assimilating information during direct initiative activities and cooperation with the teacher; to provide the assistance for developing future specialist's subjective position, his/her own potential according to individual needs and interests, the ability to independently make corrections in his/her activities, taking into account the goal; to teach tolerance and respect for the thoughts and views of other people.

Obviously, the process of creating harmonious subjects-to-subject relationships in the educational space of higher education establishments is accompanied by intense personal and professional self-determination and self-actualisation, which contributes to the successful development of the profession and the further implementation of a specialist. As it is known, every process, and also the formation of a student's individual position, occurs under certain conditions. Taking into account the analysis of scientists' scientific researches [1], [3] and practical experience, it is possible to distinguish pedagogical conditions that positively influence the realization of the harmonious subject-to-subject interaction in the educational process of higher education establishment, such as: 1) involving students (even with a low level of educational achievements) in solving a wide range of educational issues, in joint discussion of actual educational problems; this provides the opportunity to maximize the productivity of all students and, at the same time, encourage them to teamwork and collaborative activity; 2) enrichment of the educational process's contents with the tasks of problem and search character, research work, involving collective and group forms of work, which actualize the internal motivation and the need for students to master the material through joint productive interaction, enabling each student

to fully reveal his/her potential, contributing to a stronger and more qualitative assimilation of necessary knowledge; 3) creation of a favourable emotional environment at the expense of the climate of trust and cooperation among all participants in the pedagogical interaction and saturation of the contents of the educational material with situations of choice and success; 4) full-time student support by the teacher, for example, through the provision of various types of consultations, in particular on-line, involving e-mail, Messenger, Skype, etc.; it provides an opportunity to maintain a constant relationship between a student and a teacher, to coordinate the learning process, to strengthen the students' positive attitudes toward learning that serve as a kind of emotional support, add confidence and contribute to raising the level of motivation for students to study; 4) providing reflection in the course of performing those or other educational tasks; this will give an opportunity for a student (as a subject) to deliberately analyse his/her own success, achievement and, at the same time, to perceive his/her mistakes, drawbacks, and personal responsibility. It should be noted that under the conditions of the subject-to-subject pedagogical interaction in the course of communication between a teacher and a student there is the establishment of interpersonal trust, which provides the possibility to create a relaxed atmosphere in the auditorium. Therefore, these factors contribute to the full and effective development of a true professional and the disclosure of his/her potential. Due to the subject-to-subject interaction among a teacher and students, and students with each other, it can be achieved the necessary organisation and unity of students' actions aimed at achieving common goals, mutual understanding and coherence of action, cohesion and solidarity in the educational process of the higher education establishment.

The scientific novelty of the research lies in the fact that it addresses the issues of subject-to-subject interaction in the educational process of higher education establishment as the basis for preparing the future specialist for intercultural communication and presents the pedagogical conditions that ensure the harmonious implementation of subject-to-subject interaction in the educational process.

Conclusions, prospects for further research, suggestions. Organization of the subject-to-subject interaction in the educational process of higher education establishment and adherence to the pedagogical conditions of its implementation is the basis of the professional formation of a specialist in conditions of intercultural communication and provides the possibility to prepare a student, a future specialist, not only for performing functional duties, but for establishing a productive interaction with colleagues, including with foreigners, for the purpose of efficient, purposeful, motivated teamwork. This, in its turn, will further enhance the productivity of specialists' work through the perception of colleagues as equal partners, taking into account interests, positions, points of view of all in order to achieve the most effective result. Moreover, the possibility of a future specialist as a subject to take responsibility and initiative for the course and effects of his/her work is one of the important requirements of employers in our time. It is necessary to point out the very fact that compliance with high-quality subject-to-subject interaction in the conditions of international professional mobility and constant intercultural contacts

depends not only the authority of a specialist but also the authority of a state as a whole. Perspective for further scientific research is a detailed study of the forms of educational activities' organisation that will allow implementing the subject-to-subjective interaction within the educational process effectively.

СУБЪЕКТ-СУБЪЕКТНОЕ ВЗАИМОДЕЙСТВИЕ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ КАК ОСНОВА ПОДГОТОВКИ БУДУЩИХ СПЕЦИАЛИСТОВ К МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

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Аннотация

Статья посвящена исследованию вопроса субъект-субъектного взаимодействия в образовательном процессе в учреждениях высшего образования как основе подготовки будущих специалистов к межкультурной коммуникации. Подчеркнута роль субъект-субъектного взаимодействия преподавателя и студента в процессе образовательной деятельности. Отмечено, что это позволяет создать надлежащие условия для самореализации каждого участника такого взаимодействия как субъекта саморазвития, самореализации и саморегуляции. Обращено внимание на то, что студент лично несет ответственность за достижение ожидаемых результатов. Это, с одной стороны, позволяет создать условия для успешной образовательной деятельности, а с другой, обеспечивает профессиональный рост личности будущего специалиста и является основой для его профессионального становления и подготовки к межкультурной коммуникации. В статье ставится акцент на том, что в условиях субъект-субъектного взаимодействия студент в процессе педагогического общения выступает как социально зрелая личность, носитель научного мировоззрения. Это способствует получению ценного опыта и дальнейшем проектировании идентичного типа взаимоотношений в профессиональной деятельности, в ходе межкультурного общения с иностранными партнерами, что, в свою очередь, позволит выступать полноценным субъектом межкультурной коммуникации. Представлены педагогические условия, обеспечивающие реализацию гармоничного субъект-субъектного взаимодействия. Подчеркнуто, что именно в условиях субъект-субъектного педагогического взаимодействия во время общения преподавателя и студента происходит установление межличностного доверия, что позволяет создать в аудитории непринужденную атмосферу, которая способствует полноценному и эффективному становлению настоящего профессионала и раскрытию его потенциала.

Отмечено, что благодаря субъект-субъектному взаимодействию между преподавателем и студентами, а также студентами между собой в образовательном процессе высшей школы можно достичь необходимой организации и единства действий студентов, направленных на достижение общих целей, взаимопонимания и согласованности действий, сплоченности и солидарности. Констатируется, что преподаватель является не просто транслятором незыблемых образовательных истин и контроллером результатов усилий студентов, а организатором образовательного процесса, общения, активным участником непрерывного диалога со студентами, старшим товарищем, ведущим, который и помогает, и одновременно обеспечивает личностное профессиональное становление каждого студента.

Ключевые слова: *межкультурная коммуникация, субъект, субъект-субъектное взаимодействие, образовательный процесс, студент, преподаватель, педагогические условия реализации субъект-субъектного взаимодействия.*

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