

CROSS-CULTURAL DIALOG AS A PEDAGOGICAL INSTRUMENT OF MULTI-CULTURAL AWARENESS

Abstract. The paper emphasizes the prospects of cross-cultural dialog as a means of poly-cultural education, and demonstrates the experience of culture dialog referring to a foreign language university course. Analyzing the existing definitions and specificities of cross-cultural dialog, the author regards it as a communicative context of culture clashes, as well as the mechanism of mutual understanding and enrichment in cultural and semantic spheres. Consequently, the cross-cultural dialogue and its further reflection help to develop active life attitude and readiness for professional activity in a situation of multicultural diversity; on the other hand, it develops students' ethnic identity, empathy, and ability to represent the native culture.

The theoretical part of the research presents a three-stage formation model of the cross-culture dialog aimed at developing a multicultural personality; the practical part describes a seminar on the cross-culture dialog with students specializing in the Theory and Methods of English Language Teaching at Tumen State University. The paper is addressed to methodologists and foreign language teachers both practicing and prospective.

Keywords: cross-culture dialogue, conflict, sense-building, understanding, poly-culture.

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