New in training a foreign language teacher in the context of global education

Nadezhda Osipova¹, Alexander Puzatykh¹*

¹Bunin Yelets State University, 28, Kommunarov street, 399770 Yelets, Russia

Abstract. The article describes theoretical foundations of global education and possibilities of their application in the process of training future foreign language teachers. It shows some productive ways to increase the level of the formation of professional competence of graduates. Mainly, during the research work on forming the professional competence of a foreign language teacher in the context of global education, the results were obtained through interviewing, observing, and analyzing professional (during teaching practice) and educational (during lessons of the optional course “Teaching a foreign language in the context of global education”) activities of foreign language students. The results showed a positive dynamics and legitimacy of the proposed approaches to enhancing the development of students’ professional competence in the context of global education. The scientific originality of the study is as follows: - the theoretical foundations for implementing the ideas of global education into the teaching of foreign languages are presented; - the role of a foreign language as an effective educational tool in implementing global education is shown; - the peculiarities of a foreign language teacher’s pedagogical activity in implementing global education ideas are presented. Thus, the article reflects the need to identify the significance and role of global research in science and to develop a common concept of global education.

1 Introduction

The issues of education are a priority in the whole world as they determine both the future of each country and the future of the entire planet. In order to preserve national and cultural identity, education more and more creates the conditions for fostering a sense of belonging to humanity, which extends beyond regional and national level.

In multinational, multicultural, and multiconfessional societies, especially in the context of increasing migration, contemporary pedagogy, as well as the methodology of teaching language, overcome ethnocentrism and monoculturalism to achieve polyculturalism, which leads to a greater openness to other cultures and languages. Researchers of the late 20th - early 21st centuries paid attention to the issues of bringing up children and youth in the spirit of tolerance, peace (S.G. Ter-Minasova, V.V. Safonova), polycultural upbringing (A.N. Dzhurinsky), multicultural education (G.D. Dmitriev). However, the problem of becoming

* Corresponding author: alexpuzatykh@gmail.com
world citizens while remaining within one’s own culture cannot be resolved by either monocultural or polycultural education.

Theoretical and practical development of the concepts of global education became a solution to this problem.

It was the Americans who developed global education theory. In 1970, the American Forum for Global Education was founded as a nongovernmental organization that helped develop the global education movement in America and overseas. American and European scholars continued their work on models for implementing the concept of global education: Ch. Adick, S. Molina, H. Lattimer et. al [1-4]. Their educational models are based on the concept of the world as a global whole, and humanity as a global community in which everyone’s fate is determined by the fates of others. The models are presented as offering new global perspectives founded on the principles of globalism, holism, humanism, as well as an interdisciplinary integrative perspective.

In 1992, at Ryazan State Pedagogical University named after S. Yesenin under the aegis of the Russian Academy of Education, the Center for Global Education was founded which developed the pedagogical idea of Global Education. New methodological developments, pedagogical technologies which contribute to the facilitation of international educational exchange by providing university and school leaders with the necessary conditions belong to E.A. Antyukhova, O.G. Petrovich, A.D. Ursul, et. al [5-8]. Currently, the research in this direction continues [9-10].

Our society has recently undergone profound socio-economic, political, and cultural changes that call for the development of readiness for intercultural communication and the use of foreign languages as tools for it. Thus, teaching staff qualification is crucial to the resolution of this problem. A number of studies have been conducted recently on the training of a foreign language teacher: the formation of a professional, linguo-humanitarian culture; special attention is paid to the formation and development of competencies [11].

Researchers, however, tend not to focus their attention on the issue of training foreign language teachers within global education context. It defines the topicality of the study. Thus, it is essential that the teacher’s consciousness, psychology, and methodological skills are restructured in order to implement the global education ideas at school and at university. The training of a foreign language teacher in the context of global education at university should take into account this aspect.

The foregoing made it possible to formulate the research problem: what are the theoretical bases and conditions for a foreign language teacher training within global education context.

2 Materials and methods

The aim of the research is to determine the theoretical basis of global education in relation to a foreign language and to prove the probability of its use in training future foreign language teachers at university. The authors consider it necessary to solve the following problems:

1. To determine the nature of global education regarding a foreign language as an academic subject.
2. To define the foundations of teaching a foreign language within global educational context.
3. To define the principles for choosing what to teach during foreign language classes within this context.
4. To develop foreign language teachers training requirements with reference to global education context and to test them during the experimental work.

Several research methods were employed to solve these tasks.

Literature review and synthesis on the problem under study made it possible to determine the initial principles of global education – considering the dynamics of how the problem
develops over time and space, the heterogeneous worldview (it means reconciling opposing views and balancing diverse perceptions), responsibility (involves the development of thoughtful and balanced behavior, understanding that decisions affect the well-being of individuals and entire communities), variety of information (considering information related to a variety of global systems: ecological, political, economic, social, different cultures, different fields of knowledge). All these principles are interrelated. The formation and implementation of global thinking and education can only be achieved if we consider them as a complex.

When studying normative documents, the authors’ attention was focused on the content. In addition, taking into account the criteria that determined the selection of what to study in the context of global education, it is important to highlight the criteria for selecting the content of education in a foreign language within global educational context at school and university:

─ the presentation of global and national (regional, local) issues should be balanced;
─ universal and national (regional, local) issues should be interdependent;
─ when selecting lexical materials, the age characteristics, training level and interests of students should be taken into account in addition to the special and common experiences of the people, the country, and the language they are studying;
─ the training, education and development should be connected;
─ there should be a basis for forming communication skills as part of global education.

The content analysis of existing textbooks and teaching materials in a foreign language (on the example of French) made it possible to quantify the implementation of the content of global education in them.

To collect and analyze the original data, the authors’ experience was summarized, and ascertaining and forming experiments were conducted with the use of such research methods as: observation of the teachers, students, and lecturers’ work, studying the results of their teaching practice; questionnaires of pupils, teachers, and lecturers; identifying students’ knowledge of the language, lexicology, and regional studies through the method of qualitative and quantitative data analysis, the study of the history of France and their country and their capability to apply this knowledge in practice, to explore students’ orientation towards a career as foreign language teachers, to give an overall assessment of the formation level of students’ basic competencies.

These results are validated by a wide audience involved in the study. The Institute of Philology of Bunin Yelets State University, 3 schools of the city of Yelets were the experimental base for the study.

### 3 Results

After analyzing several of the most commonly used textbooks in a foreign language and evaluating them positively in general, we observe that some of the texts can be used for developing additional tasks as they meet the requirements of global education. French teaching aids for schools contained 54% of such materials, while university textbooks contained 44%.

We present the obtained data in figure 1, where we horizontally arrange the criteria for selecting the content of material for classes in a foreign language in the context of global education at school and university: 1 – the presence of global issues; 2 – the presentation of different points of view on global issues in various aspects (economic, political, environmental and technological); 3 – educative nature of education; 4 – the realistic presentation of information; 5 – the representation of the specifics of one’s own country and the country of the language being studied; 6 – showing the global dynamics of the studied
phenomena; 7 – a variety of presentation forms of the material; and vertically – the degree of the criteria implementation in percent.

![Graph showing implementation of content in foreign language textbooks](https://example.com/graph.png)

**Fig. 1.** The implementation of the content of global education in foreign language textbooks.

The result of the study is also the proposed model of professional competence of a foreign language teacher in the context of global education, which consists of three blocks of competencies that are an inseparable unity and complement each other: personal, social and professional-activity ones. Each of the blocks has a number of characteristics that indicate the level of their formation.

A. Personal block.

1. Thinking globally means viewing the world as an integrated whole. This type of thinking allows a person to see the cause-and-effect relationships between different systems (world, nature, man) and on different levels of the world (from local to global), to anticipate the outcomes and consequences of the activities they take and to act according to the needs and characteristics of the people around them, society, and the environment in general.

2. Knowing your responsibility – taking responsibility for the actions and deeds committed, and the results of such actions. As a result of human mistakes, including those involving natural factors, today’s decisions lead to consequences that affect the lives of people not in a hundred or thousand years as they did before, but those of the same generation. Therefore, professional behavior and professional actions are two important concepts that define a professional.

3. A commitment to humanistic values and morality. As a prerequisite for high levels of professionalism, a high level of moral culture is necessary, along with a combination of abilities, knowledge, skills, and experience. Moral values recognized by all cultures are honesty, loyalty, respect for elders, diligence, patriotism.

4. Self-development, self-improvement. It is imperative that teachers keep improving, they should strive for spiritual enrichment, knowledge replenishment, and worldview expansion.

B. Social block.

1. Tolerance towards people.
2. Desire to communicate with representatives of different countries and cultures on an oral and written level in native and foreign languages using the principle of dialogue of cultures.

3. Realization of reality without stereotypes, being impartial to representatives of other cultures and countries. It makes it possible to see events and facts objectively, to evaluate them from different perspectives.

4. Polyparadigm is understanding the plurality of truths and values in various social subjects, as well as ways of social life. The criteria that determine it are the following: the ability to reflect, analyze one's own actions and thoughts, knowing the importance of others' opinions, and embracing freedom as a universal value.

B. Professional and activity block.

1. Understanding different cultures of the world as well as learning foreign languages.

2. Adapting the content of the global education curriculum in a foreign language according to the global education objectives and goals.

3. Being able to organize foreign language teaching in accordance with global education principles.

4. Using a foreign language to teach in the spirit of global education.

The assessment of the formation level of students' professional competence in the context of global education was carried out according to the model presented above.

The results of students’ written works and oral responses were analyzed during the learning process. 54.2% of foreign language teachers had the initial level of proficiency necessary for the practical implementation of global education tasks. There were only 44% of students who were proficient in language competencies, which is rather low, and could make the organization of communicative activities in the classroom at school challenging.

The work on the training a foreign language teacher was carried out as part of the forming experiment within the framework of global education, which involved a study of global education theoretical foundations, and their application in practice of students both at school and during French classes at university.

Students gained theoretical and practical knowledge of global education regarding teaching foreign languages. Students enrolled in the “Foreign language” training direction had an opportunity to take an elective course “Teaching a foreign language in the context of global education”.

This course had the following objectives:

- to introduce students to the most pressing issues of foreign language learning theory and practice within global educational context;
- to develop professional characteristics of a foreign language teacher;
- to develop the creative potential of students;
- to prepare intentionally students for developing and conducting foreign language lessons within global educational context;
- to show the role and importance of national and regional culture in world culture, and cultivate interest in other cultures and universal values;
- to encourage students to conduct research.

Students were also expected to do independent work, such as studying educational and methodological literature, preparing reports, and fulfilling assignments of a theoretical and practical nature. There were also assignments that required students to analyze modern educational and methodological complexes and manuals created for schools and universities in the French language from the viewpoint of global education.

On the basis of the plans, students were evaluated at the end of the course on their ability to plan lessons according to the principles of global education. According to the results of the assessment, the level of competency formation for the professional activity block
increased to 64%, which is very significant for all of the work completed during just one semester.

As part of the teaching practice, students got a chance to become familiar with the ideas of global education. Their application in practice was tested. In particular, it involved the capability of adapting teaching materials in a foreign language to the requirements of global education in line with the criteria for choosing the content of global education; the ability to organize foreign language teaching according to the principles of implementation of global education; the ability to bring up children in a global education spirit through a foreign language.

According to the results of the observation, questioning and analysis of students’ professional activities, the following changes have been noticed – an increase in the level of interest of students, a greater level of motivation, and a desire to analyze educational material, which is evidenced by the growth of the professional competence level up to 73%.

As a way of improving the competencies formed, university classes in French were conducted in accordance with the principles of the implementation of global education. Global education criteria were used to select the content of the teaching materials. A variety of topics, such as education, freedom of choice, moral values, understanding in matters of peace, the ecological state of the planet, etc. were chosen taking into account students’ interests.

The work done indicates that the level of professional competence of foreign language teachers within global education context increased up to 86%.

The dynamics of the personal block characteristics were most evident in the depth of students’ self-analysis, in the variety of themes students proposed to pupils, in search for creative ways to solve problems, in students’ level of activity during foreign language classes, their awareness of the teacher’s role and their understanding of the consequences of their activities for pupils, and their answers to questions about their responsibility for their lives, in the discussion of people’s behavior, their attitudes, their desire for personal development, the study of scientific literature and the decision to continue their education.

The analysis of the educational and professional activities of students revealed the dynamics of social block characteristics. Students, for instance, demonstrated tolerance towards representatives of different countries during discussions in a foreign language class. The students were eager to communicate. New contacts were established through Internet correspondence with representatives not only of the country where the language being studied was spoken, but also of other countries, promoting a dialogue of cultures, overcoming biased attitudes towards facts and events, recognizing opinions of others, respecting someone else’s opinion, demonstrating an ability to represent and prove one’s point of view. We assessed each student’s involvement in this type of work through individual and group discussions.

Presented below is a comparative diagram (fig. 2) that shows the outcome of the experimental study, where the evaluation criteria are shown horizontally and the degree of their implementation at the ascertaining and forming phases vertically.
The analysis of the results revealed an increase in the level of the formation of the qualities of the personal block by 33.6%, the social block by 29.5%, the professional and activity block by 34.3%, which constitute the essence of the professional competence of a foreign language teacher in the context of global education. Therefore, the training of a foreign language teacher in the context of a global education is effective.

4 Discussion

At the current moment, there are a variety of ways to teach global studies, but no models of global education are sufficiently developed. It is now important to discuss and summarize the outcomes of the global education development in various countries, where the first “sprouts” of this kind of education already emerged. The promotion of such training contributes to the realization of planetary, scientific and educational unity. We also look at how these trends are spreading to other higher educational and scientific institutions in Russia and abroad.

The globalization of education and the formation of global education represent primarily the process of expanding the educational space and the emergence of new connections, properties, common forms and new content in it. Education can be impacted quite significantly by the global characteristics of the system [10, 12].

The results presented confirm the readiness of future teachers to implement the global education principles at school: to encourage pupils for a dialogue of cultures, for an analysis of global phenomena from a local perspective, and, vice versa, encourage them to become aware of their responsibilities not only for their own lives, but for those of others, including the world as a whole, and the need to act at one’s own level and in one’s own conditions in solidarity with the world. A significant role is given to the subject “Foreign language”.

Fig. 2. Comparative analysis of the initial and final stages of foreign language teacher training in global educational context (compiled by the authors).
5 Conclusion

The results obtained confirm the hypothesis, meet the set goals and objectives, and can be formulated as follows.

1. Global education realized through a foreign language as a subject is a system of education and upbringing based on the targeted choice of educational content and the organization of foreign language instruction that provides dialectical unity, a balance between local, national, regional and global identification, a look at the global through the lenses of the local and vice versa.

2. The idea of global education provides a framework for teaching a foreign language based on a set of principles: cultural conformity, humanism, and integrativity – coordinating educational tasks and upbringing approaches to both a foreign language and other academic subjects with a focus on global education and holism.

3. The content of foreign language education within global education context is chosen according to a number of principles: harmonious presentation of national (regional, local) and global issues; the interdependence of universal and local issues; the use of lexical material that can reflect the unique characteristics of their people, their countries, and the country of the language studied, taking their age, their level of training, and their interests into account; the integration of the three pillars: training, upbringing, and development; the conditionality of educational materials by the cultural context in which students live; the development of foundations to form communication skills in global education context.

4. The training efficiency of a foreign language teacher at institutions of higher education within the context of global education is guaranteed by the implementation of the principles of global education, the adjustment of the content of foreign language education and is defined by the following demands to a foreign language teacher: the ability to see the world through the lens of the local and vice versa; an understanding of one’s responsibility for the fate of not just his or her future, but also the fate of all of humanity; a willingness to communicate in native and foreign languages, with people from different places and cultures; being able to overcome stereotypes of perception of reality, being impartial toward representatives of other countries and cultures; knowing foreign languages as a tool for cognition of world culture, cultures of countries of the studied languages and one’s own culture; the ability to adapt teaching materials in a foreign language at school, to organize educational and upbringing activities according to global education principles.

The study’s practical significance is determined by the fact that its results can be applied to the following purposes: to solve theoretical and practical problems of improving the training of future foreign language teachers within global education context, taking into consideration the Bologna process, Russia’s integration into the realities of world and European educational space; to carry out comparative pedagogical research; to modernize curricula and educational materials; in the training course on methods of foreign language teaching.

We can conclude based on our research that using the concepts of global education in a foreign language as an academic subject helps future foreign language teachers to develop themselves professionally, on the one hand, while on the other, it can contribute to the improvement of general education.

References


5. E.A. Antyukhova, Educational policy: global discourse and national priorities: monograph (Moscow: MGIMO University, 2022)
6. O.G. Petrovich, Modern Russian higher education in the context of globalization. Abstract of the dissertation for the degree candidate of sociological sciences (Saratov, 2010)