

FEATURES OF PEDAGOGICAL COMMUNICATION IN FOREIGN AUDIENCE

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In the process of teaching foreign students to teachers, it is necessary to create pedagogical communication taking into account a number of factors, the main of which is the specific intercultural nature of students' communication with the teacher. The greatest difficulties arise at the stage of pre-university preparation - the period of adaptation and socialization of foreign students. Teachers know from their own experience how different the national behavior students' patterns from different regions of the world are. Representatives of the Arab countries are emotional, verbose and not always punctual. They often change their plans, but in difficult situations they are capable of improvisation. Chinese and Vietnamese students keep silent, they are respectful and punctual to the interlocutor. It is believed that in an international group, it is not difficult for representatives of these two cultures to communicate with each other. From the experience of teaching it is known that in the construction of pedagogical communication there can be no trifles. Even the intonation and timbre of a voice may be unacceptable to foreigners. At the same time when students from China and Vietnam negatively perceive a loud voice, the Arabs are tired of the quiet voice of the teacher. To maintain the attention of foreign students, the teacher's speech should be emotional, and facial expressions and gestures should be accepted by students. Thus, the teacher must own the technology of pedagogical communication, effectively use verbal and non-verbal means and methods of influencing students. Most foreign students are not able to clearly plan their study time, especially in the first months of study. It is difficult for them not to be late for classes, because in their countries such behavior is not considered reprehensible. In addition, they cannot concentrate on one lesson, trying to do several things at once. It is also difficult for them to perceive the time limitations of educational tasks fulfillment, since the activity itself is important in their cultures, and not its time frame.

A significant role in teaching plays the style of pedagogical communication. For example, it is known that the style of Chinese teachers is authoritarian, which is why Chinese students can hardly get used to the friendly, democratic style of communication of Ukrainian teachers. Students from Africa are accustomed to a tough communication style at home, so they can perceive the style of communication we have in our classroom as flirting.

Representations of the style and motives of students' behavior, on the one hand, will help to avoid conflict situations between students belonging to different cultures, and on the other hand, will help the teachers themselves not to make mistakes in the process of pedagogical communication.