

new challenges of the world. TNTU teachers are working hard but students' output is not the only thing consistent with teachers' efforts and expectations.

We also believe that during the enrollment, students should be given a field-specific test with proper assessment. Their performance will determine whether they will take a basic preparatory class before entering their main field of study or moving directly to their field of interest.

Professors should also establish a policy that will limit plagiarism. The Internet is an open market to students. Some of teachers import questions directly from the Internet without modifying them and this makes the student to look for the solution for the same problems. Students no longer make use of their brain and thought pattern. We need to encourage students to be creative and productive who will think out of their brain box in order to make our world a better place. The Ternopil National Technical University can be among the leading universities in the country that will help translate students' potentials to limitless possibilities.

UDC 378+7+9+42

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ON TEACHING IN CULTURALLY DIVERSE SETTINGS

In today's increasingly global and diverse settings, the ability to function effectively in multicultural situations is important for employees, managers, educators and organizations.

Undergraduate and postgraduate international students at Ternopil Ivan Pul'uj National Technical University represent a broad range of educational, cultural and linguistic backgrounds. This cultural diversity is an exciting development with tremendous pedagogical potential, but it also poses real and significant challenges to faculty.

Teaching involves different kinds of interactions and requires an unusually high level of cultural nuance. Many teachers teaching students from a culture other than their own (whether at home or abroad) find that in order to teach effectively, they must adjust much more to their students than they ever anticipated. Teaching approaches that worked in one cultural context may not necessarily work in another.

As members of a culture – and participants in its educational system – we implicitly learn a set of patterned behaviours (e.g. how to behave in the classroom, how to interact with authority figures) and unconscious beliefs and assumptions (e.g. what constitutes meaningful learning, appropriate teacher and student roles). When teachers' and students' assumptions and expectations differ significantly – and are not reconciled – they may lead to frustrations and tensions that interfere with effective learning and successful and satisfying teaching.

Clearly, successfully bridging cultural differences in the classroom requires "cultural intelligence" (CQ). CQ does not involve mastering a set of specific rules for each culture. Rather, it requires that teachers develop a flexible set of skills, including

the ability to listen and pay attention, reflect on the meaning of underlying behaviour, seek out relevant information and advice, and adapt resourcefully. It also requires being aware of, and willing to challenge, one's own cultural assumptions [6].

Anthropologists and sociologists have heated debates about who originated the idea of culture, and they argue about how to define it. Most agree with James Clifford's [3] statement that culture "is a deeply compromised idea I cannot yet do without."

While culture is a powerful force in all of our lives, its effects are sometimes difficult to recognize because...

- Culture is invisible to its members. Culture is like water in a goldfish bowl: to the fish, it's normal and natural. It's only when you're outside the medium that you notice it.

- Much of culture is below the surface. While some aspects of culture are visible (e.g. food, eating habits, gestures, music, clothing, use of physical space, order of worship, art), much of culture operates below the surface on the level of values, beliefs, and expectations.

- Cultures are dynamic. Cultures can and sometimes do change rapidly. Thus, cultural analyses are always aimed at a moving target.

- Cultures are heterogeneous. Cultures are not uniform and differences within cultures (based on class, ethnicity, region, gender) are sometimes profound.

- Cultures overlap and intersect. National cultures exert a powerful influence, but so do generational, disciplinary, and institutional cultures, and their effects are difficult to disentangle.

- Individuals within cultures differ, and bring different personality traits to bear on any cross-cultural interaction [6].

Undoubtedly, culture is complex. It is multi-layered and multifaceted. Several metaphors are used to try to make the notion of culture more accessible. Some [3] compare culture to a sport that runs by a certain set of rules. If you don't know the rules behind soccer, you can feel clueless watching a bunch of players kicking a ball around. But when you understand the rules of offside, unfair tackling, and ball handling, the game makes sense. Another way of describing culture is to see it as the software that runs the programmes of our thoughts, speech, and actions. Others [4] have compared culture to an onion with its many layers. As one layer is peeled, another layer lies beneath, waiting to be discovered. These metaphors powerfully address the complexity of culture. In these complexities lies the challenge that teachers face.

All students, regardless of their cultures or special circumstances, are entitled to a quality education so that they can become productive, contributing global citizens. Education, in a sense, enables people to transcend social, physical, economic, or cultural barriers to pursue their dreams. Increasingly diverse classrooms provide a venue for students to learn to embrace cultural differences and eliminate the barriers of racism, sexism, and prejudice.

Teaching across cultures can be challenging and responsibility for doing so effectively rests primarily with individual teachers but never with them alone. Institutions have a responsibility to provide teachers with access to specialized

support; programme teams need to collaborate and design programmes where developing students' skills and knowledge of intercultural learning are shared. Teachers have a responsibility to access ideas, advice and expertise and to use them effectively to improve student learning.

According to Australian Learning and Teaching Council data on learning and teaching across cultures [1-2], good teaching across cultures:

- focuses on students as learners;
- respects and adjusts for diversity;
- provides context-specific information and support;
- facilitates meaningful intercultural dialogue and engagement;
- is adaptable, flexible and responsive to evidence;
- prepares students for life in a globalized world.

It is helpful for faculty to be aware of cultural differences and sympathetic to the challenges students face in adjusting to them.

However, being sympathetic to and aware of cultural differences does not require faculty to lower their standards or apply a different set of performance criteria for international students than for other students. Faculty have the right – indeed the obligation – to set and maintain standards for the behaviours they expect in class (e.g. active student participation in discussion) and the performance they expect on assignments (e.g. a particular organizational structure in writing). Instead of lowering or altering standards to accommodate international students, researchers of Eberly Center for Teaching Excellence and Intercultural Communication Center [5] suggest using the following pedagogical practices:

1. Make your expectations explicit.
2. Model the kinds of work you want your students to do.
3. Represent the material in multiple ways.
4. Give students ample opportunities to practice applying the knowledge and skills you want them to acquire, and provide feedback to guide the development of new skills.
5. Provide varied opportunities for student-student and student-faculty interaction.

Thus, through studying the cultural backgrounds of their students, teachers can learn to avoid some of the problems that surface each day. Effective teachers help students make personal connections between their current cultural and academic experiences and the world outside the classroom. Lifestyle, gender, religious, language, and socioeconomic status differences should be discussed and respected in an intellectually honest way.

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ПОЗИТИВНІ АСПЕКТИ НАВЧАННЯ ІНОЗЕМНИХ СТУДЕНТІВ В УКРАЇНІ

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POSITIVE ASPECTS OF FOREIGN STUDENTS STUDYING IN UKRAINE

В останні роки в Україні спостерігається тенденція до нарощування контингенту іноземних студентів. Як спадок Радянського Союзу у перші роки незалежності їх набирали, в основному, великі університети декількох мегаполісів. Через 10-15 років до них долучились інші вищі заклади освіти. Як і раніше, найбільш запитаною є медична освіта. Однак, в останні роки українські вищі пропонують підготовку фахівців в галузі економіки, техніки, ІТ-технологій.

В умовах складної демографічної ситуації, значного відтоку українських абітурієнтів закордон, підготовка фахівців з числа іноземних студентів для університетів, незважаючи на проблеми і труднощі, є певним освітнім проривом, який має значні позитивні моменти. Деякі з них окреслено нижче.

В першу чергу, зростає кваліфікація і рівень володіння іноземною мовою науково-педагогічних працівників, які задіяні у навчальному процесі. Це є необхідною умовою академічної мобільності викладачів, розширює для них можливості брати участь у різноманітних освітніх та наукових програмах.

По-друге, якісна освіта, що надається у вишах України є важливим фактором зростання престижу не лише окремого університету, але і держави в цілому. Однак, на відміну від навчання в СРСР, нерідко для іноземних