

# PEDAGOGICAL BASIS OF INTERNATIONALIZATION OF THE PROFESSIONAL-METHODICAL TRAINING OF THE FUTURE ENGLISH LANGUAGE TEACHER

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**Abstract:** In an increasingly globalized world, the internationalization of education has become a pivotal objective for institutions aiming to prepare students for a diverse and interconnected society. This article examines the pedagogical basis for the internationalization of professional-methodical training for future English language teachers. The discussion highlights the theoretical underpinnings, practical approaches, and benefits of integrating international perspectives into teacher education programs, ensuring that future educators are equipped to meet the demands of a globalized educational environment.

**Keywords:** internationalization, professional-methodical training, curriculum design, multilingualism and multi-literacies, collaborative online international learning (COIL), enhanced cultural sensitivity, pedagogical skills..

## 1 INTRODUCTION

The globalization of education necessitates a rethinking of traditional pedagogical approaches, particularly in the training of future English language teachers. Internationalization in this context refers to the incorporation of global perspectives, multicultural competencies, and cross-border educational practices into teacher education programs. This article explores the pedagogical foundations necessary for such internationalization, focusing on enhancing the professional-methodical training of prospective English language educators.

## 2 Methods and materials

Constructivist learning theory posits that knowledge is constructed through interaction with the environment and others. This theory supports the internationalization of teacher training by emphasizing collaborative learning, cultural exchange, and reflective practice.

By engaging with diverse educational contexts, future teachers develop a deeper understanding of global pedagogical practices and are better prepared to implement inclusive teaching strategies. Intercultural competence is crucial for teachers operating in multicultural classrooms. This competence involves the ability to communicate effectively and appropriately with people from different cultural backgrounds. Teacher training programs must integrate intercultural education, fostering attitudes of openness, curiosity, and respect for diversity. This approach ensures that future teachers can navigate and manage culturally diverse learning environments. Global citizenship education (GCE) aims to equip learners with the skills, values, and knowledge necessary to engage with global issues.

Incorporating GCE into the training of English language teachers promotes critical thinking, ethical reasoning, and a sense of global responsibility. Future teachers learn to incorporate global issues into their curriculum, preparing students to become informed and active global citizens.

### Practical Approaches to Internationalization

*1)Curriculum Design.* Internationalizing the curriculum involves incorporating global perspectives and content into teacher education programs. This can include the study of international educational systems, comparative education, and global pedagogical trends. Additionally, integrating case studies from diverse cultural contexts enriches the learning experience and broadens future teachers' perspectives.

2) *Study Abroad Programs.* Study abroad programs provide immersive experiences that enhance cultural understanding and language proficiency. These programs offer future English language teachers the opportunity to experience different educational settings, observe diverse teaching methodologies, and develop cross-cultural communication skills. Such experiences are invaluable in preparing teachers for the globalized classroom.

3) *Collaborative Online International Learning (COIL).* COIL involves online collaborative projects between students from different countries. This approach allows future teachers to engage in cross-cultural exchanges without the need for physical travel. Through COIL, students can work on joint projects, share best practices, and develop digital literacy skills. This method promotes international collaboration and prepares teachers to leverage technology in a global educational context.

4) *Multilingualism and Multi-literacies.* Promoting multilingualism and multi-literacies is essential in the internationalization of teacher training. Future English language teachers should be encouraged to develop proficiency in multiple languages and to appreciate the value of linguistic diversity. Training programs should also address the skills needed to teach students who speak various languages, using multiliteracies pedagogy to support diverse learners.

### 3 RESULTS

There are several benefits of internationalization of the professional-methodical training of the future English language teacher:

-*Enhanced Cultural Sensitivity:* internationalization fosters cultural sensitivity, enabling future teachers to appreciate and respect cultural differences. This sensitivity is crucial for creating inclusive classroom environments where all students feel valued and understood.

*Improved Pedagogical Skills:* exposure to diverse educational practices and pedagogical theories enriches teachers' methodological repertoire. Future teachers can adopt and adapt best practices from around the world, enhancing their teaching effectiveness.

*Broader Professional Networks:* internationalization provides opportunities for future teachers to build professional networks with educators worldwide. These networks facilitate the exchange of ideas, resources, and support, contributing to continuous professional growth.

### 4 DISCUSSION

Challenges and Considerations:

a) *Resource Constraints.* Implementing internationalization initiatives requires significant resources, including funding for study abroad programs and technology for COIL. Institutions must seek innovative solutions and partnerships to overcome these constraints.

b) *Integration into Existing Frameworks.* Integrating internationalization into existing teacher education frameworks can be challenging. It requires a careful balance between maintaining core educational standards and incorporating new, globally-oriented content and practices.

c) *Resistance to Change.* Some educators and institutions may resist changes to traditional teacher training methods. Effective leadership, advocacy, and professional development are necessary to foster a culture that embraces internationalization.

### 5 CONCLUSION

The internationalization of the professional-methodical training of future English language teachers is essential in preparing them to thrive in a globalized educational landscape. By grounding this process in robust pedagogical theories and implementing practical approaches, teacher education programs can cultivate culturally competent, globally minded educators.

These efforts will ultimately enhance the quality of education and promote a more interconnected and understanding world.

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