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FOREIGN LANGUAGE TEACHING IN CANADA IN CONDITIONS OF INTEGRATION PROCESSES

Integration processes that take place in modern society, the development of mechanisms of regulation international political, economic, social and cultural issues – all this leads to regular changes in the system of professional training of many industries, including teaching.

In the conditions of global integration in various spheres of social activity more acutely raises the the need for training pedagogical specialists, ready to conducting intercultural dialogue based on equality, respect and tolerance, establishing humane and trusting relationships between people of different ethnic subcultures. In this aspect it turns out valuable experience and educational strategies multicultural and multi-ethnic Canada, based on the principles of multiculturalism, national identity, intercultural educational cooperation.

Most European countries have adapted a national system of foreign language education in accordance with European standards and confirmed the promise and effectiveness of such language policy in practice. Over the past 30 years the Canadian system of foreign language training the specialists is recognized global educational community is exemplary and is the basis for developing the content and structure of teaching foreign languages in various degrees.

Proceeding from recommendations of the Common European Framework of Reference and other language standards, Ministry of Education of Canada insists on the optimization of educational process with the foreign language which makes its own adjustments in the structure and content of the training of teaching staff is reflected in curriculum and specified requirements, curriculum and methodological principles of foreign language training teachers in higher education in Canada.

In general, the process of training teachers of foreign languages in universities in Canada is defined as the general trends in the world and features of the multi-ethnic community of the of Canada. The socio-cultural situation in Canada traditionally contributed to the development of effective methods and techniques of teaching, especially English and French as foreign and minority languages, which ensured the establishment of the state level established system of training language teachers, which operates at a fixed norms and standards.