

ANALYSIS OF TEACHING PROCESS AS A MEANS OF POSSIBILITY TO THE DETECTING INTERCULTURAL COMPETENCE OF PRIMARY SCHOOL TEACHER

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Abstract: The question of whether it is nowadays necessary to educate intercultural is no longer necessary to argue. Changes in society are directly reflected in the educational reality and education systems are forced to respond. Developing of skills needed to implement the methods and principles of intercultural education is both theoretical way, so on the basis of interpersonal interaction. Educational theory is still not able to define the precise application of the concept of intercultural in the educational process. The paper presents the intended research project dealing with the issues of intercultural education. Aim of this paper is to present Bellacks interaction microanalysis as one of the options finding the level of intercultural competence of teachers.

Keywords: analysis of the teaching process, intercultural competence, teacher primary schools, Bellacks interaction microanalysis

1 Introduction

The last twenty years, was for Czech society full of political, economic, legislative and cultural social change. Situation after 1989 radically changed the character of our society in many ways. Opening of borders has fundamentally changed the demographic picture of the population and caused the creation of a multicultural environment. Transformation of the Czech Republic in culturally pluralistic country significantly influenced by the accession to the EU. State of emigration became a state of immigration.

The Czech Republic and the whole Europe are ethnically, religiously, linguistically and culturally complex reality, because of population mobility has become one of the trends. Although majority of society realize the importance of multicultural education, practical experience with us is minimal and we are in a situation where we must search a position of multicultural coexistence. Given the current composition of intercultural competence are considered one of the essential components of professional competence (not only) teacher. Aim of this paper is to introduce the planned research project. Our attention will be focused on the interaction of factors the educational process. We talk about observation of educational reality through interaction Bellacks microanalysis.

Due to the difference in terminology in both Czech and international context, we use the terms multicultural education, multiculturalism, intercultural education, intercultural competence. The term multicultural is used as an indication of coexistence of several cultures side by side, without the implied the context. In this term prevails in schools as an indication of one of the cross-cutting themes of the Framework Educational Programme for Basic Education. The term intercultural is a wider concept and the overarching.

2 Intercultural competence of primary school teacher

Trying to create a more balanced tolerant society reflects into practice through new teaching goals, methods and procedures aimed at acquiring the necessary knowledge and skills. The effective implementation of the objectives we need trained, skilled and educated teachers. Knowledge, skills and habits leading to raising respectful and open society can be described as an intercultural competence. Teachers appear in innovative roles that require the ability to successfully carry out tasks and solve fixed intercultural society. The notion of competence is today can be found in almost all areas of human life. Professional and lay public uses of the term in a different meaning. Specialist competence term refers to the "ability, skill and ability to

successfully implement any actions to address challenges." (Průcha, Walterová, Mareš, 2009) Access to education based on the acquisition of competencies (competency-based approach, CBA), which began to develop early 70th of the 20 century in North America. The general aim of education according to the competencies that an individual was able to handle any situation that will be forced over time to address. The successful, professional and effective education we need to be especially competent teachers. (Scribd, 2009)

Buryánek (2002) defines Intercultural competence as:

- 1.knowledge about different ethnic and cultural groups living in the Czech and European company
- 2.skills to navigate in a culturally pluralistic world, and enjoy intercultural contacts and dialogue to enrich themselves and others
- 3.attitudes of tolerance, respect and openness to different groups and life forms, including awareness of the need for personal involvement

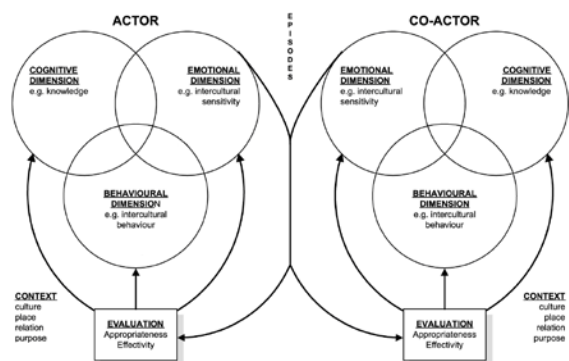
2.1 Options for verification the level of intercultural competence

Extending and transfer of humanistic ethics and worldviews shape assumes full awareness of their own cultural jurisdiction and spiritual values, prejudices and stereotypes. The teacher should know his limits in multicultural expertise and their own emotional reactions in communicating with culturally diverse students. The coexistence of different ethnic groups caused due to various values of the new situation that they can cause problems and conflicts of opinion on the primary school.

Professional requirements for teachers are very varied, because the content of intercultural education is based on the sociological, psychological and culturology base. The requirements in a multicultural environment are reflected in two different ways. Theoretical knowledge must be obtained from several different disciplines such as linguistics, translation, training intercultural communication, intercultural negotiation, legal Comparative, intercultural management, sociology, history, ethnography, psychology, philosophy of man, ethics, law, linguistics, biology, demography, etc.

The second level consists of teaching skills that will enable to choose the methods, procedures, and appropriate measures to implement multicultural education. When integrating multicultural education into teaching is necessary to ensure not only the content and explaining cultural differences (as it happens in many Czech schools), but especially on learning styles, specific communication and social intercourse. It is clear that the verification of the resulting level of intercultural competence of teachers is a complex process that can be implemented only in the educational reality itself (Diagram 1). The rate of learning competency is reflected in the ways of behavior in crisis situations, conflict resolution, responses and other external outputs teacher.

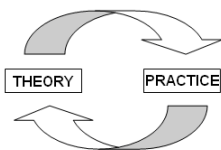
Diagram 1: The process of learning intercultural competence (Graf, 2004)



3 Analysis of Educational Process

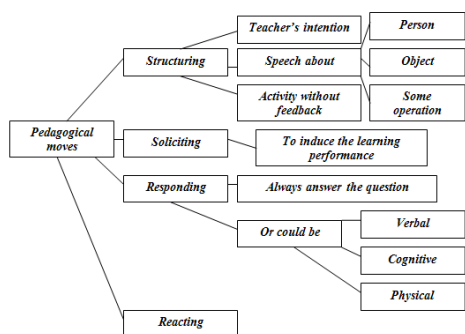
Educational theory is currently still does not have an exact idea about the application of intercultural competence in practice. It presents only an ideal picture of the problems generated by demands of society, which are trying to bring teaching practice. Life around us (and the whole world) is constantly changing. One of the consequences of the changes in the requirements for training and education, this is reflected in practice. Reaction pedagogical theory is an effort to identify and diagnose problems through educational research. Only on the basis of the outputs is then possible to reconstruct the ideal theoretical underpinning of teaching practice that can draw ideas for successful teaching activity (Diagram 2).

Diagram 2: Relationship between pedagogical theory and practice



The principle of cooperation theory and practice has become a key for the research project. The aim of this project is through the analysis of the teaching process determine the actual level of intercultural competence of teachers at Czech primary schools, or other problem situations to their development. During observations of the educational reality of the analysis of the teaching process will be the viewing angle based level of interaction factors educational process. According Tollinger (1971) is happening in the classroom is a special kind of communication. The complex of interactions between teacher and pupil is under the rules that are mutually conditioned. Specific rules and their mutual compliance, are captured in the diagram below.

Diagram 3: The character of interaction between teacher and pupil



The diagram describes the nature of phenomena at different levels. The basic level of educational activity belong structuring, setting requirements, response to requests for feedback and response. In the educational process is to combine the individual level as well as their specific focus. If we want to focus on monitoring the level of intercultural competence of teachers, the research offers a method of observation as an effective way of collecting data, because the resulting level of intercultural competence is evident in educational reality. Standardized behavioral AA Black's technique offers the possibility of detailed and specifically evaluates individual educational processes verifying the level of teacher competence in the field of intercultural education.

4 Bellacs Interaction Microanalysis

In 1966, along with the working team has developed and subsequently verified Colombia University professor Arno A. Bellack special formal language whose use can be relatively objectively capture what is happening in the classroom for teaching and write them simultaneously, almost like an orchestral score (Tollinger, 1971). The introduction presented diagram shows the interaction of coherence factors of teaching. Bellack (as well Tollinger based on its knowledge) this effect calls as a verbal game. The scheme has been formulated on the basis of theoretical input processed by Bellack in publication *The Language of the Classroom*.

Bellack's research technique is focused on verbal expressions of teacher-pupil interaction, and then analyzes the linguistic expressions of teachers and pupils in teaching, because the language as a major communication tool in the classroom. Its publication did not provide a normative guide behavior, but rather a descriptive model of what is actually happening in the classroom. Bellack evaluated separately for both teachers and pupils the basic and the following specific rules for verbal game. Given that Bellack's research was conducted in elementary school, it is possible to compare the results with his own for a more effective evaluation of the shift in the interaction between teacher and pupil. It should be ensured consistently cautious interpretation, because Bellack research sample included both elementary school level (own research applies only to primary school).

In the implementation of research data collection is carried out so that the record lessons recorded on a dictaphone is a verbatim transcript of a special sign language.

The data are processed into the form:
 frequency analysis - what one does and how often and
 sequential analysis - instructional cycle specific to each teacher - the class system.

For the assessment of intercultural competence teacher of this analysis can be used for monitoring purposes:

- how is headed by multicultural education - methods, forms
- the nature of the activity of individual factors of the teaching process - who, what and how...
- and evaluation used methods

5 Discussion

The issue of multicultural education and intercultural education in recent years of emerging topic not only in the positive sense. Cohabitation of people from different parts of the world, different cultures, different socio-cultural background, professing different values with new situations and problems. Every day we are exposed to new supply of information, whose interpretation of ideas and intentions are NOT bases are equal. If we look back into history, we find that he has never been the understanding of self, surroundings and the world around us so problematic.

The specificity of intercultural education is especially critical in the effort to be on their own judgments reliant personality capable to create your own opinion. Intercultural education as such is a means of elimination of both local and global conflicts.

Itself this task goes beyond just teaching. Intercultural competence is today one of the most important part of the professional competence of teachers. Teachers appear in innovative roles that require the ability to successfully implement the tasks set and deal with intercultural education. The teacher himself is forced to respect the different attitudes, beliefs and barriers that affect the behavior of students. You can not assume that through intercultural education can change the behavior and perceptions of people, it is necessary to appeal to moral values and attitudes. Only personal experience can contribute to re-evaluate beliefs and values. Therefore, the overall level of learning intercultural competence take effect immediately in contact. In a real situation it is necessary to use existing knowledge and pedagogical-didactic experience to induce the appropriate educational situation and the choice of effective problem solving.

The detection of intercultural competence are therefore limited primarily factors involved in the educational reality. Now we face the question of choice of methods and focus of research.

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