

УДК 378.017:[316.77:303.446.2]-047.22]:[378.018.8:373.011.3-015:811.11]:378.014(045)

ФОРМУВАННЯ МІЖКУЛЬТУРНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНИХ МОВ У КОНТЕКСТІ ГЛОБАЛІЗАЦІЇ ОСВІТИ

Олег Комар, доктор педагогічних наук, професор, завідувач кафедри англійської мови та методики її навчання, Уманський державний педагогічний університет імені Павла Тичини.

ORCID: 0000-0001-8071-3905

E-mail: oleh.komar@udpu.edu.ua

Аліна Джурило, кандидат педагогічних наук, доцент, доцент кафедри іноземних мов і методик їх навчання, Київський столичний університет імені Бориса Грінченка.

ORCID: 0000-0002-5129-6724

E-mail: a.dzhurylo@kubg.edu.ua

У статті представлено дослідження особливостей формування міжкультурної комунікативної компетентності майбутніх учителів іноземних мов у контексті глобалізації освіти. Метою наукової розвідки є розкриття сутності міжкультурної комунікативної компетентності, її структури та компонентів, а також окреслення особливостей її формування у майбутніх учителів іноземних мов в умовах глобалізації освіти. Методологія дослідження ґрунтується на використанні релевантних інструментів наукового пошуку, зокрема аналізу, синтезу, узагальнення, інтерпретації емпіричних даних і теоретичних положень, що містяться у відповідній науковій літературі.

Ключові слова: компетентність; міжкультурна компетентність; комунікативна компетентність; міжкультурна комунікативна компетентність; іноземна мова; вчитель іноземних мов; міжкультурна комунікація; діалог культур; глобалізація; глобалізація освіти.

DEVELOPMENT OF FUTURE FOREIGN LANGUAGE TEACHERS' INTERCULTURAL COMMUNICATIVE COMPETENCE IN THE CONTEXT OF EDUCATION GLOBALIZATION

Oleh Komar, Doctor of Pedagogical Sciences, Professor, Head of the Department of English and Methods of its Teaching, Pavlo Tychna Uman State Pedagogical University.

ORCID: 0000-0001-8071-3905

E-mail: oleh.komar@udpu.edu.ua

Alina Dzhurylo, Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Foreign Languages and Methodology, Borys Grinchenko Kyiv Metropolitan University.

ORCID: 0000-0002-5129-6724

E-mail: a.dzhurylo@kubg.edu.ua

The article presents the research of the development of future foreign language teachers' intercultural communicative competence in the context of education globalization. The aim of the article is to define the essence of intercultural communicative competence, its structure and components as well as to outline the peculiarities of its development in future foreign language teachers in the context of

education globalization. The research methodology is based on the use of relevant scientific research tools, including analysis, synthesis, generalization, interpretation of empirical data and theoretical concepts present in the relevant scientific literature.

Firstly, the essence of intercultural communicative competence was outlined, in contrast to intercultural and communicative competences, as well as the distinguishment between intercultural competence in a broad and a narrow sense was given. Secondly, such aspects of intercultural communicative competence (cognitive (including linguistic, sociocultural and discourse competence); affective (including psychological competence); behavioural (including communicative, strategic and pragmatic competence)) and components (linguo-cultural, socio-linguistic, socio-cultural, general cultural, pragmatic and thematic) were clarified and categorized. Thirdly, the characteristics of the development of intercultural communicative competence in future foreign language teachers in the context of education globalization (global thinking, tolerance and knowledge of foreign languages and awareness of diversity of cultures) were found out in the result of the research work.

Keywords: *competence; intercultural competence; communicative competence; intercultural communicative competence; foreign language; foreign language teacher; intercultural communication; dialogue of cultures; globalization; globalization of education.*

The intensification of globalization and integration aspirations of our country lead to an increase in the number of intercultural contacts, which in turn makes it vital to speak at least one foreign language, and the need for intercultural training of students. The extension of international contacts, wide use of the Internet, travelling abroad, including educational exchange programs to foreign countries, imply high requirements for foreign languages training both of the students and the future teachers. This situation calls for a new approach to foreign language teaching, a rethinking of learning objectives, which dictate the choice of forms, methods and content of teaching.

The current political and economic picture of the world is a backdrop where the cultural unities of different countries are intertwined, and the trend towards global integration is evident. Therefore, a person should learn to build an effective and comprehensive dialogue with people representing other cultures and nations.

Intercultural communication refers to a unique mode of interaction involving individuals from diverse cultural backgrounds. It involves the exchange of information and values between participating cultures. In today's globalized world, proficiency in foreign languages is indivisible from a profound understanding of cultures. This comprehension encompasses aspects such as mindset, national identity, lifestyle, worldview, customs, and traditions. Effective and meaningful communication thus hinges on the fusion of linguistic and cultural knowledge.

The aim of this study is to define the essence of intercultural communicative competence, its structure and components as well as to outline the peculiarities of its development in future foreign language teachers in the context of education globalization.

Intercultural communicative competence is regarded as a pinnacle psychological characteristics enabling proficient intercultural communication across professional, socio-cultural, and personal realms. This competence encompasses a distinct capacity within individuals to engage effectively in diverse intercultural interactions, despite potentially limited foreign language skills. It relies on a foundation of knowledge, understanding, and adherence to universal principles and norms of behavior, thus fostering mutual comprehension among individuals from various cultural backgrounds [9].

It is worth mentioning that intercultural communicative competence reveals only in the conditions of intercultural communication, where merely possessing communicative

competence doesn't guarantee its efficacy, since communicators lack knowledge of cultural rules and techniques of their use. Full-fledged intercultural communication is a pre-condition and at the same time a result of the functioning of intercultural communicative competence of an individual [10].

Y. Huang defines intercultural competence from the linguistic point of view as the ability to understand representatives of other cultures in the same way as representatives of one's own culture, as well as a set of analytical and strategic skills that broaden an individual's understanding during interpersonal interactions with representatives of different cultures [7].

T. Baumer distinguishes between intercultural competence in a broad and a narrow senses: "by intercultural competence we mean in a broad sense the ability to communicate successfully with other people" [2, p. 76]. In simpler terms, intercultural competence refers to the capability to observe, understand, and interpret aspects of another culture. This includes the ability to discern differences and similarities between one's own cultural values and traditions, critically analyze them, and incorporate them into person's worldview [3].

It requires not only a general readiness for communication and interaction, but also a unique cultural self-awareness, grounded self-assessment, and empathetic understanding. for a foreign culture representative, tolerance, emotional resilience, self-assurance, capacity to resolve contradictions, and prevent conflicts [11]. As we can see, a broad interpretation of intercultural competence focuses on the need to take into account culturally determined factors of human interaction, regardless of their belonging to the same or different linguistic and cultural communities.

The narrow understanding of intercultural competence is aimed at more precise specification of the peculiarities of communication. T. Baumer notes that "intercultural competence in a narrow sense is the ability to communicate fully and without conflict with people from different cultures, and in a broad sense – to communicate with other people" [2, p. 78].

There is another opinion on the narrow understanding of intercultural competence. H. E. Hoff notes that intercultural competence is a competence of a special nature and its aim is to achieve such quality of a linguistic personality that will allow them to go beyond their own cultural boundaries and develop the skills of mediating between cultures while retaining their own cultural identity [6].

Thus, the concept of intercultural competence in its narrow sense is the subject to double specification – from the viewpoint of defining the participants of communication and their proficiency in a foreign language as a means of interaction.

A thorough analysis of intercultural communicative competence was carried out by M. Byram. According to him, intercultural competence is the capacity to navigate and resolve misunderstandings that emerge during interactions, to explain interaction errors, the desire and willingness to discover new things, to gain understanding of various cultural contexts and the skill to engage deeply with a foreign culture using such understanding, to interpret and correlate the phenomena of their own and other cultures, to establish and maintain a connection between their native and foreign cultures, critically evaluate their own culture, understanding the peculiarities of another culture, demonstrating curiosity and openness towards other people, willingness to accept other judgements and overcome ethnocentric attitudes and prejudices [3].

R. Wiseman mentions that the concept of “intercultural communicative competence” extends the long-established notion of “communicative competence” through the ability to respond to the social and situational context with the help of semantic and structural knowledge. Such abilities are necessary in communicative situations involving interlocutors who have been socialized in different countries or ethnic communities and thus have culturally specific characteristics. In most cases, these peculiarities are associated with different mother tongues of the communicators [12].

This definition reveals important characteristics of intercultural communicative competence, in particular:

- intercultural communicative competence is broader in its content than communicative competence, since the ability to respond to the social and situational context is not enough in intercultural dialogue;
- participants of intercultural communication have different “cultural backgrounds”, which should be taken into account by each of the communicators;
- intercultural communicative competence requires socialization (the so-called “secondary socialization”) in a foreign country or ethnic community;
- individuals engaged in intercultural dialogue come from diverse linguistic backgrounds, influencing their perspectives and communication behaviour.

The problem of development of intercultural communicative competence has also drawn the attention of Ukrainian scholars. In particular, intercultural communicative competence, according to L. Vorotnyak, is present only in the conditions of intercultural communication, where communicative competence does not ensure its effectiveness, since communicators lack knowledge of cultural rules and techniques of their use [13].

D. Pustovoichenko states that intercultural communicative competence is the ability to achieve relationships with individuals from various cultures that can effectively communicate relying on their understanding and adherence to universal rules and norms of behavior inherent in international communication etiquette. Intercultural communicative competence allows a person to maintain relationships with representatives of other cultures as well as recognize their cultural values [16, p. 103].

O. Zelikovska characterizes intercultural communicative competence as a set of knowledge, skills, and capabilities that empower students to effectively engage in communication with individuals from diverse cultures at both personal and professional levels. The researcher includes the following aspects in the structure of intercultural communicative competence: *subject-professional* (a system of national peculiarities of knowledge and skills in a particular field, knowledge of the peculiarities of intercultural communication, etc.), *sociolinguistic* (knowledge of language units with national and cultural semantics, lexical and stylistic means, etc. as well as mastery of communication strategy), *sociocultural* (culture-specific knowledge, strategic skills and comparative skills), and *affective* (personal qualities and characteristics such as empathy, tolerance, reflection, ability to overcome stress, etc.) [14].

It should be mentioned that there is a certain interrelation and interdependence between the components of foreign language communicative and intercultural competences. At the same time, according to the Council of Europe experts, there is no complete correlation between the components of intercultural competence [12]. This could be confirmed by the fact that a person, having achieved a certain success in intercultural communication, may have

poor linguistic knowledge and communicative skills. At the same time, possession of a high level of knowledge of the language system and skills to use it does not mean an adequate level of intercultural communicative competence.

Intercultural communicative competence is a complex concept encompassing various components across different aspects. Currently, a number of scholars have agreed that intercultural communicative competence should be viewed as a combination of three interrelated and equally important aspects: *cognitive*, which is the speaker's ability to establish intercultural awareness; *affective*, which is revealed in the communicator's ability to demonstrate intercultural sensitivity, and *behavioural*, which is revealed in intercultural effectiveness [4; 8]. The correlation of these aspects with subcategories is shown in Figure 1.

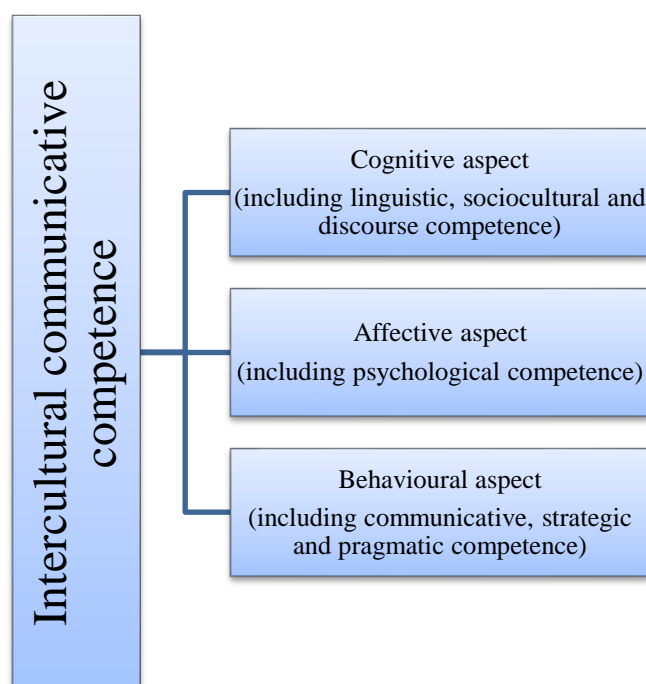


Figure 1. The dimensional model of intercultural communicative competence

Considering the above, we can conclude that the linguistic, sociocultural and discourse competences of the cognitive aspect correlate with the awareness of the differences between mother tongue and foreign languages and cultures, and, accordingly, this is the first step towards mastering intercultural communicative competence. The behavioural aspect includes communicative competence in listening, reading, speaking and writing, as well as strategic and pragmatic competences as the ability to use language according to the situation of intercultural communication. The affective aspect is connected with intercultural sensitivity, so the development of psychological competence of students in the modern globalized world, in our opinion, is extremely important. In addition, the development of students' psychological competence reduces the risks of developing prejudice towards other cultures, ethnocentrism, discrimination, anxiety, and instead will contribute to the development of tolerance, trust and mutual understanding.

Besides, the following components of intercultural communicative competence, the development of which can and should be effective through foreign languages teaching, can be distinguished [5; 9]:

- *linguo-cultural component* (equivalent and non-equivalent concepts, nationally-biased and terminological vocabulary combined with elements of country studies and the ability to apply them in intercultural communicative situations);
- *socio-linguistic component* (correct correlation between the choice of linguistic form and the method of linguistic expression according to the communicative situation);
- *socio-cultural component* (knowledge, skills and abilities related to the socio-cultural characteristics of the country of study, the relevant peculiarities of speech and non-speech behaviour, the identification of common and specific features in the culture of the native country and the country of study);
- *general cultural component* (adherence to the norms and rules of speech behaviour);
- *pragmatic component* (knowledge, skills and abilities of the learner, the possession of which opens the way to involvement in the national and cultural heritage and values of the country of study);
- *thematic component* (contextual reading skills that allow relevant perception of intercultural information).

We consider important to outline the principles and approaches underlying the development of intercultural communicative competence, in particular [1; 15]:

- *students' awareness of their own national culture and mother tongue*. To this end, the communicative approach is combined with the socio-cultural approach, which makes it possible to develop not only specific cultural ideas about the countries of study, but also to stimulate awareness of cultural material about the native country, to develop ideas about the native culture in a foreign language environment, in conditions of intercultural communication;
- *relying on the socio-cultural background* in the context of which a foreign language functions, since adequate intercultural communication with native speakers requires background knowledge that influences students' foreign language communicative competence;
- *learning to interact in the context of dialogue of cultures*, which involves expanding the range of cultures and peoples, awareness of students as the bearers of not only one, but a number of interrelated cultures, in order to prepare them to play the role of a subject of a dialogue of cultures;
- *humanistic orientation of the learning environment*, which implies the awareness of the learner as a subject of intercultural communication and as a subject of the language educational process, and shifts the emphasis in the process of foreign language teaching from the teacher's activity to the learner's activity, developing them as creative personalities;
- *interactive nature of students' activities*, which involves the use of innovative technologies ensuring the development of students' personal qualities (cooperative learning, project-based learning, information technology use, distance learning

based on information and communication technologies, etc.); a differentiated approach to students, which puts them in a situation of choice, encourages autonomy, development of reflection, etc.

Based on the structure of intercultural communicative competence and taking into account the principles of the development of the relevant skills, we can determine the pedagogical and psychological conditions, necessary to ensure an effective communication process:

- *the development and use of communicative situations* in the educational process that require a diverse set of competencies required for effective engagement in intercultural communication;
- *motivational readiness of learners*, the components of which are purposefulness, activity, object-subject relations in the process of learning activities, individual psychological characteristics of the personality that stimulate the ability to communicate interculturally;
- *creation of a positive emotional climate* in the educational environment, contributing to nurturing individuals who are cultured and dedicated to universal values, who have absorbed the richness of the cultural heritage of their people and peoples of other countries, striving for mutual understanding and prepared to carry out interpersonal and intercultural communication.

The development of intercultural communicative competence leads to positive personal changes in students based on reflection and focus on understanding the values of another culture. Thus, cultural diversity and tolerance are among the main didactic tools that help to achieve the most important goal of foreign language education, namely, to prepare students for full cooperation and active communication in the modern globalized world.

We are convinced that the result of globalized education is a system of knowledge, values, and competences that allow an individual to live in harmony with the bearers of their own and other cultures, to act responsibly and actively for the benefit of their immediate environment, country, and the world as a whole. Constantly moving from the local to the global dimension and in the opposite direction within a particular subject develops analytical skills and critical thinking as a basis for choosing a strategy of behaviour and activity in any field – social, political, economic, environmental, etc., – and it can productively be achieved within the foreign language learning. Through this viewpoint, the process of foreign language teaching should be based on a balanced connection between the linguistic aspect of the language and the cultural aspect, i.e. a balanced combination of developed linguistic and intercultural competences is necessary. This represents the primary objective of foreign language teaching at the current stage of education genesis.

The development of future teachers' intercultural communicative competence in the process of learning a foreign language creates favourable conditions for gaining knowledge of the culture of the native country and the country of study, having the following characteristics:

- *integrative nature*, i.e. the existence of integrative links with various academic subjects (history, art, geography, literature etc.), as well as the possibility of creating integrated courses. We are convinced, that the interdisciplinary interaction of a foreign language with other subjects of the humanities cycle allows for the creation of integrated foreign language courses (e.g. country and cultural studies), elective courses in the history and literature of the countries of

- study, etc.;
- *multifunctionality*. A foreign language is a means of learning, a way of obtaining information. It performs the functions of cognition and communication, it serves as a means of not only interpersonal but also intercultural and international communication. In addition, the English language as “lingua franca” is used for human development and spiritual enrichment through the knowledge of other cultures;
 - *multilevel nature*. Teaching a foreign language involves the formation of phonetic, grammatical, lexical skills and creative abilities in such types of communicative activities as reading, speaking, listening, and writing;
 - *educational potential of the discipline*. The main value of a foreign language as a subject lies in its educational potential and hardly any other subject in the curriculum of a future foreign language teacher training can be compared to it in this respect.

On the base of the above, we will define a range of directions for developing intercultural communicative competence in the context of foreign language teaching and future foreign language teacher training and present them in Table 1.

Table 1

Directions for developing intercultural communicative competence

Multicultural	Tolerant	Behavioural	Linguo-socio-cultural
1. acceptance of new knowledge about other cultures in order to better understand one’s own; 2. respect for all cultures; 3. seeing in a foreign culture primarily what brings us closer and unites us; 4. the ability to view events and individuals not solely through one’s own perspective, but from the vantage point of another culture.	1. the ability to interact with people of another culture based on their values, norms, and perceptions; 2. the ability to project one’s behaviour in the process of communication on a person of another culture; 3. the ability to empathize, responding to the emotions and experiences of people of another culture; 4. the ability to feel and understand people’s moods.	1. appropriate behaviour in the relevant professional fields; 2. finding constructive compromises; 3. the ability to establish and maintain contact.	1. the ability to exchange opinions based on the norms and traditions of respective cultures; 2. the ability to actively listen, summarize, confirm attention to the interlocutor; 3. the ability to ask questions that encourage clarification of what has been said based on the norms and traditions of respective cultures.

These directions of intercultural communicative competence development are implemented in the process of language interaction during foreign language learning: teaching listening, reading, speaking, and writing, as well as modelling intercultural communicative situations both during classroom and extracurricular activities with students. Applying these directions in the process of future foreign language teachers training in the context of globalized education, we consider it possible to formulate a number of characteristics that are indicators of the developed students’ intercultural communicative competence:

- *global thinking* (awareness of one's own responsibility, orientation towards a humanistic system of values, self-development and self-improvement);
- *tolerance* (the desire to communicate orally and in writing in mother tongue and foreign languages with representatives of different countries and cultures on the basis of dialogue and mutual understanding, overcoming stereotypes and prejudice against representatives of other countries and cultures);
- *knowledge of foreign languages and awareness of diversity of cultures* (ability to adapt foreign language teaching materials in accordance with the criteria of global education content, ability to organize foreign language teaching according to the principles of global education, ability to educate in the spirit of global education ideas through a foreign language).

Thus, having studied the essence of the concept “intercultural communicative competence”, its structure, components and principles of development, we can conclude that the need for future foreign language teachers’ intercultural communicative competence development is actual due to the globalization of the modern world, as well as due to the aspirations of educational science for the search of relevant values and a respective worldview, and the need to acquire competencies that ensure an accomplished existence of an individual in the modern society, so its development in future foreign language teachers is becoming extremely important and relevant to the requirements of the time.

This study is not comprehensive and paves the way for future research on the development of future foreign language teachers’ intercultural communicative competence considering peculiarities of different foreign languages as well as the use of authentic culture related materials and the creation of specific contexts in foreign language classrooms and extracurricular activities.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

1. Aguilar M. Dealing with intercultural communicative competence in the foreign language classroom. *Intercultural language use and language learning*. Springer, Dordrecht, 2008. P. 59–78.
2. Baumer T. Handbuch Interkulturelle Kompetenz. Zurich: Orell Fussli, 2002. 223 p.
3. Byram M., Holmes P., Savvides N. Intercultural communicative competence in foreign language education: Questions of theory, practice and research. *The Language Learning Journal*. 2013. № 41. P. 251–253.
4. Cetinavci U. R. Intercultural communicative competence in ELT. *Procedia-Social and Behavioral Sciences*. 2012. № 46. P. 3445–3449.
5. Heggernes S. L. A Critical Review of the Role of Texts in Fostering Intercultural Communicative Competence in the English Language Classroom. *Educational Research Review*. 2021. 100390.
6. Hoff H. E. The evolution of intercultural communicative competence: Conceptualisations, critiques and consequences for 21st century classroom practice. *Intercultural Communication Education*. 2020. № 3(2). P. 55–74.
7. Huang Y. Constructing Intercultural Communicative Competence Framework for English Learners. *Cross-Cultural Communication*. 2014. Vol. 10. No. 1. P. 97–101.
8. Kupka B., Everett A., Wildermuth S. The Rainbow Model of Intercultural Communication Competence: A Review and Extension of Existing Research. *Intercultural Communication Studies*. 2007. № XVI(2). P. 17–36.
9. Munezane Y. A new model of intercultural communicative competence: bridging language classrooms and intercultural communicative contexts. *Studies in Higher Education*. 2019. № 46(2). P. 1–18.
10. Piątkowska K. From cultural knowledge to intercultural communicative competence: changing perspectives on the role of culture in foreign language teaching. *Intercultural Education*. 2015. № 26(5). P. 397–408.
11. Wilberschied P., Lee F. Intercultural communicative competence: Literature review. *Cultural Encounters, Conflicts, and Resolutions*. 2015. № 2. P. 1–16.

12. Wiseman R. Intercultural communication competence. *Handbook of international and intercultural communication* (2nd ed.) / Eds. W. B. Gudykunst, B. Mody. Thousand Oaks, CA: Sage, 2002. P. 207–224.
13. Воротняк Л. Деякі аспекти формування міжкультурної комунікативної компетенції магістрів вищих педагогічних навчальних закладів. *Вісник Національної академії Державної прикордонної служби України*. 2015. Вип. 1. URL: http://nbuv.gov.ua/j-pdf/Vnadps_2015_1_3.pdf (дата звернення: 10.04.2024).
14. Зеліковська О. Сутність та структура міжкультурної компетенції студентів вищих економічних навчальних закладів. *Проблеми сучасної педагогічної освіти. Серія "Педагогіка і психологія"*. 2010. № 2(24). С. 213–216.
15. Морська Л. Міжкультурна комунікативна компетентність: навчальні аспекти. *Наукові записки Тернопільського національного педагогічного університету імені Володимира Гнатюка. Серія: Педагогіка*. 2012. № 5. С. 63–69.
16. Пустовойченко Д. Формування міжкультурної комунікативної компетентності майбутніх психологів засобами іноземної мови як один з пріоритетних напрямків професійної підготовки. *Науковий вісник МНУ імені В. О. Сухомлинського. Педагогічні науки*. 2018. № 4(63). С. 102–106.

REFERENCES

1. Aguilar, M. (2008). Dealing with intercultural communicative competence in the foreign language classroom. *Intercultural language use and language learning*, Springer, Dordrecht, 59–78.
2. Baumer, T. (2002). *Handbuch Interkulturelle Kompetenz*. Zurich: Orell Fussli, 223 p.
3. Byram, M., Holmes, P., and Savvides, N. (2013). Intercultural communicative competence in foreign language education: Questions of theory, practice and research. *The Language Learning Journal*, 41, 251–253.
4. Cetinavci, U. R. (2012). Intercultural communicative competence in ELT. *Procedia-Social and Behavioral Sciences*, 46, 3445–3449.
5. Heggenes, S. L. (2021). A Critical Review of the Role of Texts in Fostering Intercultural Communicative Competence in the English Language Classroom. *Educational Research Review*. 100390.
6. Hoff, H. E. (2020). The evolution of intercultural communicative competence: Conceptualisations, critiques and consequences for 21st century classroom practice. *Intercultural Communication Education*, 3(2), 55–74.
7. Huang, Y. (2014). Constructing Intercultural Communicative Competence Framework for English Learners. *Cross-Cultural Communication*, 10, 1, 97–101.
8. Kupka, B., Everett, A., Wildermuth, S. (2007). The Rainbow Model of Intercultural Communication Competence: A Review and Extension of Existing Research. *Intercultural Communication Studies*, XVI(2), 17–36.
9. Munezane, Y. (2019). A new model of intercultural communicative competence: bridging language classrooms and intercultural communicative contexts. *Studies in Higher Education*, 46(2), 1–18.
10. Piątkowska, K. (2015). From cultural knowledge to intercultural communicative competence: changing perspectives on the role of culture in foreign language teaching. *Intercultural Education*, 26, 5, 397–408.
11. Wilberschied, P., Lee, F. (2015). Intercultural communicative competence: Literature review. *Cultural Encounters, Conflicts, and Resolutions*, 2, 1–16.
12. Wiseman, R. (2002). Intercultural communication competence. *Handbook of international and intercultural communication*. W. B. Gudykunst, B. Mody (Eds.). Thousand Oaks, CA: Sage, 207–224.
13. Vorotniak, L. (2015). Деякі аспекти формування мизькультурної комунікативної компетентності магістрів вищих педагогічних навчальних закладів. *Вісник Національної академії Державної прикордонної служби України*, 1. URL: http://nbuv.gov.ua/j-pdf/Vnadps_2015_1_3.pdf [in Ukrainian].
14. Zelikovska, O. (2010). Sutnist ta struktura mizhkulturnoi kompetentsii studentiv vyshchych ekonomichnykh navchalnykh zakladiv. *Problemy suchasnoi pedahohichnoi osvity. Seriiia "Pedahohika i psykholohiia"*, 2(24), 213–216 [in Ukrainian].
15. Morska, L. (2012). Mizhkulturna komunikativna kompetentnist: navchalni aspekty. *Naukovi zapysky Ternopilskoho natsionalnoho pedahohichnoho universytetu imeni Volodymyra Hnatiuka. Seriiia: Pedahohika*, 5, 63–69 [in Ukrainian].
16. Pustovoichenko, D. (2018). Formuvannya mizhkulturnoi komunikativnoi kompetentnosti maibutnykh psykholohiv zasobamy inozemnoi movy yak odyin z priorytetnykh napriamkiv profesiinoyi pidhotovky. *Naukovyi visnyk MNU imeni V. O. Sukhomlynskoho. Pedahohichni nauky*, 4(63), 102–106 [in Ukrainian].