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Formation of intercultural communicative competence in higher education students in the process of studying Ukrainian and English for professional purposes

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Abstract

Relevance. There is a need to form intercultural communication in a modern personality to interact and communicate at a sufficient level in the context of globalization, expanding the scope of intercultural communication competence and integration.

Purpose. The purpose of this study was to determine the methodological algorithm of actions that ensure intensive and effective development of the necessary knowledge, skills, and abilities in the formation of intercultural communicative competence.

Methodology. An experimental pedagogical study was conducted in the study.

Results. The main results of the study provide information on the interpretation of basic terms such as "expertise", "competence", "intercultural communication competence". The timely study was conducted on the basis of the National Academy of Statistics, Accounting, and Audit to analyse the formation of intercultural communicative competence among graduates in the process of learning English and Ukrainian for professional purposes. After applying the modern teaching methodology, it was possible to establish an algorithm of actions and practical steps for the formation of intercultural communicative competence in the process of language learning. The process of forming the relevant communicative competence in students in the process of studying at university is presented. It is determined that understanding the role

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of Ukrainian or English and knowledge of the country's culture can help to identify the cultural and historical values of different cultures and facilitate communication.

Conclusions. From the psychological and pedagogical point of view, multicultural education contributes to the harmonization of young people's personalities, understanding of each other and cooperation with representatives of the respective cultures in the learning environment. The development of intercultural communication skills should be viewed in the context of developing students' ability to engage in intercultural dialogue based on the principles of mutual respect, tolerance of cultural differences and overcoming cultural barriers.

Keywords: multicultural education; competence-based approach; linguodidactics; communication partner; higher education institutions.

Introduction

With the development of globalization, the need for interaction between different countries, peoples, and cultures is growing. For a long time, it was believed that knowing a foreign language was enough to successfully communicate with people from different countries. However, today this idea is considered outdated. Simply being able to speak one or two languages is not enough to establish a communication process. It is also necessary to have a lot of information about the culture of one's communication partner. In the past, intercultural communicative competence was considered only in terms of language. Nowadays, however, languages are also seen as a means of acquiring the socio-cultural experience of representatives of another language and culture.

It is important to acknowledge that in the study of intercultural communication, linguistic and methodological research is reoriented towards the problem of intercultural communication, or rather towards the problem of developing students' skills of effective participation in intercultural communication. Despite the fact that the topic of the development of modern higher education and the formation of intercultural communicative competence of students is widely studied and discussed by scientists at different levels in different countries, there are still issues that need to be addressed. There is still no consensus on the interpretation of the concept of intercultural competence, its nature, internal and external factors that influence the development of a higher education student, as well as aspects of personal success in relevant activities. According to Y. Baklazhenko and Z. Kornieva [1], education has a role in the life of the whole society. In every country, it is taken for granted and considered a basic public service, but in times of crisis it is a truly important value of modern society. Based on the Ukrainian case study, it shows that the improvement and learning process of higher education has proved to be essential even in times of crisis, such as pandemics and wars.

For the effective and successful acquisition of a foreign language by learners, it is important not only to use representative European standards, but also to pay considerable attention to teacher training, according to Z.S. Haregu et al. [2], L.I. Omar and A.A. Salih [3]. Modern teaching requires the development of practical and theoretical skills of foreign language teachers. Modern teaching methods in learning and teaching foreign languages are a prerequisite for future professional development, and the successful formation of intercultural communication improves the educational process. Successful conditions for learning and developing digital

capabilities of future professionals were noted by E. Barrios and M. Napiórkowska [4]. The scientists noted that only the support of digital environments in higher education institutions, modern opportunities in the current environment and distance learning technologies can be taken into account. V.F. Zavizion et al. [5] confirmed this opinion. It is convincing that in conditions of high psychosocial and emotional stress, a number of problems need to be taken into account and often quickly addressed. It is important to take into account the conversations between participants and teachers (up to the disruption of subject connections), communication between students, and the resolution of logistical issues. Adequate and continuous monitoring of the problem, successful communication, response to changes in the situation and emerging communication problems are the key to a calm and high-quality education.

I.M. Avdicienko et al. [6] touched upon the issue of interculturality in their study, believing that this concept helps a person to adapt to a new cultural space. When perceiving elements of the second culture, a person's self-esteem changes from a cultural state to an intercultural state. Achieving intercultural identity is important for dialogue between different cultures. Scientists have pointed out the factors that influence cultural differences: different language structures, different norms of word use, different social and cultural backgrounds, and different levels of personal knowledge. The work of T. Fursykova et al. [7] is devoted to the study of the relationship between foreign languages and foreign cultures based on different teaching methods. Learning a foreign language is a cultural crossroads and a practice of intercultural communication. An important aspect is that competencies are formed over a long period of time, and it is especially important for the systematic training of future linguists in higher education institutions to create a system of personalized and systematic training, forming the necessary competences [8; 9]. The study by N.F. Shevchenko et al. [10] suggests that it is necessary to promote the development of intercultural communication skills in order to conduct a free and effective conversation in the professional sphere. One of the main directions of intercultural education is the formation of a cultural and linguistic personality, which is associated with different types of humanistic knowledge: language and culture.

The purpose of the study was to form a methodological algorithm of actions that ensure intensive and effective development of the necessary knowledge, skills, and abilities in the formation of intercultural communicative competence of students in the modern globalized world. In

accordance with the goal, the following points are defined as tasks:

1. To describe the interpretation of the definitions of “expertise”, “intercultural communicative competence”, “competence”, to highlight the difference between them.
2. To reflect the process of forming intercultural competence in students while studying Ukrainian and English in their respective professions.
3. To develop a plan of step-by-step actions that promote the development of intercultural competence in students in the context of studying Ukrainian and English for professional purposes.

Materials and Methods

An experimental pedagogical study was conducted in the study. The proposed methodology was tested during the experimental training. The study was conducted on the basis of the National Academy of Statistics, Accounting, and Audit in the period from March to April 2024. The experiment was conducted with the involvement of two groups: a control group (CG) and an experimental group (EG). The first group consisted of 175 people, and the second group also consisted of 175 participants, for a total of 350 higher education students. Men predominated among all the participants of the experiment (57%), and the percentage of women was 43, with an average age of 20-21 years. This category of participants was chosen because of the need to analyse the formation of intercultural communicative competence among graduates in the process of learning English and Ukrainian in their respective professions. This was the aim of the experiment. Accordingly, the following tasks were set: to study the formation and development of intercultural communicative competence components; to analyse diagnostic tasks that contribute to the effective acquisition of the above competence and learning motivation; to analyse the effectiveness of the proposed algorithm of actions for testing EG knowledge.

To determine the levels of intercultural communication competence and to test the effectiveness of the methodology, diagnostic and confirmatory sections were conducted. The study analysed the curricula and programmes of such universities as the National Academy of Statistics, Accounting and Audit, Applied College “Universum” of Borys Grinchenko Kyiv Metropolitan University and Taras Shevchenko National University of Kyiv, which independently determine the amount of study load required for the study of Ukrainian and English for professional purposes by students, mainly based on the use of traditional methods of developing intercultural communication competence. This base included the textbook “Language and culture in context – A primer on intercultural communication” by R. Godwin-Jones [11] with linguistic and country-specific texts and tasks, as well as a system of exercises and dialogues aimed at improving intercultural communication in the first group. 350 students of higher education institutions took part in the experiment. There were 175 people in the EG and 175 in the CG, aged 20-21, of whom 44% were girls and 56% were boys. The CG studied according to the standard curriculum of the National Academy of Statistics, Accounting and Audit, in particular, the textbook “Language and culture in context – A primer on

intercultural communication”. The EG was trained according to the individual model of intercultural communication competence presented in the study results. The experimental group worked according to the methodology chosen to develop students’ intercultural communicative competence. The experimental methodology provides a linguistic and country-specific focus in teaching Ukrainian and English and promotes the analysis of linguistic and cultural phenomena in order to develop relevant competences. Therefore, the first group was considered to be the control group, the second – the experimental group.

The experiment consisted of three stages for EGs: initial, main and final. At the first stage of the experiment, the research of scientific and theoretical (philosophical, pedagogical, psychological and linguistic) literature was conducted, the purpose and objectives of the initial experimental study were determined. At the main stage, written diagnostic tasks were used to determine the control section. At the final stage, an algorithm of methodological criteria for the development of intercultural communicative competence in the process of learning Ukrainian and English is presented. In accordance with the aim of the experiment, the following tasks were set:

1. The study of the formation and development of intercultural communicative competence components in the process of learning Ukrainian and English at the final stage of study.
2. A system of tasks using a specific algorithm of actions that influences the qualitative and effective acquisition of the above competence, which are used in various types of human activity.
3. Investigation of the effectiveness of the proposed algorithm of actions on testing the knowledge of the experimental group.

At the main stage, the following written diagnostic tasks were submitted for students:

1. Briefly describing the life of students in your country and compare your answers with others.
2. Making a list of five famous people and places in your country.
3. Building a dialogue related to the issue of cultural values.
4. Writing down proverbs and sayings from the Ukrainian and English-speaking environment. Comparing common expressions on a particular topic. Finding similarities and differences.
5. Reflecting on the learning activities of studying Ukrainian and English in your profession.

According to the level of content of the answers provided by the students, a control cut was made. It included evaluation criteria with a maximum score of 10 points. In particular, the low level was from 0 to 3 points, the sufficient level was 4-6 points and the high level was 7-10 points. At the last stage, summarizing the responses of the two groups, an algorithm of actions was formed, which is presented in the results and helps to acquire skills, abilities, knowledge for the formation and development of the necessary competence.

Results

Concept, characteristics, and elements of intercultural communication competence

Globalization, which involves processes of political, economic and cultural integration, leads to the convergence of economic development, but does not help to eliminate the differences that already exist between developing and developed countries. Given the nature of social and cultural processes, higher education institutions should provide future professionals not only with knowledge, but also with technologies and understanding of the multipolar world, develop communication skills to exercise and protect democratic rights and responsibilities in society, respect for cultural diversity and democratic lifestyles. The educational process should be aimed at playing a role in the formation of citizens. Accordingly, current trends are the development of the educational space in the context of globalization and the renewal of secondary and higher education. O. Kononenko et al. [12] found a growing interest in higher education among the Ukrainian and European populations, in particular English and Ukrainian philology. It is necessary to implement a safe educational environment and provide a strong resource system in higher education institutions to encourage learning.

In order to adequately understand the concept of “intercultural communicative competence”, it is important to distinguish between the constituent foundations of the term, namely: “communication”, “culture” and “competence”. The lexeme “culture” has the appropriate meaning for understanding, namely, it is a set of spiritual and material values created by society throughout the history of creation. The term “communication” means interaction, and exchange of information. In turn, competence is defined as awareness of a particular activity. In modern science, these concepts are manifested in the fact that when representatives of different cultures meet, everyone acts in accordance with their cultural principles. In conformity with the definition of I. Diachenko et al. [13], intercultural communication is the correct understanding of two participants with each other, the interaction between culture and language. Generally accepted cultural behaviour is shaped by people’s biological inheritance. In addition, certain ethnic groups demonstrate behaviour that is not universally understood, which is shaped by their physical and social environment. Certain behavioural patterns form a specific culture, which can be defined as a mentality, a set of habits that governs the relations of society.

A prerequisite for intercultural communication is that participants are aware of each other’s cultural differences. Signs of cultural differences can be interpreted as differences in verbal and non-verbal codes in specific

communication contexts. In this case, each participant in communication has its own control system that allows the encoding and decoding of sent and received messages. One of the characteristics of intercultural communication is that participants: use different language codes and strategies in direct contact than when communicating within the same culture; understand the differences between all cultures.

Intercultural communication is a special culture characterized by ethnocultural interaction, individual ethnocultural competence, tolerance, and the desire for interethnic harmony in all areas of communication. An important condition for successful intercultural communication is also the knowledge and ability to use certain speech acts, such as greetings, apologies, requests, gratitude, invitations, refusals, consents, and complaints in an intercultural context. There are many forms of intercultural communication, including, for example, planned negotiations between representatives of government and business organizations from different cultures, as well as unplanned meetings during sightseeing trips, conferences and academic seminars. Thanks to modern processes of free movement and communication, national and ethnic borders are becoming transparent. The world has become so close that exchanges between countries, peoples, and cultures are almost inevitable. In today’s world, every state and ethnic group is exposed to social and cultural influences from other countries. Intercultural competence has three key components: sensitivity to other cultures, awareness of other cultures (cognitive processes), and agility in relation to other cultures (behavioural processes). These are the linguistic and non-linguistic skills necessary for effective behaviour in intercultural interaction.

Certain cultural conflicts can arise not only between one’s own and another culture, but also within one’s own culture. This happens when changes in social life reach such a level that the next generation no longer remembers, knows or understands the culture and world-view of their predecessors. In particular, today culture is defined as communication between peoples, and intercultural dialogue as an important factor of socio-cultural change, distinguishing three main types in its structure: vertical-synchronous (indirect interaction between the recipient and a foreign cultural tradition), vertical-diachronic (indirect connections between previous states) and horizontal-synchronous (specific types of contacts between cultures of coexisting countries and peoples). The specificity of intercultural dialogue as a driver of socio-cultural change is that, depending on whether it is diachronic or synchronous, it can act as an internal or external force of cultural development, changing the specifics of its impact on the recipient culture in each direction (Table 1).

Table 1. Model of communication competence

Knowledge	Knowledge of the national language	Grammar, vocabulary, and style. Understand the main features of written language. Understand the types of verbal interaction and the functioning of oral language styles.
	Knowledge of the English language	Understand the cultural aspects and social contexts of language in different social, geographical and communicative environments. Grammar, vocabulary, and style. The concept of linguistic features of communication (facial expressions, voice vibration, gestures).
Skills and abilities	Regarding national and foreign languages	Ability to articulate opinions convincingly (in writing and orally), taking into account existing points of view. Communication includes the ability to listen and understand relevant messages, to speak clearly and consciously. Skills in using available clues to create and understand complex texts (instructions, conversations, debates, instructions). The ability to understand the texts read, considering all the purposes of communication (educational, informational). Ability to write different types of text in accordance with the target audience. Ability to speak (orally and in writing), understand and be understood in appropriate situations.
Guidelines, attitudes, and inclinations	According to the national language	Confidence in public speaking. Positive attitude to the national language, recognition of its role in cultural and personal enrichment. Developing a positive attitude to intercultural communication. Acknowledging the statements and opinions of others, engaging in constructive dialogues. Love and respect for national literature.
	According to the English language	Awareness of cultural differences and resistance to stereotypes.

Source: compiled by the authors based on T.T.T. Trang and V.T. Phuong [14].

O. Synekop et al. [15] present an interpretation of the concept of “intercultural communication competence” as the ability to establish relationships with people from different cultures that constitute international communication etiquette, even if a foreign language is only an intermediate one. Competence in intercultural communication allows establishing relationships with people from different cultures and recognizing their cultural values. Professional motivation has a dominant influence on attitudes towards disciplines. Higher education students with a pronounced professional motivation to study evaluate the importance of disciplines and their interest in them higher than those who do not seek

to become real specialists and gain in-depth knowledge. The concept of intercultural communicative competence includes linguistic, sociolinguistic, strategic and discursive elements. The system of this competence includes the following elements: a system characterizing communicative competence related to social rules (language and gesture, rules of sociolinguistic competence and adaptation, relevant communicative knowledge, motives for communication), a system of episodic communicative competence – the ability to reflect in different situations in the process of communication (Table 2).

Table 2. Elements of intercultural communication competence in the professional activity of specialists

Classification	Elements	Main manifestations
Core competence	Linguistic competence	Vocabulary, syntax, text, linguistics, pragmatics, sociolinguistics
	Extra-linguistic competence	Culture
Peripheral competence	Professional knowledge of the subject	Intercultural theoretical knowledge, communicative awareness
	Strategic competence	Integration, regulation, and control
Core competence	Psychophysiological mechanism	Emotions, intelligence
	Instrumental competence	Literature search, use of translation tools, expert advice

Source: compiled by the authors.

The development of intercultural communicative competence of higher education students in the learning process consists of four stages: cognitive, motivational and value, professional and communicative, and linguistic and cultural. According to the cognitive criterion, the relevant indicators are taken into account, such as knowledge of national history, traditions, culture, and folklore; acquiring fluent communication skills, taking into account etiquette and communication strategies specific to different cultures; and personality analysis in the communication process.

The main indicators of value and motivational criteria are:

- awareness of universal values, civic and moral ideals;
- focus on the process of learning Ukrainian culture and language;
- the ability to correctly compare, evaluate and analyse the peculiarities of national cultures in different situations; the ability to tolerate values and norms that differ from one's own culture.

The professional and communicative competence criteria include mastery of monologue and dialogue skills in various fields and using socio-cultural vocabulary to diversify speech.

The main indicators of the linguistic and cultural criterion are:

- readiness to deepen knowledge of the country studies of their own country.
- development of speech, language and intercultural competences and their use in intercultural communication;
- motivated study of linguistic and cultural identity in the process of cultural dialogue;
- understanding the unity of world civilizations.

The formation of intercultural communicative competence is divided into three levels: regeneration, situational awareness and initiative and creativity. The defined unit of assessment provides general information about the quality of knowledge, skills, and abilities acquired by the subject while learning Ukrainian and their effectiveness in intercultural interaction. It is worth highlighting the following model of intercultural communicative competence, which consists of such elements as: experience, motivation, cultural empathy, engagement in interaction (conversation awareness), global attitude, and intercultural communicative competence.

Regarding the system of paradigms of modern language teaching for higher education students in Ukraine, T.T.T. Trang and V.T. Phuong [14] distinguish three levels of characteristic paradigms: technological (communicative and cognitive, intercultural and cultural, focused on the level of language proficiency and environment), methodological (human-centred: axiological and behavioural, educational, competence-based, strategic and problem-based approaches), linguodidactic (integrated language learning methods, teaching aids). Methodological principles that implement popular methods of language education: consciousness, which involves the activation of analytical skills; the ability to systematize, generalize language facts, build analogies; learning vocabulary and morphology based on syntax, language functions of selection and presentation of

material; the principle of concentration; language minimization; dependence on discourse and text; principles of situational and thematic presentation of language material. It has been found that the process of forming intercultural communicative competence is related to the psychological field of the individual, and its success depends on various motivations, such as cognitive, social and professional. Among the cognitive motivations, they can be divided into the following categories:

- a desire to gain new knowledge relevant to their academic work;
- a desire to gain new knowledge for self-improvement;
- understanding of communication strategies, social and cultural knowledge for social action.

The content of social motivation includes: the use of acquired knowledge (professional and linguistic), the use of acquired knowledge (professional and linguistic), and the understanding of the need for lifelong learning. Professional motivation includes the following knowledge:

- linguistic and cultural knowledge (to support interaction in business communication);
- Ukrainian language (required for professional training).

The purpose of developing intercultural communication skills is to acquire the ability to manage and interpret the process of cultural interaction, as well as to acquire knowledge about new languages and countries in the process of communication. University students should be able to respond to the statements of native speakers according to the situation, use facial expressions and gestures correctly, use methods of language etiquette, understand the historical and cultural aspects of the country where they are learning the language, understand and analyse intercultural differences, and understand and analyse their experience of intercultural dialogue. One of the stages in the development of intercultural competence should be communicative and research-based learning. Knowledge without practical application is useless. Such training includes, as noted by J. Wang [16] and L. Wang [17]:

- practice of language units and grammatical structures in dialogues as close as possible to real-life conversations and typical of the culture of the country being studied;
- linguistic and country-specific analysis of relevant materials, from print media to news from the national broadcaster of the country under study;
- availability of the necessary technical means, if any – real communication with representatives of a foreign language culture;
- research and creative projects related to the topic under study and linguistic and country-specific analysis of this information [18].

When working with higher education applicants, it's important to consider the following formats. Understanding applicants through theoretical material such as presentation materials and interactive programs. Discussing specific cultural features and points that may act as barriers to communication. Providing practical training and modelling intercultural exchanges to consolidate knowledge and information in communication situations. Preparing personal projects, such as presenting interesting facts on specific intercultural topics (e.g., education in the country of the target language,

peculiarities of the language being studied and cultural features). Using role-playing games for scientific presentations and business meetings. Conducting dialogues and group reports that analyse and compare cultural features of different countries.

The educational process in the field of foreign language proficiency (integration with intercultural competence) should include relevant and authentic teaching materials, including linguistic and socio-cultural information and modern information and communication technologies. A prerequisite for teaching a foreign language as a means of intercultural communication is a communicative approach and the use of modern technologies for developing intercultural communication skills in foreign languages, such as the case method, podcast technology, and training technology. The use of case methods in the development of intercultural competence in foreign language teaching is worthy of note. This is an effective way to learn a foreign language by solving practical problems and situations. The case method is based on the fact that students are given tasks to solve using the knowledge and skills they have acquired while learning a language (tasks can range from analysing texts to creating presentations in a foreign language). The advantages of this method in the context of this topic are:

1. Students learn to apply their knowledge practically, which helps them to understand the language better, learn new words and grammatical structures faster, and creates a kind of authentic environment that takes into account linguistic and cultural peculiarities.

2. Students can learn to use their knowledge in a more practical way.

The development of intercultural communication skills largely depends on the choice of teaching materials. The content of the texts should stimulate discussion, develop the ability to communicate the information received and arouse interest in country studies, general cultural and scientific knowledge. This criterion makes teaching Ukrainian and English aimed at developing intercultural communicative competence. The main purpose of the different types of tasks and methods described above is to familiarize students with the national culture of the country whose language is being studied. An important criterion in the process of selecting teaching materials is their relevance to the level of knowledge acquisition, in terms of novelty and relevance. The tasks should be relevant to the knowledge, requirements of the students and the subject.

Experimental pedagogical research on the formation of intercultural communicative competence in the process of learning Ukrainian and English for professional purposes

The effective development of intercultural competences (communicative, linguistic, language and intercultural) is possible through the interaction of all their components (approaches, principles, methods, criteria, indicators, and levels). The development of these competences requires

the development of the value, cognitive, behavioural and cultural components, which are closely interrelated. If combining all of them in the educational process, it is possible to develop this competence. The experiment was conducted to investigate the modern methodology used in the experimental group, which helped to establish an algorithm of actions and practical steps for the development of intercultural communicative competence in the process of teaching Ukrainian and English. In accordance with the tasks set in the pedagogical experiment, the control group showed the following results, which are compiled according to the number of people who obtained the appropriate level and are presented in Table 3.

Table 3. The results of the control group’s study on written diagnostic tasks

Tasks	Results		
	Low	Sufficient	High
1	20	101	54
2	25	76	74
3	30	59	86
4	58	92	25
5	14	65	96

Source: compiled by the authors.

Similar tasks were performed by students of the experimental group, which were also evaluated by levels and summed up by the number of students who received the corresponding level. The results are presented in Table 4.

Table 4. Results of the study of the experimental group on written diagnostic tasks

Tasks	Results		
	Low	Sufficient	High
1	15	94	66
2	22	68	85
3	14	61	100
4	41	84	50
5	12	66	97

Source: compiled by the authors.

Accordingly, the main stage included diagnostic tasks, to which numerous students provided detailed meaningful answers with their own examples. Analysing the responses of the control and experimental groups, a graph of the final result of the formation of intercultural communicative competence in students was drawn. To create Figure 1, data from Tables 1 and 2 was taken, which indicate the number of people, and added the results by level.

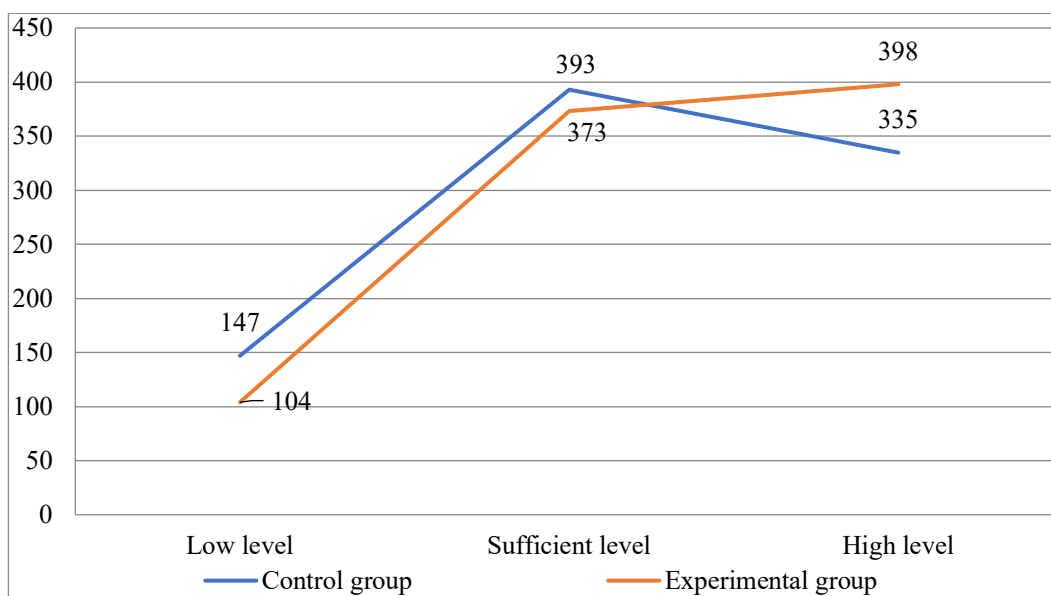


Figure 1. Comparison of the results of the study of groups by written diagnostic tasks

Source: compiled by the authors.

Based on Figure 1, it was found that the experimental group showed relatively better results compared to the control group. The students of the experimental group provided more accurate and meaningful answers with a clear vision and examples to the diagnostic tasks that were relevant to the topic and reflected the level of development of an important competence. Therefore, in most cases, this group received “sufficient” and “high” levels. In turn, the control group provided answers based on the reproduction of theoretical information that they had learnt during their studies, without providing their own examples. Therefore, this group received mainly a “sufficient” level. Based on

the above results of the main stages of the study, it can be argued that the used model of intercultural communicative competence consisting of the relevant elements proved to be effective in developing this competence in the process of learning English and Ukrainian. This is confirmed by the high results of the experimental group in the diagnostic tasks. This model contains four groups of competence exercises: communication tasks; interactive exercises; non-communicative tasks; conditional communication exercises (Table 5).

Table 5. Results of the study of the experimental group on written diagnostic tasks

Group of exercises	Characteristics	Example of application
Communication tasks	An organized form of communication where the student speaks independently	Descriptions of fictional plots, elementary plots, real objects, staging
Interactive exercises	Pair and group activities, collective problem-solving, games	Project, openwork saw, treasure hunt, decision tree, circle of thoughts, press method
Non-communicative tasks	Actions with speech material outside of speech	Memorizing, substituting/pasting appropriate units, recognizing or identifying a unit or structure
Conditional communication exercises	Speech actions in situational conditions	Listening, giving directions, phrase, or group of sentence questions, virtual tour

Source: compiled by the authors.

Due to the practical use of the above exercises, the experimental group was able to achieve better results than the students of the control group, which contributed to the effective formation of intercultural communication skills. The final stage of the study will determine the algorithm of educational activities for the formation and development of intercultural communication skills. In particular, there are different levels of intercultural competence: insufficient, initial, sufficient, and high. The following

skills, knowledge, and abilities characterize each level of intercultural competence:

1. Comparative competence is an orientation to the phenomena of another way of life, their recognition, and perception, comparison with one’s own culture, and finding similarities and differences.
2. Interpretive skills – interpretation of communication activities in terms of cultural determinants of own and other cultures.

3. Strategic skills – analysing misunderstandings in communication with representatives of different cultures, preventing misunderstandings, using verbal and non-verbal means to compensate for the lack of information, and acquiring new knowledge.

4. Empathic competence is the acceptance of the other person's point of view, consideration of their socio-cultural characteristics, recognition and respect for alternative value systems and world-views.

The formation of intercultural competence is possible only through the development of all types of speech activities. This process is closely related to the development of communicative competence. The components of intercultural competence are related to the components of communicative competence in foreign languages: linguistic, sociolinguistic, discursive, strategic, sociocultural and social. Intercultural competence is inherent only in cultural mediators, namely linguistic individuals who learn any language as a foreign language. The most important result of developing students' intercultural competence is the ability to develop in a multicultural direction. Situational modelling of cross-cultural situations should become the main organizational form of the educational process in which students use the necessary elements for successful communication in the process of learning languages. At the same time, it is important that they achieve mutual understanding through an awareness of their own culture, rather than through perceiving themselves as native speakers of the language being studied. There is extensive experience in designing specialized development to improve competence. The level of intercultural competence is high when authentic material is systematically used in language classes and when students interact in small groups to consider cultural phenomena presented in the authentic material. This interaction should be based on the content, coordination, structural and qualitative aspects of group work.

The issue of developing intercultural competence is of great importance today, and teachers need to improve the ways of developing intercultural competence through the medium of Ukrainian and English. The key aspect is to develop one's communication skills with the specifics of intercultural communication in mind, which is also an important aspect of language learning. In general, the case study method is an effective way of teaching a foreign language and helps students to better understand the language and develop their communication and group work skills.

Discussion

In general, the findings are in line with recent studies that have analysed the development of intercultural communicative competence among university students in the process of learning Ukrainian and English in the context of their professional specialization. This allows for a comparison with the findings of other researchers working in this area. The formation of intercultural communicative competence in modern conditions has become the subject of extensive discussion and has been studied using various qualitative approaches. It is worth agreeing with the opinion of I.M. Avdieienko et al. [6], who argued that the problem is related to pedagogical experience, values, beliefs, emotions, and investment in

continuous professional development. However, there is a limited number of studies that investigate the formation of intercultural communication competence in educational institutions using modern data collection methods and provide new perspectives on the management of this process from different perspectives. The problems of the importance of developing and forming intercultural communication competence in higher education students and the issues of innovation and globalization that occur in the educational process have been partially identified using the main trends, risks, and opportunities of this competence.

The study by O. Kononenko et al. [12], who define intercultural communication as a phenomenon that encompasses all phenomena related to cultural comparison and interaction. Language has been and remains the main tool for intercultural communication. Language provides real opportunities for mutual understanding and interaction between representatives of different countries and cultures. Each language has its own specific means of conveying a picture of the world. To master a foreign or Ukrainian language, it is not enough to just learn it; it is necessary to know the rules of grammar, word translation, and the structure of the world, i.e. the social and cultural system of the country. One of the main functions of a language is to preserve its cultural values in vocabulary, grammar, idioms, proverbs, sayings, fiction, non-fiction, oral and written forms of speech. The results of this study are also confirmed by N. Gach [19]. This researcher argues that when learning a second language, people coexist in two cultural spheres and perceive the world from two points of view simultaneously. Comparing and choosing certain constructions enriches a person's inner world as a cultural dialogue takes place. A person who is just starting to learn English or Ukrainian forms his or her ideas in the language of choice with all its cultural attributes. Communicating in both languages forces the learner to rebuild his or her statements and adapt them to the culture of the other language. This process is a dialogue of cultures. Through the prism of other cultures, one can see and perceive one's own culture in a new way.

On the one hand, O.M. Trubitsyna et al. [17] point out the problems in teaching Ukrainian as a foreign language. They identify the need to build a common understanding of the world in its social, societal and cultural aspects. Effective language learning requires analysing the conceptual model of the state, taking into account its culture, focusing on universal values, and developing intercultural views to recognize the peculiarities of one of the languages, Ukrainian or English. This concept helps to adapt to a new cultural space, recognize elements of the second culture and shift self-esteem from a cultural to an intercultural situation. Acquiring an intercultural identity is important for intercultural dialogue. On the other hand, scholars such as S. Herrera Naranjo et al. [20], D.S. Watts and J.W. Richardson [21] point out that language proficiency is the basis for effective communication between different ethnic groups, as well as for conflict resolution and prevention. The process of communication without rules and avoidance of language norms makes it impossible to communicate from the beginning to the end of this process. From the point of view of linguistics as a science, language is the main element of intercultural

communication and reflects the individuality of people and the peculiarities of a particular cultural and national community. Only the necessary knowledge in language learning makes the process of communication between speakers of different cultures possible, while ignorance is a negative consequence and leads to different interpretations and misunderstandings. In addition, J. Golzar and C. Fuller [22], M. Kniazian et al. [23] argue that intercultural communication is a conversation between people who belong to different national communities, use different national languages, and experience the cultural "otherness" of their communication partners, adding that this can lead to communication failures between people with different communication skills. Intercultural communication (linguistic and non-linguistic) is a process of communication. Intercultural communication is characterized by the fact that its participants use different communication strategies and tactics than those used within the same culture.

V. Lehan et al. [24], M. Li et al. [25], L. McCallum [26] note that communication between speakers of different cultures is carried out within certain differences that determine the success or failure of a communication act. Participants in communication use specific linguistic means and discourse strategies that differ from those used in communication within the same culture. Participants in intercultural communication use specific linguistic means and discourse strategies that differ from those used in communication within one culture. M. Ostrovska et al. [27] note that national cultures are heterogeneous and can lead to communication failures even within the same linguistic and cultural group. The researchers address the following issues: the reasons for the development of intercultural communication; different approaches to the study of intercultural communication; definition of the subject, functions, and tasks of intercultural communication; analysis of the relationship between intercultural communication and other sciences and research approaches. Among the reasons that influence the development of intercultural communication, researchers name objective civilizational reasons, subjective civilizational reasons, and objective and subjective scientific reasons. A. Pahsko and I. Pinchuk [28], L. Petrova et al. [29], S. Symonenko [30] in the studies present their thoughts on intercultural communication as a complex network of language relations in which people from different national communities exchange their experiences, spiritual values and views. Intercultural communication is a multifunctional phenomenon that requires an understanding of the norms and principles of communicative behaviour in different socio-cultural settings and the development of certain personal qualities. T.A. Merkitabeyev et al. [31] express a similar opinion and consider intercultural communication as a direct or indirect exchange of information between representatives of different cultures, which has many components (psychological, linguistic, cultural, social) and depends on many factors (historical, socio-political). It is recognized as an integral entity. Therefore, interaction between different cultures is the basic principle of the concept of "intercultural communication".

The development of intercultural communication skills of students studying Ukrainian and English professionally

remains a complex and multifaceted process. The research shows that this aspect, which is important for the successful functioning of students in modern society, needs to be given more pedagogical attention. Particular attention should be paid to the development of cultural sensitivity, the ability to adapt to different cultural environments and effective communication with representatives of different cultures. It is also important to conduct further research using different methods and approaches to better understand the process of developing students' intercultural communication competence in educational institutions.

Conclusions

Therefore, the development of intercultural communication skills is an integral part of the process of learning a foreign language and contributes to the formation of the necessary skills to overcome language and cultural barriers and successfully communicate with representatives of different cultures. An effective methodology of teaching Ukrainian as a foreign language is that teaching Ukrainian is aimed at educating and developing the abilities of students, allowing them to gain experience in performing social roles, preventing and resolving conflicts in communication between representatives of different countries.

An experimental study conducted on the basis of the National Academy of Statistics, Accounting, and Audit analyses the development of intercultural communication competence in graduates in the context of professional learning of English and Ukrainian. The aim of the researchers was to develop an algorithm of actions and practical steps for the effective development of intercultural communication skills in language learning using modern teaching methods. As a result of this study, specific steps and methods have been identified that contribute to the successful development of intercultural communication skills in educational practice. This approach allows students not only to acquire language skills, but also to develop the ability to interact effectively with representatives of different cultures, which is an important aspect in the modern world of globalization and international communication. The algorithm of intercultural communicative competence actions for the development of intercultural competence of students identified in the study is based on certain elements. Firstly, linguistic and country studies approaches, which allow developing a methodology for working with non-equivalent and background vocabulary, developing teaching methods and building a typology of texts written in the language of the country of origin. Secondly, communicative and ethnographic approaches, which allow developing intercultural awareness and acquiring knowledge and skills to protect intercultural communication acts from inaccuracies. Thirdly, a socio-cultural approach that guarantees effective communication.

Only by combining the basic principles of the above approaches will it be possible to develop students' intercultural communication skills in the framework of professional learning of Ukrainian and English. The results of the study are limited to the use of intercultural communication skills by students of an educational

institution in the process of learning Ukrainian and English for professional purposes. Further comprehensive research is needed on the methodological issues of developing intercultural communication skills in the study of Ukrainian and English for professional purposes in educational institutions.

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Conflict of Interest

None.

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Формування міжкультурної комунікативної компетенції у здобувачів вищої освіти у процесі вивчення української та англійської мов за професійним спрямуванням

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Анотація

Актуальність. Постає необхідність формування в сучасній особистості міжкультурної комунікації для взаємодії і спілкування на достатньому рівні в умовах глобалізації, розширення сфер міжкультурної комунікативної компетенції та інтеграції.

Мета. Метою даного дослідження було визначення методичного алгоритму дій, що забезпечує інтенсивний та ефективний розвиток необхідних знань, умінь і навичок у формуванні міжкультурної комунікативної компетентності.

Методологія. У дослідженні було проведено експериментальне педагогічне дослідження.

Результати. Основні результати дослідження містять інформацію щодо тлумачення таких термінів, як “компетентність”, “компетенція”, “міжкультурна комунікативна компетенція”. Своєчасне дослідження діяло на базі Національної академії статистики, обліку та аудиту з метою аналізу формування міжкультурної комунікативної компетенції серед випускників у процесі вивчення англійської та української мов за професійним спрямуванням. Після застосування сучасної методики навчання вдалось встановити алгоритм дій та практичних кроків для формування міжкультурної комунікативної компетенції у процесі вивчення мов. Представлено процес формування відповідної комунікативної компетентності у студентів у процесі навчання у ВНЗ. Визначено, що розуміння ролі української чи англійської мов та знання культури країни можуть допомогти визначити культурно-історичні цінності різних культур і сприяти спілкуванню.

Висновки. З психолого-педагогічної точки зору полікультурна освіта сприяє гармонізації особистості молодих людей, розумінню один одного та співпраці з представниками відповідних культур у навчальному середовищі. Розвиток навичок міжкультурної комунікації слід розглядати в контексті розвитку здатності студентів брати участь у міжкультурному діалозі на основі принципів взаємоповаги, терпимості до культурних відмінностей та подолання культурних бар'єрів.

Ключові слова: полікультурна освіта; компетентнісний підхід; лінгводидактика; комунікаційний партнер; вищі навчальні заклади.