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**INTERCULTURAL COMMUNICATION AS MAIN FACTOR IN FORMING
OF ENGINEERING SPECIALISMS STUDENTS COMMUNICATIVE COMPETENCE**

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The article is devoted to the study of the problem of communicative competence formation of engineering specialisms students in the process of intercultural communication. It is well known that the basis for the development of the modern civilized world is the diversity of cultures. Researches pay great attention to the study of the idea of the importance of language in cognitive process. An important tool of intercultural educational resource is the process of active intercultural communication by means of a foreign language.

The article describes the theoretical aspect of the problem, it is revealed that modern stage of communicative competence formation provides intercultural competence development of students. The article analyzes the concept of «intercultural communicative competence» which is defined as an integral, multi-level personal and professional quality which is a combination of knowledge, judgments, value attitudes, determined by the aims and objectives of intercultural communication in higher education institutions on the basis of mutual understanding, mutual respect and tolerance.

The article examines certain directions of the formation of students communicative competence in the process of studying a foreign language of professional orientation, outlines principles and approaches on which communicative competence formation in the process of intercultural communication is based. According to the purpose of this paper the context of intercultural communication, its principles and approaches which form the basis for communicative competence formation of engineering specialisms students are determined, and the role of intercultural communication in this process is analyzed. The author considers the problem of intercultural communication development in the engineering specialisms students during foreign languages classes. The research is based on the set of rules and procedures that contain mixed methods, including integration of study of both quantitative and qualitative indicators.

The result of this work is conclusion that intercultural communication has interdisciplinary nature and it is determined that in the professional training of future engineering specialists intercultural communication is an integral component and the main factor in communicative competence formation. The article proposes the most effective techniques and means of communicative competence formation of engineering specialisms students in the process of intercultural communication.

Key words: communication, competence, intercultural communication, intercultural communicative competence, professional competence, motivation, foreign language training.

Тупченко В.В. «Міжкультурна комунікація як головний фактор у формуванні комунікативної компетентності студентів інженерних спеціальностей»

Стаття присвячена дослідженню проблеми формування комунікативної компетентності студентів інженерних спеціальностей у процесі міжкультурної комунікації. Загальновідомо, що основою розвитку сучасного цивілізованого світу є різноманітність культур. Дослідники приділяють велику увагу вивченню ідеї важливості мови в когнітивних процесах. Важливим інструментом міжкультурного освітнього ресурсу є процес активної міжкультурної комунікації засобами іноземної мови.

У статті охарактеризовано теоретичний аспект цієї проблеми, виявлено, що сучасний етап формування комунікативної компетентності передбачає розвиток міжкультурної компетентності студентів. У статті проаналізовано поняття «міжкультурна комунікативна компетентність», яка розглядається як інтегрована, багаторівнева особистісно-професійна якість, що є сукупністю знань, суджень, ціннісних установок, зумовлених цілями і завданнями міжкультурного спілкування в закладі вищої освіти на засадах взаєморозуміння, взаємоповаги та толерантності.

У статті розглянуто певні напрямки формування комунікативної компетентності студентів у процесі вивчення іноземної мови за професійним спрямуванням, викладено принципи й підходи, на яких ґрунтується формування комунікативної компетентності в процесі міжкультурної комунікації. У зв'язку з метою нашої роботи визначено контекст міжкультурної комунікації, її принципи та підходи, що складають основу формування комунікативної компетентності студентів інженерних спеціальностей, а також аналізується роль міжкультурної комунікації в цьому процесі. Автором розглянуто питання розвитку міжкультурної комунікації в студентів інженерних спеціальностей під час занять з іноземної мови. Дослідження ґрунтується на засадах правил і процедур, що містять змішані методи, які включають інтеграцію вивчення як кількісних, так і якісних показників.

Результатом роботи є висновок, що міжкультурна комунікація має міждисциплінарний характер, також визначається, що в професійній підготовці майбутніх фахівців інженерного фаху міжкультурна комунікація постає складовим компонентом і головним фактором формування комунікативної компетентності. У статті пропонуються найбільш ефективні прийоми і засоби формування комунікативної компетентності студентів інженерних спеціальностей у процесі міжкультурної комунікації.

Ключові слова: комунікація, компетентність, міжкультурна комунікація, міжкультурна комунікативна компетентність, професійна компетентність, мотивація, іншомовна підготовка.

Тупченко В.В. «Межкультурная коммуникация как главный фактор в формировании коммуникативной компетентности студентов инженерных специальностей»

Статья посвящена исследованию проблемы формирования коммуникативной компетентности студентов инженерных специальностей в процессе межкультурной коммуникации. Общеизвестно, что основой развития современного цивилизованного мира является разнообразие культур. Исследователи уделяют огромное внимание изучению идеи важности языка в когнитивных процессах. Важным инструментом межкультурного образовательного ресурса является процесс активной межкультурной коммуникации средствами иностранного языка.

В статье охарактеризован теоретический аспект данной проблемы, выявлено, что современный этап формирования коммуникативной компетентности предусматривает развитие межкультурной компетентности студентов. В статье проанализировано понятие «межкультурная коммуникативная компетентность», которая определяется как интегрированное, многоуровневое личностно-профессиональное качество, которое является сочетанием знаний, суждений, ценностных установок, обусловленных целями и задачами межкультурного общения в учреждениях высшего образования на основе взаимопонимания, взаимоуважения и толерантности.

В статье рассмотрены определенные направления формирования коммуникативной компетентности студентов в процессе изучения иностранного языка профессиональной направленности, изложены принципы и подходы, на которых основывается формирование коммуникативной компетентности в процессе межкультурной коммуникации. В связи с целью данной работы определен контекст межкультурной коммуникации, ее принципы и подходы, которые составляют основу формирования коммуникативной компетентности студентов инженерных специальностей, а также анализируется роль межкультурной коммуникации в этом процессе. Автором рассмотрен вопрос развития межкультурной коммуникации у студентов инженерных специальностей во время занятий по иностранному языку. Исследование опирается на свод правил и процедур, которые вмещают в себя смешанные методы, включающие интеграцию изучения как количественных, так и качественных показателей.

Результатом данной работы является вывод о том, что межкультурная коммуникация имеет междисциплинарный характер, и определяется, что в профессиональной подготовке будущих специалистов инженерного профиля межкультурная коммуникация выступает составным компонентом и главным фактором формирования коммуникативной компетентности. В статье предлагаются наиболее эффективные приемы и средства формирования коммуникативной компетентности студентов инженерных специальностей в процессе межкультурной коммуникации.

Ключевые слова: коммуникация, компетентность, межкультурная коммуникация, межкультурная коммуникативная компетентность, профессиональная компетентность, мотивация, иноязычная подготовка.

Problem statement. Varieties of cultures which are in interconnection and interrelation are the basis of modern civilized world development. Every culture has its own specific features, manifestations and its own language system for native speakers communication. Nowadays foreign language learning is the most essential component of immersion in country culture, its history, traditions and habits, peculiarities of national character. That is the reason why in recent years pedagogy and philology have been developing actively in the direction of linguistic picture of the world problem. This direction is studied from a new angle. Scientists pay great attention to studying the idea of language importance for cognition processes and their possible use as a source of information about world around.

Intercultural dialogue development, increasing rate of scientific and technological progress, intensification of international contacts and exchange in various spheres, improving of new technologies on the new stage of intercultural society development require mobile professionals focused in related fields of professional activities that can be implemented for account of the developing resource of intercultural education. The main tool of intercultural education resource which is aimed at achieving the task is a foreign language. Its studying nowadays is the process of an active intercultural communicant formation and the way of professional thinking development of future specialists, sphere of their practical skills development.

In this article mixed methods are used. Mixed methods involve the collection of mixing or integration of both quantitative and qualitative data in a study. In this approach both quantitative and qualitative data are collected, they are analyzed separately and then the results are compared to see if the findings confirm or disconfirm each other.

Nowadays high level of integration is evident in all spheres of Ukrainian society development. In the system of higher education which is being reformed according to European standards complex approach to studying is emphasized. It means necessity of forming in engineering specialisms students communicative competence as one of the quality of highly skilled competitive specialist, who is aimed and ready for intercultural communication and is able to work under conditions of cultural diversity, because through the processes of labor and forced migration of Ukraine population there are a lot of employers and employees – representatives of

various cultures. Apart of high professional skills modern labor market demands from specialists ability to perform set tasks quickly and efficiently. These demands also include tolerance, sociability, stress resistance, ability to represent themselves. On the whole these demands correspond to current principles of society building and modern specialists should be able to apply them despite of their professional spheres.

Analysis of recent research and publications. Studies of many foreign and native scientists are devoted to the problem of specialists intercultural communicative competence. Among them are T. Atroshchenko, T. Astafurova, N. Borysko, N. Halskova, L. Holovanchuk, N. Holubenko, I. Zymnia, A. Kozhevnykova, O. Kolominova, S. Nikolaieva, N. Skliarenko, O. Snigovska, S. Ter-Minasova and others. The problem of specialists intercultural communication are studied by such scientists as V. Andrushchenko, F. Batsevych, N. Vysotska, O. Hrysenko, A. Yermolenko, L. Nahorna, P. Skrypka, L. Pochebut, K. Klakhon, A. Kreber, R. Porter, T. Trager, E. Hall and others.

Competence is a quality, ability, potential or skills developed by the student and belonged to the student (Methodical guidelines for developing degree programs, including program competences and learning outcomes, 2016, p. 12).

Intercultural communication is communication between representatives of various cultures. According to Ye. Vereshchagin and V. Kostomarov concept “intercultural communication” is an adequate mutual understanding of two communicative act participants who are representatives of different national cultures (Vereshchagin, Kostomarov, 1993). Intercultural communication is characterized as a set of relationships during which people belonging to different national communities communicate professionally, share experiences, spiritual values. The specificity is that the participants of intercultural communication during direct contact use special verbal and nonverbal means that differ from those that they use to communicate within their own culture. The culture of communication directly depends on the general level of speakers and on their ability to adhere to generally accepted ethical norms. At the same time future professionals should take into account that during the interaction of cultures there may be difficulties in the communication process as well as conflicts caused by differences in verbal and nonverbal features of different cultures representatives. It

should be noted that both verbal and nonverbal components play an important role in intercultural communication. F. Batsevych notes that the share of nonverbal signals in interpersonal communication is 60-80% (Batsevych, 2004). M. Halytska claims that «during the interaction of cultures there may be unintentional failures in the communication process and conflicts caused by differences in verbal and nonverbal codes of different cultures representatives» (Halytska, 2014, p. 17).

According to A. Kozhevnykova, Ya. Dudko, N. Holubenko professional competence is not only a sum of knowledge, abilities and skills but it is complex integrated quality of personality which provides ability to introduce them into management of pedagogical process on the basis of competences which achieve a student in the process of studying at the higher education institution (Kozhevnykova, Dudko, Holubenko, 2016, p. 122). As for the concept «intercultural competence» there are different interpretations in scientific environment. According to the observations of Yu. Korotkova, who analyzed definition of the concept in the scientific papers, intercultural competence is understood differently: 1) as a quality that ensures the success of the individual in solving problems of intercultural communication, adaptation and self-realization of a specialist in intercultural environment and is integrative, professionally personal, capable for self-development (O. Rembach); 2) the ability of a person to perceive adequately, understand and interpret information of national and cultural content in the process of intercultural communication on the basis of formed in a person certain competences (N. Galskova, N. Gez, G. Yelizarova, O. Zelikovska, I Pluzhnyk, O. Sadokhin, V. Furmanova, K. Yurieva, O. Tishchenko, N. Maiiler); 3) as a result of education obtained in a higher educational establishment; integrative professional personal quality; integrative-personal quality that unites a set of linguistic, sociocultural, professional, culturological knowledge, general cultural specific skills, as well as verbal, nonverbal and paraverbal communication skills, culture-oriented linguistic, cognitive, linguistic, subject, behavior communicative orientations that provides readiness of the specialist to participate in intercultural interaction (N. Yankina).

The purpose of the article. The purpose of the article is defining of intercultural communication context, its principles and approaches, which are the basis of engineering

specialisms students communicative competence forming and analysis of the ways of intercultural communication role in this process.

The statement of the main material.

Processes of intercultural integration at the national and international levels has led to modernization of language education content in Ukraine. Language acts as a means of the world picture knowing, acquainting to the values created by other peoples. Knowledge of foreign languages influences the process of expanding the student's worldview, facilitates intensification of the world cultural development, understanding other societies and nations, and all these improve cultural communication and professional growth and knowledge improvement of students.

The main purpose of learning foreign languages in higher education institutions is formation and development of skills and abilities of intercultural communication which can help students achieve such level of communicative competence which would be sufficient for communicating in various professional and communicative spheres. One of the most important areas of human activity is professional activity and it means that the study of professional mobility as an integral part of human personality which determines the readiness for professional activity becomes more and more actual. And it is very important in the context of modern Ukrainian education connected with specialists training system.

The problem of forming intercultural communicative competence of engineering specialisms students is theoretically and practically complex. Theoretical complexity is connected with the depth and multidimensionality of basic concepts such as culture, dialogue of cultures, intercultural communication, competence which are important for understanding the essence and revealing the structure of the intercultural communicative competence phenomenon. Practical complexity comes from the absence of the comprehensive study of the system of students intercultural communicative competence formation, especially based on the use of immersion teaching methods, as well as in the context of educational environment reforming.

It is necessary to analyze such concepts as culture, dialogue of cultures, intercultural communication and identify the purpose of formation of engineering specialisms students communicative competence and consider the process of training students for intercultural

communication and forming of future specialists in intercultural education environment, identify the formation features of future engineering specialists intercultural communicative competence in the process of their training for intercultural interaction.

Communication is the socially conditioned process of exchanging information of various character and content which is given aimed with the help of different means and has the aim to achieve mutual understanding between partners according to definite rules and regulations.

Intercultural communication is a personal form of communication between two or more representatives of different cultures during which information and cultural values exchange takes place. Studying of foreign languages and their use as means of intercultural communication is impossible nowadays without knowing the culture of native speakers, their mentality, national character, way of living, customs, traditions, etc. Only the union of these two types of knowledge – language and culture, – provides effective and fruitful communication.

The process of intercultural communication is a physical form of activity which is not limited by knowledge of foreign languages but also requires knowledge of the material and spiritual culture of another nation, its religion, values, moral attitudes, worldviews which in their combination define communication partners model of behavior.

In psychological and pedagogical literature in considering the process of professionalism formation and development two concepts are used: competency and competence. Competency and competence are complementary and interdependent concepts. A competent person who doesn't have competences can't be fully realized in socially important aspects.

Intercultural communicative competence is the ability to achieve relationships with different cultures representatives even on average level of foreign language knowledge on the basis of awareness, understanding and adherence to universal rules and norms of behavior that form international communicative etiquette. Intercultural communicative competence allows people to establish relationships with different cultures representatives and recognize their cultural values.

Essential influence on the attitude towards education is provided by professional motives. Students with definitely formed professional motives for studying evaluate the importance of subjects and interest to them much higher than

those who aren't eager to become real specialists and get deep knowledge.

The process of studying a foreign language is aimed on the formation of general culture elements and professional competences. It is the set of these competences that will define the level of future specialists professional training, the stage of their readiness for professional self-determination and professional activity.

Apart from above mentioned definitions intercultural competence is considered as a part of professional competence. The most widely used definition is the following: it is complex of knowledge and skills which enable a person in the process of intercultural communication evaluate adequately communicative situation, use efficiently verbal and nonverbal means, introduce into practice communicative intentions and control communication results with the help of feedback (Snihovska, 2014, p. 17). Intercultural competency and intercultural competence are compared as complementing each other and mutually conditioning. Thus competency is set of knowledge and skills in a particular activity and competence means their application.

As for formation of intercultural competence in engineering specialisms students scientists consider that the process begins from recognition of future specialist the fact that there are distinctive features between different cultures representatives and development in one's own axiological system respect and positive attitude to these distinctive features. Intercultural competence formation is demonstrated distinctively under conditions when the person is psychologically and socially ready to act rationally and deliberately in an atypical situation and not in accordance with the norms of native culture.

It is a well-known fact that the cultural barrier can become a real factor that prevents mutual understanding of communication participants and to overcome it the essential thing is to train students for real communication in the foreign language with native speakers. Culture-oriented linguistic and intercultural aspects are extremely important in the foreign language study.

The purpose of teaching a foreign language for future engineers is to update abilities and skills that allow future professionals to perform efficiently in their field: to work with foreign literature, to participate in discussions which are conducted in a foreign language, to do oral or written translation of professional literature, to conduct scientific and business documentation related to professional sphere. Students work within the definite discipline

allows better understanding of foreign sources information, to master theoretical and methodological basis of engineering disciplines, to contribute to professional growth and to improve students knowledge.

One of the stages of intercultural competence formation should be training exercises that are communicative and research by their nature. Any knowledge without practical training will be useless. For example, such exercises may be the following: 1) practice of language units and grammar structures in dialogue situations, as much as possible adopted to real ones and with character features of the definite country culture; 2) linguistic and culture-oriented linguistic analysis of authentic materials starting from publications and ending in news from national channels of the country of learning language; 3) real communication with representatives of foreign culture by means of technical devices; 4) research and creative projects related to the research topics and culture-oriented analysis of given information (Artemchuk, 2003, p. 46).

A higher education institution graduate is a person with fundamental training. That's why a foreign language for such a specialist is a tool of production and a part of culture. Level of a student foreign language knowledge is determined not only by a direct contact with his teacher. It is very important to create an atmosphere of real communication, actively use foreign languages in natural situations. It can be scientific discussions in a foreign language with participation of foreign specialists, abstracting and discussing foreign scientific literature, teaching definite courses in foreign language, students participation in international conferences, work as an interpreter that means communication, contact, ability to understand and interpret information. It is necessary to develop extracurricular forms of communication: clubs, round tables, open lectures, etc. (Ter-Minasova, 2000, p. 27).

Professional mobility is a criterion of the specialist professional development effectiveness evaluation. Important factors of a person competency are qualitative education, accumulated life experience, ability to apply professional skills in practice. Foreign languages studying in the context of intercultural paradigm has great potential of a personality. Foreign languages knowledge facilitates the process of students worldview expanding, intensification of the world cultural development, professional growth and knowledge improvement of future professionals.

Teaching a foreign language to future professionals should be viewed through the prism of their further professional activities. An important task of teaching a foreign language in a professional direction is formation of specialized competence in areas of professional and situational communication, studying the most actual professional information through foreign sources. The effectiveness of foreign language communication skills formation is conditioned by a number of psychological and pedagogical factors which can be defined as significant reasons that influence the success of future professionals communication. Factors of success are based on the structure of education activity which allow to identify them with their structural components, creating conditions for the development of internal motivation to communicate, improving educational process by involving students into the process of discussing specific situations from their professional activity.

The following factors that facilitates the process of intercultural communication competence development of engineering specialisms students in the process of foreign language studying and have positive impact on the formation of their readiness for future professional activity should be defined: creation of educational environment; stimulating the need for self-development and self-improvement; information and communication technologies, Internet. In educational process it is desirable to consider the following recommendations in foreign language teaching of engineering specialisms students: to substantiate the professional significance of foreign language competence; to create comfortable atmosphere in the process of classwork that will provide successful intercultural communication in students activities; to organize educational and practical students activities by participating in scientific conferences, seminars, round tables, trainings, workshops with specialists in their field in which students could demonstrate their knowledge and skills in intercultural communication sphere.

The process of intercultural communication is a special form of activity which is not limited by knowledge of foreign language but requires knowledge of material and spiritual culture of people as well. Foreign languages studying and their application as means of intercultural communication is impossible nowadays without deep and versatile knowledge of native speakers culture, national character, way of life, worldview, traditions, etc.

The category of adaptation is inherent to the concept of professional mobility which means readiness for professional activity, mastering its content and form at a level sufficient for independent work, readiness to adopt a system of values inherent in this stratum of society. To form successful professional mobility it is necessary to identify personal characteristics which provide person's mobility. Perfect knowledge of foreign languages allows future specialists to perform efficiently in their professional field: to work with foreign literature, to make reports and messages, to participate in discussions in a foreign language, to do oral or written translation of professional literature. It will significantly increase future specialist foreign languages training level.

The process of study involves the use of educational material culture-oriented and country study origin and such kinds of work as presentation of virtual trips to foreign countries, writing guides, analyzing specific examples of misunderstanding or culture conflicts. Role games developed on the basis of authentic materials and aimed at developing interpersonal communication skills situational consideration of role communicators cultural features have great methodical potential.

Development of communication skills, creativity, ability to understand subtext and cultural premise, empathic qualities, ability to distinguish similar and different features of cultures, finding ways to overcome differences – these and a lot of other qualities of an excellent communicator and a true mediator of cultures can be formed and developed using such forms as text analysis, photos and videos with intercultural content, writing imaginary dialogues with people – representatives of other cultures, making discussions, disputes and various role games, discussing cultural facts and artifacts, using of case study, etc.

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The process of study should be organized in such a way that firstly, by providing limited factual information encourage students to search new data, involve them in the analysis of obtained information and its comparison with what they know from their own experience. Researches emphasize importance of curiosity, interest, active participation in education process, great independent work of learners in the process of intercultural communication competence development (Byram, Gribkova, Starkey, 2002). Intercultural communication training has to transform from a complete guidance from the teacher and clear sequence of work types to freer organization of educational process where students will make decisions to satisfy their interests. The teacher should do his best to promote independent work on acquisition of linguistic and cultural experience controlling that students activity met the aim and didn't go beyond the program. As a result of the work students can summarize and evaluate achieved results, give their proposals as for improving forms and methods of conducting classes, etc. Taking into account that the main students focus is aimed at intercultural communication by means of foreign language additional enrichment of vocabulary and mastering grammar structures occurs largely as a result of involuntary memorizing as concomitant effect of learning.

Conclusion and further research prospects. Important factors of people competence are education quality, accumulated life experience, skills to apply knowledge in practice professionally. Studying foreign languages in the context of intercultural paradigm has great potential for personal development. Intercultural communicative competence allows the linguistic personality to go beyond its own culture and transform into intercultural personality without losing cultural identity.

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