

УНІВЕРСИТЕТ ГРИГОРІЯ СКОВОРОДИ  
В ПЕРЕЯСЛАВІ

Рада молодих учених університету

Матеріали  
Міжнародної науково-практичної інтернет-конференції  
**«ТЕНДЕНЦІЇ ТА ПЕРСПЕКТИВИ РОЗВИТКУ  
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д) Түпнұсқалы мәтіндермен жұмыс жасаудың аналитикалық және синтетикалық формаларының бір-бірімен үйлесу принципі.

е) Түпнұсқалы мәтіндермен жұмыс жасау кезінде анықтамалық әдебиеттерді дұрыс қолдану принципі. Бұл принцип жаңа мәтіндерді оқу кезінде кездескен грамматикалық және лексикалық сипатқа ие қиындықтарды жеңуге көмектеседі. [6, 32]

Студенттердің мәдениаралық құзіреттілігін арттыру лингвомәдениет пен мәдениаралық бағытты ұштастыру негізінде сәтті болатыны белгілі, ол үшін лингвомәдениет аясы мазмұнының толыққанды болуы шарт. Мәдениаралық құзіреттіліктің қалыптасу үрдісі студенттердің ой өрісін дамытып, өздеріне таныс емес әлемнің мәдениетімен кеңінен танысып, игеруіне толық әсерін тигізеді.

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#### THE ROLE OF MODERN HIGHER EDUCATION IN DEVELOPING INTERCULTURAL COMPETENCE

*У статті обґрунтовано роль та можливості сучасної вищої освіти у розвитку міжкультурної компетентності. Висвітлюється академічна мобільність як міжнародне явище.*

**Ключові слова:** міжкультурна компетентність, академічна мобільність, полікультурна комунікація, глобалізована освіта, міжкультурні відмінності.

*The role and opportunities of modern higher education in developing intercultural competence are substantiated in the article. Academic mobility as an international phenomenon is lighted.*

**Key words:** intercultural competence, academic mobility, multicultural communication, solidarity, globalized education, intercultural differences.

Education has always been the most productive platform for intercultural interaction, dialogue and mutual understanding acting as a powerful factor in the development of national identity of the participants of the process. The role of higher education in the development and strengthening of this system of values is especially important, so today the higher educational establishments have become a platform for intercultural communication and cooperation.

In recent years, interest in the study of intercultural skills has grown rapidly due to powerful globalization processes. Besides, university graduates are required to possess intercultural competence in addition to strong academic skills in today's globalized world. Although such competence has been defined in various theoretical models by intercultural scholars, it remains unknown how the recipients of higher education (i.e. the students) understand and explain this concept.

A total of 130 undergraduate university students (from Western and non-Western cultures), living on a multicultural campus, provided short qualitative responses to a written question on how they define intercultural competence. According to a qualitative content analysis, the students defined intercultural competence in terms of interaction, communication, and cultural harmony.

The development of principles of intercultural communication and training in its practical skills are becoming a global trend today at all levels of the education system. The development of multicultural education has gained widespread popularity due to the works by American researchers: J. Banks [2] and S. Nieto [3]. Such education can be introduced only in a special academic environment that is innovative and focused on positive social change.

Unlike intercultural scholars, the students placed more emphasis on the understanding and awareness of other cultures rather than focusing on their own culture. It appears that young university students from multicultural backgrounds consider tolerance and collective harmony as the most important components of intercultural competence in their initial stages of intercultural development [1].

As diversity continues to increase in the United States, ethnic, cultural, social-class, and linguistic gaps are widening between teachers and their students. The rapidly changing educational landscape presents unique challenges and opportunities for addressing diversity both creatively and constructively in higher schools. Multicultural education helps current and future educators fully understand sophisticated concepts of culture; become more effective practitioners in diverse classrooms; and view race, class, gender, social class, and exceptionality as intersectional concepts.

It's emphasized that the process of achieving cultural competency occurs along a continuum and sets forth six stages including:

- 1) cultural destructiveness
- 2) cultural incapacity
- 3) cultural blindness
- 4) cultural pre-competence
- 5) cultural competency
- 6) cultural proficiency.

Contributions from leading authorities in multicultural education discuss the effects of class and religion on education; differences in educational opportunities for male, female, and LGBTQ students; and issues surrounding non-native English speakers, students of color, and students with disabilities. Contemporary in relevance, this timely volume promotes multicultural education as a process of school reform. Practical advice helps teachers increase student academic achievement, work effectively with parents, improve classroom assessment, and benefit from diversity [2].

What does it take to become effective teachers of students of culturally, ethnically, linguistically, and racially diverse backgrounds? Based on research with teachers over the past several years, the following conclusion was made: it's very important to be able to teach students of diverse backgrounds with heart, courage and conviction, and the implications of their practice for professional development. A review of relevant literature finds that some of the widely acknowledged qualities of effective teachers include a solid general education background; a deep knowledge of subject matter; familiarity with numerous pedagogical approaches; strong communication skills; and effective organizational skills. Although these qualities are essential for good teaching, but they are often insufficient because they fail to take into account the sociopolitical context of education as well as the tremendous diversity of language, social class, ethnicity and race, among other differences, that are a fact of life in many educational systems around the world. An additional set of qualities essential for teaching in the postmodern industrialized and

interdependent world should include a sense of mission; solidarity with, and empathy for, their students; the courage to challenge mainstream knowledge and conventional wisdom; improvisation; and a passion for social justice [3].

Academic mobility as an international phenomenon has become the more evident after mobility programs were introduced in the evolving and expanding European Union in the late 1980s. Now the European Union hosts many programs for academic mobility exchanges, such as Erasmus, Socrates, Marie Curie, Tempus and others. The most prominent and widespread of them is Erasmus. Together with its newer addition, Erasmus Mundus, it now truly involves the global academic community. The Erasmus Programme which stands for European Community Action Scheme for the Mobility of University Students started in the united Europe in 1987 as a program for student exchange. It was established by the European Union (EU) and formed a major part of the EU Lifelong Learning Programme in 2007–2013, and it was the operational framework for the European Commission's (EC) initiatives in higher education. The Erasmus Programme was replaced by the Lifelong Learning Programme in 2007 [5].

The Erasmus Mundus Programme is an additional programme that is oriented towards international and truly globalized education. Whereas the Erasmus Programme is open to Europeans, the Erasmus Mundus is open to non-Europeans. In 2009 and 2010 there were 213 266 Erasmus student mobilities of which 177705 students studying abroad and 35 561 students doing traineeships abroad. Among staff, there were 37776 Erasmus staff mobilities of which 29 031 held teaching assignments abroad and 8745 staff had training periods abroad. In total, about three thousand higher education institutions sent students and staff on Erasmus mobility. The total number of Erasmus student mobilities for studies and placements combined in 2009-2010 was 213 266, an annual increase of 7.4% [4].

Almost all the 32 participating countries experienced growth in outgoing and incoming student mobility. Erasmus supported a total of 37, 776 mobility periods for teaching and non-teaching staff from Higher education institutions, and staff from enterprises. This represents an annual increase of 3.8% from the previous academic year. Teaching assignments were conducted by 76.9% of the staff mobilities. The Erasmus Mundus Programme included Australia in what previously was European - only scheme of academic mobility. Australian scholars had been gradually developing their participation in this programme in the six-year period from 2004-2005 to 2009-2010.

Academic migrants become well-recognized agents of knowledge transfer, knowledge interchange and, ultimately, knowledge creation. Academic migrants share their experiences, views and perceptions of intercultural communication, with a goal of producing a better understanding of the symbolic processes in which people from different cultures create shared meanings. Empirical research on academic mobility and intercultural dialogue was conducted on the premises of the European University Institute (EUI) in Florence, and LUISS Guido Carli University in Rome, Italy. These two distinguished international institutions present perfect sites for examining modern intercultural encounters in a cosmopolitan academic world.

All types of learning programs on cross-cultural communication tend to be highly regarded. Cosmopolitan cultural training was discussed by many as a way of mediating intercultural differences and promoting cultural intelligence. In students' opinion, lack of cross-cultural training creates many problems and they arise because of the cultural differences and people do not even realize it. Discussion of conscious and unconscious cultural dispositions in a supportive teaching program has a great effect. Intercultural training aimed at developing effective communication skills across cultures is a new thriving field of study and research and this study proved its increased significance.

Usually there are six barriers to cross-cultural communication: anxiety, assuming similarities instead of differences, ethnocentrism, stereotypes and prejudice, nonverbal misinterpretations, and language problems. To deal with them we should work on common cross-cultural communication challenges, i.e. different communication styles, different attitudes toward conflicts, different approaches to completing tasks, different decision-making styles, different attitudes toward disclosure, etc.

Intercultural communication is closely related to the socialization of students, which today acquires a great importance. Therefore, it is necessary to use the living experience of interaction with native speakers of different cultures, search and improvement of mechanisms of real cross-cultural communication of students.

For effective cross-cultural communication we should also teach our students to maintain etiquette. Many cultures have specific etiquette around the way they communicate. So, one should avoid slang, speak slowly, keep it simple. Also we have to practice active listening, take turns to talk, write things down, and avoid closed questions. To improve intercultural competence of students they should conduct personal self-assessment, practice supportive communicative behaviors, develop sensitivity toward diversity. We have to teach them avoid stereotypes and ethnocentrism, develop code sensitivity, seek shared codes, use and encourage descriptive feedback.

Participation in international student mobility programs is one of the most effective means of implementing cross-cultural communicative needs of Ukrainian students nowadays. Participation in such programs allows students to expand their knowledge and understanding of the world, improve their general cultural level, gain the skills needed at the beginning of professional activities. The university scholars should think of the main directions in the field of cross-cultural needs of students at a fundamentally new level, and work over agreements on economic, cultural and social cooperation of Ukrainian students with foreign ones in order to help them communicate and work with people from different cultural backgrounds.

What teachers can do is to help students develop interpersonal sensitivities of cultural difference, develop cultural knowledge, and utilize cross-cultural teaching strategies. Culturally competent teaching and learning requires the use of intercultural communication skills. Culturally competent instructors are willing to learn from their students; they recognize the potential of intercultural communication as a means for enhancing the learning of the entire learning community.

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### ПЕРЕВАГИ Й НЕДОЛІКИ ДИСТАНЦІЙНОЇ СИСТЕМИ ОСВІТИ

*У статті висвітлено проблеми впровадження дистанційних технологій навчання в систему середньої освіти. Розглянуто основні переваги та недоліки дистанційного навчання порівняно з традиційними формами, обґрунтовано організаційні та методологічні умови його впровадження в навчальний процес.*

**Ключові слова:** *дистанційне навчання, дистанційна освіта, форми навчання, навчальний процес, традиційні форми навчання.*