

TRAINING STUDENTS FOR CROSS-CULTURAL COMMUNICATION AT FOREIGN LANGUAGE CLASSES IN THE CONTEXT OF INTERNATIONALISATION OF HIGHER EDUCATION INSTITUTIONS

ПІДГОТОВКА СТУДЕНТІВ ДО МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ НА ЗАНЯТТЯХ З ІНОЗЕМНОЇ МОВИ В КОНТЕКСТІ ІНТЕРНАЦІОНАЛІЗАЦІЇ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

The article highlights the significance of training students for cross-cultural communication at foreign language classes. The essence of vocational training in the light of the globalization and internationalisation trends of educational space has been revealed. Economic, academic, sociocultural and political rationales of internationalisation have been investigated. The internationalisation of higher education as a factor of competitiveness of Ukrainian universities in the international arena has been considered. The forms of internationalization of HEIs have been viewed. The advantages and challenges of internationalization have been described. Particular attention has been paid to such forms of it as the mobility of students and teachers, the development and implementation of joint research projects, export of educational services, the internationalisation of the curricula and educational plans. The author's interpretations of the notions "internationalisation of higher education" and "cross-cultural communication" have been presented. The role of academic mobility for forming a competitive specialist has been analysed. The structural components of the cross-cultural competence have been distinguished: cognitive-gnoseological, motivational-value, personality and operation-effective components. The indexes of its development have been determined: awareness of value aspects of the vocational activity; the desire to develop new knowledge, skills and abilities; motivation for self-improving skills and capacities of the cross-cultural; internality; tolerance; reflexivity; openness; subjectivity; intellectual initiative in various kinds of speech activity; country studies knowledge, knowledge of verbal and non-verbal means of communication; readiness for cross-cultural communication in vocational activity; the capacity to conduct a dialogue of cultures; the ability to improvise in cross-cultural communication; an adequate interpretation of the ethnophors' behaviour and their actions. The roles of a foreign language and cross-cultural communication in the internationalisation of Ukrainian HEIs have been outlined.

Key words: competence, cross-cultural communication, culture, ethnophor, foreign language, HEI, higher education, internality, internationalization, reflectivity.

У статті актуалізовано значущість підготовки студентів до міжкультурної комунікації на заняттях з іноземної мови. Розкрито сутність професійної підготовки з урахуванням тенденцій глобалізації й інтернаціоналізації освітнього простору. Досліджено економічні, академічні, соціокультурні та політичні обґрунтування інтернаціоналізації. Розглянуто інтернаціоналізацію вищої освіти як чинник конкурентоспроможності українських університетів на міжнародній арені. Висвітлено види інтернаціоналізації ЗВО. Описано переваги й проблеми інтернаціоналізації. Особливу увагу приділено таким її формам, як мобільність студентів і викладачів, створення та реалізація спільних науково-дослідних проєктів, експорт освітніх послуг, інтернаціоналізація навчальних програм і планів. Презентовано авторське трактування понять «інтернаціоналізація вищої освіти» та «міжкультурна комунікація». Проаналізовано роль академічної мобільності для формування конкурентного фахівця. Встановлено структурні компоненти міжкультурної компетентності: когнітивно-гносеологічний, мотиваційно-ціннісний, особистісний і операційно-дієвий. Визначено показники її сформованості: усвідомлення ціннісних аспектів професійної діяльності; прагнення до вироблення нових знань, умінь і навичок; мотивація самовдосконалення умінь і навичок міжкультурної комунікації; інтернальність; терпимість; рефлексивність; відкритість; суб'єктивність; інтелектуальна ініціатива в різних видах мовленнєвої діяльності; країнознавчі знання, знання вербальних і невербальних засобів спілкування; готовність до міжкультурної комунікації у професійній діяльності; уміння вести діалог культур; здатність імпровізувати під час міжкультурної комунікації; адекватна інтерпретація поведінки етнофорів та їхніх дій. Висвітлено роль іноземної мови й міжкультурної комунікації в інтернаціоналізації українських ЗВО.

Ключові слова: вища освіта, етнофор, ЗВО, іноземна мова, інтернальність, інтернаціоналізація, компетентність, культура, міжкультурна комунікація, рефлексивність.

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Kravets R.A.,

Doctor of Pedagogic Sciences,
Senior Lecturer Ukrainian
and Foreign Languages Department,
Vinnytsia National Agrarian University

Introduction. The internationalisation of the educational space in Ukraine is a relatively new phenomenon, which is dynamically developing because of evolving academic, socio-cultural, economic and political factors. These factors acquire various peculiarities depending on a geographic region, a higher education institution and a specific educational programme. There is no sole universal model of internationalisation of higher education institutions. Approaches to internationalisation differ, that is

explained by differences in methods of implementing the higher education strategy, different productivity of the teaching staff, unequal creative potential of departments and structural units, and their desire to implement innovative teaching technologies. The study of national strategies of internationalisation of the higher education in Ukraine and abroad provides grounds for considering internationalisation as a means of improving the quality of vocational training.

Modern higher education institutions do not stay aside from the processes of internationalisation. Responding to the requests of teachers and students, they are in search of opportunities for establishing international cooperation, implementing internationalisation into the education development strategy and attracting new resources and partners. Consequently, the administration of universities seeks to develop systematic institutional instruments for the support of internationalisation. Among the factors, which encourage the enlargement of internationalisation, we can distinguish the need for access to advanced knowledge and new opportunities for developing cross-cultural communication skills and partnerships, the needs for strengthening the civil society, training university graduates capable of working in a globalised world, improving the universities' reputation.

Proponents of internationalising higher education institutions are guided by certain motives: teachers and scientists are interested in discovering new opportunities for their scientific researches, improving their production practice, professional skills and competence in accordance with the European standards, obtaining advanced international experience; students strive for increasing the level of international mobility, receiving scholarship support and job guarantees; the administrations of higher education institutions are interested in attracting additional funding, improving the competitiveness of their graduates and the reputation of the university at the global level. The lack of information, insufficient funding, differences in the curriculum and organisation can be attributed to the main obstacles to the successful internationalisation of Ukrainian higher education institutions, but the language barrier still remains the biggest obstacle.

Publications analysis. Some aspects of internationalisation of higher education and urgent issues of cross-cultural communication at foreign language classes have been considered in scientific works of R. Bolitho, N. Havryliuk, Yu. Hryshchuk, R. Kravets, N. Tymoshchuk, R. West and others. However, the diversity of approaches to the interpretation of internationalization and training students for cross-cultural communication at foreign language classes bringing coherence and clarity to understand their essences.

The purpose of the article is to reveal the essences of the internationalisation of Ukrainian higher education institutions and the cross-cultural communication of students at foreign language classes.

Presentation of the basic material. One of the essential signs of education internationalisation is the increasing number of foreign students at higher education institutions. The presence of foreign students at a higher education institution of any country in the world is a significant indicator of the integration development of the state higher education, which testifies to the high level of educational services and

the prestige of this country's higher education in the world market of educational services. According to the data of the Ukrainian State Centre for International Education at the Ministry of Education and Science of Ukraine, in the 2018–2019 academic year 75 605 foreign students from 154 countries are studying at domestic higher education institutions. Among them 66 131 (87,47%) students are acquiring fundamental education, 7 270 (9,61%) – language training, 1 480 (1,96%), are receiving postgraduate higher qualifications, 29 (0,04%) participate in academic mobility programmes, 695 (0,92%) attend postgraduate and doctoral courses. In comparison with 2013, the amount of foreign students (69 969) in 2014 decreased by 6 797. Over the next five years a positive dynamics was observed: in 2014 there were 63 172 foreign students, in 2015 – 63 906, in 2016 – 64 066, in 2017 – 66 310, in 2018 – 75 605. The largest number of foreign students came from India (14 958), Morocco (7 390), Azerbaijan (6 228), Turkmenistan (5 033), Nigeria (3 552), Egypt (3 412), Turkey (3 254), China (2 721), Israel (2 460), Georgia (2 397) [5].

There has been a significant increase in the number of universities where foreigners acquire higher education. Although there were only 185 such universities in the 2015–2016 academic year, but today 443 Ukrainian HEIs are providing vocational training for foreign students. Kharkiv National Medical University (4 432 international students), V.N. Karazin Kharkiv National University (4 363), Odessa National Medical University (3 780 international students), Bogomolets National Medical University (3 601), Zaporizhzhia State Medical University (2 665), State Institution “Dnipropetrovsk Medical Academy of the Ministry of Health of Ukraine” (2 443), National Pirogov Memorial Medical University (2 276), Private Joint Stock Company Higher Educational Institution “Interregional Academy of Personnel Management” (2 079), I. Horbachevsky Ternopil National Medical University (2 050), Bukovinian State Medical University (1 723) enjoy great popularity among foreigners in the international market of educational services [4, p. 31–34].

Detailed information on the Ukrainian HEIs' admission rules for foreign applicants, step-by-step instructions and educational programmes can be found on the online portal “Study in Ukraine” of the Ukrainian State Centre for International Education. The list of main reasons why foreign entrants are attracted to higher education in Ukrainian HEIs include: high quality; prestige; favourable price for training; low cost of living; foreigners enjoy the same rights and freedoms as citizens of Ukraine; relatively easy entry conditions (normal score of the certificate, the interview); a simplified learning process for overseas students, proper visa support. An approximate price for the courses can be found on the portal “Study in Ukraine”. More

than half of foreign students receive higher education in medical and economic specialties. Entrants from Asia and Africa usually take up the medical specialty, while students from the post-Soviet choose the economical specialty. Foreign students studying in pharmaceutical and medical specialties pay 3 000–3 800 US dollars for an academic year. Education in other areas is cheaper: the annual tuition fee for future economists, engineers, architects and technicians ranges from 1 500–2 200 US dollars [5]. In our opinion, the attraction of foreign students positively affects the reputation of domestic universities in the international arena and improves their financial situation, as foreigners acquire Ukrainian education only on a contractual basis.

At the same time, however, the attractiveness of Ukraine for foreign entrants creates new challenges for the higher education system, as the process of education internationalisation involves structural changes at the level of each particular education institution. Thus, at the level of particular higher education institutions, education internationalisation applies to: students (involving foreign students, organization of exchange programmes, workplace practice, and individual student mobility); teaching staff (teacher exchange, joint research and training programmes, internships at foreign universities, intensive language courses and summer schools); the substantive contents of educational curricula (new programmes and courses with a tangible international component, encompassing the elements of cross-cultural communication and country studies, foreign languages, distance learning, the use of new information and teaching technologies in the educational process); questions of accreditation, recognition and measurement (recognition of education documents, use of the ECTS system, the issuance of «double» and joint diplomas, education quality assurance, international university rankings); issues of administration and management in HEIs (structures which are authorized to make decisions, international offices, administration at the faculty and department levels, recruitment, promotion and development, creation of conditions for innovation, international cooperation and projects, exchange programmes and internships for administrators, management of human and material resources, consulting and information services, assessment procedure, infrastructure) [1, c. 122].

In order to understand why many higher education institutions strive for internationalisation, it is necessary to investigate its rationales and main aspects. The rationales can be characterized as motivation for integrating the international dimension into the field of higher education. Having analysed the latest publications, we have reached the conclusion that there are four basic rationales for internationalisation: academic, sociocultural, political and economic rationales. Academic rationales cover the international

aspects of teaching and conducting researches, enlarging the academic horizon, improving the education quality in accordance with the international academic standards, specialisation and reputation, organizing the pedagogical process. Sociocultural rationales are based on national and cultural identities, promoting the civic consciousness and reconciliation, social and civil development of intercultural understanding. Political rationales include foreign policy, national security, technical assistance, peace and mutual understanding, national and regional identities. Economic rationales are grounded on economic growth and competitiveness, labour market developments and creation of financial incentives for institutions and governments [2, p. 102–103].

The effectiveness of the internationalisation of HEIs in Ukraine is closely associated with eliminating the shortcomings of students' professional training for foreign language communication (insufficient orientation of training towards forming a bilingual personality, students' low level of motivation to learn foreign languages and to establish intercultural interaction, insufficient use of innovative teaching methods, poor awareness of the internationalisation's role in the spiritual and intellectual self-development of the individual), which have enabled determining the pedagogical measures (discussions, didactic, business, role-playing games, problem lectures, lecture-dialogue, lecture-consultation, lecture-visualisation, quizzes, creative projects, talk shows, round tables, brainstorming, language portfolios, interpretations of works, improvisations, abstract presentations, press conferences, etc.), all of them are aimed at improving foreign language knowledge, skills and abilities [6, p. 67–68].

We interpret internationalisation as a purposeful process of attaching intercultural or global dimensions to higher education for improving the quality of science, teaching and training of future specialists and for forming their readiness to operate successfully in the international labour market by the means of a foreign language. Internationalisation is an enlargement of ties between universities of different countries on the basis of equal and mutually beneficial cooperation. Its purpose aims at increasing the efficiency of educational and research work, standardisation according to the European level, enlarging the mobility of teachers and students. The internationalisation of education means the free academic exchange of teachers and students between higher education institutions of different countries, which involves the creation of mutual educational programmes.

Internationalisation of educational space, as an important global trend, is aimed at forming the higher education system capable of responding effectively to the demands of the modern labour market and the globalization challenges of the society. Internationalisation of higher education is a process of creating

a new international educational environment, where the national interests of the participants and joint searches for solving vital problems of human civilization as a whole could be realized in the most effective forms. Internationalisation involves recognition of cultural pluralism, intensive dialogue of cultures, tolerant attitude towards other countries and peoples, forming the multicultural competence, training students for cross-cultural communication.

The phenomenon of the cross-cultural communication emerges in the process of realizing the interaction of cultural differences among speakers. The cross-cultural communication is the communication that arises up in the situation of realizing the cultural differences, which reveals itself in the language, values, traditions, customs and habits. Differences in the culture can cause misunderstanding, barriers and difficulties in a communication. Cultural divergences between the interlocutors function as limits or barriers, which the interlocutors must overcome. The semantic contents of cross-cultural education at foreign languages classes is made up of a four components structure: key concepts mastering that determines the world variety; developing of the personality's socio-cultural authentication as a condition of understanding and belonging to a certain multicultural environment; forming of the behavioural abilities, which builds up the practical side of awareness in the world culture [3, c. 113–114].

Carrying out overall studying of the problem of forming the cross-cultural competence in the pedagogical science, we have succeeded to find out the structural constituents of this characteristic, namely: cognitive-gnoseological, motivational-value, personality and operation-effective components. The cognitive-gnoseological component is mainly viewed as a constituent connected with mastering the theoretical principles of a certain activity. It plays a role of the concept basis of the cross-cultural competence and serves as the ground for recognition and perception of differences, interpretation of the behaviour of ethnophors, the behaviour correction in the process of the cross-cultural communication, prevention of misunderstanding and hostility between the representatives of different national and ethnic communities.

The motivational-value component of the cross-cultural competence is related to realizing the value aspects of students' vocational activity while training at higher educational institutions and practicing abroad, the meaningfulness of the professional development and self-perfection, with establishing a positive attitude towards the increase of the professional mastery's indexes, creating new knowledge, abilities and skills, independence, insuperable desire to self-realization. Students with the high level of the motivational-value component demonstrate an excellent capacity for a self-education. They admire an educational-productive process, express pleasure

for work, permanently aimed at effectiveness, professional increase and productive cooperating with others.

In the personality component we distinguish such qualities as internality, tolerance, reflexivity, openness, subjectivity. The internality is a student's inclination to self-determination that testifies their personality and professional maturity. Internals are characterized by the intrinsic motivated activity, greater purposefulness, tolerance, goodwill to the society and independence. To our point of view, the internality serves as the means of self-perfection, what provides reducing dominance in the cross-cultural communication due to actualization of a dialogue in the society, thus assisting self-assessment, the self-criticism and providing existential equality of individuals in the cross-cultural communication. Another subject-personality quality, coherent to the essence of the cross-cultural interaction is tolerance. Disposition tolerance exposes the inner world of students in the cross-cultural communication, their perception of the world, the world view, a value attitude towards the social environment. It is the special type of decentralizing in the cross-cultural communication, an ability value other more than personal interests, casting aside prejudice.

The reflectivity is determined as an ability to estimate independently, to compare, to analyse the own cultural identity and the cultural identity of the interlocutor in interaction. It testifies to a responsible attitude of a student-agrarian towards the globalization's influence and to correct the self-regulation and adaptation processes on its basis. The openness is a capacity of a personality for positive emotional modality in a communication, positive inner direction on the cross-cultural communication. The subjectivity is a higher level of a personality's self-organisation, which includes the following essential functional properties: self-determination, possibility to goal setting, responsibility, creative independence.

The operation-effective component of the cross-cultural competence can be characterized as the totality of certain practical abilities (communicative, perception and interactive) of organizing the cross-cultural communication. In the process of conducting the research we have made the conclusion, that the cross-cultural competence reveals itself in the ability of an individual to conduct the cross-cultural communication in a foreign language in the style of collaboration, the efficiency of which is determined by the level of values and a number of personality characteristics: by the openness to foreign experience, by tolerance, empathy, mutual understanding, thinking flexibility. This ability is based on the knowledge, abilities and practice of the cross-cultural communication [3, p. 114].

Thus, the language barrier is not a problem in the case of cooperation between countries which use the same language. Therefore, most of the international

programmes comprise language courses. Nowadays the internationalisation in higher education is gaining momentum because of the growing status of the English language as a means of cross-cultural communication. European countries have embarked on internationalisation by implementing advanced English language courses at higher education institutions to organize students and teachers international exchanges. There is no doubt that the most important condition for international cooperation is ensuring mutual intelligibility by teaching and studying the common language and providing foreign students with educational programmes in the language they understand. This vision of education is quite new and is aimed at creating a motivational environment for students of Ukrainian higher education institutions in the process of acquiring the sufficient command of foreign languages, as the transition of Ukraine's higher education system to market relationships requires from training future specialists to consider the world trends in the labour market, and, therefore, mastering foreign language skills at a high level. It follows that in the context of internationalisation the chief task of higher education institutions is to teach students to use a foreign language as a means of cross-cultural communication in all kinds of the vocational activity.

Conclusions. On the basis of the conducted researches, we have concluded that the development of modern higher education submits itself to the laws of a market economy and requires constant updating of the education content with the latest materials, it also requires the introduction of innovative pedagogical technologies with a high level of computerisation of the educational process, the development of higher education in the context of European educational systems. Eurointegration reveals new horizons for graduates of HEIs. Foreign language knowledge and a thorough study of cultural, social and economic conditions of life, the mentality of other peoples and the basics of etiquette give us access to many sectors of the international labour market. The internationalisation of the public life also encourages students to study a foreign language for successful intercultural communication. It determines the socio-economic, scientific and technological, general cultural progress

of the society. All this increases the status of a foreign language in vocational education, as the state needs competent specialists with a sufficient level of foreign language knowledge, professionals capable of absorbing new and progressive experience, ready to generate and implement original ideas, open to active international cooperation and forming a better attitude to Ukraine on the world stage.

Prospects for further research. We consider the prospects of further scientific researches in the implementation of a long-term state strategy of higher education internationalisation, developing innovative pedagogical technologies for training students for cross-cultural communication at foreign language classes, comparative analysis of the legal and regulatory framework of Ukrainian and European higher education systems in the context of the internationalization of higher education institutions, substantiation and approbation of the mechanisms of forming students' readiness for academic mobility, the creation of opportunities for obtaining joint diplomas), the development of educational franchising, increasing transparency and strengthening information policy.

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