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FORMATION OF INTERCULTURAL COMPETENCE OF IT STUDENTS IN THE UNIVERSITY'S EDUCATIONAL ENVIRONMENT

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Formation of Intercultural Competence of IT Students in the University's Educational Environment

The article analyzes the concept of 'intercultural competence' in the process of professional training of students in the field of IT. Methodological principles and technologies of forming intercultural competence and interpretation of the concept of 'educational environment' are characterized. The principles and indicators of the development of intercultural competence of students of the IT branch in the educational environment of the university are highlighted. The following factors that influence the relevance of studying the problem of formation of intercultural competence of IT students in the educational environment of the university are distinguished, among them: social, reflecting the needs of society in high-level specialists with knowledge of the culture of interethnic interaction, tolerant attitudes; pedagogical, involving the activities of the teacher and the student in the formation of a specialist; psychological and pedagogical, related to intellectual activity in the formation of professional motivation, as well as informative and topical content of the material, connection with the profession, conscious approach to the study of the subject, individual work with everyone, in the formation of professional motivation and professional creative thinking, development professional importance and prospects for the use of knowledge in future professional activity. The main goal of the university's educational environment is in forming the intercultural competence of students of the IT branch is defined – creation of conditions for creative, intellectual, spiritual and development of student youth during the classroom and extracurricular activities; preparing students for life in an intercultural environment and developing intercultural communication skills with representatives of different ethnic groups; introduction of innovative forms and methods of organizing extracurricular work of students aimed at building intercultural competence.

Key words: intercultural competence, vocational training, educational environment, extracurricular activities.

Modern society is characterized by numerous globalization processes that take place in all spheres of public life: economic, political, social, cultural, spiritual. Due to the economic development and recent changes in the higher education system over the last decades, there is a need for transformations of professional training of future specialists. However, unfortunately there is not enough professionalism and knowledge in a field of activity. Success in professional training of future professionals is seen in the internationalization of curricula and educational programs and their focus on the formation of intercultural competence, consequently – the qualitative training of specialists of the international class. Therefore, among the many competences formed at different stages of professional training of students in the field of IT, one of the most significant is intercultural competence, because the level of its formation determines the nature of interpersonal relationships, which emphasizes the issue of psychologically safe personality development in the multiethnic environment, the degree of involvement of students, acts as a guarantor of preventing interethnic and interfaith conflicts.

These results indicate that the need for the formation of interethnic tolerance among Ukrainian society and among student youth is one of the priority tasks of modern higher education.

It is also expedient to distinguish the following factors that influence the relevance of studying the problem of formation of intercultural competence of IT students in the educational environment of the university, among them: social, reflecting the needs of society in high-level professionals with knowledge of the culture of interethnic interaction, tolerant attitudes; pedagogical, involving the activities of the teacher and the student in the formation of a specialist; psychological and pedagogical, related to intellectual activity in the formation of professional motivation, as well as informative and topical content of the material, connection with the profession, conscious approach to the study of the subject, individual work with everyone, in the formation of professional motivation and professional creative thinking, development professional importance and prospects for the use of knowledge in future professional activity.

In order for the process of professional preparation of IT students for intercultural competence to be effective, a clear organization of the educational process, based on organizational, motivational and meaningful components, which help to master the set of knowledge and skills of intercultural competence is necessary. The content component includes different intercultural knowledge that contributes to the development of a holistic view of the language of the language being taught. These include grammatical structures, rules of etiquette, phrase logical units, linguistic realities, knowledge of peculiarities and traditions of national character, knowledge of the country and its history.

Forming intercultural competences for IT students is a complex but necessary process, as it not only prepares future professionals for the realities of today's labor market, but also contributes to the humanization of higher education. Therefore, the choice of approach and principles on which the learning process will be based, as well as the development of teaching methodology, should be based on the achievements of modern methodological science and take into account the existing positive experience gained from previous generations.

According to I. Starodubova, the most important methodological principle in the formation of intercultural competence is an individual approach, which will contribute to the successful development of the personality of each student in the dialogue process and in the presence of a trusting relationship between the student and the teacher [7].

The content of modern higher education should include disciplines describing different cultures of the world, customs, traditions and beliefs of one's own and other peoples, which in future will become a platform for the formation of intercultural competence of students of the IT field in the educational environment of the university. The nature of human rights and various forms of intercultural competence should be explained to students. The consolidation of the acquired knowledge should be accompanied by the study of political and social events in the country and their objective evaluation in terms of legislative law and moral and ethical standards.

The technology behind the process of building the intercultural competence of IT students should be a holistic, collaborative and feedback-based approach to active and interactive learning methods, taking into account the goals and objectives that are addressed at each stage of study. In this regard, the organization of the process of formation of intercultural competence of students of the field of IT in the educational environment of the university is carried out through the lens of changing personal behavior. One of the most important prerequisites for acquiring an educational environment of tolerance is the provision of a favorable psychological climate among all actors in the educational process.

S. Sergieiev [15] believes that environment is a constructed part of physical reality that is connected and mediated by the experience of recursive interactions of the organism, a reality where there is a creative activity of a person, which changes this environment to achieve personal and social purpose. Man changes himself, he is directly changed by the environment, which mediates between reality and reality.

Estonian psychologist M. Heidmetts understands, in the medium, that part of the world around which the subject interacts directly or indirectly in an open or latent form [16]. The scientist divides the concepts of ‘world’ and ‘environment’, noting that the environment is separated from the outside world on the basis of interaction and is a relative category. According to him, there is one world with many different environments, which differ in their objective characteristics and ways of communication with the subjects or the system.

The concept of ‘environment’ should be viewed through the prism of different scientific approaches, namely: as a substance that, unlike an empty, unfilled space, has certain properties that influence the interaction between objects (L. Vygotsky); the essential content of a certain reality (V. Slobodchikov); a certain relationship between us and the environment; on the one hand, these are physical facts, on the other, a system of human experience (B. Hillier); is an open system associated with the above system

(Wilden); environment as a field of human activity, process, resource; the field of semantics and the means of stratification of society (D. Watson) [17].

In the Law of Ukraine “On Higher Education” (2019), the educational process is defined as intellectual, creative activity in the field of higher education and science, carried out in a higher education institution (scientific institution) through a system of scientific-methodological and pedagogical measures and aimed at transfer, assimilation, augmentation and use of knowledge, skills and other competences in the students, as well as the formation of a harmoniously developed personality [4].

The organization of the educational process in the institution of higher education is carried out in accordance with the Constitution of Ukraine, Laws of Ukraine “On Higher Education” (2019), “On Education” (2017), “On Scientific and Scientific and Technical Activities” (2015). and other legal acts, international treaties of Ukraine concluded in accordance with the procedure established by law, state standards of education and other acts of the legislation of Ukraine on education. The result of the educational process is the formation of a set of knowledge, skills, other competences acquired by a person while training in a particular educational, vocational, educational and scientific program that can be identified, quantified and measured. The quality of educational activity is determined by the level of organization of the educational process in the institution of higher education, which meets the standards of higher education, ensures the acquisition of quality higher education by persons and promotes the creation of new knowledge. Each institution of higher education, in accordance with the law, develops and approves the decision of the Academic Council “Regulations on the organization of the educational process”.

Given that the educational process of any institution of higher education is its educational environment, we consider it expedient to reveal the essential characteristics and content of the concepts of ‘educational environment’, ‘educational environment of the institution of higher education’.

According to V. Yasvin, the ‘educational environment’ is a system of influences and conditions of personality formation, as well as opportunities for its development, which are contained in the social and spatial-object environment [18].

O. Vasilyeva defines the educational environment as a multilevel multicultural formation, individual for each student, an environment of constructing one's Self, which provides the creation of conditions for actualization of the inner world of the individual, his personal growth, self-realization, the formation of self-consciousness. In her view, the educational environment is an orderly, holistic set of components whose interaction and integration necessitates the expressed ability of the educational institution to create the conditions and opportunities for the purposeful and effective utilization of the educational potential of the educational environment for the benefit of all its personality [10].

Researchers B. Bodenko, A. Kurakin, Yu. Manuilov, A. Khutorsky under the educational environment understand the natural and artificially created sociocultural environment of a person, which includes the content and different types of education, capable of providing productive activity of the student, the listener, managing the process of personality development by by creating favorable conditions for it [5].

Domestic and foreign scientists and practitioners treat the educational environment as part of the human life and social environment, which manifests itself in the aggregate of all educational factors that directly or indirectly affect the individual in the processes of learning, upbringing and development; is a certain educational space in which the development of personality is carried out [9].

According to L. Vaschenko's scientific views [3], the main mission of the educational environment is to generate innovation flows and increase the innovation potential of each educational institution and system as a whole, preserve local and administrative innovations. Thus, L. Vashchenko notes that, as a systemic formation, the educational environment has its own organizational and functional structure, the main components of which are defined: the strategy of development of education, tactics of

formation of innovative processes, content of the innovative environment, organizational support, forecasting of the development of education

It should be noted that the educational environment consists of the following components: 1) humanistic educational environment as a factor of socialization of the student and development of his creative personality. The requirements of the principle of humanization should be implemented in all areas of the higher education institution's educational environment; 2) psychologically safe educational environment in the HEA as a condition for preserving and promoting the mental health of teachers and students. An important role in this is played by the administration, the psychological service of the educational institution, the activity of the whole teaching staff and every teacher in particular. In this regard, it becomes important to specifically organize the professional training of future professionals, who will be able to model and design an educational environment where the student's personality will function freely, where all participants of the educational process will feel secure, emotional comfort, satisfaction of basic needs, will preserve and change.

Qualitative features of an effective cultural educational environment of the educational establishment are the overall high level of teacher culture and professionalism; high-tech equipment of the educational process; qualitative organization of life of subjects of educational process; meaningful and meaningful collaboration of teachers and students; a wide range of interests, needs, inclinations of students; responsible attitude to training, self-government and collective forms of activity; other people's perception, support and help.

According to the views of M. Bratko, the educational environment of a higher education institution is a complex of conditions (opportunities) and resources (material, financial, personal, technological, organizational, reputational) for the education of a person, purposefully formed in an institution that performs educational functions for the provision of professional education, corresponding to a certain level of higher education, provides opportunities for the cultural and personal development of the subjects of the

educational process. This approach makes it possible to consider any of the conditions or resources of the educational environment as a “factor of influence” on the subject of the educational process in a higher education institution. Therefore, purposefully changing them, we can exert indirect influence on all components of the educational process, including its result - the graduate-specialist. Resources and opportunities of the educational environment of a higher education institution determine the direction of its strategy, distinguish among other educational institutions, are the main factors of the educational process in a particular university [2].

In the structure of the educational environment of a higher education institution, the following structural components can be distinguished: personal (subjects of the educational process, relationships and relationships between them); axiological and semantic (mission, vision, strategy, values, traditions, ceremonies, rituals, symbols, corporate culture); informative content (basic and auxiliary educational programs; extracurricular, social projects; normative documents regulating educational activity and interaction of subjects of educational process); organizational and activity (forms, methods, methods, technologies, styles of interaction of subjects of the educational process, methods of communication, management structures and mechanisms); spatial (material infrastructure, auditorium, computer park, library resources, living conditions, design and equipment of premises).

Considering that in the field of our study lies the formation of intercultural competence of IT students, we see the importance of distinguishing key characteristics of the information and educational environment of modern society and the education system in general, namely: the needs of the individual, knowledge, knowledge economy, information space, information resources and networks, information products, information technology, information processes, information process, IT support for various processes and more. For them, information is a key determinant and determinant that determines their nature and specific information identity by species. Information, along with such civilizational phenomena as personality, education and theoretical

knowledge, are recognized as strategic resources and essential values in the country, which confirms its practical importance for all spheres of the modern information society.

M. Topuzov [8] defines the information and educational environment of a higher education institution as a virtual environment of education and training (an open system that provides a complex of interconnected and constantly updating means of education, provides synergy and possibility of interactive interaction with all participants of the educational process). At the same time, the economic mechanism for creating an information and educational environment in the context of the Higher education institutions projects a system that accumulates organizational, intellectual, program-methodological, technical resources, cultural potential of the educational institution, content and activity components, educational activity of the subjects of the Higher education institutions.

It is indisputable that the formation of intercultural competence in the educational environment of the university is a multifaceted process that requires consideration of a number of specific factors as a driving force for the formation and development of professionally-oriented personality.

It should be noted that the process of forming the intercultural competence of students of the IT industry involves the development of communicative experience of the individual, his cultural self-determination, the development of personal position in the activity, the formation of individual forms of communication with other cultures, the development of personal qualities.

The formation of intercultural competence is based on a comprehensive approach that combines personality and activity (combines education and education into a single process of assistance, support, social and pedagogical protection, personal development) (I. S. Yakimanskaya); intercultural (an approach to learning in a democratic society with cultural diversity, which implies respect for others as equals, openness to and knowledge of other cultures and developing relationships that promote cultural exchange)

(P. A. Ambarova); problem-design (inclusion of diagnostic and qualimetric support in the problem task) approaches (N. Yu. Safontseva).

The purpose of forming intercultural competence was defined by G. Elizarova as “achievement of such quality of linguistic personality that will allow it to go beyond its own culture and to acquire the quality of mediator of cultures by losing its own cultural identity” [13].

The process of students' intercultural competence formation is characterized by certain connections and dependencies, which are reflected in the principles of intercultural competence formation. The principles set out the social guidelines for the need to cultivate intercultural competence as a social and personal value.

The following principles of intercultural competence formation (M. Rozhkov, L. Bayborodova, M. Kovalchuk) are distinguished: the principle of subjectivity, the principle of creating a tolerant environment, the principle of adequacy, the principle of directing the formation of a tolerant personality, the principle of dialogicality [14].

The principle of subjectivity, which involves focusing on the student's activity, independence and initiative, encouraging his or her self-education and self-correction when interacting with representatives of other ethnic groups. The principle of adequacy, which requires accounting for the pedagogical interaction of various environmental factors; the principle of individualization states the need to create conditions for the formation of interethnic tolerance of magistrates, the formation of tolerant consciousness and behavior, the choice of special means of pedagogical influence on each subject of the educational process. The principle of creating a tolerant environment requires the formation in the institution of higher education of humanistic relations, the essence of which is the realization of everyone's right to a peculiar attitude to the environment and self-realization. Teachers' activities should be aimed at developing relationships based on an important, tolerant style of communication with people of different nationalities, ethnicities, cultures, customs, as well as the ability to overcome interethnic conflicts. The principle of directing the formation of a tolerant personality, provides for the

organization of assistance to students in the formation, enrichment and improvement of their human essence, the formation of interethnic tolerance. The principle of dialogues implies that the orientation of student youth towards tolerant interaction depends to a large extent on the dialogical nature of the educational process, on the existence of relationships between educators and students, based on mutual respect and acceptance, on readiness for communication. Adhering to the principle of dialogue means a joint equal participation of subjects in the educational process, a common search for truth.

Scientists S. Bondyrieva and D. Kolesov also outline a number of principles of formation of intercultural competence, among which the most relevant is the principle of directing educational influences on the formation of intercultural competence, the ability of the individual to coexist with people of another mentality, not to change internally under the influence of different. Equally important for the formation of intercultural competence is adherence to the principle of ensuring that the carriers of tolerant behavior - participants in the pedagogical process. Values, attitudes, convictions of the referent are significant for the student youth, in addition, they have a significant influence on the formation of the attitude to tolerant interaction and values of personality [11].

According to L. Hrubina formation of intercultural competence of students is carried out on the basis of three principles. The principle of humanization involves the humanization of the relationships of all participants in the educational process, the problem of forming intercultural competence at the center of the educational process, respect for each person. The principle of cultural responsibility requires the disclosure of the content of the lessons in relation to the national bases of knowledge about the historical ways of development of different peoples, which will create conditions for the formation of intercultural competence of students. The principle of unity of universal and national values ensures in the content of the educational process the organic connection and spiritual unity of Ukrainian national culture with the culture of the

peoples of the world, the development of the culture of all national minorities living on the territory of Ukraine [12].

According to I. Bakhov, the basic principles of formation of intercultural competence in higher education institutions are: the principle of subject-subject interaction in the learning process; problematic organization of the educational process; linguistic and cultural orientation of education; interdisciplinary communication; value-reflective interaction in the organization of foreign language communication; the principle of taking into account the mother tongue and culture [1].

It should be noted that the possible result of the formation of students' intercultural competence is the development of such qualities and abilities of the individual as the ability to continuous education, which implies the desire to expand knowledge about the cultural and sociocultural life of the country being studied and the native country, intercultural adaptation, ability to reflection, tolerance and empathy.

According to K. Grant, the process of formation of students' intercultural competence takes place through several stages, namely: awareness and understanding of their own nationality, ethnicity, group, race, etc., acquiring knowledge about other cultural groups, their contribution to society, history, ideals, beliefs ; accumulation of tolerant experience while studying at university; promotion of social justice; acceptance of cultural pluralism; release from stereotypes; mastering the basics of multicultural education; intergroup intercultural learning; gaining experience of interethnic tolerance; objective and critical attitude to social reality [19].

One of the indicators of the formation of intercultural communicative competence is the ability of the individual to adapt within two or more cultures, to the so-called "intercultural adaptation". A person possessing this ability is characterized by such qualities as respect and tolerance of the cultural identity of peoples of other countries and his people, willingness and ability to change stereotypical ideas, overcome prejudices in connection with the acquisition of new knowledge and experience, awareness and expression themselves as an equal and full participant-subject of the

dialogue of cultures, capable to carry out adequate intercultural interaction. It follows that intercultural adaptation integrates all the above qualities and abilities of the individual.

Finally, the most important result of the formation of students' intercultural communicative competence should be the ability for continuing education and improvement in the field of multiculturalism.

Successful formation and development of intercultural communicative competence of students of the branch of IT occurs in the lessons in the process of joint activity of the teacher and students, as well as in the independent work of students with the use of information and communication technologies.

Computerization of the sphere of communications, informatization of professional activity, education and science made it necessary to exchange messages on telecommunication networks, to work with information, which is presented including in a foreign language.

Effective learning of a foreign language culture is possible if users have independently formed critical thinking, a culture of mental work, self-education skills (searching for information and processing it, in particular, in a foreign language).

Modern students in a multicultural and saturated information and educational space need to be able to navigate freely in a foreign language environment, including in virtual reality. In order to solve this problem in the educational process it is necessary to form an interest in the realities of another's mentality and another's culture, teach the dialogue of cultures, the ability to critically reflect on the pictures of the world, tolerance. In other words, it is about students' willingness to interact, communicate with people of another language and culture. The appeal to intercultural communication is determined by the expansion of business contacts, the entry of Ukraine into the world economic and cultural environment, the emergence of new spheres and areas of professional activity, which have determined the structural changes in the system of requirements for the specialist. At the present stage of development of production and

communication technologies is becoming a significant personal characteristic of the specialist.

In this regard, the formation of intercultural competence in IT students in the educational environment of the university is characterized by an orientation to ensure the ability of future professionals to participate in the dialogue of cultures, business negotiations, foreign internships, professional seminars, conferences, webinars, workshops, workshops. festivals, conferences, seminars, workshops, thematic evenings, quests, competitions, meetings with representatives of other countries, etc.

According to L. Maksymchuk, the signs of the level of formation of intercultural competence are the following: 1) psychological readiness to cooperate with representatives of other cultures; 2) openness to knowledge of another's culture and perception of psychological, social and other intercultural differences; 3) ability to distinguish between collective and individual in the communicative behavior of representatives of other cultures; 4) owning a set of modern communication tools; 5) the ability to change behavioral patterns of communication depending on the situation; 6) observance of etiquette in the communication process; 7) willingness to overcome social, ethnic and cultural stereotypes [6].

As a result, the educational process at the university should be focused not only on the training of highly qualified specialists, but also people capable of activity in the conditions of competition, able to navigate in the flow of information, to master new technologies, to navigate in the modern market conditions, to constantly improve skills and so on.

At the same time, it is obvious that for the formation of intercultural competence of students of the branch of IT in the educational environment of the university is not enough only a positive attitude to the studied culture. This requires direct contact with the culture and representatives of that culture. Accordingly, the formation of intercultural competence is aimed at acquiring a person's willingness to contact with another culture and adequate behavior in a foreign culture, the development of

understanding of one's own culture, the cultivation of tolerance, the development of one's own target and moral orientation in society, and the empowerment of the body.

Formation of intercultural competence of IT students is carried out in the process of: acquaintance with living conditions in foreign countries; mastering the knowledge of everyday culture and culture of holding holidays; getting acquainted with the youth, student subculture; theoretical understanding of social problems and trends; emotional penetration and intellectual work with samples of high culture; study of foreign experience in the development of computer software systems; use of Internet technologies and Cloud services (Google Disk, Dropbox, MEGA, OneDrive, iCloud, etc.), which provides access to a huge amount of new diverse information, often presented in a foreign language; academic mobility and participation in international exchange programs. Today, one of the most effective models of academic mobility is the European Union's Erasmus + educational program. This program is aimed at enhancing international cooperation and increasing mobility among students, teachers, scholars of European universities and third-country higher education institutions on all continents. However, the practice of engaging in international student exchange through the Erasmus +, Campus France, Maria Skladovskaya Curie Actions under Horizon 2020, Fulbright Programs in Ukraine, Tempus ELITE – Education for Leadership, Intelligence and Talent Encouraging.

An important aspect in shaping the intercultural competence of IT students in the university's educational environment is the extra-curricular activities of the higher education institution. Determining the need for extra-curricular activity, the authors almost unanimously state that its purpose, objectives, principles, directions, content and forms are determined by the specificity of professional training.

Intercultural competence as an element of professional training of future IT professionals involves mastering a certain set of knowledge about the culture of different countries, their traditions, language, mentality, etc.

Given the characteristic features of extra-curricular activity, creating the conditions for the creative, intellectual, spiritual and physical development of future educators is the primary purpose of extra-curricular work. According to the purpose, the main tasks of the extracurricular activity are the formation of social and public experience of the future teacher's personality; development, stimulation and realization of his spiritual and creative potential; creating a talent search and support system; formation of socially significant socio-cultural values; meeting the needs of future teachers in professional self-determination; development of psychophysical resources, etc. In carrying out these tasks, the principles laid down in the organization of extracurricular work should be followed. The main ones are humanization, unity of universal and national values, democratization, science and systematic, continuity, continuity and integration; voluntariness and accessibility; activity and independence of the individual.

Out-of-class activity offers great opportunities for self-realization. It envisages a rather large degree of freedom, whereby closer interpersonal informal communication between students, teachers, the administration of the institution of higher education is carried out, and cultural and spiritual enrichment of the individual takes place.

It is also important to emphasize the importance of using the E-environment in shaping the intercultural competence of IT students in the university's educational environment, as most Ukrainian universities use foreign distance learning platforms, such as: ATutor, Claroline, Dokeos, LAMS, Sakai, in the educational process. Moodle, ILIAS, Google Classroom, while working with students to develop a common vision of the world picture, serve as an effective and convenient form of gaining new knowledge and competencies, professional development, self-education in the intercultural competence.

In some institutions of higher education there are courses in country studies which include the most interesting and up-to-date materials about the life of different countries of the world, their political and economic systems, systems of state system, customs and

traditions. All the material in this course is based on the problems of the present day, the events of current daily life during which students look for similarities and differences between the realities of different countries of the world. The task of the teacher here is to help students absorb information, express their attitude to the world, events, avoid mistakes and conflicts in interpersonal and group communication with representatives of different ethnic groups.

In the process of developing intercultural competence, students must acquire not only the knowledge of differences between cultures necessary to overcome difficulties in the process of communication with foreign colleagues, but also the knowledge that can create a solid basis for self-development in the framework of "interaction of cultures". Such knowledge should certainly develop students' readiness for an open fruitful dialogue; responsiveness to intercultural communication; the ability to re-evaluate one's position, to constantly reflect on foreign and native culture in the process of intercultural communication, as well as oneself as its representative.

In the process of implementing ICT students' ICT training, students become more receptive and open to a new culture, they are able to understand their stereotypes and change them, they change their rejection of cultural differences to a positive attitude towards them, the nature of different student relationships improves, there is an increase in the level of empathy and tolerance towards other peoples and cultures, and the ability to become aware of one's cultural identity. The use of ICT also leads to an increase in the amount of new knowledge and to the development of the ability to critically analyze information, developing the ability to effectively interact in virtual and real intercultural communication.

The level of development of students' intercultural competence can be assessed by the following descriptors: ability to identify intercultural in cultural aspects of professional communication; ability to anticipate, understand and cope with difficulties encountered in the process of intercultural communication in the professional sphere; ability to engage in fruitful dialogue between cultures; ability to openly exchange ideas;

ability to overestimate own positions; ability to find acceptable solutions; ability to conduct self-observation; be aware of one's own culture and mother tongue; ability to continuously learn in the process of intercultural communication the values of the culture of another country; ability to adequately express themselves in situations of intercultural communication in accordance with the cultural norms of other countries.

Students' intercultural competence also includes: the ability to overcome mental stress, resolve conflicts, financial problems, take into account the differences between political systems and ethnic mentality; ability to communicate effectively (ability to communicate with "others", overcome misunderstandings between "their" and "others", ability to use different communication styles); the ability to build interpersonal relationships (to understand other people's feelings, to understand and navigate other people's social habits, rules of behavior) in business communication in the context of intercultural communication.

Thus, the systematic analysis of a number of scientific-pedagogical works allowed to determine the main purpose of the university's educational environment in forming the intercultural competence of students of the IT branch – to create the conditions for creative, intellectual, spiritual and development of student youth during the classroom and extra-audit activities; preparing students for life in an intercultural environment and developing intercultural communication skills with representatives of different ethnic groups; introduction of innovative forms and methods of organizing extracurricular work of students aimed at building intercultural competence.

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Формування міжкультурної компетентності у студентів галузі ІТ в освітньому середовищі університету

В статті проаналізовано поняття «міжкультурна компетентність» в процесі професійної підготовки студентів галузі інформаційних технологій. Охарактеризовано методологічні принципи та технології формування міжкультурної компетентності та трактування поняття «освітнє середовище». Виділено принципи та показники сформованості міжкультурної компетентності студентів галузі ІТ в освітньому середовищі університету. Виокремлено наступні фактори, що впливають на актуальність вивчення проблеми формування міжкультурної компетентності студентів галузі ІТ в освітньому середовищі університету, серед яких: соціальні, які відображають потреби суспільства у фахівцях високого рівня зі знанням культури міжетнічної взаємодії, толерантними установками; педагогічні, що включають діяльність викладача і студента при формуванні фахівця; психолого-педагогічні, пов'язані з інтелектуальною діяльністю щодо формування професійної мотивації, а також інформативність і актуальність змісту матеріалу, зв'язок з професією, усвідомлений підхід до вивчення предмету, індивідуальну роботу з кожним, щодо формування професійної мотивації і професійного творчого мислення, розвиток професійної значущості та перспектив використання знань у майбутній професійній діяльності. Визначено головну мету освітнього середовища університету щодо формування міжкультурної компетентності студентів галузі ІТ – створення умов для творчого, інтелектуального, духовного та розвитку студентської молоді під час аудиторної та позааудиторної діяльності; підготовка студентів до життя в інтеркультурному середовищі та формування навичок міжкультурної комунікації з представниками різних етнічних груп; впровадження інноваційних форм та методів організації позааудиторної роботи студентів, спрямованих на формування міжкультурної компетентності.

Ключові слова: міжкультурна компетентність, професійна підготовка, освітнє середовище, позааудиторна діяльність.

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Формирование межкультурной компетентности студентов отрасли ИТ в образовательной среде университета

В статье проанализировано понятие «межкультурная компетентность» в процессе профессиональной подготовки студентов отрасли ИТ, методологические

принципы и технологии формирования межкультурной компетентности и трактовки понятия «образовательная среда». Выделены принципы и показатели сформированности межкультурной компетентности студентов отрасли информационных технологий в образовательной среде университета. Выделены следующие факторы, влияющие на актуальность изучения проблемы формирования межкультурной компетентности студентов отрасли ИТ в образовательной среде университета, среди которых: социальные, отражающие потребности общества в специалистах высокого уровня со знанием культуры межнационального взаимодействия, толерантными установками; педагогические, включающих деятельность преподавателя и студента при формировании специалиста; психолого-педагогические, связанные с интеллектуальной деятельностью по формированию профессиональной мотивации, а также информативность и актуальность содержания материала, связь с профессией, осознанный подход к изучению предмета, индивидуальную работу с каждым, по формированию профессиональной мотивации и профессионального творческого мышления, развитие профессиональной значимости и перспектив использования знаний в будущей профессиональной деятельности. Определена главная цель образовательной среды университета по формированию межкультурной компетентности студентов отрасли ИТ – создание условий для творческого, интеллектуального, духовного развития студенческой молодежи во время аудиторной и внеаудиторной деятельности; подготовка студентов к жизни в интеркультурной среде и формирование навыков межкультурной коммуникации с представителями разных этнических групп; внедрение инновационных форм и методов организации внеаудиторной работы студентов, направленных на формирование межкультурной компетентности.

Ключевые слова: межкультурная компетентность, профессиональная подготовка, образовательная среда, внеаудиторная деятельность.

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