

DOI: 10.31548/hspedagog14(3).2023.108-115

УДК 001:37-044.247]:005.336.2(4)

**CROSS-CULTURAL COMPETENCE AS A COMPONENT OF INTEGRATION INTO THE EUROPEAN SCIENTIFIC AND EDUCATIONAL SPACE****SUPRUN M.**, doctor of pedagogical sciences, professor  
professor of the department of special education**V. O. Sukhomlynskyi Mykolaiv National University**E-mail: [suprun62@ukr.net](mailto:suprun62@ukr.net)**SUPRUN D.**, Doctor of Pedagogical Sciences, Professor,  
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**Abstract.** *The educational environment of higher education institutions acquires universally inclusive characteristics, which allows it to reflect and respond to the needs and demands of all participants in society without exception. In this aspect we have to research cross-cultural competence as a component of integration into the European scientific and educational space. For achievement the aim with tasks, the set of complementary methods was applied: theoretical methods: (analysis, synthesis, comparison, generalization) were used to find out the state of the problem; empirical (direct and indirect observation, standardized questionnaire survey, semi-standardized individual interviews), psychodiagnostic methods and research techniques; statistical analysis. Thus, according to research it is obvious that modern social, political, and economic realities, transformational processes in the state education system, also significantly change established views regarding the professional level and personal qualities of specialists. There is no doubt that their level of preparation must meet international standards that formulate the requirements of competitiveness not only in the labor market of Ukraine, but also in other foreign countries. Modern university graduates have to demonstrate not only the variability of knowledge, show interpersonal empathy and tolerance for any diversity, but also have developed prognostic and reflective skills, possess cross- and multicultural competences, demonstrate professional mobility.*

**Keywords:** *cross-cultural competence, internationalization, higher education, mobile international students, inclusion, educational values.*

**Introduction.** Education is an agent of positive social changes and a condition for the creation of a democratic European state. In the era of globalization, it increasingly acquires international characteristics (Suprun, 2023), becomes increasingly mobile, fast-changing, individualized and flexible. The social demands of the globalized world lead to the intensification of optimization processes, increasing the level of accessibility, orientation to the activation of the acquirer's personal development,

his holistic worldview. The educational environment of higher education institutions acquires universally inclusive characteristics, which allows it to reflect and respond to the needs and demands of all participants in society without exception (Suprun D., 2018a). So, according to J. Knight, the main request is considered from the following points of view: social inclusion and internationalization, expansion of the range of opportunities for international cooperation, implementation of

international principles and values in education (Suprun, 2018a). The development of the specialist's professional identity, social responsibility as one of the values of the European space etc. (Suprun, 2018b).

The gradual expansion of international relations is becoming a reality, which requires advanced skills from scientific and pedagogical personnel foreign language communication, demonstration of multicultural competence, because they are the necessary conditions for the life of citizens of the new Europe (Suprun, 2018a). In particular, the European experience of using a language passport as an innovative tool for recording the language achievements of subjects of the educational process in higher education is gaining relevance. According to J.A. Douglas and R. Edelstein, the international nature of the higher education process in modern educational institutions significantly increases global competition and creates demands for strategic approaches to educational management. In addition, the research of Philip G. Altbach highlights various aspects of social inequality relayed by the globalization conditions of the modern world (Sheremet, 2023).

The national priorities of the development of the educational system require a review of the established systemic and institutional activities of higher education institutions. The problem of modernizing the content of professional training in higher education institutions (Suprun, 2018b), implementing the successful experience of foreign countries in the restructuring conditions of the global quarantine, focusing on the development of inclusive competence (Sheremet, 2022), war conditions etc. All these challenges determine the further progress of the national education system to increase its prestige and integration

into the world educational space, as well as cause need for a thorough analysis of the prospects for the development of these trends, the determination of resources for their implementation and all difficulties.

Therefore, **the purpose** of the article is to delight the research of cross-cultural competence as a component of integration into the European scientific and educational space.

**Methods.** For achievement the aim, the set of complementary methods was applied: theoretical methods: (analysis, synthesis, comparison, generalization) were used to find out the state of the problem; empirical (direct and indirect observation, standardized questionnaire survey, semi-standardized individual interviews), psychodiagnostic methods and research techniques; statistical analysis.

**Research and publication analysis.** The value contexts of higher education's focus on the competitiveness of the future specialist. The group of authors L. Zhuravlova, M. Sheremet, D. Suprun, S. Fedorenko, S. Dubiaha, I. Dmytriieva, understanding educational values in the context of Ukraine's entry into the world community, where quality becomes of key importance training of competitive specialists with the appropriate level of knowledge, emphasize that a modern specialist should be simultaneously a carrier of the variability of theoretical and practical knowledge and skills, have a high level of interpersonal empathy and a developed high level of prognostic and reflective skills. Otherwise, he will gradually move to the level of a mediocre craftsman, which is unacceptable (Suprun, 2018a).

Modern integration processes, entry into the European educational space, as well as the formation of the global labor market cause the need **for high level of academic mobility.**

Today's indisputable requirement is foreign travel for educational purposes, or online exchange, based on the unified requirements of internationalization mobility: joint credits, financial support, university/faculty/department budget, double or multiple degrees. The advantages of academic mobility for a student are: learning a foreign language, gaining new experience, cooperation, culture, personal/professional development, development of a «global personality». The disadvantages are: insufficient language competence of the student, lack of finances, extension of the study period, difficulty in choosing subjects.

We will determine the subordination of subjects of academic mobility administration at the level of higher education institutions: institutional coordinator, manager of a specific project, mobility administrator, coordinators of faculties (foreign departments), coordinators in fields of knowledge. We can mention examples of Erasmus+ educational programs. There are also quite effective BIP (Blended Intensive Programs) educational programs, which are short intensive programs that use a combination of physical and virtual activity (Sheremet, 2022).

Thus, no doubt that international, interdisciplinary, trans- and interdisciplinary courses for students in the form of combined mobilities are necessary innovations in modern higher education institutions. Team cooperation of course participants is the most strategic solution, revealed by the following means: targeting target groups, skills / qualifications, collective and university culture - team rules, cooperation with faculties – regular meetings and exchanges, etc (Sheremet, 2022).

According to the problem of cross-cultural competence as a component of integration into the European scientific

and educational space, social inclusion in an internationalized educational environment should be considered from the following points of view: actualization of the problem of social inclusion and internationalization (identification of trends, initiatives), their interrelationship and ways of establishing cooperation.

Thus, research and **experimental work** have to be carried out in three stages: ascertaining, formative and control. Specific tasks were formulated for each stage. The formative part of the research is currently in progress.

#### **Data Collection Tools:**

- theoretical methods: (analysis, synthesis, comparison, generalization) were used to find out the state of the problem;

- empirical (direct and indirect observation, standardized questionnaire survey, semi-standardized individual interviews), psychodiagnostic methods and research techniques were applied: the method of studying the attitude of specialists in the field of social and inclusive education to the international values of inclusive education (adapted method V. Khytriuk) and «Self-assessment of professional pedagogical motivation» (N. Fetyskin), «Psychological Intercultural Competence of Educator» by T. Graftska and the questionnaire of A. Mehrabien and N. Epstein on the ability to empathize; Discipline test «Fundamentals of inclusive education» (T. Yemelianova) and Determination of the level of pedagogical reflection (E. Rukavishnikova); Assessment of the ability to solve professional tasks (adapted version of O. Kuzmina's method) and Evaluation of the results of students' activities made it possible determination of levels of formation of intercultural inclusive readiness of specialists in the field of special and inclusive education by the following criteria: value and motivational, spiritual

and moral, content, active (Okhrimenko, 2020).

**Statistical Analysis:** The data of the study were summarized as numbers, percentages, averages, and standard deviations. The statistic methods were applied to process research results, to establish quantitative relationships between the investigated indicators, to ensure qualitative analysis and verification of empirical data (Student's t-criterion, Fisher's  $\phi$ -criterion).

At the stage of the ascertainment experiment, a confirmatory experiment a diagnostic toolkit was developed that allows to objectively assess the degree of educator' mastery of each component of intercultural inclusive readiness. Also selecting monitoring methods, the components of inclusive readiness were taken into account. Thus, its following components were highlighted:

intercultural social and inclusive ethics, intercultural social and inclusive tolerance, social and inclusive theory and practice. Also, in order to outline the ways of formation of readiness to work in the conditions of intercultural inclusive education, it was necessary to identify its qualitative characteristics, i.e. levels, as a ratio of «higher» and «lower» components of any structures. So, let's highlight the following levels of formation of intercultural inclusive readiness of specialists in the field of social and inclusive education: high (innovative), sufficient (productive), middle (reconstructive), and low (reproductive). In order to monitor the specified levels of specialists' readiness, the following criteria were identified: value and motivational, spiritual and moral, content, active.

**Table 1. Methodological card of formation of cross-cultural competence**

Components	Criteria	Evaluation methods
Intercultural social and inclusive ethics	Value and motivational	1 The method of studying the attitude of specialists in the field of social and inclusive education to the international values of inclusive education (adapted method V. Khytriuk) 2. «Self-assessment of professional pedagogical motivation (N. Fetyskin)
Intercultural social and inclusive tolerance	Spiritual and moral	1.«Psychological Intercultural Competence of Educator" by T. Grafksa 2the questionnaire of A. Mehrabien and N. Epstein on the ability to empathize
Social and inclusive theory	Content	1.Discipline test «Fundamentals of inclusive education» (T. Yemelianova) 2. Determination of the level of pedagogical reflection (E. Rukavishnikova)

Social and Inclusive practice	Active	1. Assessment of the ability to solve professional tasks (adapted version of O. Kuzmina's method) 2. Evaluation of the results of students' activities (adapted version of O. Kuzmina's method)
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The transition from one level to another could be carried out on the basis of a change in qualitative and quantitative indicators, indicating a change in successive stages of the process of forming social and inclusive readiness (Suprun, 2023). Taking into account the criteria and indicators, a complex of adapted methods was developed, the implementation of which allowed to conduct the formative part of the experiment (Suprun, 2018a).

Future and current specialists in the field of social and inclusive education took part in the experiment. Thanks to workteam, we will be able to present the data obtained from the questionnaires of students, as well as specialists of inclusive education who work for the first year. At the stage of the ascertainment experiment, monitoring of the level of formation of key components of intercultural readiness to work in social and inclusive educational environment among future specialists in psychological and pedagogical direction was carried out. From the obtained data, it was determined that a significant part of specialists (38%) and even more students (42%) do not sufficiently understand the directions and perspectives of intercultural component of social and inclusive education, since there are quite a lot of answers in which we observe a lack of awareness of the key issues of the problem. (Suprun, 2023). The results of observation and interviews confirm the following: specialists are not sufficiently oriented in intercultural social and inclusive values, noting overall

satisfaction with the choice of the field of professional activity, they have fears and insecurities about solving issues of working with children with special needs. Thus, at the time of conducting the ascertaining stage of the experiment, the readiness to work in the conditions of intercultural social and inclusive education is insufficiently formed. Therefore, the formation of the personality of a competitive specialist with an appropriate level of intercultural competence becomes of primary importance. So, our next tasks of research and experimental work are next: to carry out formative and control stages.

Conclusions, prospects for further research in the field of research.

According to our purpose, we had delighted the stage of the ascertainment experiment of cross-cultural competence research at the frame of integration into the european scientific and educational space.

Understanding cross-cultural trends in national and global dimensions, we note two dominant positions that can be presented both as a result and as a mechanism of this development: digitalization of education, unconditional values what is the development of the social capital of education seekers, their technical and technological competence, mastering IT educational environment; internationalization of education, the axiological component of which is extrapolated through the system of higher education of Ukraine that is understandable for the international community, which is achieved through

integration with the European space of higher education and research space, ensuring competitiveness and strengthening the potential of higher education (Sheremet, 2022). In addition, it is obvious that modern social, political, and economic realities, transformational processes in the state education system, also significantly change established views regarding the professional level and personal qualities of a graduate of an educational institution (Sheremet, 2023). The level of his preparation must meet international standards that formulate the requirements of competitiveness not only in the labor market of Ukraine, but also in other foreign countries. A modern university graduate must demonstrate variability of knowledge, show interpersonal empathy and tolerance for any diversity, but also have developed prognostic and reflective skills, possess multicultural and inclusive competences, demonstrate professional mobility. The specialist must also be a part of the era of digitalization, which will enable competitiveness at the global level. Thus, professional training in the globalized world should include the following aspects: European integration and evaluation strategies; Role leadership; internationalization of the informal curriculum and the university environment; establishment of international relations, etc. (Sheremet, 2022).

Thus, the psychological and pedagogical conditions for the formation of psychological and professional intercultural readiness, and, therefore, intercultural competence of specialists in the field of social and inclusive education should be: psychological and reflective orientation of education; professional motivation, the presence of positive spiritual and moral qualities and emotional stimuli, immersion in active intercultural innovative activities, etc.

(Sheremet, 2022). It is the highlighted cross-cultural multi-vector model in the system of training specialists in the field of special and inclusive education, including post-graduate education, that makes it possible to form an international inclusive culture and reveal creative potential as a means of influencing the comprehensive development of general, professional and psychological and pedagogical characteristics, intercultural competences and abilities. Implementation of the newest paradigm of inclusive social and educational environment in the national society should become the basis of social security (Griban, 2021) responsibility and social cohesion of Ukrainian citizens, to which we plan to devote further systematic investigations.

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**КРОСКУЛЬТУРНА КОМПЕТЕНТНІСТЬ ЯК СКЛАДОВА ІНТЕГРАЦІЇ ДО  
ЄВРОПЕЙСЬКОГО НАУКОВО-ОСВІТНЬОГО ПРОСТОРУ**  
Супрун М. О., Супрун Д. М.

**Анотація.** Освітнє середовище ЗВО набуває універсальних характеристик, що дозволяє йому відображати та реагувати на запити учасників згуртованого суспільства. Саме в даному аспекті маємо досліджувати міжкультурну компетентність як складову інтеграції до європейського науково-освітнього простору. Для досягнення мети та завдань застосовано комплекс взаємодоповнюючих методів, а саме: теоретичні методи: (аналіз, синтез, порівняння, узагальнення); емпіричні (пряме та опосередковане спостереження, стандартизовані та адаптовані опитувальники, напівстандартизовані індивідуальні інтерв'ю), психодіагностичні методи та техніки дослідження; статистичний аналіз. Таким чином, за результатами дослідження стверджуємо, що сучасні соціально-політичні та економічні реалії, трансформаційні процеси в системі державної освіти суттєво змінюють усталені погляди на запит щодо професійного рівня та розвитку особистісних якостей спеціалістів. Безперечно, рівень підготовки має відповідати міжнародним стандартам, які формулюють вимоги конкурентоспроможності не лише на ринку праці України, а й інших зарубіжних країн. Сучасний випускник університету має продемонструвати не лише варіативність знань, виявляти міжособистісну емпатію та толерантність до будь-якої різноманітності, а й мати розвинені прогностичні та рефлексивні навички, володіти крос- та полікультурними компетенціями, демонструвати професійну мобільність.

**Ключові слова:** міжкультурна компетентність, інтернаціоналізація, вища освіта, мобільні міжнародні студенти, цінності освіти.