

УДК 377:005.336.2-057.87

DOI: <https://doi.org/10.17721/2616-7786.2020/6-1/7>

D. Kostenko, Dr. of Philosophy, Assist.
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine
ORCID iD 0000-0002-4030-2287
N. Chernukha, Dr. of Pedagogy, Prof.
Taras Shevchenko National University of Kyiv, Kyiv, Ukraine
ORCID iD 0000-0002-5250-2366

CONCEPTUAL AND STRUCTURAL ESSENCE OF INTERCULTURAL COMPETENCE IN THE STUDENTS OF THE 'INFORMATION TECHNOLOGY' BRANCH AT THE UNIVERSITY ENVIRONMENT

The article describes the components of the formation of intercultural competence of students of the branch of 'Information Technology'. It is found that students' intercultural competence consists of three key components, namely conceptual-value, personal-motivational and activity-behavioral. It is revealed that the identified components of intercultural competence correspond to such professional and personal characteristics of future specialists in the of the branch of 'Information Technology', such as: social activity, readiness to interact with representatives of different ethnic groups, divergence of behavior, empathy, personal stability, communication. The following structural components of students' intercultural competence were also emphasized: knowledgeable (cognitive), affective-volitional (emotional, axiological) and prognostic activity (behavioral). It is revealed that the following indicators are indicators of intercultural competence: completeness of content and strength of knowledge, knowledge of the essence of intercultural competence, awareness of its importance. The essence of the concept of 'criterion' and the formation of intercultural competence, namely its main components: value-motivational, cognitive, operational-technological, reflexive and personal. Three levels of intercultural competence formation in IT students were identified and the structure of these levels in determining the degree of intercultural competence formation of IT students in the university's educational environment.

Keywords: intercultural competence, component, criterion, indicator, information technology, structure, formation.

Introduction. The analysis of the scientific literature, theory, and part of the practice gives grounds for determining the components, criteria and indicators and the levels of formation of intercultural competence of students of the branch of 'Information Technologies' in the educational environment of the university. Reforming Ukraine's higher education system, taking into account European standards and experience, requires harmonization of criteria for assessing the quality of competences acquired. Criteria, indicators and levels of competence development of intercultural competence in students of the branch of 'Information Technology' in the educational environment of the university constitute the diagnostic tools necessary for the dynamics and comparison of students' educational achievements with the planned to acquire the amount of knowledge.

The aim of the study – to identify and explore the components, criteria, indicators and levels of intercultural competence in students of the branch of 'Information Technology' in the educational environment of the university, taking into account the specifics of professional activity.

Theoretical framework and research methods. There is no single well-defined approach in the contemporary psycho-pedagogical literature to distinguish the components of intercultural competence of the personal and professional quality of a future specialist in any field. Each scholar identifies, in his or her own views, the most important components of intercultural competence. From the standpoint of psychology and communication theory, there are different approaches to defining the structure of intercultural competence.

Thus, G. Chen and W. Starosta believe that the structure of intercultural competence has the following components, that is, personal qualities – traits that make up the personality of the individual. They are based on a unique experience of living in a native culture and partly reflect heredity. These include self-awareness, self-esteem, self-disclosure and self-relaxation; communicative skills – verbal and non-verbal behaviors and other skills that make us able to interact effectively with others. These include social skills, flexibility, ability to manage interaction; psychological adaptation – the ability to perceive another culture.

Psychological adaptation, which involves a complex process through which we acquire the ability to respond to another culture. The properties of this process are frustration, stress, alienation and uncertainty; awareness of the characteristics of our own culture that influence our behavior and thinking. These include social values, social norms, social customs and social systems [1].

According to Y. Todortseva, the structure of students' intercultural competence consists of three key components, namely: conceptual value, personality-motivational and activity-behavioral. The conceptual-value component of students' intercultural competence is expressed through a system of views, beliefs about the organization of the pedagogical process, among which are: the idea of spiritual freedom of man, recognition of the identity and uniqueness of each personality, belief in inexhaustible abilities and personality abilities, respect for human dignity. Personally-motivational component of students' intercultural competence is manifested by the nature of their emotional-positive attitude towards the participants of pedagogical interaction (kindness, courtesy, sincerity, loyalty, restraint, charity, empathy, justice, tolerance, etc.) the desire for dialogic relationships. The behavioral and behavioral component of intercultural competence is revealed through a system of ways of its pedagogical actions concerning the organization, control and evaluation of the quality of activity of participants of the educational process, including: acceptance and understanding of the personality of the student's personality, granting the right to express themselves, the ability to hide or smooth out negative feelings [2].

S. Ting-Toomey identifies the following components of intercultural competence: knowledge, understanding of important concepts of intercultural communication; attentiveness to one's own inner views, foresight and emotions, and at the same time a mood for knowing, the views of another; communicative skills, the key of which are observation, the ability to listen carefully, the identity of the individual and joint dialogue [3].

W. Gudykunst points to three components of intercultural competence: motivation (the need for predictability, the need to avoid feelings of excitement, the need to maintain a sense of self, the tendencies of approaching and distance);

knowledge (knowledge of how to gather information, knowledge of group differences, knowledge of personal similarities, knowledge of alternative interpretations); ability (the ability to be attentive, to convey uncertainty, to manage feelings of excitement, to adapt their own communication, to make correct predictions and to give correct explanations, the capacity for empathy) [4].

M. Byram views intercultural competence as a set of five elements: attitude (curiosity and openness, willingness to eliminate distrust of another culture and confidence in one's own); knowledge (social groups and their life activities in their own and other cultures and processes of social and individual interaction); ability to interpret and relate (ability to interpret a document or event in relation to another culture, to compare with a document from one's own culture); ability to make discoveries and interact (the ability to acquire new knowledge about another culture and the ability to operate knowledge, skills and relationships in the real practice of intercultural communication); critical awareness of culture (the ability to critically evaluate the perspectives, processes, and products of one's and other's culture [5].

I. Lokhmanova distinguishes such components as: cognitive (master's knowledge of basic normative-legal documents on intercultural competence, history and traditions of his and other peoples); sensually-emotional (formation of the general system of world outlook of the person, value orientations of future teachers); active (the need for compliance with the rules and rules of tolerant behavior) [6].

In particular, for example, O. Stoliarenko identifies the following components of intercultural competence: cognitive – involves understanding the ways of accepting oneself (intra-personal criterion: self-esteem, adequate self-esteem, freedom) and understanding the ways of accepting another person (inter-personal criterion: respecting one's individual personality social status, beliefs, religion); emotional-volitional – embraces the stability of emotional reactions, namely: balance, self-control, ability to restrain irritation, overwhelming positive emotions; practical – is the possession of the technique of tolerant interaction, tactics of constructive behavior in critical situations, which are reflected in assertive behavior, able to find a way out of a difficult situation, autonomy of behavior; motivational value – is the acceptance of the personality of philosophical, ethical, religious, universal and humanistic values; practical – manifested through manifestations of respect for personal dignity, understanding of another person's inner world, benevolence, condemnation of cruelty [7].

Results. The analysis of the scientific literature on the identified problem gives grounds to assert that the identified components of intercultural competence correspond to such professional and personal characteristics of future specialists in the branch of 'Information Technologies' such as:

- social activity (readiness to interact with representatives of different ethnic groups in different social situations in order to achieve goals and build constructive relationships in society);
- divergence of behavior (the ability to solve extraordinary problems set tasks, focus on finding multiple solutions); behavioral mobility (the ability to quickly change strategy or tactics in the light of complex circumstances);
- empathy (adequate representation of what is happening in the inner world of another person);
- stability of personality (formation of socio-moral motives of personality behavior in the process of interaction with people of other ethnic communities);
- communicativeness (willingness to perceive other people's opinions and evaluations as expressing their point

of view, which has the right to exist regardless of the degree of divergence with their own views, the ability to interact with different thinking individuals and the ability to negotiate).

In the works of Yu. Irkhina the following components of the formation of intercultural competence are distinguished from future specialists: cognitive-value, perceptual-emotional, reflexive-behavioral; cognitive, emotional-value, behavioral-activity [8]. It should be noted that these components of intercultural competence are characterized by specific indicators or criteria. Given the problem of research, the criterion should be understood as the quality, the property of the object under study, which makes it possible to judge its condition, levels of functioning and development. The term 'criterion' means an essential, characteristic feature on the basis of which is the assessment, determination or classification of something [9]; measure the definition or classification of something. Based on the definitions, in the framework of our study, we define the notion of 'criterion' as a characteristic feature, by which it is possible to evaluate the state of formation of intercultural competence of students of the branch 'Information Technologies' in the educational environment of the university [10].

Assessment of pedagogical phenomena requires a unified system of criteria that must meet certain requirements: objectivity, reliability, ease of measurement [11]. Among the additional features M. Pryazhnikov distinguishes the following: compactness, ease of use; a combination of qualitative and quantitative methods of assessment that relate not only to external actions and actions, but also to the inner world of the self-determined person; the clarity of the criteria for both the specialist and the subject; predictability of criteria, which allows not only to evaluate a certain level of self-determination, but also to trace its dynamics [12].

I. Bulakh demands that the criteria be used: the criteria are the result of a joint discussion and cooperation of well-informed experts; the criteria should be based on the test results obtained; establishing criteria requires expert conclusions [13].

In the view of I. Bloschynskyi, certain factors need to be taken into account in the selection of criteria: the development of criteria and indicators should proceed from the purpose of the study; the definition of criteria should not be influenced by the opinion of the subjects; the signs should be permanent; the main content of the criteria is characterized by a system of interrelated features [14].

Among the criteria for assessing the degree of development of intercultural competence N. Samoilenko defines: value-motivational (values and motives necessary for mastering and implementing intercultural communication); cognitive (knowledge necessary for intercultural interaction, skills of correct behavior); operational and technological (determines the level of development of skills that characterize a student's intercultural competence); reflexive (evaluation of the process of intercultural communication), personal (student's qualities influencing intercultural communication) [15].

It is worth noting that the criteria for the formation of intercultural competence in students of the branch of 'Information Technology' should meet the following requirements: objectivity, simplicity and ease of use, they should evaluate all aspects of the process of competence formation (goals, motives, conditions, results), evaluate the results of activity in the dynamics.

The analysis of works on the selection of criteria makes it possible to conclude that they reflect the structural components of intercultural competence, make it possible to evaluate them

qualitatively, take into account the peculiarities of pedagogical measures aimed at the formation of intercultural competence of students of the branch of 'Information Technology' in the educational environment of the university.

Based on the fact that the criteria are a set of objective and subjective indicators that give a qualitative description of the state of formation of intercultural competence of future professionals, based on which are revealed its essential properties and the extent of manifestation in the activity, we can characterize the set of indicators of the criteria identified: professional focus on self-realization, culture, interethnic interaction, language, professional literacy, focus on activities in a multicultural society, empathy, tolerance.

A number of criteria for the formation of intercultural competence should also include: socio-cultural knowledge, manifestations of spiritual culture and, national consciousness, personal characteristics that lead to a respectful attitude towards representatives of another culture (tolerance and empathy) [16].

Based on the analysis of the works of O. Hryva [17], we have identified the following criteria of intercultural personality competence in students of the branch 'Information Technologies', which are defined as integrative characteristics of a tolerant personality: tolerance, empathy, communicativeness, stress resistance, social activity, intelligence, intelligence, intelligence intellectuality. These criteria can be used in the education system to form intercultural competence in student youth for setting tasks, designing educational process, diagnostics, personal and group development, for evaluating results.

According to V. Ternopil'ska and O. Derevianko, the indicators are quantitative or qualitative characteristics of the quality formation, properties, characteristics of the object being studied, the degree of formation of this or that criterion [18].

Indicators of intercultural education in this case are the following: completeness of content and strength of knowledge, knowledge of the essence of intercultural competence, awareness of its importance. Indicators of willingness to cooperate are acceptance of others, activity in social relations, desire of the individual to build partnerships and assistance, awareness of the emotional state of others. In turn, indicators of tolerant behavior are restraint, communicative competence, self-control, as well as the realization of intercultural values in all situations [19].

According to A. Batarshchuk, future teachers of institutions of higher education should be characterized by the following manifestations of intercultural competence: focus on interpersonal relationships, high level of communicative culture, capacity for compassion, adequacy in decision making, impartiality of language, custom language, language the ability to control oneself and the desire to help people [20].

Taking into account the theoretical analysis of components, criteria and indicators and levels of intercultural competence formation in the structure of intercultural competence in students of the branch of 'Information Technologies' in the educational environment of the university, we have determined the cognitive, emotional-value and practical-activity components. The criterion of the cognitive component is the set of knowledge that represents intercultural competence. It is termed through such indicators as: knowledge of the content and components of the concept of 'intercultural competence', systems of legal knowledge regarding the regulation of intercultural relations, awareness of the need for mutual understanding and interaction between ethnic communities [21;22], cultural competence as a value, an emotional assessment of one's own knowledge about the essence of intercultural competence, the degree of desire to acquire knowledge,

skills of intercultural competence. The criterion of the practical-activity component is the development of skills of students in the branch of 'Information Technologies' to realize intercultural competence in the educational environment of the university and society, in general. It is defined by the following indicators: the formation of skills, skills of 'intercultural competence' in interaction with representatives of different ethnic groups in real situations, self-regulation of behavior on the basis of 'intercultural competence' in relationships.

In our opinion, each criterion of intercultural competence is characterized by a certain degree of manifestation of the characterized indicators. The criteria we define can be shaped in the form of students' knowledge, skills and abilities at different levels. Under the level we understand the degree of qualitative manifestation of indicators of intercultural competence.

It should be noted that in the psychological and pedagogical literature there are different approaches to the levels of manifestation of intercultural competence of the individual.

Exploring the degree of mastery of multicultural knowledge, L. Chumak identifies active-creative (high), consciously situational (medium), reproductive (low) levels. The active and creative level is characterized by the formation of a stable value attitude towards humanity, those around them, towards themselves; knowledge of the essence of the concepts of 'moral values', 'national and universal culture', 'tolerance', readiness for dialogue and cooperation with representatives of different cultures to preserve their identity; willingness to help people of different nationalities. The level of awareness presents partial ideas about the importance of manifesting morality and tolerance in society; fragmented formation of value attitude towards representatives of other nationalities; partial readiness for dialogue of cultures, cooperation, positive interaction, partly formed desire to help. The reproductive level refers to those who lack the motivation to understand the need for morality and tolerance as personal and moral qualities; knowledge about national and universal moral values and tolerance superficial or absent, not formed value attitude to representatives of other nationalities [23].

For our study, an interesting, productive position is I. Krutova, which substantiates three levels of intercultural competence: the level of restraint of a negative response to a morally significant factor that excludes violence and is based on empathy (the level of display of tolerance). The following may not be manifestations of tolerance: reaction slowness, indecision, inability to value analysis, outright indifference; the level of willingness to understand one another on the basis of human values and the recognition of the right to exist; the level of critical dialogue and the expansion of one's own experience based on critical thinking [24].

It should be noted that in determining the degree of formation of intercultural competence in students of the branch 'Information Technology' in the educational environment of the university, it is advisable to distinguish the following structure of levels:

- high (interculturally valuable and personally meaningful),
- Intermediate (interculturally oriented),
- low (multicultural-disoriented).

Taking into account the specificity of professional activity, in the process of which specialists in the branch of 'Information Technology' have to establish relationships with all participants of the professional process, regardless of their views and beliefs, behavior, it can be concluded that a

successful specialist should have the ability to interact in the intercultural interaction the highest level.

Conclusions. Thus, the process of formation of intercultural competence in students of the branch 'Information Technology' in the educational environment of the university has purposeful character of theoretical as well as practical training in terms of vocational training with orientation to structural components, criteria and levels of formation of the determined personal and professional quality of future specialists.

References

- Chen G.M., Starosta W. J. Foundations of Intercultural Communication. Lanham : University Press of America, 2005.
- Todorceva Yu. V. Pedagogika tolerancnosti: [metodichni rekomendaciyi]. Odesa : SVD Cherkasov M.P., 2004.
- Ting-Toomey S. Communicating across Cultures. New York: The Guilford Press, 1999.
- Gudykunst W. Communication with strangers: An approach to intercultural communication. Boston : McGrawHill, 1997.
- Byram M. Teaching and assessing intercultural communicative competence. Clevedon: Multilingual Matters, 1997.
- Lohmanova I. M. Stanovlenie pedagogicheskoy tolerancnosti sovremennogo uchitelya. *Chelovek i obrazovanie*. №3, 2011.
- Stolyarenko O. V. Tolerancnost v obshej sisteme formirovaniya cennostnogo otnosheniya k cheloveku u sovremennoj molodezhi. *Pedagogicheskoe obrazovanie i nauka*. № 12, 2008.
- Irkhina Yu. V. Formuvannya profesiinoi tolerancnosti maibutnih vykladachiv vyshchoi shkoly : avtoref. dys. na zdobuttia nauk. stupenia kand. ped. nauk. spets. 13.00.04 "Teoriya ta metodyka profesiinoi osvity". Odesa, 2011.
- Dobrovitska O. O. Stan sformovanosti tolerancnosti u studentiv VNZ v umovakh integrovanoho navchalnoho seredovyscha. *Zbirnyk naukovykh prats Khmelnytskoho in.-tu sots. tekhnolohii un.-tu "Ukraina"*. №3, 2011.
- Slovnnyk ukrainskoi movy : u 11 t. AN URSR. Instytut movoznavstva / za red. I. K. Bilodida. Kyiv : Naukova dumka, 1973.
- Iezhova O. O. Kryterialnyi pidkhd do otsinky rinvna sformovanosti tsinnisnogo stavleniia do zdorovia uchnivskoi molodi. *Teoretyko-metodychni problemy vykhovanniia ditei ta uchnivskoi molodi*. zb. nauk. prats. Vyp. 14. Kn. 2. Kamianets-Podilskyi : Vyd-vo D. H. Zvoleiko, 2010.
- Pryazhnikov N. S. Psihologicheskij smysl truda : ucheb. posob. k kursu "Psihologiya truda i inzh. psihologiya". akad. ped. i soc. nauk; Mosk. psihol.-soc. in-t. Moskva : In-t prakt. psihologii; Voronezh: NPO "MODEK", 1997.
- Bulakh I. Ye. Suchasni pidkhody do vstanovlenniia kryteriiu "sklav / ne sklav" u systemi amerykanskykh medychnykh litsenziinykh ispytyv. *Pedahohika i psykholohiia*. № 3, 1997.
- Bloshchynskiy I. H. Obhruntuvanniia kryteriiu i pokaznykiv efektyvnosti protsesu formuvanniia adekvatnoi samoostinky kursantiv u navchalnomu protsesi VVZO. *Naukovi zapysky*, 2001.
- Samoilenko N. B. Teoretychni ta metodychni zasady formuvanniia mizhkulturnoi kompetentnosti maibutnih fakhivtsiv humanitarnoho profilu u vyshchykh pedahohichnykh navchalnykh zakladakh : avtoref. dys. na zdobuttia nauk. stupenia d-ra ped. nauk : 13.00.04. Kyiv, 2014.
- Brovko K. A., Ternopil'ska V. I. Corporate culture of personality: psychological aspects. *Topical issues of contemporary science: Collection of scientific articles*. C.E.I.M., Valencia, Venezuela, 2017.
- Hryva O. A. Sotsialno-pedahohichni osnovy formuvanniia tolerancnosti u ditei i molodi v umovakh polikulturnoho seredovyscha. Kyiv: PARAPAN, 2005.
- Ternopil'ska V. I., Derevianko O. V. Vyznachenniia kryteriiu sformovanosti profesiinoi kompetentnosti maibutnih hirnychykh inzheneriv. *Naukovyi chasopys Natsionalnoho pedahohichnoho universytetu imeni M. P. Drahomanova. Seriya 5. Pedahohichni nauky*. Vyp. 31, 2010.
- Doklad mezhdunarodnoj komisii po obrazovaniyu, predstavlenyj YuNESKO "Obrazovanie: sokrytoe sokrovishhe". M.: YuNESKO, 1997.
- Batarshiev A. V. Diagnostika professionalno vazhnykh kachestv / Batarshiev A. V., Alekseeva I. Yu., Majorova E. V. SPb.: Piter, 2007.
- Verbickij A. A. Lichnostnyj i kompetentnostnyj podhody v obrazovanii: problemy integracii. M.: Logos, 2009.
- Verbytskyj O. V. Teoretychni zasady vykhovanniia u molodi mizhetnichnoi tolerancnosti. *Problemy osvity: nauk. zb. / MONMS Ukrainy, In-t innovatsiinykh tekhnolohii i zmistu osvity*. Vyp. 73, 2012.
- Chumak L. V. Polikulturne vykhovanniia uchniv serednikh (5-8) klaviv v umovakh rodynno-shkilnoho osvitnoho prostoru : avtoref. dys. na zdobuttia nauk. stupenia kand. ped. nauk : 13.00.07. Ternopil, 2011.
- Krutova I. B. Formirovanie u starsheklassnikov otnosheniya k tolerancnosti kak socialno znachimoy cennosti v obuchenii humanitarnym disciplinam : avtoref. dis. na zdobuttia nauk. stupenyia kand. ped. nauk : spec.13.00.01 "Obshaya pedagogika, istoriya pedagogiki i obrazovaniya". Volgograd, 2002.

Список використаних джерел

- Chen G.-M. Foundations of Intercultural Communication. – 2nd edn. / G.-M. Chen, W. J. Starosta. – Lanham, MD : University Press of America, 2005.
- Тодорцева Ю. В. Педагогіка толерантності : метод. рекомендації / Ю. В. Тодорцева. – Одеса : СВД Черкасов М.П., 2004. – 90 с.
- Ting-Toomey S. Communicating across Cultures / S. Ting-Toomey. – N.Y. : The Guilford Press, 1999.
- Gudykunst W. Communication with strangers: An approach to intercultural communication / W. Gudykunst, Y. Y. Kim. – Boston : McGrawHill, 1997. – 112 p.
- Byram M. Teaching and assessing intercultural communicative competence / M. Byram. – Clevedon : Multilingual Matters, 1997.
- Лохманова И. М. Становление педагогической толерантности современного учителя / И. М. Лохманова, Л. М. Федоряк // Человек и образование. – 2011. – № 3. – С. 32–35.
- Столяренко О. В. Толерантність в общій системі формування ціннісного відношення к человеку у сучасній молодіжі / О. В. Столяренко // Педагогічне освітання і наука. – 2008. – № 12. – С. 78–83.
- Ірхіна Ю. В. Формування професійної толерантності майбутніх викладачів вищої школи : автореф. дис. ... канд. пед. наук : спец. 13.00.04 "Теорія та методика професійної освіти" : зб. наук. праць Хмельницького ін-ту соц. технологій Ун-ту "Україна" / Ю. В. Ірхіна. – Одеса, 2011. – 20 с.
- Добровіцька О. О. Стан сформованості толерантності у студентів ВНЗ в умовах інтегрованого навчального середовища / О. О. Добровіцька. – 2011. – № 3. – С. 19–24.
- Словник української мови : в 11 т. / АН УРСР. Ін-т мовознавства / за ред. І. К. Білодіда. – К. : Наук. думка, 1973. – 840 с.
- Єжова О. О. Критеріальний підхід до оцінки рівня сформованості ціннісного ставлення до здоров'я учнівської молоді. Теоретико-методичні проблеми виховання дітей та учнівської молоді : зб. наук. праць / О. О. Єжова. – Кам'янець-Подільський : Вид-во Д. Г. Зvoleiko, 2010. – Вип. 14. – Кн. 2. – С. 311–322.
- Пряжников Н. С. Психологический смысл труда : учеб. пособ. к курсу "Психология труда и инж. психология" / Акад. пед. и соц. наук; Моск. психол.-соц. ин-т / Н. С. Пряжников. – М. : Ин-т практ. психол.; Воронеж : НПО "МОДЭК", 1997. – 351 с.
- Булах І. Є. Сучасні підходи до встановлення критерію "склав/не склав" у системі американських медичних ліцензійних іспитів / І. Є. Булах // Педагогіка і психологія. – 1997. – № 3. – С. 230–236.
- Блощинський І. Г. Обґрунтування критеріїв і показників ефективності процесу формування адекватної самооцінки курсантів у навчальному процесі ВВЗО / І. Г. Блощинський // Нау. записки. – 2001. – Вип. 4. – С. 74–76.
- Самойленко Н. Б. Теоретичні та методичні засади формування міжкультурної компетентності майбутніх фахівців гуманітарного профілю у вищих педагогічних навчальних закладах : автореф. дис. ... д-ра пед. наук : 13.00.04 / Н. Б. Самойленко. – К., 2014. – 40 с.
- Brovko K. A. Corporate culture of personality: psychological aspects / K. A. Brovko, V. I. Ternopil'ska // Topical issues of contemporary science: Collection of scientific articles. – C.E.I.M.; Valencia; Venezuela, 2017. – P. 176–178.
- Грива О. А. Соціально-педагогічні основи формування толерантності у дітей і молоді в умовах полікультурного середовища / О. А. Грива. – К. : ПАРАПАН, 2005. – 227 с.
- Тернопільська В. І. Визначення критеріїв сформованості професійної компетентності майбутніх гірничих інженерів / В. І. Тернопільська, О. В. Дерев'яно // Наук. часопис Нац. пед. ун-ту імені М. П. Драгоманова. Серія 5. Педагогічні науки. – 2010. – Вип. 31. – С. 264–267.
- Доклад международной комиссии по образованию, представленный ЮНЕСКО "Образование: сокровитное сокровище". – М. : ЮНЕСКО, 1997.
- Батаршев А. В. Диагностика профессионально важных качеств / А. В. Батаршев, И. Ю. Алексеева, Е. В. Майорова. – СПб. : Питер, 2007. – 192 с.
- Вербицкий А. А. Личностный и компетентностный подходы в образовании: проблемы интеграции / А. А. Вербицкий, О. Г. Ларионова. – М. : Логос, 2009. – 336 с.
- Вербицкий О. В. Теоретичні засади виховання у молоді міжетнічної толерантності / О. В. Вербицкий // Проблеми освіти : наук. зб. / МОНМС України, Ін-т інноваційних технологій і змісту освіти. – К., 2012. – Вип. 73. – С. 211–215.
- Чумак Л. В. Полікультурне виховання учнів середніх (5–8) класів в умовах родинно-шкільного освітнього простору : автореф. дис. ... канд. пед. наук : 13.00.07 / Л. В. Чумак. – Тернопіль, 2011. – 20 с.
- Крутова И. В. Формирование у старшеклассников отношения к толерантности как социально значимой ценности в обучении гуманитарным дисциплинам : автореф. дис. ... канд. пед. наук : спец. 13.00.01 "Общая педагогика, история педагогики и образования" / И. В. Крутова. – Волгоград, 2002. – 237 с.

Надійшла до редколегії 05.02.2020
Рецензована 14.02.2020

Д. Костенко, д-р філос. у галузі держ. упр., асист.
Київський національний університет імені Тараса Шевченка, Київ, Україна
ORCID iD 0000-0002-4030-2287
Н. Чернуха, д-р пед. наук, проф.
Київський національний університет імені Тараса Шевченка, Київ, Україна
ORCID iD 0000-0002-5250-2366

КОНЦЕПТУАЛЬНА ТА СТРУКТУРНА ХАРАКТЕРИСТИКА МІЖКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ У ГАЛУЗІ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ В ОСВІТНЬОМУ СЕРЕДОВИЩІ УНІВЕРСИТЕТУ

Зазначено, що структура міжкультурної компетентності студентів складається із трьох провідних компонентів, а саме: концептуально-ціннісного, особистісно-мотиваційного та діяльнісно-поведінкового. З'ясовано, що означені компоненти міжкультурної компетентності відповідають таким професійно-особистісним характеристикам майбутніх фахівців у галузі інформаційних технологій, як соціальна активність, дивергентність поведінки, емпатія, стійкість особистості, комунікативність. Наголошено на таких структурних компонентах міжкультурної компетентності студентів, як знаннявий (когнітивний), афективно-вольовий (емоційний, аксіологічний) та прогностично-діяльнісний (поведінковий). Розкрито, що показниками міжкультурної компетентності є повнота змісту та міцність знань, пізнання суті міжкультурної компетентності, усвідомлення її значущості. Проаналізовано три рівні сформованості міжкультурної компетентності та структуру цих рівнів при визначенні ступеня сформованості міжкультурної компетентності у студентів галузі "Інформаційні технології" в освітньому середовищі університету. Зазначено, що критерії сформованості міжкультурної компетентності у студентів галузі "Інформаційні технології" мають відповідати таким вимогам, як об'єктивність, простота і зручність у використанні, оцінювати всі аспекти процесу формування компетентностей та результати діяльності в динаміці.

Ключові слова: міжкультурна компетентність, компонент, критерій, показник, інформаційні технології, структура, сформованість.

Д. Костенко, д-р філос. в сфері гос. упр., асист.
Киевский национальный университет имени Тараса Шевченко, Киев, Украина
ORCID iD 0000-0002-4030-2287
Н. Чернуха, д-р пед. наук, проф.
Киевский национальный университет имени Тараса Шевченко, Киев, Украина
ORCID iD 0000-0002-5250-2366

КОНЦЕПТУАЛЬНАЯ И СТРУКТУРНАЯ ХАРАКТЕРИСТИКА МЕЖКУЛЬТУРНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ В ОБЛАСТИ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ УНИВЕРСИТЕТА

Показано, что структура межкультурной компетентности студентов состоит из трех ведущих компонентов, а именно: концептуально-ценностного, личностно-мотивационного и деятельно-поведенческого. Установлено, что указанные компоненты межкультурной компетентности соответствуют таким профессионально-личностным характеристикам будущих специалистов в области информационных технологий, как социальная активность, дивергентность поведения, эмпатия, устойчивость личности, коммуникативность. Обусловлено, что межкультурная компетентность студентов состоит из трех ведущих компонентов, а именно: концептуально-ценностного, личностно-мотивационного и деятельно-поведенческого. Сделан акцент на таких структурных компонентах межкультурной компетентности студентов, как знаниевый (когнитивный), аффективно-волевой (эмоциональный, аксиологический) и прогностно-деятельностный (поведенческий). Раскрыто, что показателями межкультурной компетентности являются полнота содержания и прочность знаний, познания сущности межкультурной компетентности, осознание ее значимости. Проанализированы три уровня сформированности межкультурной компетентности студентов в области информационных технологий и структура этих уровней при определении степени сформированности межкультурной компетентности студентов в области "Информационные технологии" в образовательной среде университета. Отмечено, что критерии сформированности межкультурной компетентности студентов в области информационных технологий должны отвечать таким требованиям, как объективность, простота и удобство в использовании, оценивать все аспекты процесса формирования компетенций и результаты деятельности в динамике.

Ключевые слова: межкультурная компетентность, компонент, критерий, показатель, информационные технологии, структура, сформированность.