



Zhytomyr Ivan Franko State University Journal.
Pedagogical Sciences. Vol. 3 (102)

Вісник Житомирського державного
університету імені Івана Франка.
Педагогічні науки. Вип. 3 (102)

ISSN (Print): 2663-6387

ISSN (Online): 2664-0155

TERTIARY EDUCATION

ПЕДАГОГІКА ВИЩОЇ ШКОЛИ

UDC 378.15

DOI 10.35433/pedagogy.3(102).2020.15-25

SOME ASPECTS OF THE ESSENCE OF INTERCULTURAL COMMUNICATIVE COMPETENCE WITH THE FUTURE SPECIALISTS OF HIGHER EDUCATION

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The study outlines important aspects of the formation of highly qualified specialists, which helps to increase the efficiency of professional activity of the individual, such as communication, through which the transfer of a significant amount of information important for professional decision-making is conducted. It was found that the formation of intercultural communicative competence is an important component for the training of foreign students, because they live and study in a different cultural and professional space. In the analysis of scientific sources it is proved that the concept of "competence" is already quite established in psychological and pedagogical science. Most modern scientists include in this concept a number of components, namely: a set of knowledge, skills, abilities acquired by the subject in the learning process. Professional activities and communication are deeply interrelated processes.

It was found that one of the foundations of successful professional communication in an intercultural environment is not only perfect knowledge of the profession, but also sociolinguistic and sociocultural competencies, which are one of the elements of foreign language communicative competence and are formed during foreign language learning. During professional communication in the intercultural environment there is interpersonal cognition. In particular, the professional culture of a student-foreigner future specialist as a set of practical and spiritual attributes that determine the quality of his professional activity is closely related to his/her intellectual, general pedagogical and psychological, methodological and informational, theoretical, practical and cultural activities. Such education will enable the specialist to adapt to the dynamic change of

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conditions, professional development, shifting profession and competitiveness in the labor market. Not only the set of knowledge and skills that the future specialist needs to master, but also obtaining the necessary basic complex of basic information and skills, the readiness for independent research and development, the introduction of new techniques and techniques, that is, the professional competence, are at the forefront.

We came to the conclusion that according to the scientist's theory, we claim that professional self-realization is an important component of the system of personal self-development, professional competence of a modern specialist, as it is a conscious activity aimed at improving their personality in accordance with professional requirements.

Key words: competence, professional communication, intercultural communicative competence, foreign language communicative competence, higher education, professional communication, professional competence.

ДЕЯКІ АСПЕКТИ СУТНОСТІ МІЖКУЛЬТУРНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ З ВИЩОЮ ОСВІТОЮ

О. С. Білоус, О. В. Волошина

У дослідженні проаналізовано важливі аспекти формування висококваліфікованих спеціалістів, які сприяють підвищенню ефективності професійної діяльності особистості, зокрема комунікація, за допомогою якої здійснюється передача значного обсягу інформації, важливої для прийняття професійного рішення. Професійна діяльність і спілкування є глибоко взаємопов'язаними процесами. Цей взаємозв'язок продемонстровано на прикладі підготовки студентів-іноземців.

З'ясовано, що однією із засад успішного професійного спілкування у міжкультурному середовищі є не лише досконале знання професії, але й соціолінгвістична та соціокультурна компетентності, які є одними з елементів іншомовної комунікативної компетентності, та які формуються впродовж вивчення іноземної мови як спільної мови спілкування у полікультурному середовищі. Під час професійного спілкування у міжкультурному середовищі відбувається міжособистісне пізнання.

Зокрема, професійна культура студента-іноземця майбутнього фахівця як сукупність практичних і духовних надбань, що визначають якість його професійної діяльності, тісно пов'язана з його інтелектуальною, загальною педагогічною та психологічною, методичною та інформаційною, теоретичною, практичною діяльністю, мовною та моральною культурою. Така освіта забезпечить можливість адаптації спеціаліста до динамічної зміни умов, підвищення кваліфікації, зміни професії і конкурентоспроможності на ринку праці. На перший план виступає не лише певний набір знань та вмінь, які повинен засвоїти майбутній фахівець, а й отримання ним необхідного базисного комплексу основної інформації та навичок, сформована готовність до самостійного дослідження та розвитку, впровадження нових технік та методик, тобто сформована професійна компетентність.

Крім того, виявлено, що для підготовки студентів-іноземців важливою складовою є формування міжкультурної комунікативної компетентності, тому що проживають та навчаються вони в умовах іншого культурного та професійного простору. В аналізі наукових джерел доведено, що поняття "компетентність" є вже досить усталеним у психолого-педагогічній науці. Більшість сучасних вчених включають в це поняття: сукупність знань, умінь, навичок, засвоєних суб'єктом у процесі навчання.

Ключові слова: компетенція, професійна комунікація, міжкультурна комунікативна компетентність, іншомовна комунікативна компетентність, вища освіта, професійне спілкування, професійна компетентність.

Introduction of the issue. Ukraine's integration into the European

educational and scientific space places new demands on the level of training of

future specialists with higher education. Creating new conditions for teaching and educating students is aimed at providing better and more comprehensive training of highly qualified specialists. The peculiarity of the current stage of society is the globalization of the world in general, the rapprochement of countries and peoples, strengthening their interaction, changes in values, life prospects, attitudes, needs of people, expanding intercultural contacts in personal and professional spheres, which leads to the transformation of education tasks of preparing young people for life in a multicultural environment, for dialogue and intercultural communication. One of the important aspects of the formation of highly qualified specialists, which helps to increase the efficiency of professional activity of the individual, is communication, through which the transfer of a significant amount of information important for professional decision-making.

And for the training of foreign students an important component is the formation of intercultural communicative competence, because they live and study in a different cultural and professional space. A successful studying process can be achieved when a teacher of higher education sees not only a student, but a person, a future employee in the chosen speciality. The skill of the teacher is the ability to organize joint work taking into account the characteristics of each student, to properly assess it, which allows to create a creative atmosphere in the classroom, to encourage him, to perceive the practical and professional orientation of the educational process, its usefulness and necessity. Every teacher should be interested in ensuring that the studying process achieves its goal

Current state of the issue. Analysis of scientific literature sources showed that the problem of communication,

professional communication, professional communication in an intercultural environment, intercultural communication and related problems of competencies are covered by both domestic and foreign scholars, including G. Andreeva, O Volobueva, K. Oleksandrenko, L. Orban Lembrik, M. Canale, E. Frendo, W. Gudykunst, R. Wiseman and others. Contemporary domestic and foreign researchers, in particular J. Raven, V. Hutmacher, I. Zyazyun, T. Ivanova, N. Kolominsky, S. Klepko, V. Kraevsky, A. Markova, N. Nychkalo, O. Ovcharuk, A. Khutorsky and others. Currently, there are works in which certain problems of formation of professional communication of specialists (L. Baranovska, S. Goncharenko, L. Nechiporenko, N. Nychkalo) are analyzed, including aspects of communicative competence (D. Godlevska, G. Danchenko, S. Kozak, V. Kunitsyna, Y. Emilyanov, Y. Zhukov, I. Zymnya, M. Lisina, L. Petrovska, etc.).

Outline of the unresolved issues brought up in the article. Studies and analysis of research on this issue have shown that the problem of formation of intercultural communicative competence of future professionals with higher education in higher educational institutions of Ukraine is not sufficiently studied, and in the psychological and pedagogical literature [10: 106].

The development of human self-processes is actively taking place in professional training, says L. Rybalko. The main idea of the theory and methods of vocational education is to create conditions for the disclosure and development of the internal potential of each future specialist, the formation of his positive "Jacoconcept" in the process of mastering the basics of professional activity. The transfer of reserve potential from the state of potential to the actual, the acquisition of personal and professional maturity,

the formation of professionalism, stimulating the achievement of acme are guidelines for radical changes in the training of future professionals [13].

In particular, as M. Vatkovska emphasizes that for Ukraine the study of the process of self-realization of the individual in the educational space is additionally updated by a number of features of national development. First, it is a systemic modernization reforms of the domestic education system, aimed at its integration into the European and world educational space. Secondly, it is 72 the formation of a democratic society in the country with a gradual transition to humane-centric and civil law principles of governance. Third, it is a national-cultural revival, which puts among the main priorities of social development self-identification and its rooting in the national tradition, as well as the problems of multiculturalism, intercultural dialogue and intercultural synthesis.

Analysis of scientific sources proves that the concept of "competence" is already quite established in psychological and pedagogical science. Most modern scientists include in this concept: a set of knowledge, skills, abilities acquired by the subject in the learning process [4].

Results and discussion. The requirements of modernity determine the modernization of the education system of Ukraine on the principles of democratization, humanization, differentiation, orientation to the individual. The Law of Ukraine "On Higher Education" and other normative documents emphasize that the quality of higher education is determined by a set of systematized knowledge, skills and practical skills, ways of thinking, professional, ideological and social qualities, moral and ethical values and competencies acquired in higher education establishment.

Professional activities and communication are deeply interrelated processes. Communication helps not

only to organize activities, but also promotes the emergence of new connections and relationships between people. In the current conditions of global geopolitical and integration changes, the flourishing of international relations and the establishment of international business relations, it is important to develop skills of professional communication in an intercultural environment during the professional language training of specialists in various fields of economic activity. It should also be added that modern requirements for the free movement of professionals across national borders and cultural barriers require knowledge of a foreign language common to communicate with international partners and a willingness to work under the influence of other cultures in a different work environment.

Professional communication has its varieties according to the field of activity, but in any case, professional communication is an organized process of messaging, aimed at establishing mutual understanding and mutual knowledge between the participants of professional interaction in a particular activity. Professional communication in an intercultural environment is a process of professional communication between representatives of different cultures through the verbal means of the language of joint communication and common systems of signs of nonverbal communication. One of the foundations of successful professional communication in an intercultural environment is not only perfect knowledge of the profession, but also sociolinguistic and sociocultural competences, which are one of the elements of foreign language communicative competence and are formed during foreign language learning as a common language of communication in a multicultural environment. During professional communication in the intercultural

environment there is interpersonal cognition between the participants of the communication process, which is characterized by emotional-rational and abstract-logical assessment of some participants by others, empathic understanding and acceptance, interpretation of information and actions of other participants, forming a holistic view of other cultures, individuals, predicting changes in the behavior of their colleagues, building their own strategy of behavior [12].

The basics of knowledge of intercultural communication and formed sociocultural, sociolinguistic, intercultural communicative and other types of competencies acquired during the study of a foreign language are the basis for the success of future professional activities in general and intercultural professional communication in particular. Therefore, it is extremely important to provide measures in the educational process, which would, firstly, allow to form the amount of knowledge and skills necessary for further professional activity in an intercultural environment, and secondly, at the same time the psychological readiness of future professionals for such activities. Among the end results of learning a foreign language in a professional field, it is worth highlighting a set of skills that are key to effective professional communication in an intercultural environment, and are a guarantee of psychological readiness for this type of activity; namely - attentiveness, tolerance for ambiguity (words, phrases, actions, gestures, etc.), the ability to overcome anxiety, the ability to emphasize, the ability to adapt the course of the communication process, the ability to make accurate predictions and explanations. All the above abilities can also be attributed to the components of the strategic component of communicative competence.

From the standpoint of psychology and communication theory, there are

different approaches to determining the structure of intercultural competence. Thus, G. M. Chen and J. Starosta believe that it has the following components: personality traits – traits that make up the personality of the individual. They are based on the unique experience of living in a native culture and partially reflect heredity. These include self-awareness, self-esteem (self-esteem), self-disclosure and self-relaxation; communication skills - verbal and non-verbal behavior and other skills that make us able to interact effectively with other people. These include social skills, flexibility, the ability to manage interaction; psychological adaptation - the ability to perceive another culture. Psychological adaptation entails a complex process through which we learn the ability to conform to another culture. The properties of this process are frustration, stress, alienation and uncertainty; awareness of the peculiarities of our own culture that affect our behavior and thinking. These include social values, social norms, social customs and social systems [6: 63].

O. Bastrakova defines psychological readiness for professional activity as a stable characteristic of a person, an essential prerequisite for purposeful activity, which allows a person to perform their professional duties, using existing experience, knowledge, personal qualities, as well as restructure their activities in unforeseen professional situations [2].

S. Zueva believes that professional activity, which is reflected in the human mind as a space of self-realization, can provide three aspects of self-realization: psychological, socio-cultural and instrumental. The psychological aspect of self-realization appears as an awareness and expression of personal potential in professional activities. The instrumental aspect of self-realization involves the demand and use of

potentials, resources, experience in the form of knowledge, skills, abilities, human abilities. The socio-cultural aspect is manifested in the awareness and fulfillment of the individual's mission through his/her professional activities in relation to other people, society, humanity. Probably, such a construct of professional activity, which is formed in the human mind, contributes to the successful self-realization of the individual [5]. In recent years, the leading problem of pedagogy is the process of self-realization of future professionals,

interpreted as a result of conscious, appropriate disclosure of their capabilities and creative abilities, says G. Matukova. Formation of professionalism at realization by the person of the potential opportunities, real definition of the vital purpose and gradual achievement of the outlined prospects characterizes today as process of self-realisation.

The problem of professional self-realization of the individual in various aspects was studied by the following scientists (Tab. 1):

Table 1

Problem of professional self-realization of the individual in various aspects

Author	Aspect(s)
Ya. Absalyamova	motivation of a teacher of foreign languages of a technical university to professional self-realization
O. Artemova	professional self-realization of the individual in modern conditions
O. Bezdudna	professional self-realization of college students
O. Bogatyreva	professional self-realization in the space of personal development
N. Borytko	essential characteristics of professional and personal self-realization of the future teacher
S. Gerasin	psychological assistance to vocational school students in forming their readiness for professional self-realization
V. Gupalovska	professional self-realization as a factor in the formation of a woman's personality
A. Zarytska	acmeological principles of professional self-realization of the future music teacher
S. Zueva	self-realization of the individual in professional activity
L. Kaidalova	professional self-realization and self-development of the teacher
N. Kanyosa	motives of educational and professional self-realization of students of higher pedagogical educational institutions
Z. Kryzhanovska	motivational factors of professional self-realization of preschool specialists
V. Kulish	features of awareness of future psychologists of the prospects of professional self-realization
I. Lebedyk	preparation of future 49 foreign language teachers for professional self-realization in the process of studying professional disciplines
A. Lisnychenko	preparation of the future teacher for creative self-realization in professional activity
V. Mazin	formation of the culture of professional self-

Author	Aspect(s)
	realization of future physical education teachers
S. Maksymenko	structure and personal determinants of professional self-realization of the subject)
T. Maslov	conditions of professional self-realization of teachers
O. Milinis	methodological guidelines for researching the problem of professional self-realization of future teachers
V. Mosiychuk	psychological features of educational and professional self-realization of future psychologists in the conditions of crises of professional training
V. Myalenko	psychological features of professional self-realization of modern Ukrainians
V. Osyodlo	psychological meaning of the concept of "professional self-realization"
K. Poseletskaya	professional self-realization of student youth as a pedagogical problem
A. Prus	categorical analysis of the concepts of "self-realization" and "professional self-realization"
L. Rybalko	acmeological principles of professional and pedagogical self-realization of the future teacher
N. Szeged	preparation of the future music teacher for professional self-realization
K. Sergeeva	ability to professional self-realization of masters of music and pedagogical education
M. Sitnikov	formation of the culture of professional and pedagogical self-realization of the teacher
V. Slivinsky	acmeological dimension of professional self-realization of a specialist
L. Sluzhynska	preparation of the future manager-economist for professional self-realization
N. Starynska	adaptive potential as a factor of professional self-realization of the individual
O. Uhryn	family identification as a factor of psychological readiness for professional self-realization of a student's personality
I. Feynman	formation of readiness of future air traffic controllers for professional self-realization
I. Kharkavtsiv	development of pedagogical creativity of a teacher in the process of professional self-realization
M. Yaroslavtseva	professional self-realization of future specialists of preschool educational institutions

N. Azaryan emphasizes that the professional sphere is one of the most important areas of life. Mostly it is noted as a leading area of self-realization of the individual. According to the scientist's theory, we claim that professional self-realization is an important component of the system of

personal self-development, professional competence of a modern specialist, as it is a conscious activity aimed at improving their personality in accordance with professional requirements [1].

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processes. Communication helps not only to organize activities, but also promotes the emergence of new connections and relationships between people. In the current conditions of global geopolitical and integration changes, the flourishing of international relations and the establishment of international business relations, it is important to develop skills of professional communication in an intercultural environment during the professional language training of specialists in various fields of economic activity. It should also be added that modern requirements for the free movement of professionals across national borders and cultural barriers require knowledge of a foreign language common to communicate with international partners and a willingness to work under the influence of other cultures in a different work environment.

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communication in the intercultural environment there is interpersonal cognition between the participants of the communication process, which is characterized by emotional-rational and abstract-logical assessment of some participants by others, empathic understanding and acceptance, interpretation of information and actions of other participants, forming a holistic view of other cultures. Individuals, predicting changes in the behavior of their colleagues, building their own strategy of behavior. A sufficient level of sociolinguistic and sociocultural competencies enables the ability of participants of intercultural professional communication to navigate and behave adequately when solving work situations. In the process of joint professional activity and professional communication, images, concepts, ideas, knowledge about other participants of joint activity are formed, which can facilitate and sometimes complicate interpersonal professional relations between representatives of different cultures [11]. The fact that the concept of intercultural communicative competence has recently acquired a new meaning also deserves attention. It is the component of the concept of intercultural competence that requires a broader formulation of the more traditional concept of communicative competence [12].

The essence of intercultural competence is interpreted differently by different authors. For example, L. Maslak believes that intercultural competence is a component of professional competence along with general cultural, sociocultural, professional, foreign language and communicative. It is characterized by the presence of a set of knowledge, skills, abilities, customs, rules and laws of communication of a particular society, the formation of a multicultural personality [9]. In order to clarify the essence of the concept of intercultural communicative competence, we have

discussed related concepts. Thus, multicultural education of foreigners was studied by I. Zozulya and defined its essence as an organized and purposeful process of socialization of foreign students, which is based on a modern pedagogical concept that provides knowledge of cultural diversity, respect and dignity of different peoples, regardless of race or ethnicity. origin, perception of the relationship and interaction of the universal and national components of culture and the formation of intercultural communication [7].

Different views on the concept of "multicultural competence" were generalized by O. Zelenska. Thus, the author notes, in various scientific works this concept is understood as: personal quality, which involves mastering the achievements of national and world culture, understanding other people and showing respect for them, the ability to live and work with representatives of other cultures and religions (V. Boychenko, I. Vasyutenkova, L. Gorik); a set of socio-cultural knowledge (knowledge of certain facts of national culture, national character, stereotypes, symbols, culturally determined features of communication, etiquette) skills and abilities of verbal and nonverbal multicultural communication (O. Molyako, O. Pershukova, A. Solodka); a set of personal qualities (tolerance, humanism, empathy), synthesized knowledge, skills and abilities of positive interethnic communication (R. Agadullin); integration of relevant knowledge and skills necessary for effective life in a multicultural environment, humanistic values

D. Demchenko based on the analysis of research scientists defined the concept of "professional foreign language competence" as a professionally significant integrative quality of personality, system-value innovation that provides decoding of

foreign language professional information., Its creative use in practice (in direct contact with foreign colleagues) and ability to freely carry out international activities to solve professional problems. Professional foreign language competence is formed, developed and manifested in professional foreign language activities [3].

Conclusions and research perspectives.

Today, competence is seen as a dynamic combination of knowledge and practical skills, ways of thinking, professional, ideological and social qualities, moral and ethical values, which determines a person's ability to successfully carry out professional and further educational activities and is the result of higher education. As a result of scientific analysis of basic categories and concepts of research on the formation of intercultural communicative competence was identified as part of the process of training foreign students in higher education institutions of Ukraine and as a purposeful process of socialization and professionalization based on modern pedagogical concepts in the process of professional training, perception of universal and national components of culture in order to acquire professional qualities of a highly qualified specialist.

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Received: September 22, 2020

Accepted: October 15, 2020