Актуальні проблеми міжкультурної комунікації: мовознавчий, літературознавчий та методичний аспекти

КОЛЕКТИВНА МОНОГРАФІЯ

Актуальні проблеми міжкультурної комунікації: мовознавчий, літературознавчий та методичний аспекти

КОЛЕКТИВНА МОНОГРАФІЯ

Рівне Видавець Ю. Кукса 2025 УДК [81 + 82] A-43

Рекомендовано до друку Вченою радою Рівненського державного гуманітарного університету (протокол № 4 від 10 квітня 2025 р.)

Репензентки:

Щерба Наталія Сергіївна – доктор педагогічних наук, професор кафедри міжкультурної комунікації та іншомовної освіти, доцент Житомирського державного університету імені Івана Франка;

Солодка Анжеліка Костянтинівна — доктор педагогічних наук, професор, завідувач кафедри перекладу Національного університету кораблебудування імені адмірала Макарова.

Актуальні проблеми міжкультурної комунікації: мовознавчий, літературознавчий та методичний аспекти : колективна монографія. Рівне : Ю. Кукса, 2025. 456 с.

ISBN 978-617-8672-06-5

У колективній монографії «Актуальні проблеми міжкультурної комунікації: мовознавчий, літературознавчий та методичні аспекти» висвітлюється актуальна для сучасного суспільства проблема міжкультурної комунікації. Автори здійснюють аналіз теоретико-методологічних підходів до між культурної взаємодії в контексті філософсько-культурологічного, соціально-психологічного, мовознавчого, літературознавчого та методичного аспектів, а також педагогічної теорії та практики. Результати наукових досліджень, викладені в монографії, можуть бути використані як теоретична й методична основа для створення тематичних факультативних курсів, освітніх програм, методичних розробок і семінарів для викладачів, здобувачів вищої освіти, наукових працівників, учителів закладів загальної середньої та вищої освіти.

Монографія розрахована на широке коло читачів, зацікавлених у питаннях міжкультурної комунікації, гуманітарних наук та сучасної педагогіки.

УДК [81 + 82]

© Байло Ю. В., Безкоровайна О.В., Богачик М.С., Бондаренко О.І., Іващкевич Е.Е., Капелюх Д.П., Курята Ю.В., Михальчук Н.О., Оздемір О.В., Середюк Л.А., Симонович Н.П., Станіславчук Н.І., Ткачук А.І., Федоренко С.В., Хасматулін А.Р., 906-5

ISBN 978-617-8672-06-5

3 M I C T

Юлія БАИЛО. Англійська мова як місток між культурами: інтеграція міжкультурної комунікації в освітній процес4
Ольга БЕЗКОРОВАЙНА. Культурний контекст як умова реалізації особистісного розвитку майбутнього педагога в освітньому процесі
Марина БОГАЧИК. Стереотипи у міжкультурній комунікації та їхній вплив на процес навчання іноземних мов
Олександра БОНДАРЕНКО. Студіювання поняття «особистісний потенціал»
Дмитро КАПЕЛЮХ. Принципи художньої організації та семантичні типи сценічної ремарки127
Юлія КУРЯТА. Digital Transformation in Foreign Language Teaching: The Application of AI and Online Platforms
Nataliia MYKHALCHUK, Ernest IVASHKEVYCH. Sovereign task-based language teaching ang learning
Оксана ОЗДЕМІР. Історико-теоретичні основи поняття «жіноча проза»
Лариса СЕРЕДЮК, Наталія СИМОНОВИЧ. Ейдетизм та ейдетика у навчанні німецької мови293
Наталія СТАНІСЛАВЧУК . Англійський менталітет у мовних стереотипах
Svitlana FEDORENKO. Theoretical basis of the global education in the USA
Артур ХАСМАТУЛІН . Інтерактивні технології в сучасному мовному навчанні
Ольга ЯЛОВЕНКО. Проблема множинної ідентичності у розрізі транс культури416
Коротко про авторів

Svitlana Fedorenko

Theoretical basis of the global education in the USA

Over the past decades, many countries around the world, including Ukraine, have been experiencing an intensification of sociocultural, economic and technological changes, which are to some extent a consequence of the rapid and uneven wave of globalization. Global flows of goods, ideas and services are increasing, and the activity of people in society is mostly taking place in a global context. Against the backdrop of unprecedented environmental challenges of sustainable development, people in the world increasingly interconnected. modern are becoming Technology and science are developing faster, global flows of goods, ideas and services are increasing, and people's activities in society (such as civic participation, self-expression, social life and health) are increasingly taking place in a global context. Therefore, the growing global interdependence that characterizes our time requires a generation of people with global competence, who are able to adequately respond to the challenges of a changing modern world and take an active part in effectively solving global problems simultaneously at the local, national and global levels. This, in turn, necessitates a review of the goals, objectives and content of higher which determines the level of activity competitiveness of society in the long term. It is young people with developed global competence who are able to adequately respond to the challenges of the changing modern world and take an active part in solving global problems simultaneously at the local, national and global levels. Therefore, it is obvious that higher education is called upon to form the fundamental core that will further determine the active life of a person in a society that develops through the interaction of cultures and peoples.

Today, the implementation of globally oriented education is a key link in the reorganization of the higher education system of different countries of the world. Ukraine is no exception, where a significant responsibility in this regard lies with higher education institutions, which in their activities are guided by regulatory documents, which

are as follows: the "Strategy for the Development of Higher Education in Ukraine for 2022-2032", Decree of the President of Ukraine No. 722/2019 "On the Sustainable Development Goals of Ukraine for the period until 2030", Resolution of the Cabinet of Ministers of Ukraine on "Issues of training students and postgraduates, internships of scientific and scientific-pedagogical workers in leading higher educational institutions and scientific institutions abroad" No. 411 dated 13.04.2011, "Concept for the development of civic education in Ukraine" (2022), "Concepts of national-patriotic education in the education system of Ukraine" (2022), and others [1]. In particular, one of the strategic goals for the development of higher education in Ukraine for 2022-2032, in accordance with the strategy approved by the Cabinet of Ministers of Ukraine on February 23, 2022, is the internationalization of Ukrainian higher education, which provides for a number of such steps, such as: introduction of the best foreign educational experience in Ukraine; dynamic growth in the number of foreign students in Ukraine; adaptation of graduates of higher education institutions to life and work in a multicultural environment; increase in the number of international educational and scientific cooperation projects; integration of scientific and scientific and pedagogical workers into the global academic community [2].

Given the above, studying the pedagogical experience of the United States in the field of forming global competence of undergraduate students is timely. The key feature of American higher education is a comprehensive approach to the formation of global competence of students with almost 50 years of experience, which is due to:

- the US focus on maintaining leadership positions in the international arena in the 21st century, which is supported by a number of legislative decisions (such as: the National Defense Education Act, 1958, the US Department of Education report "Succeeding Globally through International Education and Engagement" (2012), the Committee for Economic Development program (2006) "Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security ang many others);

- the need to increase the competitiveness of the US specialists in the global labor market;
- the need to support social justice in a multicultural American society.

The formation of global competence of higher education students contributes not only to the development of such important skills as critical thinking, lifelong learning, intercultural interaction, information literacy, etc., but also to the study of the challenges of modern society, the search for ways to solve real problems of their community, region and the world as a whole. This strengthens the ability of students to take an active part in public life and to influence processes not only within the local community, state but also at the global level, which is fundamental in becoming a responsible citizen of the world.

As is known, the USA was one of the first countries that, back in the 50s of the 20th century, identified the importance of multicultural education, and with it the study of foreign languages. After all, the greatest concerns of American educators were related to the lack of interest of American students in studying a foreign language, which made American specialists inferior to European ones [17, p. 8]. At the same time, the global component of multicultural education has become urgent since then. This was accompanied by a chain of historical events that occurred after World War II, among which was the constant competition with the Soviet Union for international leadership. It was this competition that forced the American government to reconsider educational goals and adopt the National Defense Education Act, 1958. The law recognized the need for the nation to confront serious challenges in many areas, including the training of scientists, the production of military power, and the awareness of US citizens in the field of international relations. namely, the acquisition of knowledge of geography and the mastery of foreign languages [15]. Later, Robert Hanvey's seminal 1975 document "An Attainable Global Perspective" called on educators to develop in young people a forward-looking understanding of the state of the planet, cross-cultural awareness, knowledge of global dynamics, and an awareness of the impact of the choices people make today on the lives of future generations, which together form global awareness [1; 4].

All of the above contributed to the emergence of an international education initiative known as global competence, which was first noted in a 1988 report published by the Council on International Educational Exchange (https://www.ciee.org/). This publication, known in international education circles as the "Magna Charta" of the global competence concept, called on U.S. universities to send students on exchange programs to universities abroad where American citizens were not the overwhelming majority and where English was not the dominant language. The report also suggested that students travel abroad for three months or more, especially to countries where Americans do not typically travel [18].

Since the publication of the Council on International Educational Exchange report in 1988, various American and European scholars, as well as educational organizations, began to offer their own interpretations of the term "global competence" and their own vision of the set of necessary knowledge, skills, attitudes and values needed to become a global citizen. Thus, later, in 1996, R. Lambert, American researcher in the educational sphere [19], who is considered by many to be the father of the educational initiative to develop global competence, defines a globally competent person as a person who: has knowledge of current events; can empathize with others, demonstrating approval and maintaining a positive attitude; has a certain level of proficiency in a foreign language in order to successfully perform intercultural tasks; is able to understand the value of other cultures of the world.

Including R. Lambert, other American educators and researchers in the field of global education – W. Brustein [10] and M. Nussbaum [25] – have taken up the call for the creation of a curriculum in higher education that certifies students as globally competent, globally experienced citizens. For example, according to William Brustein [10], director of the University Center for International Studies at the University of Pittsburgh, global competence is defined as the ability to communicate effectively across cultural and linguistic boundaries and to focus on issues that transcend cultures and continents. Dimensions that contribute to global competence include: the ability to work effectively in diverse international

settings, awareness of the main trends of global change and the problems that arise in connection with such change, knowledge of global organizations and business activities, the ability to communicate effectively across intercultural and linguistic boundaries, and the personal ability to adapt to diverse cultures [10].

However, it is worth noting that both W. Brustein [10] and M. Nussbaum [25], assistant dean of international student services at Boston College and developer of the Global Qualification program, note that all their scientific developments of global competence are based only on perceived trends in society and student interests, but are devoid of the scientific basis of longitudinal research. And only at the beginning of the 21st century. scientific works based on a long-term study of this problem begin to appear (for example, the study by K. Curran [12] and the transnational management company Swiss Consulting Group (https://www.theswissconsulting.com/eng/) [31]). Thus, the latter in its international report on the development of global competence for 2002 defines this competence as the ability of an individual or team to parachute into any country and complete the tasks assigned there, respecting cultural differences [31, p. 4]. This report also outlines the strategies necessary for the formation of global competence, namely: intercultural communication; effective two-way communication; diverse leadership; systematic exchange of best practices; development of learning strategies at the global level [31, p. 5-6].

The Stanley Foundation, now known as the Stanley Center for Peace and Security (https://stanleycenter.org/), which supports research related to global education, believes that global competence includes: awareness of the complexity of today's interconnected world, conflict management, the inevitability of change, and the interconnectedness of people and their environment. And globally competent citizens realize that they have an impact on the world and that the world affects them, recognizing their ability to make choices that will affect the future and taking such responsibility. Thus, twenty-three representatives of community colleges and government agencies met at a conference convened in 1996 by the Stanley Foundation and the American Council on International Intercultural Education (ACIIE (https://www.americancouncils.org/)). The

conference, entitled "Educating for a Global Community: A Framework for Community Colleges", sought to define the term "globally competent learner." After several days of debate using the Delphi method (a group-thinking technique that attempts to reach consensus on a proposition by analyzing the opinions of individual experts using a series (called "rounds") of structured questionnaires), participants defined a globally competent learner as someone who understands the interconnectedness of peoples and systems, has a general knowledge of history and world events, is respectful of and able to interact with different cultural values and attitudes, and sincerely celebrates the richness and benefits of the world's cultural diversity. Recommendations for institutional requirements included: reference to global education in each institution's mission statement; revision of accreditation criteria to recognize the importance of developing global competence; developing a comprehensive educational program for the development of global competence and providing support for such educational initiatives [18, p. 279-280].

Another major event that influenced the development of global education in the United States occurred at the beginning of the 21st century. On January 21, 2000, the Carnegie Corporation of New York (https://www.carnegie.org/), a charitable foundation established by Andrew Carnegie in 1911 to support educational programs throughout the United States and the world, held a meeting with of associations, organizations, agencies, representatives foundations interested in deepening Americans' knowledge of the world through global education. This meeting discussed a number of important issues aimed at reforming American education and creating an educational model that would encompass the study of global problems and challenges, different cultures of the world, and the relationships between them, while remaining flexible enough to respond in a timely manner to the rapid pace of global change. The participants of this meeting came to the conclusion that despite the world leadership of the USA in many economic, political and social aspects, the global popularity of its culture in the world, the openness and diversity of American society, the country is very vulnerable to international and global changes [6]. Understanding the place of the individual in such a world and comprehending the cultural, social, political and economic norms of this world was a challenge for education at the beginning of the 21st century. According to the concept of the Association of American Colleges and Universities "Shared future: Global Learning and Liberal Education" (2001), developed within the framework of the educational project "Liberal Education and Global Citizenship: the Arts of Democracy", liberal education in the 21st century. undergraduate education should provide students with the knowledge and commitment to be socially responsible citizens in a diverse democracy and an increasingly interconnected world [16]. The developers of this concept are convinced that global education helps students:

- to acquire a deep comparative knowledge of the peoples and problems of the world;
- to explore the historical heritage that has created the dynamics and tensions of the modern world;
 - to form their own identity;
 - to develop skills for intercultural interaction;
- to maintain difficult conversations in conditions of highly emotional and, possibly, unpleasant differences of opinion;
- to understand and, possibly, rethink democratic principles and practices in a global context;
- to get opportunities to participate in practical activities to solve fundamental problems of local communities and, if necessary, of their country and the world society at large;
- to believe that their actions and ideas will have a positive impact on the world in which they live [16].

The above-mentioned historical events launched the process of reforming American education, in particular, this affected the introduction of a global component into the curricula of higher education institutions. In 2015, the US Department of Education prepared the international strategy "Succeeding Globally through International Education and Engagement 2012–2016" (https://altalang.com/beyond-words/succeeding-globally-through-international-education-and-engagement-u-s-department-of-education-unveils-its-2012-16-international-strategy/). One of the main goals outlined in this document was related to improving the

level of global competence of all US students. The role of foreign

languages in live communication, the spread of cultural understanding, and the role of direct intercultural interaction became key in the aforementioned international strategy [27, p. 61].

Subsequently, the National Association of Colleges & Employers (www.naceweb.org) national (NACE) non-profit institution identifies eight key competencies necessary for professional activity in the modern world, among which, in addition to critical thinking and the ability to solve problems (Critical Thinking / Problem Solving), the ability to communicate orally and in writing (Oral / Written Communications), the ability to work in a team and cooperate (Teamwork / Collaboration), the ability to interact with digital technologies (Digital Technology), the ability to lead (Leadership), the ability to manage professionally (Career Management), the ability to behave ethically in the professional sphere (Work Ethic), we find global citizenship and the ability to effectively interculturally (Global Citizenship communicate /Intercultural Fluency), which indicates the importance of the global competence formed in young people in the labor market. In general, the latter of these competencies involve respectful treatment of people of different cultures, races, religions, ages, etc., based on openness and inclusion [23]. Most researchers in the field of American higher education argue that the concept of global competence is a multidimensional construct [13; 18]. This multidimensional feature leads to the question of how many dimensions it covers. Some educators [1; 4] argue that the pedagogical phenomenon under study includes four planes knowledge, skills, attitudes and values. However, other scholars note that it consists of three elements, namely: substantive knowledge, perceptual understanding and intercultural communication [27] or knowledge, skills and attitudes [18]. For example, the National Education Association (NEA (https://www.nea.org/)), founded in Philadelphia (Pennsylvania, USA) in 1857, identifies four basic components of a person's global competence, namely [23, p. 1]:

- international awareness. This component includes knowledge and understanding of world history, socio-economic and political systems, and various global events. It helps to form in students an understanding that events of local and national importance can have international weight. Thus, an individual begins to realize that any human actions can affect others even beyond the borders of teir own country;

- appreciation of cultural diversity. This component combines the ability to know, understand, and appreciate people from other cultures with the ability to recognize the existence of other, different points of view on pressing world problems. Awareness and appreciation of cross-cultural differences, and the willingness to accept them, provide the opportunity to enter into effective and mutually respectful cross-cultural relationships;
- proficiency in foreign languages. The ability to understand, read, write and speak more than one language significantly improves cross-cultural communication skills. Knowledge of foreign languages opens the door to understanding other cultures and people who speak these languages;
- skills to increase competitiveness (competitive skills). In order to be able to compete in the modern global labor market in general and in various areas of their lives in particular, students need a significant amount of knowledge about international issues, as well as the formation of certain cognitive skills and creativity. After all, students who have acquired thorough knowledge of economics, understanding of social and technological processes occurring around the world, increase their competitiveness in the global labor market.

Therefore, given the numerous educational initiatives within global education in US higher education and through the theoretical analysis of academic sources we can draw the conclusion that the formation of global competence is one of the main concepts in the educational philosophy of the United States.

A critical analysis of the scholarly sources [6; 14; 15] allowed us to assert that among American educators, students, politicians and the population as a whole, there is a constantly growing level of awareness that education must respond to the global paradigm in the dynamics of its changes. In particular, students must be prepared in such a way as to be ready to function effectively in a world where global interconnection and global problems come to the fore. That is why the concept of global competence has been an extremely

relevant topic of research among American scholars for over fifty years. At the same time, according to the US educator D. Deardorff [13], it is difficult to give a single definition of this pedagogical phenomenon, since it is still developing. Therefore, in the scientific and pedagogical literature there is still no single generally accepted definition of the term "global competence". Depending on the academic discipline and pedagogical approach, the terminological basis of the studied pedagogical phenomenon includes, but is not limited to, such concepts as:

- global citizenship a personal characteristic that defines people of the world as global citizens based on their joint, collective search for ways to solve global problems, including climate change, economic inequality, etc. [21];
- transnational citizenship implies the presence of political roots in two or more countries in accordance with a certain life experience [20, p. 3];
- cosmopolitan citizenship characterizes a citizen of the world who recognizes the entire planet as his homeland, and not one country [21].

In addition to the abovementioned conceptual typology, it was established that the studied pedagogical phenomenon of global competence is distinguished by the following three main approaches to its interpretation, such as:

- 1) approach based on intercultural competence;
- 2) approach based on global consciousness;
- 3) approach based on global socially significant activity.

Let us consider each of the identified approaches in more detail.

According to the approach based on intercultural competence, global competence is interpreted as the ability to interact with representatives of different cultures, to master various intercultural skills and knowledge. This approach highlights the importance of intercultural competence for successful living in a global world in general and for the formation of global competence in particular.

Since this approach is based on intercultural competence, we consider it a logical step to focus on this concept. To do this, first of all, it is worth turning to the scholarly achievements of D. Deardorff and her model of intercultural competence. The model presented by

the researcher is depicted in the form of a pyramid and is an illustration of the definition she gives to intercultural competence. In her works, D. Deardorff characterizes intercultural competence as the ability to communicate effectively and appropriately in intercultural situations, relying on one's own intercultural knowledge, skills and attitudes [13].

The model of intercultural competence developed D. Deardorff [13] contains two main levels – external and internal. To achieve the desired external result, which is reflected in the definition given above, it is necessary to have all the components, starting with the attitude towards different cultures, namely respect (valuing other cultures, cultural diversity), openness (towards intercultural learning and towards people from other cultures, refraining from judgments) and curiosity towards cultural diversity (showing tolerance for ambiguity and uncertainty). The American researcher includes cultural self-knowledge, deep understanding and knowledge of culture (including contexts, the role and influence of culture, and the worldviews of others), culture-specific information and socio-cultural awareness as knowledge and understandings. Among the skills she singles out: the ability to listen, observe and interpret, the ability to analyze, evaluate and compare the information received. The two steps described above are the foundation for the desired internal results, which adaptability, flexibility, empathy and interethnic worldview. Thus, Deardorff sees intercultural competence as a process in which people build genuine relationships by "observing, listening and asking those from different backgrounds to teach, share and engage in dialogue" [13, p. xiii].

There is also an opinion that the main idea of intercultural competence is to be open to the possibilities of other people, languages and cultures and, therefore, to be able to communicate across borders; to see the relationships between cultures, to adequately perceive cultural differences and to overcome them. An important component of intercultural competence is critical cultural awareness, which is seen as the ability to critically evaluate the perspectives, actions and products of human activity in one's own and other cultures of the world, the ability to feel and act at home in

the world [34, p. 296-298].

American educator B. Peterson sees intercultural competence as the ability to build a line of behavior, applying skills and qualities that correspond to the cultural values and worldviews of the people with whom one interacts [29, p. 89]. However, as far as the educational sphere is concerned, this researcher prefers the term "cultural intelligence" to "(inter)cultural competence", since intelligence defines a higher goal that "may foresee some deeper thoughts and wiser actions" [29, p. 88]. As Ukrainian researcher of the US higher education Fedorenko notes, "American scholars are unanimous in their understanding of cultural intelligence as the ability of an individual to successfully interact with representatives of other cultures, understand their behavioral strategies, and demonstrate adequate behavior in another cultural environment. Developed cultural intelligence enables a person to function effectively and achieve significant results in different cultural contexts" [3, p. 76-77].

It is the above-mentioned ideas about intercultural competence that are traced today in various definitions of global competence. For example, C. Olson and K. Kroeger [26], having conducted a survey of the scientific, pedagogical and administrative staff of the University of New Jersey City in order to establish the relationship between global competence and intercultural sensitivity, define a globally competent person as one who has sufficient significant knowledge, perception and skills of intercultural communication to interact effectively in a globally interdependent world.

Consistent with the above-mentioned ideas is the statement of K. Curran [12], according to which global competence means a developed perception of other cultures and the ability to interact with people from other countries. This American scholar emphasizes that global competence is the ability to get acquainted with the world around us without causing a gap between the process of acquiring new experience and the reflection of already acquired experience [12].

Similarly, other researchers and practitioners in the educational field [10; 18] suggest that such skills as: cultural awareness; readiness and ability for intercultural communication; ability to work

effectively in various international environments; awareness of the main trends of global changes and the problems arising as a result of such changes; knowledge about the activities of world organizations and the international business sphere, etc. form the basis of global competence.

We consider it necessary to note that in American pedagogical and psychological sources one can often find the terms "cultural competence" and "multicultural competence", which in their formulations repeat the definition of global competence based on intercultural competence [5; 6; 11].

The approach based on global consciousness views global competence as the ability to understand and analyze global problems, such as climate change and energy security, and the ability to act to solve these problems. V. Boix Mansilla and H. Gardner [8] define global consciousness as the ability and disposition to situate oneself and others, objects, and situations with which one comes into contact, within the larger matrix of the contemporary world. Global mindedness, on the other hand, involves people's ability to understand the world in which they live and how they fit into it, and their willingness to take action on global issues. Dimensions of global mindedness include attitudes and preferences toward cultural pluralism; a propensity for interconnectedness; and personal concern and awareness of world issues, including issues of global citizenship [22].

The International Baccalaureate (IB) (https://www.ibo.org/about-the-ib/)) calls one of its goals the development of international or global thinking, which involves a view of education as one that values the world as the widest context for learning and (self-)education, develops conceptual understanding of different disciplines and offers opportunities for inquiry, action and reflection [7].

American researcher Fernando F. Reimers, professor of the Practice of International Education at the Ford Foundation, Director of the Global Initiative for Innovative Education and the Program in International Education Policy at Harvard University, puts forward his own view on the nature of global competence, taking into account global consciousness, defining it as a set of knowledge and skills that

help people understand the flat world in which they live, the skills of integration across disciplinary areas to understand global affairs and events, and the creation of opportunities for their resolution [30, p. 183].

The Global Competence Task Force, a group of leaders of educational organizations from different states of America, researchers in the psychological and pedagogical field, and educators, has formulated a definition of global competence taking into account the approach based on global consciousness. systematizing the fundamental works of both individual American researchers and organizations that have studied this topic. Thus, they propose to consider global competence as the ability and inclination to realize problems of global significance and to act to solve them. Globally competent individuals, according to the Global Competence Task Force, demonstrate awareness, curiosity, and interest in studying the world and its functioning. They can use grandiose ideas, tools, methods, and languages that are common to all disciplines (mathematics, literature, history, science, and the arts) to solve urgent problems of today. They apply all their knowledge and acquired experience, researching global issues, considering different perspectives, effectively communicating their views, and taking action to improve the current situation [9].

Obviously, the above-described interpretation of global competence takes into account the approach based on global consciousness and contains a praxeological aspect, which in a certain way directs us to the third approach identified in the study.

The approach based on global socially significant activity defines global competence as the ability to act responsibly and effectively in the global world, performing socially useful activities that to some extent contribute to the general well-being, social justice and sustainable development of society. As for the latter, it involves a set of measures aimed at meeting current human needs while preserving the environment and resources in order to meet their own needs without harming future generations. Sustainability consists not only in eliminating environmental threats, but also in ensuring that everyone can enjoy the full range of human rights in a way that does not jeopardize human rights in the future (social and economic, civil

and political, cultural and environmental rights).

In their interpretations of global competence, scholars, in accordance with this approach, go beyond intercultural relations and perceive a globally competent individual not only as a citizen of the world, but also as an active participant in social processes within the borders of not only one country. Here, a global citizen is someone who identifies himself as part of a new world community and whose actions contribute to the formation of values and socially significant practices of the world community [31]. Global competence includes the ability to socio-cultural activity of a citizen of a globalized world [3, p. 197)]. According to D. Simpson, professor at the University of Illinois at Chicago, civic activity has entered a new phase – global, diverse and inventive [32, p. 389]. The American educator argues that the priority agenda for teaching global dimension of civic activity should include such aspects as:

- 1. General recognition and increased funding at the national and university levels for critical global citizenship education.
- 2. New requirements that set a minimum level of global citizenship education for all young people.
- 3. Strengthening civic education, including its global component, at all levels of education, from primary to higher education.
- 4. Developing civic education programs with a mandatory global component in countries around the world, including both less liberal and more liberal countries, from autocracies to mature democracies.
- 5. Developing civic engagement activities that provide genuine personal transformation and contribute to the well-being of communities.
- 6. Providing scholarships for teaching civic engagement worldwide by promoting the publication of research on civic education (including its global component) in peer-reviewed journals and university presses.
- 7. Adopting civic education as a core function of national and international educational associations.
- 8. Making civic education a significant component of all educational institutions.
- 9. Increasing the number of international students on U.S. college campuses and providing them with better opportunities to exchange

their ideas with local students.

- 10. Developing national educational programs to train global civic leaders through programs such as study abroad and expanding the Peace Corps program, perhaps under the auspices of the United Nations.
- 11. Adopting a new United Nations Declaration or amendment to the 2018 UN Youth Declaration that focuses on building global citizenship among youth and the need for critical education to encourage civic engagement worldwide [32, p. 389].

Thus, all the approaches outlined above to the interpretation of global competence are integrated in the definition of the American Council on Education (ACE (https://www.acenet.edu/Pages/default.aspx)), which unites approximately 1700 accredited colleges and universities, diploma-granting associations, and organizations related to higher education in the USA: global competence is the knowledge, skills, and attitudes that students acquire through completing a series of practice-oriented tasks that allow them to learn to understand different cultures of the world and world events, analyze global systems, appreciate cultural diversity, and apply the acquired knowledge and acquired skills in their own professional and civic lives [28, p. 182].

Therefore, taking into account the approaches to the definition of global competence identified on the basis of the works of the US scholars (1) an approach based on intercultural competence; 2) an approach based on global consciousness; 3) an approach based on global socially significant activity), we can generalize that global competence is a certain set of knowledge, skills, attitudes and values necessary for an individual to understand general international issues and pressing problems of the modern world, to be able to learn and work with people from different linguistic and cultural backgrounds, to be fluent in foreign languages and to be an active participant in an interdependent global community through civic engagement.

Список використаних джерел

59. Аношкова Т. А. Глобальна освіта у вищій школі США: теоретичні засади. *Науковий часопис національного педагогічного університету імені М. П. Драгоманова. Серія 5.*

- Педагогічні науки: реалії та перспективи. 2021. № 84 (1). С. 14–18. DOI: https://doi.org/10.31392/NPU-nc.series5.2021.84.1.03
- 60. Стратегія розвитку вищої освіти в Україні на 2022-2032 рр. Постанова Кабінету Міністрів України від 23 лютого 2022 р. № 286-р.
- 61. Федоренко С. В. Теорія і методика формування гуманітарної культури студентів вищих навчальних закладів США. Дисертація на здобуття ступеня док. пед. наук. Київ, 2017. 551с.
- 62. Федоренко С. В., Журба К. О., Шкільна І. М. Напрями формування глобальної компетентності студентів у закладі вищої освіти. *Актуальні питання гуманітарних наук*. 2023. № 70, т. 2. С. 360–366. DOI: https://doi.org/10.24919/2308-4863/70-2-54
- 63. Balcazar F. E., Suarez-Balcazar Y., & Taylor-Ritzler T. Cultural competence: development of a conceptual framework. *Disability and Rehabilitation*. 2009. № 31 (14). C. 1153–1160.
- 64. Barker C. M. Education for International Understanding and Global Competence. Report of a Meeting Convened by Carnegie Corporation of New York. New York, 2000. URL: https://media.carnegie.org/filer_public/6d/b0/6db0fdc1-f2b1-4eea-982a-a313cea6822c/ccny_meeting_2000_competence.pdf
- 65. Barratt Hacking E., Blackmore C., Bullock K., Bunnell T., Donnell M., Martin S. International mindedness in practice: The evidence from International Baccalaureate Schools. *Journal of Research in International Education*. 2018. Vol. 17, № 1. P. 3–16. DOI: https://doi.org/https://doi.org/10.1177/1475240918764722
- 66. Boix Mansilla V. B., Gardner H. From Teaching Globalization To Nurturing Global Consciousness. *Learning in the Global Era: International Perspectives on Globalization and Education* / Suárez-Orozco (Ed.). Berkeley & Los Angeles, California: University of California Press, 2007. P. 47–67.
- 67. Boix Mansilla V., Jackson A. Educating for Global Competence: Learning redefined for an interconnected world. *Mastering Global Literacy. Contemporary Perspectives /* H. Jacobs (Ed.). Solution Tree, 2013. P. 5–27.

- 68. Brustein W. Personal Communication. Pittsburgh, Pennsylvania, 2003. 216 p.
- 69. Burchum J. L. R. Cultural competence: an evolutionary perspective. *Nursing Forum*. 2002. Vol. 37, № 4. P. 5–15.
- 70. Curran K. Global Competencies that Facilitate Working Effectively Across Cultures. URL: http://content.monster.com.sg/management/5808
- Identification 71. Deardorff D. K. and Assessment of Intercultural Student of Competence as Outcome Internationalization. Journal of Studies in International Education. 241-266. 2006. **№** 10. P. DOI: https://doi.org/10.1177/1028315306287002
- 72. Fantini A. E. Assessing intercultural competence. Issues and tools. *Intercultural competence* / D. Deardoff (Ed.). Thousand Oaks: Sage, 2009. P. 456–476.
- 73. Flattau P. E., Bracken J., Van Atta R., Bandeh-Ahmadi A., de la Cruz R., Sullivan K. The National Defense Education Act of 1958: Selected Outcomes. Science & Technology Policy Institute, 2006. URL: https://www.ida.org/-/media/feature/publications/t/th/the-national-defense-education-act-of-1958-selected-outcomes/d-3306.ashx
- 74. Hovland K. Shared Futures: Global Learning and Liberal Education. URL: https://goglobal.fiu.edu/_assets/docs/shared-futures-global-learning-and-liberal-education_hovland-2006-1.pdf
- 75. Hunter W. D. Got global competency? *International educator*. 2004. Vol. 13, № 2. P. 6–11.
- 76. Hunter B., White G., Godbey G. What Does It Mean to Be Globally Competent?. *Journal of Studies in International Education*. 2006. Vol. 10, $Noldsymbol{N} 2$ P. 267–285. https://doi.org/10.1177/1028315306286930
- 77. Lambert R. D. International education and international competence in the United States. *European Journal of Education*. 1993. Vol. 28, № 3. P. 309–325.
- 78. Levinson M. Citizenship and Civic Education. *Encyclopedia of Educational Theory and Philosophy* / D. C. Phillips (Ed.). Thousand Oaks, CA: Sage, 2014. URL: http://nrs.harvard.edu/urn-3:HUL.InstRepos:12701475

- 79. McDonough K., Feinberg W. Citizenship and education in liberal-democratic societies: Teaching for cosmopolitan values and collective identities. Oxford University Press, 2003. 464 p.
- 80. Meyer L., Sleeter C., Zeichner K., Park H., Hoba, G., Sorensen P. An international survey of higher education student's perceptions of world-mindedness and global citizenship. *Universities and global diversity: Preparing educators for tomorrow* / B. Lindsay, W. J. Blanchett (Eds.). United States: Taylor and Francis, 2011. P. 179–191.
- 81. National Association of Colleges and Employers (NACE). (2017). *Career Readiness Competencies*. URL: https://cdn.uconnectlabs.com/wp-content/uploads/sites/25/2019/07/Competencies-Guide.pdf
- 82. NEA Education Policy and Practice Department. (2010). Global Competence is a 21st Century Imperative. URL: https://va01818723.schoolwires.net/site/handlers/filedownload.ashx? moduleinstanceid=35909&dataid=37863&FileName=NEA%20Global%20Competence.pdf
- 83. *Nussbaum* M. Education for citizenship in an era of *global* connection. *Studies in. Philosophy & Education*.2002. Vol. 21, № 4. P. 289–303.
- 84. Olson C. L., Kroeger K. R. Global Competency and Intercultural Sensitivity. *Journal of Studies in International Education*. 2001. № 5. P. 116–137. DOI: http://dx.doi.org/10.1177/102831530152003
- 85. Orozco-Domoe J. S. Journey to Global Competence: Learning Languages, Exploring Cultures, Transforming Lives. *Learn Languages, Explore Cultures, Transform Lives /* A. J. Moeller (Ed.). Johnson Litho Graphics of Eau Claire, Ltd, 2015. P. 59–87.
- 86. Patterson L. M., Carrillo P. B., Salinas R. S. Lessons From a Global Learning Virtual Classroom. *Journal of Studies in International Education*.2012. Vol. 16, № 2. P. 182–197. DOI: https://doi.org/10.1177/1028315311398665
- 87. Peterson B. Cultziral Intelligence. A Guide to Working with People from Other Cultures, Yarmouth, Intercultural Press, 2004. 241 p.

- 88. Reimers F. Educating for Global Competency. *International Perspectives on the Goals of Universal Basic and Secondary Education* / J. E.Cohen, M. B. Malin (Eds.). New York: Routledge, 2009. P. 183–202.
- 89. Sälzer C., Roczen N. Assessing global competence in PISA 2018: Challenges and approaches to capturing a complex construct. International *Journal of Development Education and Global Learning*. 2018. Vol. 10, № 1. P. 5–20. DOI: https://doi.org/10.18546/IJDEGL.10.1.02
- 90. Simpson D. A Global Advance in Civic Engagement. *Teaching Civic Engagement Globally* / E. Matto, A. McCartney, E. Bennion (Eds.). American Political Science Association, 2021. P. 381–390.
- 91. Swiss Consulting Group. Swiss Code of Best Practice for Corporate Governance. Report. Zurich, 2002. URL: https://www.ecgi.global/sites/default/files/codes/documents/
- 92. Wilkinson J. The intercultural speaker and the acquisition of intercultural global competence. *The Routledge Handbook of Language and Intercultural Communication* / J. Jackson (Ed.). Routledge, 2013.P. 296–310.