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PEDAGOGICAL CONDITIONS FOR DEVELOPING THE STUDENTS' COMMUNICATIVE CULTURE IN THE CONTEXT OF CROSS-NATIONAL COMMUNICATION

Abstract. The essence of the concepts of “cross-national communication”, “communicative culture”, “communicative culture of cross-national communication”, “game-based pedagogical technologies” have been defined in the academic paper. It is important to emphasize that in the course of developing of students’ communicative culture of cross-national communication, it is necessary to take into account fundamentally important moments as follows: a relevant historical level of development of nation and national relations; the exuberancy and diversity of the manifestation of cultural identity and traditions of communication; historically established traditions and experience of relations between nations and nationalities (neighbouring and distant ones); features of the spiritual person, culture, psychology, moral qualities of individuals involved into the cross-national communication. The principles are mentioned (the focus of education on the awareness of a person as the highest value; recognition of a person as an individual bearer of culture; interiorization of objective universal values of education; dialogics in cross-national relations; dialogue of cultures in education through understanding similar, different and unifying) and pedagogical conditions (creation of an environment excluding the distribution of students into groups based on ethnic signs; formation of a

multinational team of students contributing to the development of skills and abilities of the culture of cross-national communication; use of specially selected, authentic professionally oriented materials, pedagogical technologies in the learning process; learning a foreign language in comparison with the language and culture of the native language and the language of cross-national communication - the use of a linguistic etiquette of a foreign language; application of communication technologies that are the basis of classroom and extramural work of students); formation of communicative culture of students within the conditions of cross-national communication, as well as its major functions (strengthening the international content in domestic and foreign spheres of national life; strengthening the international unity of the people; improving the social lifestyle; facilitating the process of cancelling interclass differences; strengthening international relations with the aim of uniting against racism, chauvinism, military and terrorist threats). The optimal form of inclusion of linguistic etiquette units into language - the game-based pedagogical technologies - has been distinguished. It has been noted that developing a communicative culture of cross-national communication in a game occurs naturally. Students work together in multinational groups towards achieving the goal of the game. In the process of playing, they learn a lot of new one about each other, they emotionally converge and, what is especially important, form verbal and non-verbal communication options when they do not know each other's language. Recommendations have been given on the introduction of game training of ethnocultures in the educational process, which is a system-forming link in a comprehensive educational program for the development of students' communicative culture in the context of cross-national communication. As a result, this, on the one hand, logically completes the lecture course on educational disciplines of ethnic content, and on the other hand, this makes it possible to reach the practical implementation of the knowledge gained in the future professional multicultural activities.

Keywords: higher education, student, teacher, cross-national communication, communicative culture of cross-national communication, game-based pedagogical technologies.

Problem Statement. Within the modern conditions of development of Ukrainian society, addressing the issue of cross-national communication is relevant and timely through the changes taking place in the ethnocultural environment. Ukraine is historically one of the multinational states, forasmuch as the constant influx of the population from different regions of the country and the post-Soviet space caused a diverse national composition that invariably led to the need to interact between peoples, cultures and religions. Activation of migration flows affected the political, economic and social spheres of life. Strengthening the cultural diversity of

the society required a revision of global human values, the necessity to develop productive ways of teaching and educating the younger generation, including intercultural relations. Therefore, the changes also affected the higher education system, which plays a leading role in the formation and development of mutual understanding between people of different nationalities.

On the basis of the above-mentioned, in psychological and pedagogical science and educational practice, interest is steadily growing in the preparation of a future specialist for professional activity in a multinational society, effective adaptation in a multicultural environment, to deeper studying the cultural heritage of peoples, including a variety of traditions and customs, norms of relations, national psychological features, etc. This determines the setting of the goal and analyzing the content of the development process of the students' communicative culture of cross-national communication within the conditions of a multicultural environment.

In this regard, we consider it necessary to pay particular attention to the complex of pedagogical conditions influencing the development of communicative culture of cross-national communication, as well as the introduction of such pedagogical technologies of training in higher educational institutions, which will effectively prepare specialists with a developed culture of cross-national communication capable of professional activity in a multicultural environment.

Analysis of Recent Studies on the Problem. In recent years, a fairly large number of studies have appeared on investigating the phenomenon of cross-national communication in general. However, they are mainly of a philosophical and sociological nature (N.E. Alibulatoieva, V.S. Bakirov, G.V. Buianova, Z.T. Gasanov, I.A. Dyrda, L.R. Zaurbekova, T.G. Islamshyna, N.V. Kalashnik, L.S. Kogan, A.N. Nekrasova, N.R. Malikova, V.I. Matis, A.B. Pankin, S.G. Ter-Minasova, S.Z. Umariieva, N.I. Ushakova, V.A. Khanstantinov, L. M. Khyzhniak), or investigate the issue of developing students' communicative culture of cross-national communication (M. Kuranov), students of secondary vocational educational institutions (V.P. Komarov) only in the context of extramural and out-of-school work. Therefore, it is necessary to pay more attention to studying this issue in the system of higher education.

The purpose of the academic paper lies in determining the pedagogical conditions for the formation of a communicative culture of students in higher educational institutions in terms of cross-national communication.

Presentation of the Major Research Material. The integration resource of the Ukrainian nation is made up of factors that, in one way or another, can be used to achieve the goals facing the state. Such resources are as follows: diversity of the ethnic composition of Ukraine, accumulated cooperation experience within intercultural and interreligious ties and relations, adoption, understanding and

addressing to the traditions and interests of the peoples inhabiting the country. In this regard, among the various types of communication between people and groups at the present stage of the society development, special attention is paid to cross-national communication.

Scientists V.S. Bakirov, N.I. Ushakova, L.M. Khyzhniak point to cross-national communication from the point of view of the socially conditioned intense activity of different cultures' representatives in mutual cognition, that lies in the transmission and perception of the accumulated experience with a certain ethnic group [3].

Scientist Z.T. Gasanov, highlighting the complexity and multidimensionality of cross-national communication, draws attention to the factors determining this process. He refers the moral and aesthetic literacy of communication partners to such factors, as well as a high level of development which helps not only to carry out the process of constructive interpersonal interaction, but also, if necessary, take into account the psychological state of people involved in an ethno-conflict situation in order to develop a trajectory for solving the problem. Conflicts in the course of cross-national communication are possible due to the fact that in this process, representatives of different ethnic groups are involved, most often belonging to various religious denominations [6, p. 52].

The investigations on issues of interaction of cultures of various ethnic groups reveal that the results of interpersonal contacts within the conditions of intercultural interaction are largely dependent on the possibility of participants to understand and reach agreement with the greatest benefit for both parties. Considering the ability as a potential action, the readiness of the personality to the activity, it can be argued that cross-national communication is implemented on the personal level and it is the basis for forming cross-national relations [8].

In the process of cross-national communication, in education, the process of enrichment and development of cultures is constantly taking place and the effectiveness of the educational process is increasing. The implementation of intercultural communication in the education system allows solving issues of a different level. These are issues of intercultural education aimed at personal development through the assimilation of the experience of domestic and foreign cultures. In order to achieve successful communication and training in the multicultural environment, students of higher educational institutions should possess such indicators of mental health, as overcoming fear and anxiety, preserving the integrity of one's own "I" and his adequate assessment, orientation in various situations. Under such conditions, a mentally healthy person moves to a new level of his development, passing through the clarification of new vital values and the development of his individuality. By the way, we can also establish a social type of the student's personality in the intercultural environment of the educational process and to state that the cross-national environment of the higher educational institution is a kind

of social space, the basics of education of a higher level of communication - multicultural. Herewith, a new national culture, where foreign students find themselves and where they should be involved, is usually considered by them as opening new horizons for their development, as a personal state of combination with a new culture, where participants in intercultural communication experience different emotional feelings.

Thus, acting as a special type of communication, cross-national communication is characterized not only by acquaintance with the peculiarities of life, living, customs, culture of a particular ethnic community, but also combines national identity, national pride, national dignity - components of the national exclusivity. In the process of cross-national communication, the subjects, in such a way, become aware of themselves as a representative of a certain ethnic community.

The culture of cross-national communication is interpreted as a set of knowledge, skills and abilities that are revealed in interpersonal contacts in interaction with representatives of various ethnic communities. Researchers consider the folk culture to be an important component of the culture of cross-national communication. It provides a certain level of knowledge about the society, the features of its development at various stages, which is a kind of regulator of relations between people of different nationalities, as well as it ensures a communicative function - allows disseminating in the process of interaction specific points of view, norms, rules of behaviour characteristic of the parties participating in the dialogue.

According to the viewpoint of S.V. Guskova, communicative culture is a complex multichannel system of interaction and relationships between subjects of the pedagogical process, including mutual perception, exchange of information, development of a unified communication strategy, change of positions, decision-making, overcoming conflicts, etc., determined by the needs of educational activities [7, p. 26].

From the point of view of L.A. Vvedenska, communicative culture can be considered much broader - as a personality trait to integrate his individual consciousness into the global (not narrowly professional) space of public consciousness and to achieve, on this basis, high results in personal and professional development. An important condition for improving the quality of vocational education is to improve the communicative culture of future specialists within the conditions of cross-national communication [5, p. 71].

The researcher G.V. Buianova considers the phenomenon of “communicative culture of cross-national communication” as a “multifunctional phenomenon” and includes knowledge of the basic principles, rules and requirements of ethics, the ability to identify oneself with a certain ethnic community, developed empathy, reflection, adequate self-esteem [4, p. 41].

Considering the communicative culture of cross-national communication, we reveal its characteristic features in the scientific works of L.S. Kogan. The scholar

points out the principal features that distinguish the studied phenomenon, among which a special place is occupied by as follows: knowledge about the peculiarities of an ethnic community; the ability to adequately assess the participants in the interaction based on the committed actions, deeds, personal qualities, regardless of their nationality; the presence of the ability for intercultural interaction based on the respect of the communication participants towards traditions, cultural heritage, the language of the people [12, p. 62].

A similar statement is found in the scientific works of Z.T. Gasanova, from the point of view of which the communicative culture of cross-national communication can be defined as a stable moral attitude of the individual towards other nationalities, formed on the basis of the acceptance of ethnic diversity, tolerant attitude and respect for traditions, language, history, national dignity [6, p. 54].

Therefore, the communicative culture of students within the conditions of cross-national communication can be considered as a set of knowledge about culture, traditions and customs of various ethnic groups; tolerant attitude towards values and personal content of interpersonal interaction participants; the ability to find a way out of problem situations on the basis of a constructive dialogue which are connected with ethnic differences and disagreements in the course of the educational process.

It should be noted that in the course of developing the students' communicative culture of cross-national communication, it is necessary to take into account the fundamentally important moments as follows:

- particular historical level of development of nation and national relations;
- abundance and diversity of cultural identity and communication traditions;
- historically established traditions and experience of relationships between nations and nationalities (neighbouring and distant once);
- features of the spiritual personality, culture, psychology, moral qualities of individuals involved into cross-national communication.

The formation of a communicative culture of cross-national communication as a purposeful development process among students through a human attitude to the achievements of various cultures of national identity and the system of universal values is achieved due to a number of principles, functions and pedagogical conditions.

For instance, N. E. Alibulatoieva, S. Z. Umariieva lay the following principles as the basis for organizing the process of forming a communicative culture of cross-national communication (Figure1).

Fig. 1. Principles of the formation of students' communicative culture within the conditions of cross-national communication

Source: Compiled by the author on the basis of [2]

Along with this, the analysis of scientific literature gives grounds to allocate the basic functions of the communication culture of cross-national communication as follows:

- to promote an increase in international content in domestic and external spheres of national life;
- to strengthen the international unity of people;
- to contribute to improving the social lifestyle;
- facilitate the process of cancelling interclass differences;
- to ensure the strengthening of international relations in order to unite against racism, chauvinism, military and terrorist danger [11].

It should be noted that some of these functions of cross-national communication have now lost their relevance, forasmuch as not only the conditions of life of people have changed, but also a state, which has undergone serious social, political and economic transformations in recent decades.

Any system can function subject to compliance with certain principles; consequently, the formation of the communicative culture of students within the conditions of cross-national communication will occur more effectively when a certain set of pedagogical conditions is created. The pedagogical condition for the developing an ethno-cultural person, according to the viewpoint of A.B. Pankin, is a set of joint educational collective activities of students on the assimilation of social-cultural experience. The system-forming factor in the process of developing modern culture is the humanistically oriented, socially significant joint activity of students -

representatives of different ethnic groups [13]. With regard to our research, we understand pedagogical conditions as a set of necessary measures of the educational process contributing to the effective formation of the communicative culture of future specialists in the field of international professional communication. Thus, we believe that the formation of the communicative culture of future specialists will be effective if such pedagogical conditions are observed, namely:

- creating an environment that excludes the distribution of students into groups on the basis of ethnic signs;
- creating a multinational collective of students contributing to the formation of skills and abilities of the culture of cross-national communication;
- using specially selected, authentic professionally-oriented materials, pedagogical technologies in the course of the training process;
- learning a foreign language in comparison with the language and culture of the native language and the language of cross-national communication (the use of linguistic etiquette of a foreign language);
- using communication technologies, which are the basis of classroom and extramural work of students.

One of the major pedagogical conditions for the formation of communicative culture of cross-national communication is application of a linguistic etiquette of a foreign language. The simplest formula of linguistic etiquette is as follows: “Think to whom that, how, why to say and what will happen”. As S.G. Ter-Minasova notes, “In order to actively use the language as a means of communication, it is necessary to know the world of language studying as deep as possible... to know 1) when to say / write, how, to whom, where; 2) how a specified meaning / concept, a given subject of thought lives in the reality of the world under study. After all, there are social-cultural structures at the core of language structures” [15, p. 29-30]. Knowledge and application of stable communication formulas in the process of communication contribute to the implementation of the basic principle of communication - the principle of politeness. At the same time, the main attention of students is drawn to the intonation pattern, with what intonation one or another formula of politeness is pronounced. Attention is drawn to the tone in which the congratulations are pronounced: Guten Morgen! Guten Abend! Good morning! Good afternoon!, as well as to the fact that ascending intonation is used. The correctly executed intonation formula of politeness contributes to the communication process. Introducing the etiquette expressions used in German-speaking and English-speaking countries to students, teachers pay attention to the fact which statements are better to choose depending on the companion, his status, on the official or informal atmosphere where communication takes place, on several possible options expressing more respect and deference to the companion.

The optimal form of incorporating units of language etiquette in the language is the use of game-based pedagogical technologies. The concept of “game-based

pedagogical technologies” includes a fairly large group of methods and techniques of organizing a pedagogical process in the form of various pedagogical games. The game form of classes is created in educational classrooms with the help of gaming techniques and situations acting as a means of encouraging, stimulating students to educational activities. The place and role of game technology in the educational process, the combination of game elements and training largely depends on the teacher’s understanding of the functions and classification of pedagogical games.

In particular, G. Topchii defines the concept of “game-based technology” as a set of pedagogical games subordinated to a specific goal, ensuring a positive result - the professional self-development of a future specialist [16, p. 8]. According to the viewpoint of T.A. Savielieva, game learning technologies allow students to immerse themselves in the professional field of activity, to reveal creative potential, develop insistence in the course of acquisition of disciplines, forming skills to work in a team [14, p. 40].

There are various approaches to classification of games in the pedagogical literature. A well-known researcher S.A. Shmakov highlights four classes of games, namely:

1. Physical and psychological games and trainings (motor, ecstatic, expropriate releasing, therapeutic);
2. Intelligent and creative games (subject fun, plot-driven and intelligent games, didactic games (educational-subject, training, cognitive), labour, computer);
3. Social games (creative, social-dramatic, business games, organizational-active, organizational-communicative, organizational-mental, role-playing, imitation);
4. Complex games (collective-creative, leisure activity) [17, p. 30].

According to the viewpoint of experts G.M. Alieksieieva, N.V. Kravchenko, O.V. Antonenko, L.V. Gorbatiuk, the game is a multifunctional phenomenon of culture; consequently, it can be in cultural and leisure activities as a method and form, and means, and technology. The authors note that the game becomes a means of cultural and leisure activities, when it is understood that game forms, game programs are a tool for influencing a certain audience in order to achieve the best result in a given situation [1, p. 10]. N. Zaiachkivska defines the most important functions of the game as follows: educational; developing; communicative; diagnostic; game therapy; entertaining; interethnic communication and correction functions [10, p. 39].

Based on the above, the conclusion can be made that modern researchers in the field of pedagogy have paid attention long ago to gameology as a system of scientific knowledge. In this regard, the game theory, as well as the terms “game”, “game activity”, often become the objects of study in modern science. In this light, the game ceases to be only entertainment, fun, but becomes a tool actively used in professional activities, proving its effectiveness in achieving certain results in a positive, relaxed,

creative and friendly atmosphere, contributing to the disclosure of the participants' potential in game interaction. In one of her scientific works, O.V. Zakharova notes that the game based on conventionality, at the same time quite accurately and productively reflects the structure of real cognitive activity, which means that the knowledge, techniques and skills acquired in the game will be used by players both in real cognitive process and in everyday life [9, p. 118].

In our opinion, some of the most important aspects in the modern understanding of the game are the features as follows:

1. Universality. Given the fact that the game is suitable for participants of all ages, it allows going beyond the usual course of things; it helps solve almost any applied problem, and allows embedding any rules and features, taking into account specific conditions and expected outcomes.

2. Game atmosphere. Another important factor in the success of the game as a tool for teachers' professional activities is the unique ability to create a relaxed, positive atmosphere. It contributes to the psychological and physical emancipation of participants, their rapprochement with each other, building mutual understanding and positive relationships, "equalization" of all students, regardless of their age, social status, nationality and religion, creating motivation, "gambling" towards achieving certain results by joint efforts.

3. Preservation and transfer of traditions. Along with this, the game makes it possible to join the culture of your people; it becomes a powerful way of connecting generations and contributes to the social-psychological unity of the nation, while playing an important role in the formation of a culture of cross-national communication, the preservation and transmission of cultural values from generation to generation and creating an opportunity to get acquainted with the culture and traditions of other people through the playful environment.

Training game is a game method that is often used to solve specific applied problems. The training component in such a game plays the role of clear organization of conditions and rules of game interaction, calculation of expected outcomes and mandatory presence of the head of the game process - a coach who does not participate in game interaction, but monitors the course of action, compliance with the rules and guides the participants, if necessary. The game component is responsible for creating a relaxed atmosphere, the interest of participants as a result (in the game, first of all you need to solve a problem and, thus, "win"), the participants' emancipation and freedom of action in the gaming experience. A necessary factor in the game is the lively positive communication of the participants, which is of paramount importance in the process of intercultural interaction.

The formation of the communicative culture of cross-national communication in the game occurs naturally. Students in multinational groups work together in order to achieve the goal of the game. In course of the game, they learn a lot about each other; they get emotionally close and, most importantly, form verbal and non-verbal

communication options under the condition of lack of knowledge of each other's language. The games, correctly selected and corrected by the teacher, allow solving specific problems pointwisely, while it is necessary to clearly build the game exercises taking into account the intragroup relations and the level of language proficiency.

Taking into account the above, we propose to carry out the formation of the communicative culture of students within the conditions of cross-national communication on the basis of the developed Game Training of Ethnocultures. The program of Game Training has an internal structure including 3 sections as follows:

- the input diagnostics, the purpose of which is to determine the current level of development of the students' communicative culture of cross-national communication;

- the training block, the purpose of which lies in developing the students' communicative culture of cross-national communication through playing exercises and their impact on such individual psychological characteristics of the individual as empathy, assertiveness, emotional stability, tolerance;

- the final diagnostics, the purpose of which is to study the level of development of communicative culture of cross-national communication after the inclusion of students in the training unit.

"Game Training of Ethnocultures" is based on folklore material of the Ukrainian people and other ethnic groups. The training includes specially selected tasks aimed at acquiring knowledge about traditions, culture, national and psychological features of different ethnic groups, the development of professionally important personal qualities. Along with this, in the course of studying the psychological and pedagogical possibilities of folklore and games, it helps solve problems of a psychotherapeutic, psycho-corrective and developmental nature.

Each game training session is a free joint creative improvisation of game actions, based on one's own experience, excitement gained by a person and simulated by means of folk games. The game comes laden with the potential for personal development at any age. Setting game tasks and modelling a real life situation reflected in the game, the atmosphere of game creativity and cooperation, the competitive spirit - all this contributes to the activation of interest in performing activities by each training participant, to increase motivation and the development of his personality.

The first block when working with students of the first year of study should be games "aimed at acquaintance". In this instance, variations and complexity can be different - from the well-known "Snowball" to creative variations, in which the participants not only get to know each other's names, but get acquainted with each other better – reveal character traits, preferences, hobbies, etc. In this case, the game exercises of the logical block: "to emancipate", "to remove the clamps", "to trust" should be applied. Herewith, game exercises are necessarily based on the pedagogical

tasks set in the program of the discipline (most often within the limits of mastering of the Ukrainian language). The purpose of this block lies in reducing tensions between multilingual students, increasing the level of trust in each other first of all as an individual, and then as a member of a certain cultural and national community. This contributes to an increase in the efficiency of the group as a whole, which will affect the more effective assimilation of disciplines.

Further, an important group of training games in the process of developing a communicative culture of cross-national communication is the group of exercises “for cohesion”, “for group formation”. Tasks of this kind of training are aimed at joint efforts of students to achieve a group objective. For instance, the group of students can be divided into subgroups without taking into account nationality and language, and each of them is given a certain educational task, designed in a game way. Participants of each subgroup will strive to unite their small team, find a common language, to increase the effectiveness of joint work. At the same time, the teacher should be an attentive observer and moderator of the work of each subgroup in order to intervene at the right time and correct the work of the participants.

Therefore, the structure of each game training session consists of several stages. They are as follows:

Stage I is a greeting ritual, including exercises aimed at relieving neuropsychic stress, motivating to work in a group, expanding the ideas of group members about each other.

Stage II is a group discussion - discussion by group members of the features of different ethnic communities through active involvement in joint activities in order to learn about national costumes, national dishes, and folklore. The analysis of the general and individual cultural traditions of different peoples is carried out through the awareness, understanding and recognition of the features of each nationality, which becomes a source of additional knowledge and helps in the development of a communicative culture in cross-national communication.

Stage III is training work, including exercises aimed at developing assertiveness, empathy, tolerance, emotional stability of students.

Stage IV - the inclusion of students in game-based activities helps develop the skills of intercultural interaction; it is an additional source of information about the characteristics of the lifestyle of peoples.

Stage V - summarizing, completion of group work; integration of experience gained during the session and feedback; providing group members with the opportunity to express their thoughts and feelings that have arisen during practical activities.

It is important to emphasize that “Game Training of Ethnocultures” is a system-forming link in a comprehensive educational program for the development of students’ communicative culture in the context of cross-national communication. It, on the one hand, logically completes the lecture course on ethnic disciplines, and on

the other hand, it gives the opportunity to move to practical implementation of the knowledge gained in future professional multicultural activities.

Conclusions and Prospects for Further Studies. Thus, the versatility, universality and accessibility of such a professional tool as a game allows forming the students' communicative culture of cross-national communication most effectively and at the same time leaving it within the framework of permissive work with voluntary participation, the absence of a strict academic atmosphere, motivation of participants to achieve results through joint efforts, which require the ability to form positive relationships and communication with other students, regardless of their national and cultural affiliation. In the process of applying game-based pedagogical technologies, not only the mastering of the academic discipline takes place, but also the formation of a culture of cross-national communication of a multinational group, a decrease in the degree of tension and mistrust among students, the formation of a positive attitude towards each other, cohesion and acquiring skills of joint activity towards achieving the goal, obtaining new communication practices in a multilingual collective, and, finally, the formation of international friendly ties, which is the most striking indicator of the formation of the students' communicative culture of cross-national communication in a multinational group.

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