PEDAGOGICAL CONDITIONS FOR THE FORMATION OF INTERCULTURAL COMPETENCY OF THE FUTURE MEDICAL PROFESSIONAL

Abstract. The article deals with one of the urgent problems of modern professional training of specialists – the intercultural competency formation of future medical professionals. The author narrowed the scientific search to the study of pedagogical conditions for of this competency formation. The results of the scientific research of Ukrainian and foreign scientists on the subject under investigation were studied, analyzed and summarized. After conducting a linguistic study of the content of the morphemes "inter-", "multi-", "cross-", "trans-" and "poly-", a conclusion was drawn regarding their synonymy and the advisability of using them with adjectives and in phrases. Having analyzed the scientific and pedagogical literature, the author provides an interpretation of the concepts of "conditions", "pedagogical conditions", determines the place of intercultural competency in the structure of the professional competency of a medical specialist. The article proves that the pedagogical conditions for the cross-cultural competency formation of a medical-student are based on the principles of: subjectivity, independent thinking, pragmatism, moral enrichment, interaction, high motivation, functionality of the educational environment. The groups of methods that underlie the pedagogical conditions for the formation of multicultural competency have been defined. The set of pedagogical conditions for the transcultural competency formation of the future specialist in the medical field includes three ones: humanistic problematization of the foreign language learning content with a system of professional knowledge and modeling of future professional activity; application of innovative interactive
foreign language learning technologies during the multicultural competency formation of the future medical worker; repletion and enrichment of reflective and evaluative experience of future medical professionals. The author revealed the essence of each of the three pedagogical conditions of transcultural competency formation of the future medical specialist.

**Keywords:** intercultural competency, communication, medical specialist, condition, pedagogical condition, pedagogical process, interactive technologies.

**Formulation of the problem.** World global changes, integration processes, external and internal migration are factors that have a significant impact on the international community, as a whole, and on each country and its citizens, in particular. Military conflicts and wars become a special test. In Ukraine, the war unleashed by Russia brought grief, destruction, death, disorder and problems in all spheres of life. Medical professionals became the first, along with the military, to meet the enemy, the task of saving lives and providing medical aid to the wounded fell on their shoulders. Doctors and nurses work in military and civilian hospitals, perform their professional activities both at the front and in the rear. Changes in conditions in the socio-political, economic, security, moral and psychological spheres of society's life directly affect the social demand regarding the competences of workers in any industry, and especially in health care. The training of a competitive medical specialist who possesses the entire set of professional competencies is the mission of all medical education institutions. Society's order to train a new type of professional poses new tasks for educational institutions in terms of organizing the educational process in accordance with new realities. Namely: introduction of new or improvement of existing educational programs; the formation of new and/or changes in the content of general and professional competencies, program learning outcomes, respectively - the emergence of new educational components; revision of educational plans and syllabi of educational components; changing the format of conducting classes, using new forms and methods of teaching, using interactive technologies and distance learning technologies; revision and improvement of approaches to the system of evaluation of educational results of education seekers.

A graduate of a medical higher education institution must possess clinical thinking, the ability to perform medical manipulations at an appropriate level, the skills to provide competent and safe care, provide psychological support and accompaniment to patients, and possess techniques for establishing conflict-free interaction with patients, their relatives and colleagues in a multicultural professional environment. Such a specialist should have developed intercultural competency as an integral part of his professionalism. And institutions of higher medical education are obliged to provide conditions for the formation of such competency.
Analysis of recent research and publications. Problems of the formation of professional competency of medical professionals were the field of scientific research of S. Buhalska, O. Golik, G. Klish, Ya Kulbashna, M. Mruga, I. Radzievska, K. Khomenko, A. Shcherbakova [1, p. 212].

O. Rezunova [2], K. Khomenko [3, p. 88], A. Shcherbakova [4, p. 82] and others have devoted their works to the formation of intercultural competence of a health care specialist.

Among those who conducted research on the provision of pedagogical conditions for the educational process were V. Aleksiuk [5], O. Hura [6], K. Dubych [7], N. Zhytnyk [8], and A. Lytvyn [9].

Purpose of the article: studying, researching and summarizing the information array of scientific and pedagogical sources on the topic under study; explaining the conceptual framework of the study; highlighting the principles and pedagogical conditions for the formation of intercultural competence of future healthcare professionals; developing a scheme "Pedagogical conditions for the formation of intercultural competence of future healthcare professionals".

Exposition of the main material. The formation of competencies of specialists in any field is determined by the educational standard of the specialty. In the Standard of the first bachelor's level of higher education in the field of study 22 Health Care specialty 223 Nursing the general competencies include "the ability to communicate in a foreign language" [10, p. 8], one of the special competencies is "application of professional skills (abilities), medical means, interventions and actions to ensure the patient/client decent treatment, privacy/intimacy/confidentiality, protection of their rights, physical, psychological and spiritual needs on the basis of transcultural nursing, tolerant and nonjudgmental behavior" [10, p. 8]. It follows that scientific and pedagogical staff of a higher medical education institution should ensure the formation of intercultural competence of a future specialist through a foreign language and other educational components by means of interdisciplinary integration in the use of interactive learning technologies.

The professional competencies of healthcare professionals include those that provide for the possession of high-level professional skills and the ability to predict the prospects for their own professional development, ensure the effectiveness of team professional activities, cooperation, social responsibility for work results, become the basis for readiness for self-expression and self-development, professional growth, and form the ability to self-preservation and self-sacrifice [11, p. 273].

Usually, intercultural competency is a professional competency and does not depend on the profession. However, the content of this competency of a medical professional is broader than in other professions [4, p. 4]. Taking into account the views of the majority of researchers on this issue, we consider the cross-cultural competency of a medical professional to be professional.
We have studied the meaning of the morphemes "inter-", "multi-", "cross-", "trans-" and "poly-" in the context of the interpretation of the term "intercultural competency" and decided that in this case they are equivalent and their use will be synonymous. Therefore, the adjectives "intercultural", "cross-cultural", "transcultural", "multicultural", "multicultural" are identical in meaning in phrases with the nouns "competency", "competence", "communication", "interaction", "environment", "society", etc.

If the concept of "conditions" is considered from a philosophical point of view, it expresses a set of objects (things, their interaction) and some kind of environment, without which its existence is impossible [12]. The Explanatory Dictionary of the Modern Ukrainian Language defines this phenomenon as "a necessary circumstance that makes it possible to realize or create something, or acts as a factor, as a driving force of a process or phenomenon" [13, p. 719].

As for the concept of "pedagogical conditions," different sources interpret it differently: "rules adopted in a certain sphere of life; a situation in which something happens; a circumstance on which something depends"; "a necessary circumstance that makes it possible to implement, create, form something or facilitates something"; "rules that exist or are established in a particular field of life activity that ensure the normal operation of something, rules, requirements, the fulfillment of which ensures something"; "a set of data, provisions underlying something"; "circumstances, features of real reality in which something happens or is carried out" [14, p. 497]. The Dictionary of Professional Training interprets "pedagogical conditions" as a circumstance that determines the effectiveness of the educational process of professional training of students based on their activity [15, p. 87].

According to V. Aleksiuk, pedagogical conditions are a set of measures of pedagogical influence [5]. O. Gura interprets this phenomenon as a set of objective forms, methods, means of material and spatial environment used to solve educational problems [6]. K. Dubych defines "pedagogical conditions" as a set of related activities to achieve a certain goal [7]. N. Zhytnyk considers this concept as a high-quality professional training of specialists [8].

A. Lytvyn interprets the concept of pedagogical conditions differently and points out that it is a complex of external and internal socio-pedagogical circumstances that are the basis for the rationally sustainable functioning of the education system [9]. Thus, most scholars consider pedagogical conditions as a complex concept characterized by interdependence, complementarity and interconnection of internal factors.

In our opinion, pedagogical conditions are an important element of the pedagogical system, which provides a set of opportunities for the educational environment, affects the personal and professional component of this system, and contributes to its functioning and improvement. In addition, pedagogical conditions constitute a complex interaction of special circumstances and areas of educational activity that determine the achievement of the result of the educational process.
The determining factor in the pedagogical conditions for the cross-cultural competency formation of a future professional in medical field is that such a specialist is considered a dynamic, nonlinear, synergistic system with internal processes of bifurcation, fluctuation and uncertainty [16, p. 37].

The pedagogical conditions of any pedagogical process are based on the principles of organizing this process. The educational process in all higher education institutions is based on general didactic principles. Having studied different approaches to the classification of the principles of educational activity and taking into account previous studies on the peculiarities of the intercultural competency formation of a future medical professional, we have identified the principles on which the pedagogical conditions for the transcultural competency formation of a future medical specialist are based:

- subjectivity – the formation of this competency is a component of personal qualities that affect the behavior of a specialist, the quality of work performed by him/her, where he/she acts as a subject of activity [17];
- independent thinking – the formation of skills: independent solving of various kinds of tasks, thinking, cognitive perception of reality, independence in understanding and analyzing professional information, self-development in the process of forming multicultural competency;
- pragmatism – the development of the ability to pragmatically perceive cultural, racial, national, religious differences, their equivalence instead of misunderstandings about the equality of values, traditions, creativity, philosophical views, etc. in the process of acquiring multicultural competency [18];
- moral enrichment – expanding the worldview of the scientific picture of the world, moral and personal development through the formation of own values and perception of different cultural traditions in foreign language classes while developing multicultural communication skills;
- interaction – development of skills of cooperation and collaboration in a team, in large and small groups through the introduction of interactive teaching methods in foreign language classes for productive interaction in a multicultural environment;
- high motivation – activation of students' interest and motivation to form the ability to intercultural interaction in foreign language classes on the basis of previously acquired knowledge, skills, and abilities, as well as students' creative and search activity [18, 19];
- functionality of the educational environment – ensuring variability, multifunctionality, orientation of the educational environment to the needs of the student, activation of cognitive activity [20, 21].

All the proposed principles (Table 1) are characterized by interconnectedness, complementarity, interdependence, integrity and constitute the strategic basis of pedagogical conditions for the intercultural competency formation of a future healthcare professional as a programmed result of his/her professional training.
<table>
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<tr>
<th>№</th>
<th>Principle</th>
<th>Essence</th>
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<tr>
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Based on the investigation and generalization of the results of research by domestic and foreign researchers on the issue of pedagogical conditions, we make an attempt to identify pedagogical conditions for the intercultural competency formation of a future healthcare professional in higher medical education institutions. We are based on the realization that the process of the cross-cultural competency forming of a future healthcare professional should take place in appropriate favorable conditions and depends on them.

Scientists believe that the set of pedagogical conditions for the multicultural competency formation should meet the requirements based on the methods generally accepted in scientific research:
- content and purpose conditions – the content of foreign language education is designed to perform professional functions;
- conditions for ensuring the development of educational activity – involve goal-setting when planning the pedagogical process, changing the type of activity, taking into account the experience and personal characteristics of students, activating perception and independence;
- organizational and activity conditions – the use of innovative interactive forms and methods of teaching is combined with a subjectively oriented model of foreign language classes;
- motivational and value conditions – include active reliance on positive motivation for learning a foreign language [22].

Based on the previously defined principles and groups of methods on which the pedagogical conditions for the intercultural competency formation are based, the results of the theoretical analysis of the topic under investigation, we have formulated three pedagogical conditions for the formation of future medical professionals' transcultural competency: humanistic problematization of the content of foreign language teaching by the system of professional knowledge and modeling of future professional activities; application of innovative interactive technologies of foreign language teaching in the process of intercultural competency forming of a future medical professional; repletion and enrichment of reflective and evaluative experience of future medical professionals.

Pedagogical condition I is the humanistic problematization of the content of foreign language teaching by the system of professional knowledge and modeling of future professional activity.

In the process of cross-cultural competency forming, the primary condition is to take into account the specifics of professional functions and ensure the professional nature of the educational content. The factors that ensure the effective formation of this competency are: purposefulness of the pedagogical process, systematic change of types of educational activities, reliance on experience, individual characteristics, active independent position and positive perception of education seekers.

In our opinion, when forming students' intercultural competency in foreign language classes, we should pay attention to two aspects that determine a person's ability to communicate professionally in a foreign language:
- learning to interact in speech contributes to a positive attitude towards communication and meeting the real needs of communicators;
- professional orientation of training takes into account values, knowledge, conceptual apparatus, intellectual and socio-cultural peculiarities in professional interaction.

The experience of practical foreign language teaching shows that the specificity of this educational component lies in its communicative orientation, first
of all. The communicative approach involves the development and improvement of skills in the practical use of language in professional multicultural interaction.

Pedagogical condition II is the use of innovative interactive foreign language teaching technologies in the multicultural competence formation of a future healthcare professional.

The introduction of active learning methods is carried out in a step-by-step and logical manner, according to a structured and phased scheme – from simple to complex and includes steps (Fig. 1):
- mastering interactive learning techniques by students through their application in traditional practical classes;
- expanding the use of elements of business games, discussions, debates;
- conducting credit measures in the form of a business game;
- conducting practical classes in the form of a business game with modeling of professional situations;
- use of case studies (targeted development of special business games on professional topics);
- conducting practical classes with the use of interactive technologies [23].

![Fig. 1. The procedure for implementing interactive teaching methods [23]](image_url)
Conducting an unconventional practical foreign language lesson, in other words, using interactive forms and methods of teaching, involves strict adherence to the following stages: motivation (5% of the lesson time), communication of the necessary information (10-15%), interactive main part of the lesson (50-50%), reflection and evaluation of learning outcomes (15-20%).

Such classes are a field for creativity and discovery of their talents for students, where they actively communicate with each other, share information, work together to solve learning problems and make decisions, model situations, immerse themselves in the atmosphere of professional interaction, evaluate their own actions and others. Teamwork, the project method, business games, creative tasks, etc. are used to solve professional learning tasks.

Special features of the educational process in recent years have been the active use of distance learning tools: LMS Moodle, My Class, Google Classroom, Google Forms, Google Sites, Ed-Era, Equity Maps, Prometheus. These IT services help at all stages of the educational process: from providing information, instructing students, conducting classes, sending assignments for independent work to monitoring the stages of learning and developing intercultural interaction skills, conducting control measures and reflection.

In addition, the services of information and communication Internet resources have become an effective means of information and educational environment in terms of the cross-cultural competency forming of future professionals of medicine: Telegram, Viber, WhatsApp, video hosting YouTube, TED Talks, social networks Instagram, Facebook, Twitter; Smart-technologies, cloud hosting: Google Drive, Dropbox, Mega, Box, OneDrive, iCloud, etc.

Pedagogical condition III is the repletion and enrichment of the reflective and evaluative experience of future healthcare professionals.

We have already noted that the content of intercultural competency of a healthcare professional is broader than that of representatives of other professions, so it is an important component of a medical professionality. In this context, the exclusivity of intercultural competency is manifested in the fact that a medical professional applies the acquired skills of multicultural interaction not only in purely professional situations. He/she goes beyond the daily medical practice and can evaluate his/her activities from the outside, understand the problems, shortcomings and contradictions in healthcare, seek and find ways to solve them in accordance with his/her moral values. The identified problems can become motives for his/her further professional and personal development.

Professional reflection for a healthcare professional is a vital condition for their professional development. Therefore, students must develop the skills of objective analysis of their previous activities, conduct SWOT-analysis, identify ways to eliminate shortcomings and deficiencies, and realistically build new goals. This complex heuristic process is based on the following principles:
- awareness of the need for practical knowledge;
- rejection of linear thinking, outdated, traditional models of solving professional problems;
- awareness of the uniqueness of each professional case and the fact that there is no template solution;
- interdisciplinary problem-solving using intuition, creativity, critical thinking, practical wisdom, art, etc.;
- understanding of experience as a basis and opportunity for creating new professional knowledge.

On having accepted and understood the essence of the above principles, students will be able to rethink the "self-image" of a healthcare professional [24], academic professional knowledge, values and goals. Usually, the idea of professional activity in the form of visual, bodily or sound images, feelings, individual phrases cannot always be verbalized. Graphic methods will help to make all this comprehensible – to interpret it.

Thus, we see a deep and close connection between reflection and the intercultural competency of a medical specialist. It lies in the fact that reflection:
- influences the understanding of the importance of transcultural competency in the system of professional competencies of a healthcare professional;
- as a conscious process positively influences the need for full self-disclosure of the education seeker in the course of professional training;
- as a means of social and professional mobility of a specialist;
- as the ability to appeal to one's independence and analyze one's self accelerates the formation of intercultural competence;
- as stepping outside the boundaries expands the social space of multicultural competency;
- as the process of self-creation leads to previously unknown knowledge about one's own capabilities in multicultural interaction.

Thus, the previously described pedagogical conditions for the multicultural competency formation of a future healthcare professional are an important component of the educational process as an integral system of professional training.

Conclusion. Intercultural competency formation is a long, complex and multifaceted process. Cross-cultural competency formation of students of medical education takes place directly with the help of special foreign language professional training (at foreign language classes); independently in everyday life by learning everyday household knowledge and skills; under the influence of mass media, cultural events, travel, random meetings, social networks; in the process of self-education and self-development.

At the educational institutions, this process takes place purposefully, organized and structured in accordance with the defined goals of the social demand
of modern society – the training of a competitive medical specialist, ready for professional activity in a multicultural environment.

Determined by the research pedagogical conditions for the cross-cultural competency formation (Fig. 2) are an important component of the pedagogical process and the basis for the development of a model for the intercultural competence formation of the future health care professional.

**Fig. 2** Pedagogical conditions for intercultural competency the formation of future healthcare professionals

Note: systematized by the author
References:


