

**STUDENTS COMMUNICATIVE CULTURE  
IN INTERNATIONAL COMMUNICATION:  
PEDAGOGICAL ASPECT**

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**Summary**

The pedagogical aspect of students' communicative culture in the conditions of international communication is investigated in the paper. The interpretation of the essence of the categories "culture", "language", "language personality", "culture in the conditions of international communication" and "pedagogical aspect of communicative culture of students in the conditions of international communication" is analyzed in the paper. It is established that the main task of the lecturer in the organization of communicative culture of students in the conditions of international communication is the formation of communicative-dialogue space. It is determined that the pedagogical aspect of students' communicative culture in the conditions of international communication distinguishes two interrelated components, such as general and personal principles of communication. The structure and the main functions of the communicative culture of students in the conditions of international communication and the connection of the subjects of communication for the development of the competitiveness of the higher education institution are analyzed in the paper. It is established that the most significant for the pedagogical aspect of communicative culture of students in the conditions of international communication are personal indicators in individual-personal, in communicative, in socio-psychological and in moral-political plans. It is established that scientists distinguish three components of students' communicative culture in the conditions of international communication that are cognitive, aesthetic and behavioral components. It is determined that for the formation of communicative culture of students in the conditions of international communication it is necessary to form in students: the respect for other peoples and cultures; to teach to respect any person, representative of another socio-cultural group; to stimulate the desire to learn about different cultures; to form tolerance for ethnic cultures. It is determined that in order for the communicative culture of students in the conditions of international communication to be successful, the lecturer must have not only certain personal qualities, but also professionally significant ones. It is established that special exercises for the development of international communication skills should be used in the educational process.

**Keywords:** communicative culture, international communication, higher education institutions, pedagogical aspect, students.

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## 1. Introduction

In today's conditions, the problem of forming a communicative culture of students in the context of international communication is attracting more attention from lecturers, sociologists, culturologists and psychologists around the world. In recent years, academic mobility of students around the world has increased significantly and at the same time there has been an increase in the number of foreign students, which indicates the intensive development of cooperation in education and defines as the most relevant and important area of higher education institutions in many countries. The development of interstate academic cooperation, which includes comprehensive, multicultural education and development of young people, contributes to the spiritual rapprochement of peoples, international relations, the formation of a culture of international communication and leveling the world's borders.

A lot of higher education institutions in Ukraine have long been training a large numbers of foreign students, cooperating with higher education institutions and enterprises in other countries, participating in student exchange programs and more. Due to these conditions the task of forming the communicative culture of students in the context of international communication is becoming increasingly important for higher education institutions of our country.

The urgency of the studied problem is due to the processes of globalization and informatization, increasing migration flows, expanding international contacts with carriers of different cultures at different levels, the formation of a single world economic, informational, cultural and educational space. Strengthening the cultural diversity of society required a revision of global human values, the need to develop productive ways of teaching and educating the younger generation, including intercultural relations. The process of globalization taking place in the modern world contributes to the expansion of cultural boundaries, affects the intensity of intercultural communication. The expansion of intercultural ties inevitably leads to new social, political, religious, economic and educational problems.

The modern learning environment should be aimed at developing personal intellectual abilities, critical thinking skills, communication skills important for understanding cultural diversity, establishing contacts between representatives of different nationalities in economic, social and political spheres at different levels. Thus, the vital need to cultivate the culture of international communication is explained by the fact that the population of many countries and regions in its composition is multinational.

## 2. The essence of communicative culture of students

Domestic and foreign scholars are convinced that communicative culture in international communication is one of the important aspects of basic personality culture, which should be considered a key component of culture, where foreign language culture serves as a system to improve professional and socially significant personality qualities, and language is a means of communication and the development of communicative culture in the context of international communication.

Analysis of the structural components of communicative culture in international communication, namely "culture", "language", "language personality" and "culture in international communication", shows that there is no unity in their understanding and not always these and similar concepts are revealed quite accurately, but there are common functions that they perform for the development and formation of communicative abilities of the individual.

Kendzior P. argues that culture can be seen not only as a material asset and spiritual values created by man in the process of purposeful activity, but also primarily as a relationship that arises in the accumulation, exchange and transmission of cultural meanings. The use of the activity approach in the educational process enriches it with new values and meanings that accumulate in various layers of the educational potential of a culture (*Kendzior, 2017: 32-35*).

If we talk about the development of culture, it is impossible without intercultural communication, where the cultural function is performed by the language in which it is carried out and formed a linguistic person who owns it, where this fact is confirmed by American linguist Sepir E. The scientist denying the biological definiteness of language, noting that language is a purely human, almost instinctive way of transmitting thoughts, emotions and desires, emphasizes the communicative function of language as an expressive form of communicative behavior (*Sepir, 2001: 31*).

Hymes D. argues that language, on the one hand, determines the cultural reality of people who belong to different cultures, have to some extent special communication systems, and on the other hand, cultural values and beliefs partially create a linguistic reality. Thus, being one of the main components of culture, language contributes to the fact that culture can be both a means of communication and a tool for dividing them into different nationalities and peoples. Language becomes an important tool in the process of learning about another culture, which is reflected in language. That is how a person can develop the ability to evaluate, compare and accept the uniqueness of different cultures (*Hymes, 1972: 269-293*).

On the basis of generalizing psychological and pedagogical analysis, communicative culture is an instrument of the subject of communication, the internal result of its communicative activity, and determines integrative personal education, which includes knowledge of etiquette, communication system of motivated, morally oriented communicative qualities and human skills which have a personal meaning for her and regulate the behavioral aspects of her communication with other people.

The structure of the communicative culture of the individual includes the communicative potential of the individual, as well as such integral communicative properties as sociability, contact, communicative compatibility, communicative knowledge and skills, communicative abilities, empathy and mutual understanding. One of the important elements of communicative culture is communicative competence, which involves the adequate application of knowledge, skills, abilities, norms and values to solve educational, developmental and upbringing tasks (*Yashchenko, 2010: 7*).

The culture of international communication should be understood as “a set of special knowledge, skills and beliefs, as well as adequate actions and deeds, which are manifested both in interpersonal contacts, when the subjects belong to different cultures, and in the interaction of different ethnic communities, which allow on the basis of intercultural competence to quickly and painlessly reach mutual understanding and agreement of common interests” (*Levanova et al., 2008: 69*). The host country is constantly faced with the problem of optimizing the living and academic life of foreign students who have to go through a difficult process of adapting to new living conditions and learning.

The pedagogical aspect of students' communicative culture in international communication is the ability to listen, ask questions, analyze answers, understand the student and be able to clearly present educational material so that students are attentive, observant, able to establish contact, see and understand the reaction of the audience to convey their attitude to what is happening, to interest, to capture the explanation so that students understand the educational material (*Kamyshna, Pavlovyeh, 2020: 44*).

The pedagogical aspect of students' communicative culture in the context of international communication is defined as a system of direct or indirect connections, lecturer interactions, which are realized by verbal and nonverbal means, computer communication, information exchange, modeling and management of communication and regulation professionally pedagogical relations (*Volkova, 2006: 23*).

### 3. Characteristic features of students' communicative culture

One of the main tasks of the lecturer in organizing the communicative culture of students in international communication is the formation of communicative-dialogue space between the management of higher education institutions and contact audiences, between students and lecturers (*Pavlov, 2013: 56*). The pedagogical aspect of students' communicative culture in the conditions of international communication distinguishes two interrelated components:

1) the general principles of communication, which establish the nature of the social order, preservation of the values of the past, the implementation of pedagogical and educational activities of research and teaching staff and students, to achieve a common goal and objectives of the educational process;

2) the personal principles of communication, citizenship, style of communication – a set of specific techniques and tools by which the researcher and student, depending on the specific conditions of the educational process implements its activities on the basis of their own knowledge, professional experience, skills and abilities (*Kamyshna, Pavlovysh, 2020: 43*).

In Figure 1. shows the structure and the main functions of communicative culture of students in the context of international communication and communication of the subjects of communication for the development of competitiveness of higher education.

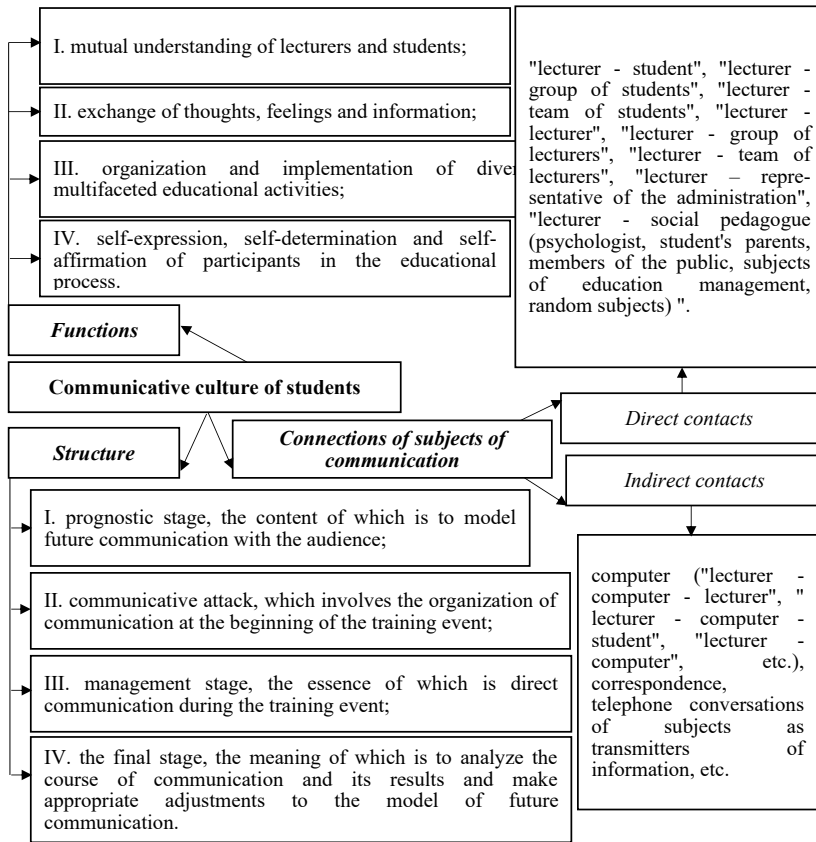
The most important for the pedagogical aspect of students' communicative culture in the context of international communication are personal indicators in several areas: individual-personal, communicative, socio-psychological, moral and political (see Fig. 2).

Researchers identify three components of students' communicative culture in the context of international communication:

- cognitive component – formation of students' ideas about each other and ideas about personal qualities of each participant in the process of international communication;
- aesthetic component – external and internal features of the participants of international communication evokes a certain attitude;
- behavioral component – words and deeds addressed by student to students, and vice versa.

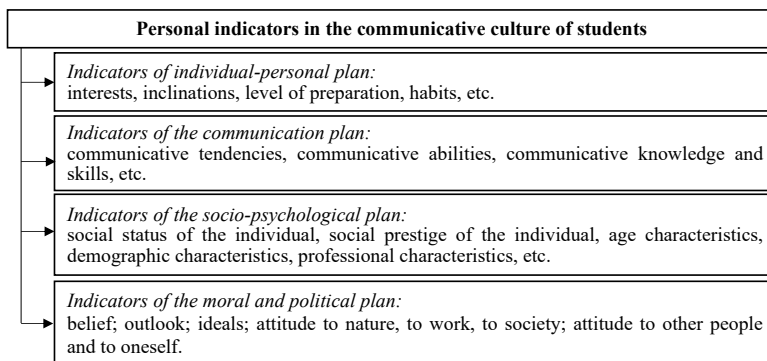
Considering the communicative culture of students in the context of international communication as an integrative personal education, in its structure distinguish the following indicators:

- by cognitive criterion (knowledge of etiquette norms of communication, ways of their manifestation; understanding of the essence of communicative culture and qualities that indicate its presence; awareness of factors influencing the formation of communicative culture);
- by emotional and value criteria (emotionally positive attitude to etiquette norms of communication, the desire to use them, the development of empathy, adequate self-esteem).
- by behavioral criteria (ability to adhere to etiquette norms in the process of communication, expression of empathy and communication skills) (*Yashchenko, 2010: 7*).



**Fig. 1. Characteristic features of communicative culture of students in the conditions of international communication**

Source: Compiled by the authors based on official data of (Kamyshna, Pavlovych, 2020: 44; Kohut, 2013: 77).



**Fig. 2. Personal indicators in the communicative culture of students in the conditions of international communication**

Source: Compiled by the authors based on official data of (Maksimova, 2012: 20).

#### 4. Formation of communicative culture of students

The following fundamentally important points must be taken into account when forming the communicative culture of students in the conditions of international communication:

- specific historical level of nation development and national relations;
- richness and diversity of cultural identity and traditions of communication;
- historically established traditions and experience of relations between nations and nationalities (neighboring and distant);
- features of spiritual appearance, culture, psychology, moral qualities of the individual, which are in international communication.

In order to form a communicative culture of students in terms of international communication, they need to form:

- respect for other peoples and cultures, readiness for business cooperation and interaction, joint solution of universal problems;
- necessity to learn to respect any person, a representative of another socio-cultural group;
- to stimulate the desire to learn about different cultures;
- to form tolerance to ethnic cultures, to teach to prevent or creatively overcome conflicts.

Educational work on the formation of these qualities should take place in the educational system. The use of elements of multiculturalism in education can contribute to the education of tolerance. The main thing in solving this problem will be, first of all:

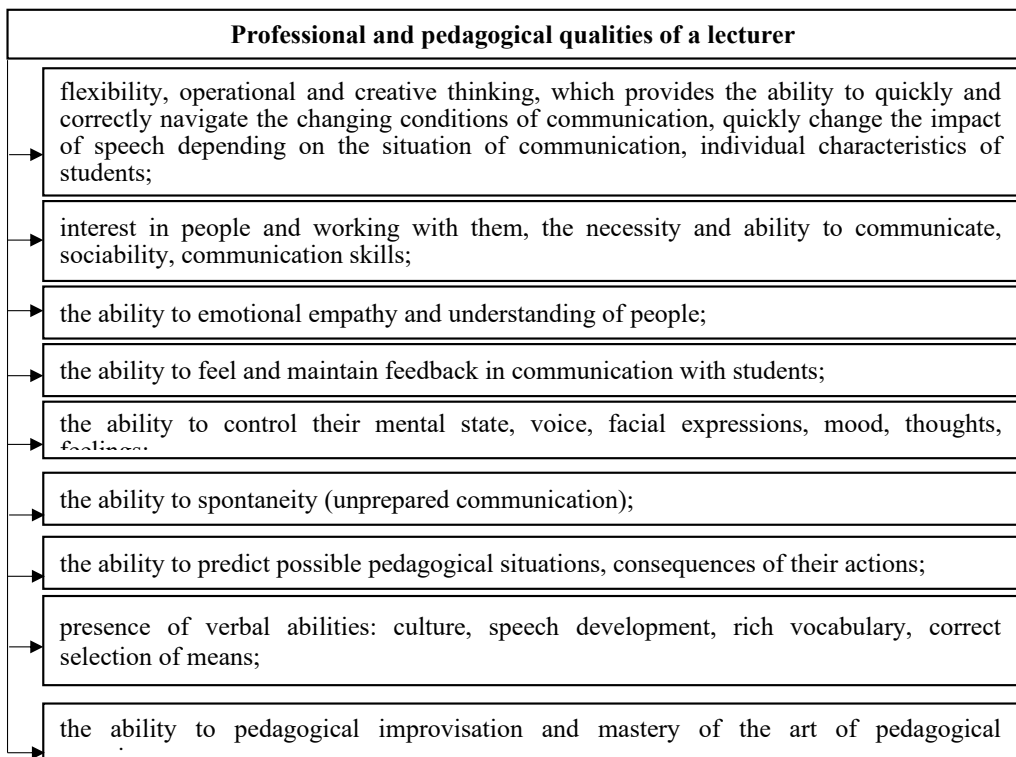
- 1) comprehensive mastery by students of the culture of their people, as a prerequisite for integration into other cultures;
- 2) teaching students human rights and peace;
- 3) formation of ideas about the diversity of cultures in Ukraine and the world;
- 4) fostering a positive attitude towards cultural differences that would contribute to human progress;
- 5) creating conditions for the integration of students into the culture of other nations;
- 6) formation of skills and abilities of effective interaction with representatives of different cultures;
- 7) education in the spirit of peace, tolerance, humane international communication.

On the basis of invariant universal values, national and international values, paradigms of convergence and integration of spiritual values, basic culture of the individual, its compliance with the realities of the changing world must be formed and maintained. In the open multicultural educational space the process is realized, the main purpose of which is to create conditions that provide protection and support for the development of each person. Accordingly, in the practice of work it is advisable to introduce methods and technologies that contribute to an individual approach to social formation, human adaptation to the intercultural educational environment through various activities, which in turn:

- 1) activates the processes of self-knowledge, self-development, which promotes the development of mechanisms of reflection;
- 2) aimed at identifying educational subjects of their most important needs and problems in organizing the process of pedagogical interaction, in which everyone has the opportunity to identify personally significant goals of life (individual sphere of self-realization);
- 3) aimed at finding means and forms of adaptation, protection and support of the individual of a consultative, informational and practical nature.

More flexible, soft pedagogical systems and learning and development operations that promote individual adaptation to culture in the form of education should be tested in multicultural educational institutions. Special characteristics of pedagogical technologies in the course of educational operations of multicultural education are: cooperation, dialogue, activity-creative nature, focus on support, protection of individual development, providing pedagogical technologies free of charge, protected space for independent decision-making, variety of ways, forms and techniques of creative self-expression of the individual's cultural identification (Baubekova et al., 2020).

In order for the communicative culture of students in the conditions of international communication to be successful, the lecturer must have not only certain personal qualities, but also professionally significant (see Fig. 3).



**Fig. 3. Professional and pedagogical qualities of the lecturer**

Source: Compiled by the authors based on official data of (Maksimova, 2012: 20-21).

Thus, the main qualities of a lecturer are a skilled communicator, who is not limited to knowledge of his subject, and his communicative behavior is based on pedagogical tact, correctness, demanding of himself and students, stimulates cognitive interest, motivation of students to learn (Shkurenko, 2017).

Research and teaching staff and students need to learn the art of international communication, so scientists have developed special exercises to develop international communication skills. Researchers combine these exercises into two groups, namely: practical



mastery of the technique and technology of international communication and mastery of the communication system in a particular educational situation (see Fig. 4).



**Fig. 4. Exercises for the development of international communication skills**

Source: Compiled by the authors based on official data of (Kamyshna, Pavlovykh, 2020: 44).

In turn, the formation of communicative culture in the context of international communication is a process of developing in teachers and students' professional communicative qualities, competencies and character traits that will contribute to further professional communicative activities. Thus, professional-pedagogical communication is the lecturer's ability to navigate and use the features of professional-pedagogical communication, which are based on the relevant competencies in a particular professional field (*Shkurenko, 2017*).

### 5. Levels of communication between lecturers and students

Proper communicative culture of students in the context of international communication eliminates negative emotional stress in students (fear, insecurity), resulting in joy, desire for joint activities (*Kamyshna, Pavlovykh, 2020: 44*). Among the research and teaching staff we can distinguish their inherent levels of communication with students: primitive, manipulative, standardized, conventional, playful and personal (see Table 1).

When considering the problems of forming the communicative culture of students in the context of international communication, it is necessary to take into account that this process is continuous and takes place in the learning environment. It involves individuals (adolescents, young people, their parents and lecturers) and various communities (ethnic groups, groups of friends and acquaintances, family groups, etc.); as formal associations – student groups, classes, and informal (age groups of youth, adolescents at the place of residence); as elements familiar to lecturers (educational and upbringing systems), and phenomena and concepts that have not previously attracted their attention, such as language and traditional ritual spheres.



Table 1

**Levels of communication between lecturers and students**

<b>Levels of communication</b>	<b>Characteristics</b>
Primitive	For a lecturer, a student is not a partner, but a subject, so research and teaching staff demonstrate their superiority. Student for lecturer is a means to an end.
Manipulative	An entity that chooses a partnership at this level is close to the primitive level in its approach to another person, but in terms of performance it is close to the conventional level. Characteristics of the manipulator (lecturer): for him a partner (student) – a rival in the game, which must be won using various techniques. The student is the object of manipulation.
Standardized	The formal structure of communication dominates. Weak attention to personality. The lecturer adheres to the standards of etiquette, but such behavior is superficial and, without affecting the personal level, is implemented at the level of masks. The student is an independent object, feels the indifference of the lecturer behind the “mask” and, in fact, remains the object of manipulation.
Conventional	This level is characterized by a genuine interest in the student, care for him, willingness to take his place. One reveals one’s own openness, although not completely, but within the framework of the situation in which communication takes place; positions are diverse, complementary. Contact at the conventional level requires from the lecturer and student a high culture of communication, the ability to maintain dialogue.
Game level	This level is characterized by a genuine interest in the student’s personality, openness and diversity of communication, which makes communication festive, exciting and productive in terms of mutual understanding, mutual knowledge. The game level is effective in pedagogical communication, when the lecturer plays a distracted role, which needs the help of knowledgeable students.
Personal	It is based on a deep interest in the student, recognition of the independence of his personality. The researcher is into students, all his activities are aimed at developing their spirituality, personal communication becomes spiritual communication. The student trusts the research and teaching staff, who is the authority and the best mediator between them and knowledge about the world, people, themselves. Acquisition of a personal level of communication by a research and teaching staff is a necessary condition for a strong culture of interaction between lecturer and student.

Source: Compiled by the authors based on official data of (Kamyshna, Pavlovyh, 2020: 44; Shkurenko, 2017).

The culture of international communication is a complex phenomenon that includes the following structural components: cognitive, motivational, emotional-communicative and behavioral-activity. Accordingly, the process of educating students’ communicative culture in the context of international communication includes:

- acquainting students with the system of scientific knowledge about the rights and freedoms of man and peoples, about nations and their relations, about races and religious denominations;
- formation of civic and universal feelings and consciousness;

- development of positive experience of culture of communication with people of different nations, races and religious denominations;
- ensuring high moral motivation of actions and behavior of student youth in the process of interpersonal communication.

Forming the ethnocultural interests of students, instilling in students the idea that each of them is a value for our multinational state, forming a person capable of respecting the values of another culture, lecturers cultivate a multicultural personality (*Baubekova et al., 2020*).

Therefore, the optimal communicative culture of students and lecturers in international communication is communication that creates the best conditions for the development of student motivation, creative nature of activities to form his personality, which provides a favorable psychological climate, prevents psychological barriers, allows maximum use in educational process personal and professional skills of research and teaching staff.

## 6. Conclusion

Research and analysis of scientific works allows us to conclude that the process of formation of communicative culture of students in international communication is directly related to the formation of values and value orientations of the individual, reflecting the coexistence of subjects in the multicultural space of society, the need for adequate orientation in the system of non-cultural values, the development of communicative abilities, creative activity and tolerance. Since in pedagogy all dimensions of culture focus on the individual, and any cultural phenomena reflect his inner world and creative potential, so for the educational field is fundamentally important to understand culture not only as a historically defined level of society, creativity and human abilities, reproduced in the types and forms of organization of life and human activity, but also as a factor in the formation of personality.

The process of educating students' communicative culture in the conditions of international communication, directs it to the formation of: student's readiness for dialogue with speakers of foreign culture; a new hierarchy of youth value orientations; understanding of universal morality and national and ethnic characteristics of the bearers of foreign culture and becoming a specialist as a subject of culture. This will help in further research to determine the levels of formation of communicative culture of students in the context of international communication, which will contribute to the training of new generation professionals in Ukrainian society.

The study does not cover all aspects of the problem of forming a communicative culture of students in international communication. Prospects for further development, in our opinion, provide for the improvement of methodological tools for pedagogical diagnosis of communicative culture and the content of the technological component in the organization of the educational process.

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