

13. Minka T.P., Obushenko O.M., Zabroda D.H., Holoborodko D.V., Kononets V.P.; red.: Alforov S.M. (2013) *Administratyvna diialnist orhaniv vnutrishnikh sprav: osoblyva chastyna navch.* [Administrative activity of internal affairs bodies: special section] Kharkiv: posib. dlia stud. VNZ Dnipropetr. derzh. un-t vnutr. sprav. 310 s.[in Ukrainian]

Markov R. Protection of a police officer from cold weapons

The protection of police officers from cold weapons is an extremely relevant topic in the modern world. There are many situations when law enforcement agencies have to deal with attacks in which criminals use cold weapons such as knives, swords, brass knuckles, etc.

These attacks can be very dangerous and result in serious injury or even death. However, ensuring the safety of police officers is not an easy task, as they must be prepared for different scenarios and ensure the safety of citizens without violating human rights and freedoms.

Such grounds require careful study and development of effective strategies and tactics to protect law enforcement officers and ensure the safety of citizens.

This issue in the context of professional training that will contribute to the personal protection of police officers has been studied by such domestic scholars as A. Martyshko [9], V. Bondarenko [5], S. E. Butov [3] and others, so we took their works as a basis and decided to demonstrate the importance of self-defense against attackers and ways to improve skills to avoid serious and fatal consequences of the use of cold steel.

The purpose of this article is to analyze the aspects of improving the effectiveness of police officers' self-defense techniques against an attack by a criminal with a cold steel weapon.

The objectives of the article in connection with this topic are as follows:

- to point out the ways to improve the professional training of a police officer;*
- to indicate the techniques of self-defense and disarmament of the offender;*
- to emphasize the importance of knowing the regulations on the use of coercive measures.*

Research methods and techniques. The methodological basis of the study of the study are the modern methods of cognition used in it, such as: analysis and synthesis, generalization, induction method and others.

Key words: *cold weapons, professional training, protection, tactics, risk, individual armor protection, defense, special means.*

УДК 378.093.5(410)

DOI <https://doi.org/10.31392/NPU-nc.series5.2023.95.17>

Mudra O., Tonenchuk T.

TEACHING OF A PROFESSIONAL FOREIGN LANGUAGE COMMUNICATION AT HIGHER INSTITUTIONS OF UKRAINE

This article addresses the imperative for a significant enhancement of the Ukrainian higher education system to cultivate specialists proficient in conducting professional interactions through foreign language communication across diverse contexts. It delineates the objective of imparting professional foreign language communication skills in universities, emphasizing the attainment of a proficiency level conducive to practical application in subsequent professional endeavors. To enhance the efficiency of the teaching process, educators are urged to develop novel organizational frameworks and methodological techniques. In alignment with the ongoing efforts to elevate the quality of higher education, this article directs its focus toward the development of the professional communicative competence of future specialists, encompassing intercultural, humanities, social, and linguistic components. Within this context, the acquisition of Foreign Language for Specific Purposes assumes paramount importance, facilitating students' rapid adaptation to the evolving challenges presented by academic and professional communities. This development not only garners interest among university instructors but also resonates with learners. The article underscores a dual-focused educational approach, examining two methodologies: English Language for Specific Purposes and Content Language Integrated Learning. It explores potential avenues for optimizing and modernizing the methodology of teaching professional foreign language communication. Furthermore, it highlights the significance of the process of integrating foreign language and professional components, essential for shaping a competitive model of a graduate-specialist in the global labor market. A novel approach to the selection of learning content is advocated within the context of professionally oriented foreign language teaching. The article provides a detailed description of all facets of professionally oriented foreign language teaching, offering a comprehensive overview of the intricacies involved in imparting professionally oriented foreign language skills.

Key words: *Integrated learning, teaching foreign languages, professional foreign language communication, education, profiling discipline, dual-focused approach, higher institutions.*

(статтю подано мовою оригіналу)

The primary objective of higher education is to nurture a multidimensional, creative personality that comprehensively perceives the world. This individual should actively participate in both professional and social spheres, contributing to the dynamic and sustainable development of mankind, in contrast to narrowly-focused specialists.

The increasing expansion of international relations among industries and individual enterprises, coupled with the growing utilization of imported equipment and foreign technologies, underscores the escalating importance of linguistic training in shaping a well-rounded specialist. Unprecedented interest in learning a foreign language has arisen due to the imperative to use it as a tool for enhancing and expediting integration into the global community, expanding connections with foreign companies, leveraging know-how, establishing personal contacts, and pursuing diploma convertibility.

In today's dynamic environment, specialists at all levels must exhibit professional mobility, possessing deep professional knowledge while being cognizant of the continual need for self-improvement. The readiness of specialists for effective professional activity encompasses characteristics such as adaptability, professional skills, the ability to apply acquired knowledge to solve professional challenges, and a sustained motivation for successful professional endeavors.

The training of specialists now demands not only specialized knowledge but also additional knowledge that is increasingly considered part of general culture. This additional knowledge enhances competitiveness in the labour market, providing opportunities for securing prestigious and well-paid positions. Consequently, a prerequisite for graduates of vocational schools at any level is proficiency in a foreign language aligned with the communicative needs of their future professional activities. When students approach a foreign language as a means of general culture, they acquire language proficiency more rapidly and effectively as a tool for professional culture.

The central objective of foreign language training in a professional school is to develop communicative abilities, teaching language as a genuine means of intercultural communication – both in written form and through direct oral contacts. This training serves a dual purpose: fostering the general cultural development of the individual while ensuring professional development to transform the student into a competent professional [7].

Regardless of specialty, a future specialist must possess the capability to comprehend and utilize any form of information, whether it involves competent paperwork or understanding specific technical features of equipment, its installation, and operation [6]. Consequently, universities must undertake the responsibility of training specialists capable of effectively addressing language-related challenges in their professional activities. The success of this endeavor hinges on the specialist's level of training and the establishment of optimal links between subjects in the professional and humanitarian cycles.

Educational institutions are undergoing a reorientation towards training personnel tailored to the needs of their respective regions. This involves adopting a regionalization approach to vocational education, transitioning from training personnel with narrow specialties to cultivating specialists with professional mobility [4]. Such specialists must adapt to continuous information flow, evolving technology, widespread computerization of production, improved labour organization, and advancements in the social and cultural sphere. Adjustments in the teaching of language cycle subjects are essential to enhance the effectiveness of linguistic training and implement educational, nurturing, and developmental teaching ideals.

The newly formulated work programs for language cycle subjects, aligned with the State Educational Standard [3], encapsulate the overarching goals and objectives of these subjects. Special emphasis is placed on interdisciplinary connections in language study, linking it to the future specialties of students.

The primary objective of teaching professional foreign languages in technical universities is to cultivate a high level of proficiency for their practical use in future professional activities. Mastery of a foreign language represents just one facet of a subject that is professionally directed. A foreign language enhances the concept of professional orientation by providing a focus on the content of teaching materials and activities that incorporate methods fostering professional skills.

The professional orientation of this activity necessitates several key elements: 1) integration of the discipline of Foreign Language with profiling disciplines; 2) tasking the foreign language teacher with educating future specialists based on interdisciplinary links; 3) utilization of effective instructional methods.

Ukraine's active participation in the global community, coupled with involvement in international scientific projects and programs, underscores the imperative of fluency and practical application of at least one foreign language in both everyday and professional contexts as a priority for enhancing the education of a modern specialist [2]. Given the prominence of computer technology and the global Internet in contemporary society, the English language holds a dominant role.

In addition to profound knowledge in specialized disciplines, modern specialists require computer expertise, well-developed communication skills, and a high level of proficiency in a foreign language. The educational function of a foreign language in the university facilitates access to essential professional information not only from domestic but also from foreign sources, a crucial aspect in forming professional competence.

A foreign language also offers significant opportunities for the development of cognitive abilities, memory, and willpower [6]. The emergence of new carriers of international information and methods of processing necessitates specialists in various fields to optimize the balance between domestic and foreign information flows, considering economic and energy indicators. Graduates of non-linguistic universities must develop foreign language speech activity to address such tasks effectively.

The current priority in improving the education system is associated with developing theoretical and methodological foundations for designing teaching technologies [9]. These technologies should ensure the diversified

development of students' foreign language communication skills and their ability to process foreign language information rapidly and efficiently. This approach aims to nurture new personal qualities, active life positions, a rational attitude toward the surrounding world, and the development of communicative competence, professional thinking, and worldview among students.

Communicative competence is viewed as a measure of an individual's engagement in communicative activity [2]. The culture-centric approach underscores key principles in specialist training, including humanization, complexity, integrity, and integration [8]. Notably, the importance of the general culture of the individual is emphasized as the professional foundation for the training of any specialist.

In response to emerging challenges, our universities have undertaken a comprehensive re-evaluation of the traditional approach to language instruction. Active proficiency in a professional foreign language is now regarded as an indispensable component of the professional training for future specialists, seamlessly integrated into their qualifications to both professional and universal competencies. The emphasis in training is squarely focused on achieving a practical knowledge level, treating the language as a means of intercultural communication and ensuring the possibility of continuing education and professional activity in a foreign language environment. Realizing this goal sets exceptionally high standards for mastering a professionally oriented foreign language, necessitating careful consideration of several key aspects.

The first aspect underscores that a professional specialist, aiming for effective professional communication in a foreign language, must master specialized professional terminology. The second aspect emphasizes the necessity for a professional specialist to acquire linguistic means enabling the actual execution of business communication. The third aspect highlights the importance of developing and improving skills and research capabilities during the learning process.

The analysis of tasks associated with the professional activity of future specialists has enabled the development of a comprehensive scheme for teaching a foreign language, incorporating the following provisions:

1. Determination of communicative features for various text types in the specialty and the means of expressing these features, i.e., communication models.
2. Identification of communicative signs of oral speech and the means of expressing these signs.
3. Comparison of these means of expression and the selection of models for passive and active training.
4. Determination of the most comprehensive list of communicative features and models of oral speech in the studied specialty, followed by the development of a system of exercises for active training.
5. Analysis of various communication-oriented types of texts in the specialty, selecting specific types for educational purposes, determining their main communicative features, models, and developing an effective system of exercises for training selected structural units.
6. Creation of a "base of preliminary knowledge" for the development of speech skills and abilities, involving the selection and training of word-formation, lexical, and grammatical structures necessary for reading, listening, and speaking.
7. Oral communication ranging from monologue to dialogue and vice versa, utilizing problems and games of a problem-seeking nature.

When developing oral speech skills in a foreign language within a specialty, it is essential to recognize that its monological element is no less critical than the dialogical element [8]. Consequently, teaching methods should strive to increase the volume of monologue replica within dialogue, progressing to purely monologic forms of oral speech [2].

Working on a text as the main educational unit in teaching a foreign language necessitates teaching students to identify the main topic and logical structure. This involves understanding the distribution of elements "topic-topic," forming the basis of communication within the specialty. The primary focus is on correctly posing questions (logically and grammatically) and answering posed questions, thereby sustaining and supporting a conversation while recalling the main problems and their logical presentation [6].

The formation of communicative competence is enhanced through the incorporation of communicative events in foreign language lessons. The effectiveness of these events relies on placing students in conditions that compel them to communicate and exchange opinions on a given topic immediately and subsequently in real communication situations. To achieve this, teaching techniques promoting real communication in a learning environment, such as solving problem tasks, discussions, storytelling, role-playing games, and project work, are essential [4].

The active involvement of teachers from specialized departments in teaching a professional foreign language is a fundamental component. In this scenario, students find it easier to master special terms that linguists may not be familiar with. An important principle is observed: a professional linguist knows how to articulate correctly, while a technical discipline teacher understands what to convey. In such classes, students feel at ease, as clarity is prioritized, and all questions are addressed. The pedagogical activity of teachers working together encompasses the preparation, planning, organization, management, and control of the educational process. In classroom time, a teamwork model is implemented with separate teaching of the discipline. Teachers closely collaborate at all stages of student education, from preparatory tasks to the assessment phase. Teaching a foreign language in pedagogical interaction necessitates additional theoretical knowledge from its members. The main feature of the pedagogical qualifications of teachers participating in joint student training is not only knowledge of their subject but also proficiency in a

foreign language by the teacher of the profiling department and a certain understanding of the subject of special disciplines for teachers of the language department. Organizing additional methodological and language training for teachers of a foreign language and teachers of special disciplines is imperative.

This approach positions the content of foreign language instruction not as an isolated academic subject but as a subject of educational activity consistently transforming into the subject of professional activity. The system of professionally similar situations utilized in this approach allows for the dynamic development of training content using a foreign language, creating the possibility of integrating knowledge from various subject areas.

Through a retrospective analysis, this study aims to elucidate fundamental distinctions between two methodologies. The enhancement of literature reading skills within a specialized domain and the development of oral communication based on specialized texts have stimulated increased interest in foreign language acquisition, expanding students' intellectual horizons within their prospective disciplines.

The conceptualization of teaching professional foreign languages in the university, with a focus on reading specialized literature and professional terminology, has been extensively investigated in prior studies (Durdas A., 2021; Badan A., 2021). The evolution of communicative training theory has led to a shift towards cultivating a creative and active personality, integrating specialized knowledge and skills conducive to professional development across diverse scientific domains (Bielousova R., Gluchmanova M., 2014).

The foundational principles of communicativeness and problem-solving are delineated as the cornerstones of professionally oriented education (Onishchenko N., 2021). The amalgamation of the theory of mental activity development in situations of repeated communication (Fenwick T., 2003) and the theory of personality development in the context of speech activity underscores the principle of communication.

Contextual learning theory, considered a form of active learning for higher education, is directed towards the professional training of students. It advocates for the systematic utilization of the professional context during training, emphasizing the significance of a contextual approach in teaching lexical, grammatical, and phonetic skills within the context of professionally oriented foreign language instruction. In this learning system, the content of the text takes precedence, followed by language form.

Some scholars extend the concept of professionally oriented teaching to include not only a professional orientation in the content of educational materials but also in activities and various methods and techniques that form professional abilities. They propose that a foreign language, as a professionally significant discipline, possesses the means to cultivate professional abilities among students. The suggestion is to integrate the discipline of Foreign Language with profiling disciplines within the framework of professionally oriented training (Durdas, A., Mostyt'ska, L., Kostenko, O., Ovcharova, O., 2021). Essentially, the goal of professionally oriented training is to actively implement interdisciplinary communications within the higher education system, building upon these communications (Hodovanets N., and Lehan V., 2016).

In essence, numerous similarities exist between the considered approaches, comprehensible through the levels of their principles. The four Cs in integrated learning – context, communication, cognition, culture – demonstrate professionally relevant correspondences in professionally oriented training [3].

The disparities between the approaches lie in goal setting, the nature of collaborative activities between teachers of profiling disciplines and foreign languages, and the organization of the educational process. The first approach prioritizes the formation of language and speech competence, subsequently delving into semantic interpretation, understanding, and discussion. Conversely, the second approach conducts training from text to language, initially emphasizing the conceptual understanding of the text's core content.

To enhance the effectiveness of teaching professional foreign language at the university, students should be instructed in utilizing Internet resources to broaden the scope of their language proficiency for professional applications. Engaging in international conferences is also essential for improving qualifications, language skills, and integration into the scientific community. Internet resources facilitate access to the latest scientific research and inventions, enabling students to augment their vocabulary across various scientific domains.

Furthermore, emphasis should be placed on developing both monologue and dialogical speech, employing texts and dialogues related to professional activities. The formulation of dialogues and monologues about future professions is a crucial aspect of language training, and various methods such as role-playing games and problem situations can enhance students' cognitive activity [8].

In addition to these considerations, a focus on listening skills is imperative. Texts selected by teachers should be concise, containing a limited number of new lexical units, and the volume of new information should be moderate. Introducing new vocabulary before listening to the text is crucial. The text should be listened to twice, followed by exercises to assess comprehension [4].

Regarding professionally oriented reading, prioritizing informative reading is essential for young specialists. Informative reading involves extracting semantic information from a foreign language text, ensuring a detailed understanding. Pre-reading assignments, such as answering general questions, aim to activate students' existing knowledge or create associations on the topic. Post-reading assignments focus on details, requiring students to generate more comprehensive information by tasks like writing headings or drawing up a text plan.

Effective teaching of writing skills is a vital component of professionally oriented language education. Foreign internships necessitate the ability to write notes, questionnaires, applications, autobiographies, and personal or

business letters in a foreign language, incorporating both grammatical structures and appropriate speech etiquette. Special attention should be given to teaching abstracting and annotating professionally oriented materials, as well as presenting work results through presentations.

In conclusion, the formation of communicative competence should lead to the future specialist's readiness for comprehensive understanding of foreign oral and written speech, contributing to the development of full-fledged professional competence. The structural elements of professionally oriented language teaching include training in dialogical speech, monological speech, listening skills, focusing on informative reading, and writing skills aimed at developing communicative competence.

The significance of developing communicative competence among future specialists in learning a professional foreign language lies in fostering skills for communicative communication, understanding speech models, studying customs and culture of target language countries, and applying this knowledge in professional development. It is crucial to continually enhance the communicative competence of modern students for working with foreign sources and communicating within the framework of interstate professional relations.

In the context of expanding international contacts, a humanized orientation of education, along with practical knowledge of a foreign language, contributes to the formation of a well-rounded, socially active specialist. It provides opportunities to establish cultural and business ties, acquaint oneself with world culture, and understand universal values. The training system in a non-linguistic university should align with emerging social relations, fostering students' ability to adapt to changing economic and professional information processes while creatively solving professional and communicative problems. Achieving this necessitates a holistic reform of the education system, emphasizing increased activity in professional training and enhancing the teaching of all types of foreign speech activity.

Bibliography:

1. Дурдас А., Костенко О., Мостицька Л., Овчарова О. Викладання іноземних мов за професійним спрямуванням в університетах: сучасні тенденції. *Неперервна професійна освіта: теорія і практика*. 2021. № (4). С. 42–49.
2. Abdyhalykova M. Innovative Methods of Foreign Languages Teaching. *Indian Journal of Science and Technology*. 2016. Vol. 9 (22). P. 1–7.
3. Badan A., Onishchenko N. Multimedia technologies in foreign language learning under pandemic. *CEUR Workshop Proceedings*. 2021. № 2870. P. 642–656.
4. Bielousova R., Gluchmanova M. Teaching foreign languages for professional purposes. *International Multidisciplinary Scientific Geo Conference Surveying Geology and Mining Ecology Management, SGEM*. 2014. № 3 (5). P. 693–698.
5. Fenwick T. Flexibility and Individualization in Adult Education Work: the case of portfolio educators. *Journal of Education and Work*. 2003. Vol. 16. P. 165–184.
6. González-Vera P. Building bridges between audiovisual translation and English for specific purposes. *Iberica*. 2021. № 41. P. 83–102.
7. Hodovanets N., Lehan V. To the Summary of Alternative Methods of Teaching Foreign Languages. *International Scientific and Practical Conference "WORLD SCIENCE"*. 2016. Vol. 3(7). P. 29–31.
8. Kamalja D., Khatik S., Hitesh T. Modern Approaches and Methods in Teaching English Language. *International Journal of Research & Innovation*. 2014. Vol. 2(3). P. 8–12.
9. Mubaslat M. The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage. *International review of social sciences and humanities*. 2012. Vol. 4 (2). P. 1–14.

References:

1. Durdas A., Kostenko O., Mostytska L., Ovcharova O. (2021) Vykladannia inozemnykh mov za profesiinym spriamuvanniam v universytetakh: suchasni tendentsii. Neperervna profesiina osvita: teoriia i praktyka. [Teaching Foreign Languages for Professional Orientation at Universities: Modern Tendencies. Continuing Professional Education: Theory and Practice]. (4). S. 42–49. URL: <http://npo.kubg.edu.ua/article/view/250014/247412> [in Ukrainian]
2. Abdyhalykova M. (2021). Innovative Methods of Foreign Languages Teaching. *Indian Journal of Science and Technology*, 9 (22), 1–7. URL: <https://indjst.org/articles/innovative-methods-of-foreign-languages-teaching> [in English]
3. Badan, A., Onishchenko, N. (2021). Multimedia technologies in foreign language learning under pandemic. *CEUR Workshop Proceedings*, 2870, 642–656. URL: <http://npo.kubg.edu.ua/article/view/250014> [in English]
4. Bielousova, R., Gluchmanova, M. (2014). Teaching foreign languages for professional purposes. *International Multidisciplinary Scientific GeoConference Surveying Geology and Mining Ecology Management, SGEM*, 3 (5), 693–698. URL: https://www.researchgate.net/publication/290873665_Teaching_foreign_languages_for_professional_purposes [in English]
5. Fenwick, T. (2003). Flexibility and Individualization in Adult Education Work: the case of portfolio educators. *Journal of Education and Work*. 16. 165-184. URL: https://www.researchgate.net/publication/233570335_Flexibility_and_Individualisation_in_Adult_Education_Work_the_case_of_portfolio_educators [in English]
6. González-Vera, P. (2021). Building bridges between audiovisual translation and English for specific purposes. *Iberica*, 41, 83–102. URL: https://www.researchgate.net/publication/355165422_Building_bridges_between_audiovisual_translation_and_English_for_Specific_Purposes [in English]
7. Hodovanets N., and Lehan V. (2016). To the Summary of Alternative Methods of Teaching Foreign Languages. *International Scientific and Practical Conference "WORLD SCIENCE"*, 3(7), 29–31. URL: <https://www.neliti.com/publications/551342/to-the-summary-of-alternative-methods-of-teaching-foreign-languages> [in English]
8. Kamalja D., Khatik S., and Hitesh T. (2014). Modern Approaches and Methods in Teaching English Language. *International Journal of Research & Innovation*, 2(3), 8–12. URL: https://www.researchgate.net/publication/305709368_Modern_Approaches_and_Methods_in_Teaching_English_Language [in English]
9. Mubaslat M. (2012) The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage. *International review of social sciences and humanities*, 4 (2), 1–14. URL: <https://eric.ed.gov/?id=ED529467> [in English]

Мудра О. В., Тоненчук Т. В. Навчання професійного інішомовного спілкування в навчальних закладах вищої освіти України

У цій статті розглядається необхідність вдосконалення української системи вищої освіти для формування відповідних навичок спеціалістів, здатних вести професійну взаємодію через інішомовне спілкування в різних контекстах. Стаття окреслює мету надання професійних навичок спілкування іноземною мовою в університетах, наголошуючи на досягненні рівня володіння відповідними знаннями, що сприяє практичному їх застосуванню в подальшій професійній діяльності. Для підвищення ефективності навчального процесу педагогам необхідно розробляти нові організаційні основи та методичні прийоми. У зв'язку з постійними зусиллями щодо підвищення якості вищої освіти ця стаття спрямовує свою увагу на розвиток професійно-комунікативної компетентності майбутніх спеціалістів, що охоплює міжкультурний, гуманітарний, соціальний та лінгвістичний компоненти. У цьому контексті вивчення іноземної мови для спеціальних цілей набуває першочергового значення, спонукаючи студентів до нових викликів, що постають перед академічними та професійними спільнотами. Досліджуються потенційні шляхи оптимізації та модернізації методики навчання професійного інішомовного спілкування. Крім того, підкреслюється важливість процесу інтеграції інішомовного та професійного компонентів, необхідних для формування конкурентоспроможної моделі випускника-спеціаліста на світовому ринку праці. Пропагується новий підхід до відбору змісту навчання в контексті професійно орієнтованого викладання іноземної мови. У статті подано детальний опис усіх аспектів професійно орієнтованого навчання іноземної мови, запропоновано комплексний огляд тонкощів формування професійно орієнтованих навичок іноземної мови.

Ключові слова: інтегроване навчання, навчання іноземних мов, професійне інішомовне спілкування, освіта, профільююча дисципліна, двоорієнтований підхід, вищий навчальний заклад.

УДК 378.06:37.04

DOI <https://doi.org/10.31392/NPU-nc.series5.2023.95.18>

Петренко Т. В.

ЕМЕРДЖЕНТНИЙ ПІДХІД У ВИВЧЕННІ КРОС-КУЛЬТУРНОЇ КОМУНІКАЦІЇ УЧАСНИКІВ ОСВІТНЬОГО ПРОЦЕСУ

Мета статті передбачала визначення потенціалу емерджентного підходу у дослідженні дидактичних аспектів крос-культурної комунікації учасників освітнього процесу в університеті.

Авторка вперше розглянула особливості використання цього підходу під час досліджень за критерієм рівнів освіти і цілей освітніх програм, які реалізуються в університетах на першому, другому і третьому освітньо-науковому рівнях вищої освіти.

Цікаво, що в роботі авторка показала цінність соціокультурної спрямованості крос-культурної комунікації на першому (бакалаврському) рівні вищої освіти. У статті наголошено, що крос-культурна комунікація серед студентів бакалаврату формується під впливом сприйняття інформаційно-знакового контексту, студенти відкриті для спільного осмислення і подолання труднощів. На другому (магістерському) рівні вищої освіти увага приділена дидактичним аспектам організації крос-культурної комунікації в реалізації індивідуальних освітніх траєкторій кожного учасника освітнього процесу на цьому рівні. Магістранти, виявлено дослідженням, більше приділяють уваги емоційно-мотиваційному аспекту крос-культурного спілкування і комунікативної взаємодії. На третьому (освітньо-науковому) рівні емерджентний підхід дозволяє уявити економічний ефект досліджень, роль крос-культурної комунікації в реалізації державної освітньої політики і здійсненні євроінтеграційних кроків зближення національного і європейського дослідницького простору. На цьому освітньому рівні здобувачі вже мають достатньо широкий досвід вирішення труднощів крос-культурної комунікації, тому більше уваги привертає регуляторно-інтенційний аспект такої комунікації.

Автором наголошено, що емерджентний підхід передбачає осмислення того, що цілісність крос-культурної комунікації не є простим поєднанням усіх (вербальних, невербальних, інтегрованих) засобів та смислових і змістових аспектів такої комунікації. У крос-культурній комунікації виникають конкретні стратегії комунікації на виклик зовнішніх комунікативних ситуацій. Емерджентний підхід дає змогу винести акценти на результативність і відповідність дидактичним цілям такої комунікації.

Перспективою подальшого розроблення заявленої теми визначено пошук шляхів крос-культурної взаємодії у контексті міжкультурної співпраці учасників освітнього процесу, реалізації програм академічної мобільності.

Ключові слова: якість освіти, комунікативна компетентність, емерджентний підхід, крос-культурна комунікація, навчання, особистість, студент, рівні вищої освіти.

Крос-культурна комунікація учасників освітнього процесу перебуває у площині міждисциплінарного наукового і прикладного дискурсу. Маючи в методології опору на психологію і соціологію, крос-культурна комунікація вивчає вплив культурних чинників на розвиток особистості і аналізує відповідні трансформації в поведінці. Для сьогодення, що позначилося цілою низкою цивілізаційних конфліктів, збільшення міграційних потоків, розвиток міжкультурних відносин в усіх сферах життєдіяльності суспільства набуло нового звучання. Останнім часом у широкому інформаційному просторі часто вживається термін «культурний