

The Formation of Polycultural Competence of Future Economists and Lawyers in Foreign Languages Learning in the Context of New Educational Paradigm

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Abstract: The urgency of the problem of the formation of polycultural competence in Ukrainian higher educational establishments is due primarily to the requirements of modern multicultural society according to higher education system reforming. The given research is devoted to the problem of polycultural competence and its paramount importance for future economists and lawyers as members of multicultural environment. The works by Ukrainian and European scientists on above-mentioned issues are analyzed, the main directions of covering the problem of polycultural competence are revealed. The components of polycultural competence are described. The study of pluricultural competence development in distance learning of foreign languages is given. In order to investigate the state of the problem researched the survey was conducted among the lecturers and students of three higher educational non-linguistic universities. The authors came to the conclusion that polycultural competence formation should be held by means of foreign languages learning. Prerequisites for successful polycultural competence formation in future economists and lawyers by means of foreign languages learning are found. The emphasis is placed on the importance of cultural background for new generation of learners; the significance of using cross-cultural communication for professional purposes is outlined. The ways of polycultural competence formation are described.


1 INTRODUCTION


Under the influence of numerous global social and political as well as economic changes the great interest to the culture of other peoples as a determining condition for the realization of the creative potential of the individual and the society as a whole arose. Moreover, the forms of asserting the identity of the nation and the foundation of the nation's spiritual health, political and cultural contacts, are being developed today in the terms of specific cultural integration and political context. All these factors have contributed to the development of a new paradigm in education. Thus, the realities of modern environment together with the new


requirements for future specialists' training in higher educational establishments demand a careful reset of the aims, tasks and objectives of higher education, its subordination to present-day norms and rules of the existence of future citizens.

This study is particularly relevant in terms of the new educational paradigm, the basic foundations of which were formulated in the end of the 20th century (Johnson et al., 1998). From the old educational model, we moved to an absolutely new one, according to which students build, develop and transform the acquired knowledge, skills and abilities independently, under the guidance of teachers. It is difficult to deny the fact that the conditions of online education have forced students to change completely their attitude to education. Under these circumstances

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they began to acquire knowledge with even greater desire, seeking and finding the most useful facts in the great amount of information to which they have a free and easy access today.

It should be noted that a new paradigm in education is based on such principles of learning as: learning, acquiring, transforming and expanding knowledge independently, taking into account what will be necessary for students in their further activities, teachers making efforts to develop students' competencies and talents; learning based on strong cooperation of teachers and students in the context of their common cooperative work, training supported by the integrated application of theory and research, which requires special teachers' formation and constant improvement of their teaching skills.

In a new educational paradigm modern generation of learners should be well aware of the current laws of life in a completely new, open and tolerant world, in which communication and communication means have taken their very important place in public life and, accordingly, have created new laws and regulations. The problem of intercultural communication has recently become especially important.

The specificity of intercultural interaction is indisputably defined by external and internal factors that are connected with the social, economic and legal characteristics of any country and the conditions of its polycultural environment. It is obvious that the modern society should change the existing stereotypes of intercultural interaction, and for this purpose it is necessary to bring a targeted effort in the field of modern education and specialists' training. In this regard, the system of higher education faces the task of developing theoretical and methodological principles and technologies of social and cultural experience in order to develop the students' intercultural interaction in a polycultural world.

In the frame of the globalization process, social interaction has become an essential issue ensuring interrelation of different cultures. The development of polycultural competence that fosters intercultural interaction provides intercultural dialogue between members of diverse cultures. Polycultural competence determines the ability of a person to navigate in a multicultural society in various spheres of social and professional life. It also determines a complex of knowledge, affect and skills such as language proficiency, knowledge of a specific culture, intercultural experience and personal traits including conscientiousness, extraversion, emotional stability and emotional regulation, flexibility and self-monitoring (Abbe, Gulick and Herman, 2007).

Moreover, in recent publications it is stated that foreign language pedagogy should follow a global approach thus linking its discourse with social changes. In other words, this approach underlines the necessity to respect and accept the Other, paying special attention to positive polycultural values (Awayed-Bishara, 2018). Thus, in the frame of our research we will try to investigate the recent publications on cross-cultural competence, define its components, structure, and polycultural values in terms of foreign language study of future economists and lawyers; develop and implement innovative teaching methods to ensure intercultural effectiveness by means of foreign languages learning.

2 RELATED WORKS

2.1 Analysis of Recent Studies and Publications

The investigated phenomenon has been studied by modern foreign and domestic researchers. Cultural dialogue has received a wide reflection in scientific essays of the 20th century. The most common interpretation of the dialogue of cultures presents this phenomenon as a process of interaction and influence of different historical or modern cultures and certain forms of their coexistence. With such interaction, the phenomenon of cultural dialogue, cultural cooperation and cultural mutual reflection is formed. Consequently, a positive cultural dialogue is possible under a number of conditions: equality of all cultures, recognition of the right of each culture to be different from others, respect for a foreign culture. M. Bakhtin understood culture in three aspects: 1. as a form of communication between people of different cultures and a form of dialogue; 2. as a mechanism of self-determination of personality, with its inherent historicity and sociality; 3. as a form of acquisition, perception of the world for the first time (Paksina, 2015).

Recognizing the urgency of the above-mentioned phenomenon, the Ukrainian scientists have touched on the problem of polycultural competence and the related issues in their recent studies. Thus, the formation, structure and essential characteristics of polycultural competence have been explored by T. Poyasok and O. Bespartochna (2019), V. Romashenko (2017), N. Zamotaieva (2017) and others.

The essence, structure and main aspects of polycultural competence have been the subject of research of such scientists as V. E. Benera and V.

Kashubskiy (2020). V. Olishchych (2019) researched pedagogical technologies of the development of future foreign language teachers' polycultural competence; F. Grin and K. Faniko (2012) studied personal characteristics which provide success in a polycultural society and ensure multicultural effectiveness; L. Mukharlyamova and N. Konopleva (2018) devoted their survey to the structure of intercultural communicative competence while learning foreign languages, paying special attention to the linguistic and communicative components. Peculiarities of multicultural environment, the dialogue of cultures, cooperation and tolerant attitude towards the other peoples have been explored by P. Kendzor (2016).

In spite of numerous researches on polycultural competence, its formation and structure, the problem of forming polycultural competence in future economists and lawyers in foreign languages learning has not been studied properly yet. Therefore, at present, there is an objective necessity to deepen and supplement the methodological approaches to the study of such phenomena of modern society as polycultural education and polycultural competence. The aim of the given research is to study theoretical aspects of polycultural competence formation of future economists and lawyers in foreign languages learning, define the level of formation of the concept of polycultural competence and polycultural education among foreign language teachers and students of economic and law specialties and reveal the prerequisites and teaching methods of polycultural competence formation by means of foreign languages learning.

These processes should be conducted taking into consideration the modern realities of the globalized world and national identity. Therefore, the new vector of pedagogical research of polycultural education in the new paradigm of education provides, firstly, its study in the context of modern information society; secondly, by identifying it as a factor and means of positive human development and creative development of an individual, thirdly, regarding polycultural education as a methodological principle of the formation of Ukrainian civic and patriotic identity.

2.2 Main Material Exposition

In scientific researches polycultural competence is defined as dynamic integrative characteristic of the level of professionalism of the future specialist; as a significant feature of the level of cultural education and self-awareness of a person; multicultural identity,

which is manifested in the ability to constructively interact with representatives of other cultural groups; as a multicomponent individual personal skill that is the result of multicultural education and is based on theoretical knowledge and true representation of the diversity of the world; as an ability that is realized through skills and behaviors ensuring interaction with representatives of certain cultures on the basis of a positive attitude to them, as well as through the desire for intercultural interaction; as an ability that promotes effective interethnic cooperation in modern society (Benera and Kashubskiy, 2020); as a part of future specialists' professional competence; as a dynamic personal entity that can be formed and developed (Olishchych, 2019).

Among personality characteristics that provide multicultural effectiveness and success researchers mention such abilities as: cultural empathy, ability to be open-minded, emotional and social aspects, such as initiative and linguistic flexibility (Grin and Faniko, 2012); linguistic components (the usage of linguistic means in accordance to the communicative situation), communicative components (the ability to understand knowledge and values, psychological aspects and identity characteristics of the culture which may include activity, relevance, dynamism) and cultural component (cultural literacy); general and linguistic culture, socio-cultural and professional components (Mukharlyamova and Konopleva, 2018); creative abilities, erudition, curiosity, inspiration and problem-solving skills (Zamotaieva, 2017). A model of successful participation in a diverse world comprises 20 competences merged into 4 groups: values, skills, attitudes and knowledge and critical understanding. Among learners' competences essential for successful participation in a culture of democracy and effective cooperation in diverse democratic societies Council of Europe focuses on such skills as empathy, plurilingualism, adaptability, critical thinking and ability to resolve conflicts; ability to value cultural diversity, respect and tolerance of cultural otherness etc. are underlined as important integral components of the model (European Council, 2016).

Therefore, we can identify polycultural competence of students of economic and law specialties as a complex dynamic integrative personal formation that comprises knowledge and practical abilities to apply these skills in professional situations ensuring interaction with members of diverse cultures and providing intercultural dialogue in a polycultural society.

The structure of the polycultural competence comprises such components as cognitive (the system

of polycultural knowledge which is the basis for a person's activity in a polycultural society); motivational (the system of motivational and value aspects: external and internal motives, interests, needs and values, polycultural characteristics that govern daily life and activity of the individual in a polycultural society), activity-based (polycultural skills and abilities, social norms and rules of how to behave in a polycultural society, positive experience of intercommunion with members of other cultures); and personality-oriented components (successful self-realization in professional activity) (Benera and Kashubskiy, 2020).

Taking into consideration the results of the domestic and foreign researches we offer the following componential structure of future economists and lawyers' polycultural competence: cognitive component (a system of polycultural knowledge that helps to solve professional economic and juridical issues in a polycultural society), motivational component (interests, needs, motivations, values that stimulate the development of polycultural competence of a professional), practical component (polycultural skills and abilities, sufficient expertise of future economists and lawyers which are essential to work efficiently in a polycultural society); result-assessing and reflexive components (assessment and self-assessment of the obtained results with further elaboration and improvement).

Among the most effective means of the development of future specialists' polycultural competence during foreign language training can be mentioned the following ones: usage of authentic materials in the form of printed texts, videos, web quests, podcasts and other interactive materials that combine motivational materials that encourage students to intercultural interaction, as well as materials for acquaintance and working out of speech material presented in situations (Olishevych, 2019).

For the formation of intercultural competence, the authors offer to use such creative methods as video tutorials, project work, learning situations, educational speech situations, and problematic situations, presentations that develop writing skills and enhance communicative skills. The usage of audio and video materials for the perception, understanding and further discussion facilitates cognitive abilities and develops learners' communicative skills (Mukharlyamova and Konopleva, 2018).

In the context of remote education because of pandemic we should take into account the current state of educational process which is implemented in

the distant form. We analyze the prospects for the improvement of this form of education and its impact on students' pluricultural competence development.

Taking into account the results of modern researches on distance learning (Trajanovic, Domazet and Misic-Ilic, 2021), (Kolyada, Shapovalova, Guz and Melkonyan, 2021) we have singled out the challenges of learners' pluricultural competence development in the context of distance learning of foreign languages as follows:

1. students' motivation for distance learning (economic and law students should be more organized, ready to overcome some problems connected with the development of communication skills arising in the process of remote learning);

2. usage of online technologies, computer proficiency of both students and teachers;

3. implementations of technology-mediated interactions and provision of high level of interaction in e-learning environment;

4. provision of peer interaction in the virtual context;

5. psychological aspects (overcoming the feeling of being isolated, lack of face-to-face communication).

3 RESEARCH METHODS

In the frame of our exploration we tried to check the level of awareness of lecturers and students in this issue, to find out their attitude to polycultural education and polycultural competence, to outline the main directions of formation of multicultural competence of students, define the directions of the development of modern foreign language education in the terms of polycultural society as well as to determine the attitude of teachers and students to the phenomenon of polycultural society and tolerance as a whole.

3.1 Participants of the Research

The participants of the experiment were lecturers and students of State University of Economics and Technology (Kryvyi Rih), Dnipro State Agrarian and Economic University and Donetsk State University of Internal Affairs. In our exploration we used such methods as interview, questionnaire, and tests.

3.2 Purpose of the Research

In the context of the subordination of Ukrainian higher educational standards and norms to common

European standards, it is extremely important to determine the attitude of foreign language teachers to such concepts as "polycultural education" and "polycultural competence". Therefore, the tasks of the survey were considered as follows:

- to provide a definition of "polycultural competence" from the point of view of foreign languages learning process and its participants both students of economic and law specialties and teachers;
- identify the values of the modern polycultural environment seen by both lecturers and students;
- reveal the bases for the preparation of new generation of learners for the life in a polycultural environment;
- research the influence of foreign languages learning on the formation of students' polycultural competence;
- determine the motivational and value criteria for the formation of a certain level of polycultural competence;
- define the basic foundations of cultural training, provide the definition of "culture";
- identify the importance of cross-cultural communication;
- identify the components of "cross-cultural social intelligence";
- research in what ways foreign languages learning provides the formation of polycultural competence.

3.3 Data Collection and Analysis

Both lecturers and students were asked to choose one or more of the five answers, or to provide their own answer in case of the absence of a suitable one. Besides, teachers were asked to choose from the options given the best tasks and exercises aimed at developing a certain level of polycultural education.

It should be noted that the survey arose interest from teachers and students' sides, as polycultural education is not considered to be a separate subject in the preparation of bachelors, respectively, the formation of polycultural competence of students takes place more in the process of learning foreign languages. Thus, while teaching foreign languages to future economists and lawyers we mean not only language education, but also deepening knowledge of general culture and, respectively, polycultural education.

According to the survey, students of economics consider polycultural education in terms of its usefulness for their future professional activities, as a

means of professional communication and a solid way of facilitating cross-cultural communication with foreign partners. Adhering to the idea that university education, especially the first four years of preparation for the bachelor's degree, is aimed at providing general cultural training and acquaintance with purely professional subjects, both teachers and students recognize the importance of cultural and multicultural education.

It is necessary to ensure that students are generally aware of the importance of forming a general culture in higher education institutions, and most of them understand well how important is foreign languages learning for the development of general culture. It is a generally accepted fact that the study of foreign languages is a perfect way of learning European cultural values, general cultural competence formation and polycultural competence too and thus easily and successfully integrating into the European space.

Let us now consider the results of the questionnaire for lecturers. The total number of respondents was 62 teachers from 6 departments and 3 universities. The Table 1 below illustrates the breakdown of lecturers and departments.

Table 1: Distribution of respondents (lecturers) by departments.

Department	Number of respondents
Foreign Language Department	12
Engineering Pedagogy and Language Training	8
The Department of Ukrainian Language and History	11
The Department of Philology	9
Department of Information Technologies	10
Department of Finance, Banking and Insurance	12
Total number	62

The first part of the questionnaire is aimed to find out whether the lecturers are aware of the term polycultural competence and its functional peculiarities for teaching. The questions were: What do you think *polycultural competence* is? And What is the most significant element in *polycultural competence*? The majority of those who responded to this item reported that ability to make friends and communicate in a friendly / sincere manner with representatives of the different nations and cultures.

Only a small number of respondents 3% indicated that they had not dealt with the term *polycultural competence*. One of the reasons they mentioned was lack of experience in communicating with people / students of other cultures. Interestingly, 42 % of the lecturers observed the important role and effectiveness of culturally appropriate interaction or cooperation in working environment, for example.

Most of technical professors appeared to underestimate the role of foreign languages for the development of prospective specialists. Figure 1 compares the intercorrelations between professional affiliation of the respondents and their awareness of importance to speak foreign languages.

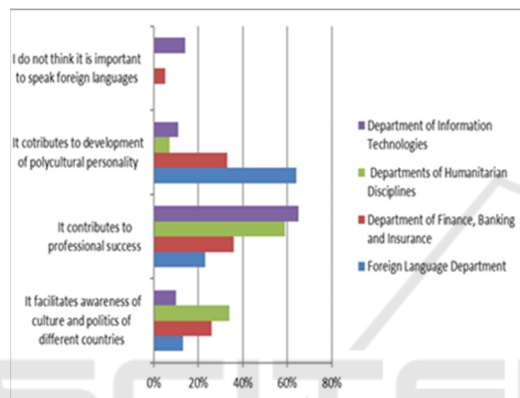


Figure 1: Foreign languages in the formation of professional personality.

The single most striking observation to emerge from the data comparison was that skills of speaking foreign languages could be one of the fundamental components of a prospective professional. From the diagram, it can be seen that correlation between educators who are conscious of the key role of foreign languages (over 60%) and those who still do not pay enough attention to polycultural education (8%) is illustrative. We can presuppose that the reason is not in lack of appropriate knowledge or necessary skills but in a stubborn refusal to acknowledge progress and globalization of labour market. To cope with present-day conditions, namely limited number of academic hours, the lecturers of foreign language departments have to redesign and retail the standard programs of the disciplines by adding special blocks/theme units or develop the special courses which include the elements for a full-fledged self-paced training on polycultural skills of the students.

The majority of participants agreed with the statement that fluency in one or more foreign languages contributes to improvement the polycultural competence (91%), in particular it prepares the students to effective communication

within the chosen profession (59%) and allows us to realize a person’s identity (25%), it facilitates our incentives to be more tolerant in our relations with the representatives of other nations and nationalities (7%). The lecturers were required to choose three options from offered and/or propose any others. The most commonly chosen ones are represented above. This once again emphasizes the pertinence of the theme of our research.

Let us turn to the students’ survey. In total 134 students of Law, Law Enforcement Activity, Economic and IT Faculties were interviewed. The respondents noted the tend to get polycultural knowledge at the university as a part of curriculum because it is an important element of professional success and an integral part of a concerned citizen (61%). On the other hand, our respondents gave priority to vocational and professional specific knowledge (56%) and noted that polycultural education could be an effective supplementary component in future professional activity; 31% respondents rate polycultural education first; 13% suppose that polycultural education is not necessary in our modern society.

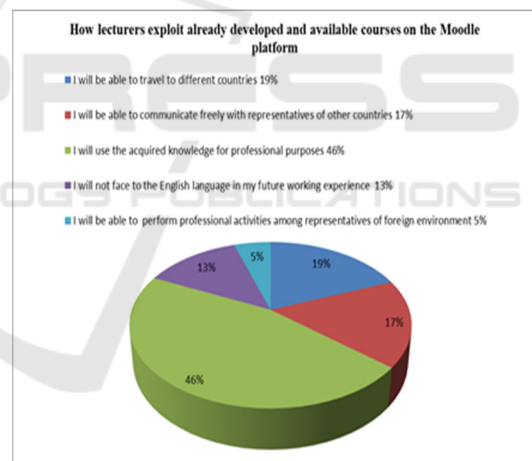


Figure 2: Correlation between polycultural education, learning of foreign languages and future professional success.

We need to find out the correlation between polycultural education, learning of foreign languages and future professional success from the perspective of the students, consequently they were offered the list of possible answers and had to choose the most important ones. Some interviewees argued that they would not face to the English language in their future working experience (13%), while others 87% were aware of English language proficiency.

4 RESULTS OF THE RESEARCH

The results of students' interview have become really meaningful to design the recommendations in terms of polycultural education in the universities. It should be noted that most of the respondents (72%) have realized that they need much more practice to hone foreign language skills and it will take time to become skilled but at the same time 72% of those who were interviewed indicated that they suffer from a lack of practice in English.

Taken together, these results suggest that there is a demand on polycultural education and students are interested in improving the language proficiency, on the one hand. On the other hand, there are not enough courses which are narrowly focused on specifications of polycultural competence.

Taking into account the results of the experiment we have summarized special recommendations for foreign language teachers and non-linguistic students on polycultural competence formation of future economists and lawyers: firstly, creation of a friendly atmosphere at the foreign language lessons and while performing extracurricular activities; secondly, it is necessary to build a stable motivational basis for foreign language learning and the development of the polycultural competence components; thirdly, it is useful to implement such types of activities as text-based ones, problem-solving, task-based strategies, innovative teaching methods and interactive technologies (case studies, debates, simulations, business games, problematic lectures); fourthly, while distance learning it is useful to implement such creative forms as project-based activities, video and audio tutorials, problem-solving tasks, online conferences; fifthly, providing necessary feedback, and sixthly, ensuring assessment, self-assessment and self-reflection.

5 CONCLUSIONS

According to the research made, we came to the conclusion that polycultural competence can be referred to the effective interaction in a particular situation, taking into account cultural characteristics and respecting customs and traditions of the representatives of other cultures. The most important prerequisites for living in a polycultural society as it was found out are tolerance towards the representatives of different cultures and the ability to adapt to the multicultural society. The motivational and value criteria for living in a polycultural environment are considered to be the desire for cross-

cultural interaction and acceptance of other cultures' values.

Therefore, cultural formation must be based on people's willingness to communicate in a polycultural society. Considering this, one of the problems in cross-cultural communication could be misunderstanding between the representatives of different cultures. So cross-cultural intelligence which can be referred to the ability to interpret correctly social interaction in the process of intercultural communication must be a paramount feature of new generation learners who will be in nearest future the members of a polycultural society.

Mastering foreign languages without any doubt effects the polycultural competence formation as foreign languages learning aims to instill the foundations of culture and civilization of the countries the language being studied. Given the fact that future economists and lawyers are more interested in acquiring foreign languages knowledge for better understanding their professional tasks and using foreign languages for searching necessary information and studying different new methods of doing their jobs they it is hard to deny the usefulness of polycultural competence to live and work in a multicultural environment.

Based on the results of the experiment conducted and on the long-term pedagogical experience in order to form polycultural competence of future lawyers and economists we suggest using text-based activities, problem-solving, task-based strategies, which ensure integration of polycultural context in the content of the program material; integration of classroom and extracurricular activities in the process of formation and further development of future economists and lawyers' polycultural competence; implementation of modern pedagogical technologies and innovative teaching methods (case studies, debates, simulations, business games, problematic lectures) for mastering polycultural competence.

In the conditions of distance learning it is useful to implement such creative forms and teaching methods for the plurilingual competence development of students of economic and law specialties as project-based activities, video and audio tutorials, problem-solving tasks, presentations and educational communicative situations, participation in online conferences. We believe that such types of learners' activities are not only appropriate and suitable in case of distance learning, but also are aimed to develop students' collaborative learning skills, creative abilities, flexibility, elaboration skills, oral speech and writing skills, abilities to work with a

bulk of cultural and professionally oriented information, socio-cultural skills etc.

The lecturers and students showed their interest and attention towards the problem of polycultural environment and admitted the importance of polycultural education due to the fact of polycultural environment in which the graduates of higher educational establishments will work in the nearest future. The knowledge of foreign languages is recognized as an important component for the formation of cross-cultural social intelligence so foreign languages learning must be aimed to the certain level of polycultural competence formation. Among the motivational and value criteria for the formation of polycultural education the most important one is the ability to use the acquired knowledge for professional purposes.

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APPENDIX

Questionnaire for Students

CHOOSE THE RIGHT, IN YOUR OPINION, ANSWER. SEVERAL OPTIONS ARE POSSIBLE.

1) Do you think polycultural education is compulsory for university graduates?

1. Yes, polycultural education is an integral part of educating worthy members of society;
2. I think polycultural education is important, but not paramount;
3. I do not think that polycultural education is more important than vocational training;
4. It seems to me that polycultural education is not needed in our society;
5. Own answer.

2) What does "a highly cultured person" mean?

1. An educated person;
2. A man armed with professional knowledge and prepared for life in the modern world;
3. A highly educated, tolerant person;

4. A person who has knowledge of several foreign languages;

5. Own answer.

3) Does polycultural education include the knowledge of several foreign languages?

1. Yes, of course, the more languages we know, the better we will live in a polycultural environment;

2. It is enough to know one foreign language and understand your profession well;

3. The knowledge of the language does not mean being a highly cultured person;

4. Tolerance is not nurtured by means of foreign languages;

5. Own answer.

4) What is the purpose of learning foreign languages in non-linguistic higher education institutions?

1. Learn to communicate with representatives of foreign languages;

2. To teach cultural differences of representatives of other countries and peoples for successful cross-cultural communication;

3. To teach professional skills of foreign languages to improve professional training;

4. To form a high level of culture, tolerance and education of graduates by means of learning foreign languages;

5. Own answer.

5) How will the knowledge of foreign languages help you in the future?

1. I will be able to most effectively perform professional activities among representatives of foreign environment;

2. I will be able to easily find and process information about my professional activities in order to use the acquired knowledge for professional purposes;

3. I will be able to communicate freely with representatives of other countries and nationalities;

4. I will be able to travel to different countries;

5. Own answer.

6) How is a certain level of polycultural education formed in the study of foreign languages?

1. By means of studying the peculiarities of the cultural life of the native speakers;

2. By means of communication with native speakers;

3. Studying the features of different economic systems;

4. Conducting cross-cultural communication;

5. Own answer.

7) What tasks and exercises are aimed at developing a certain level of polycultural education?

1. Working out texts concerning the cultural realities of the countries under study;

2. Holding meetings with representatives of different countries;

3. The acquaintance of the representatives of other nations and nationalities with Ukrainian cultural realities;

4. Study of cross-cultural communication;

5. Own answer.

8) Can you imagine living in a polycultural environment without the formation of multicultural education?

1. Higher education provides graduates with a certain degree of tolerance for communication with representatives of other cultures;

2. Yes, I believe that vocational education is more important than polycultural education;

3. Life in our country excludes the possibility of tolerance towards the representatives of other nations and nationalities;

4. No, I can't imagine. I believe that modern university graduates should have a certain level of polycultural education;

5. Own answer.

9) How will polycultural education affect your future career?

1. Such education will ensure a successful life in a modern polycultural environment;

2. I will be more effective in my professional activities in a multinational environment;

3. I think that polycultural education will not affect purely professional activities;

4. It provides opportunities to communicate effectively with people of different nations and nationalities;

5. Own answer.

10) What means of forming polycultural education do you consider the most effective?

1. Study of the cultural realities of the countries of the studied languages;

2. Travel to the country of the language being studied;

3. Communicating with representatives of other nations and nationalities, discussing their pressing issues;

4. Awareness of their own identity, respect and preservation of traditions and customs of the Ukrainian people;

5. Own answer.

Questionnaire for Lecturers

CHOOSE THE RIGHT, IN YOUR OPINION, ANSWER. SEVERAL OPTIONS ARE POSSIBLE.

1) What do you think polycultural competence is?

1. The ability to make friends with people from different cultures;

2. An effective interaction in a particular situation, taking into account cultural characteristics;

3. The knowledge of traditions and customs of different peoples;

4. The ability to speak several foreign languages;
5. Own answer.
- 2) What is the most significant element in *polycultural competence*?
 1. Awareness of cultural diversity;
 2. Tolerance according to the representatives of different cultures;
 3. Mutual understanding and respect for all members of society;
 4. The ability to determine correct behavior in different conditions of a multicultural society;
 5. Own answer.
- 3) What do you think is the basis for preparing a person for life in a polycultural society?
 1. The study of the national characteristics of the environment;
 2. Study of socio-psychological characteristics of members of society;
 3. Understanding the value orientations of modern society;
 4. Understanding of professional functions and social roles;
 5. Own answer.
- 4) Do you think that learning several foreign languages will allow students in the future:
 1. pursue a policy of polylingualism in a multicultural space;
 2. navigate in the cultural relations of native and foreign countries;
 3. better perform their professional duties;
 4. become a highly cultured person;
 5. own answer.
- 5) What is the motivational and value criterion for the formation of a certain level of polycultural competence?
 1. Awareness of socio-professional significance;
 2. The interest towards other cultures;
 3. The desire for cross-cultural interaction;
 4. Acceptance of polycultural values;
 5. Own answer.
- 6) Cultural formation is based on:
 1. Social activity;
 2. Willingness to work in another country;
 3. Ability to gain our own socio-cultural experience,
 4. Willingness to communicate in a polycultural society;
 5. Own answer.
- 7) What is the problem of cross-cultural communication?
 1. Misunderstanding of cultural issues;
 2. Unemployment in society;
 3. Different social roles of members of the society given;
 4. Poor knowledge of foreign languages;
5. Own answer.
- 8) What can be referred to cross-cultural social intelligence?"?
 1. The level of human intelligence;
 2. Recognition and understanding of verbal and nonverbal cues in different cultures;
 3. Ability to correctly interpret social interaction in the process of intercultural communication;
 4. Achieving the necessary goals in the process of intercultural interaction through understanding of other cultures and their acceptance;
 5. Own answer.
- 9) What is culture, in your opinion:
 1. Internationalized subject of activity;
 2. "Our culture" in full, it is the one in which the individual grew up;
 3. "Flawless" translator of "absorbed" previously values;
 4. Inexhaustible source of society's cultural values;
 5. Own answer.
- 10) Does mastering one or more foreign languages affect the formation of polycultural competence?
 1. Of course, yes. We become more tolerant in our relations with the representatives of other nations and nationalities;
 2. Yes, it does. Because the more languages we know, the more we are a human.
 3. Knowledge of several foreign languages allows you to realize your own identity;
 4. Knowledge of foreign languages first of all prepares for effective communication within the chosen profession;
 5. Own answer.
- 11) How is a certain level of polycultural education formed in the study of foreign languages?
 1. By means of studying the peculiarities of the cultural life of native speakers;
 2. By means of communication with foreign people;
 3. The study of the features of different economic systems;
 4. Conducting cross-cultural communication;
 5. Own answer.
- 12) What tasks and exercises are aimed at developing a certain level of polycultural education?
 1. Working out the texts concerning the cultural realities of the countries under study;
 2. Holding meetings with representatives of different countries;
 3. The acquaintance of representatives of other nations and nationalities with Ukrainian cultural realities;
 4. Study of cross-cultural communication;
 5. Own answer.