

DOI: <https://doi.org/10.46502/issn.1856-7576/2023.17.02.15>

Cómo citar:

Shekhavtsova, S., Koknova, T., Zhovtani, R., Iaburova, O., Yunina, O., Komlyk, N. (2023). Modern technologies for forming intercultural competence in students of HEIs in the process of professional training. *Revista Eduweb*, 17(2), 177-187. <https://doi.org/10.46502/issn.1856-7576/2023.17.02.15>

Modern technologies for forming intercultural competence in students of HEIs in the process of professional training

Tecnologías modernas para la formación de competencias interculturales en estudiantes de IES en proceso de formación profesional

Svitlana Shekhavtsova

shekhavtsova1@gmail.com

<https://orcid.org/0000-0001-8196-8977>

Professor, Doctor of Pedagogical Sciences, Faculty of Foreign Languages, Department of Romance and Germanic Philology, Luhansk Taras Shevchenko National University, Poltava, Ukraine.

Tetiana Koknova

koknovatanya@gmail.com

<https://orcid.org/0000-0003-0232-0756>

Professor, Doctor of Pedagogical Sciences, Faculty of Foreign Languages, Department of Romance and Germanic Philology, Luhansk Taras Shevchenko National University, Poltava, Ukraine.

Ruslana Zhovtani

r.zhovtani@gmail.com

<https://orcid.org/0000-0002-7421-148X>

Candidate of Philological Sciences, Associate Professor, Head of Department of International Communication, Faculty of Tourism and International Communication, Uzhhorod National University, Uzhhorod, Ukraine.

Olena Iaburova

primetime3311@gmail.com

<https://orcid.org/0009-0007-6495-8233>

Candidate of Pedagogical Sciences, Associate Professor, the Faculty of Primary, Technological and Professional Education, Primary Education Theory and Practice Department, SHEI "Donbas State Pedagogical University", Odesa, Ukraine.

Olha Yunina

o_iunina@ukr.net

<https://orcid.org/0000-0002-0244-3724>

Candidate of Pedagogical Sciences, Associate Professor of the Department of Romance and Germanic Philology, Faculty of Foreign Languages, Department of Romance and Germanic Philology, Luhansk Taras Shevchenko National University, Poltava, Ukraine.

Nataliia Komlyk

nataly.off1618@gmail.com

<https://orcid.org/0000-0002-3083-8328>

Lecturer, Faculty of Foreign Languages, Department of Romance and Germanic Philology, Luhansk Taras Shevchenko National University, Poltava, Ukraine.

Recibido: 12/02/23

Aceptado: 01/04/23

Abstract

The research examines theoretical and methodological approaches to the development of intercultural competence among higher education students, and how it varies due to changes in the digital environment. Attention is given to interactive methods for improving intercultural competence as a source of everyday and professional discourse formation, and enhancing communication skills among students. The key principles for stimulating the development and use of technologies in building intercultural competence in higher education institutions' practices are highlighted. The study's findings can be beneficial for future professionals and can be applied in universities' practices when organizing the educational process or educational programs aimed at training future specialists.

Keywords: intercultural competence, communications, cultural project, interactive technologies, innovative technologies, professional discourse, foreign culture.

Resumen

La investigación examina los enfoques teóricos y metodológicos para el desarrollo de la competencia intercultural entre los estudiantes de educación superior y cómo varía debido a los cambios en el entorno digital. Se presta atención a los métodos interactivos para mejorar la competencia intercultural como fuente de formación del discurso cotidiano y profesional, y mejorar las habilidades de comunicación entre los estudiantes. Se destacan los principios clave para estimular el desarrollo y uso de tecnologías en la construcción de competencias interculturales en las prácticas de las instituciones de educación superior. Los hallazgos del estudio pueden ser beneficiosos para los futuros profesionales y pueden ser aplicados en las prácticas de las universidades al momento de organizar el proceso educativo o los programas educativos destinados a formar a los futuros especialistas.

Palabras clave: competencia intercultural, comunicación, proyecto cultural, tecnologías interactivas, tecnologías innovadoras, discurso profesional, cultura extranjera.

1. Introduction

At present, one can observe the development of modern innovative technologies and changes in approaches to the organization of training. The corporate sector is transforming to the use of digital technologies, thereby changing the basic approaches to the formation of intercultural competence. Improving lexical and grammatical skills is made possible by creating an accessible communication process with representatives of foreign cultures who can share a valuable cultural, aesthetic, and lexical experience. The possibility of conducting such training sessions will serve as one of the major means for improving and developing specialized communication skills, which directly affects the quality of intercultural competence. In essence, the concept of intercultural competence is the ability to communicate with representatives of foreign nationalities, considering the traditions and history of their countries, which is a factor of high professionalism. In today's world, most commodity and product markets operate on the principle of globalization and are focused on a wide audience. Therefore, there is a growing demand for specialists not only with specialized skills but also with an understanding of foreign cultures and the ability to conduct professional communication negotiations, which is the foundation of intercultural competence. The practice of modern HEIs in developing intercultural competence plays an important role. It is aimed at ensuring the quality of education in the context of the development of innovative technologies that can be used in the educational process. Moreover, universities in developed countries face the problem of developing students' intercultural competence, as they aim to improve the quality of training of their specialists. To improve the quality

of intercultural competence development, it is necessary to use technologies aimed at enhancing communication skills, grammatical knowledge, and the ability to create complex lexical structures and engage in group projects. The use of group projects in educational activities stimulates the development of general skills and improves the ability to conduct professional communication in a scientific environment, which in the long run can become a qualitative factor in improving intercultural competence. Besides, the current policy of educational institutions is aimed not only at the quality of linguistic skills but also at developing qualitative abilities to understand a foreign culture and apply existing skills in practice.

The research aims to analyze modern technologies for the formation of intercultural competence of students of higher education institutions in the process of their professional training, as well as key tools of modern universities to improve such abilities. The main objective of the article is to analyze modern approaches to the development of intercultural competence and to propose the most appropriate and effective one in terms of the professional training of a specialist. The peculiarities of intercultural competence formation are studied in terms of the quality of foreign language use, complex lexical and semantic constructions, and the ability to optimally use grammatical rules in the construction of sentences and phrases. An important area of research is the identification of key perspectives and prerequisites for the development of intercultural competence, which is formed as a result of learning a foreign language and using communication in a varied discourse. The study of modern technologies used to improve the quality of communication processes and enhance understanding of foreign cultures is a priority direction for analysis.

2. Literature review

The issue of intercultural competence and the specifics of its implementation has received much attention among scholars. According to Abdrafikova et al., (2015), intercultural competence means the potential ability to negotiate professional and everyday discourse with representatives of foreign cultures. Meanwhile, Sain et al., (2017) believes that a key aspect of the formation and implementation of intercultural competence is the reflection of a person's grammatical, lexical, and semantic abilities and the correctness of sentences and phrases used in communication. Bakum et al., (2021) believes that intercultural competence is not only a means of communication but also the ability to understand the basic attributes of the nationality of the communicator, including language, history, and traditions.

The development of intercultural competence plays an important role in diplomatic negotiations and in modern global commodity markets, where the wide development and use of foreign languages are required (Dvorianchykova et al., 2021; Fahrutdinova et al., 2014). In particular, according to Beketova et al., (2020), the use of intercultural competence will help improve communication skills, allowing you to choose the right phrases to achieve the communication goal. Any intercultural competence, according to Batarchuk (2019), is an exchange of experience, cultural, scientific, or professional, since communication between representatives of different cultures is carried out mainly based on achieving a certain goal in the selected segment. The issue of developing intercultural competence for modern students is a priority for any university, as Mukharlyamova et al., (2018) notes since foreign language proficiency is not sufficient in itself. Moreover, she believes that a key aspect of professionalism in the use of intercultural competence is an understanding of culture, traditions, etiquette, and key principles of business negotiations, as well as the ability to conduct a conversation in a business environment. According to Mai (2018), modern universities should improve the tools for developing intercultural competence, while maintaining the principles of its development. According to Svirina et al., (2016),

the most striking example of the quality of intercultural competence development is the introduction of digital technologies.

The use of innovative technologies has many advantages (Akhmadullina et al., 2016), including efficiency, expediency, the possibility of automation, and the involvement of representatives of foreign cultures directly in the educational process (Shayakhmetova et al., 2017). According to Jordan (2016), professional training should address the peculiarities of the formation and development of intercultural competence, as it is a leading means for the development and improvement of the quality of education in the future. The issue of intercultural competence formation is emphasized by (Mukhametzhanova & Svirina, 2016), who defines it as a set of communication skills and the ability to conduct professional discourse. Bondarchuk (2021) agrees with this opinion, noting that modern education and areas of foreign language training should be based on a thorough knowledge of a foreign language as the main attribute of a representative of a foreign culture. Equally important is the ability to use varied discourse to achieve a communication goal.

The issue of lexical and semantic groups was paid attention to by Vetoshkina & Kolkhonyan (2018), who in her research determined that the use of neologisms and avoidance of archaic expressions is one of the key principles of a high level of intercultural competence. In the context of modern development, according to Wilberschied (2015), most HEIs emphasize the grammatical and lexical development of students but do not pay enough attention to the study of history and traditions. Therefore, the priority of modern universities should be to improve the quality of teaching historical disciplines and introduce innovative means to achieve a high qualification degree for students. Equally important is ensuring intercultural competence at a competitive level.

3. Methodology

In writing the article, the methods of scientific research were used to determine the essence and theoretical and methodological approaches to the formation of intercultural competence and the peculiarities of its development in modern higher education institutions. The key features of intercultural competence formation are the ability to use lexical and semantic groups, the ability to build complex grammatical structures, to introduce specialized statements into one's discourse, as well as the ability to carry out cultural exchange and get acquainted with one's history. The search method was used to study current research in the scientific literature on the approaches and views of scholars on the use and development of intercultural competence in students. The method of synthesis was used to analyze certain EU universities and the quality of the educational program for students studying foreign languages.

The use of open-source databases and electronic libraries made it possible to conduct an analytical study of practical means of using technology in the educational process. These technologies are aimed at improving the skills of forming intercultural competence and introducing professional and variable stylistic discourse that can be applied in any social environment. Based on the use of the abstraction method, it is proposed to use modern technologies that can improve the quality of mastering intercultural competence and accelerate its development.

The introduction of such technologies into the practice of modern higher education institutions can become a key advantage in the educational market and significantly improve the quality of education among students in the process of professional training. The formation of high qualifications through the development of intercultural competence was analyzed from the standpoint of the development

of modern digital technologies that can improve the organization of the educational process and form the most appropriate tools for its use in the practical activities of students.

The methodology of the study is based on the use of tools aimed not only at the formation of personal abilities but also at the possibility of their further development in the conditions of the student's educational activity. Based on the method of deduction, the most effective means for the development of intercultural competence, which can contribute to the improvement of lexical and grammatical skills and the quality of ethical communication, was identified. Based on the above methodology, the key results of the study can be outlined.

4. Results

In writing the article, the methods of scientific research were used to determine the essence and theoretical and methodological approaches to the formation of intercultural competence and the peculiarities of its development in modern higher education institutions. The key features of intercultural competence formation are the ability to use lexical and semantic groups, the ability to build complex grammatical structures, to introduce specialized statements into one's discourse, as well as the ability to carry out cultural exchange and get acquainted with one's history. The search method was used to study current research in the scientific literature on the approaches and views of scholars on the use and development of intercultural competence in students. The method of synthesis was used to analyze certain EU universities and the quality of the educational program for students studying foreign languages. The use of open-source databases and electronic libraries made it possible to conduct an analytical study of practical means of using technology in the educational process. These technologies are aimed at improving the skills of forming intercultural competence and introducing professional and variable stylistic discourse that can be applied in any social environment. Based on the use of the abstraction method, it is proposed to use modern technologies that can improve the quality of mastering intercultural competence and accelerate its development. The introduction of such technologies into the practice of modern higher education institutions can become a key advantage in the educational market and significantly improve the quality of education among students in the process of professional training. The formation of high qualifications through the development of intercultural competence was analyzed from the standpoint of the development of modern digital technologies that can improve the organization of the educational process and form the most appropriate tools for its use in the practical activities of students. The methodology of the study is based on the use of tools aimed not only at the formation of personal abilities but also at the possibility of their further development in the conditions of the student's educational activity. Based on the method of deduction, the most effective means for the development of intercultural competence, which can contribute to the improvement of lexical and grammatical skills and the quality of ethical communication, was identified. Based on the above methodology, the key results of the study can be outlined.

Table 1.*Means of development and formation of intercultural competence*

Technologies	Characteristics
Training language and grammar structures	Organizing learning activities to focus on the development of students' grammatical skills
Forming lexical and semantic groups	Formation of the ability to use complex lexical and semantic constructions
Using interactive technologies	Implementation of digital technologies and high-quality interactive learning tools in the educational process
Implementation of intercultural and cultural projects	Ability to use the organizational skills of the teaching staff to organize collective projects aimed at studying foreign cultures or performing with representatives of foreign culture
Involvement of foreign specialists in educational activities	The possibility of involving a representative of a foreign culture in the educational process to improve the quality of linguistic and semantic aspects of speech
Improving the quality of foreign competence	Increasing the number of class hours on grammar, history, and cultural features of the language
Practical application of acquired skills	Conducting practical training at the university or using it in professional activities
Group projects	Conducting group projects that can be useful in educational activities
Communication and organization of foreign language training	Encouraging communication with foreign language speakers, organizing speaking clubs at the university

Source: compiled by the author

The activities proposed in Table 1 can be used to improve the quality of students' interaction with representatives of the foreign diaspora. In addition, they can improve their ability to use lexical and grammatical structures in their professional or practical activities. The application of these measures will serve as a key source of specialized skills development and can contribute to improving the formation of intercultural competence of students of higher education institutions in the process of professional training.

Despite innovations in teaching, the principle of organizing students' work is one of the main means of improving and developing their intercultural competence. Regardless of the technologies of modern learning, the formation of skills is based on the development of verbal intelligence and cognitive skills of the student. For this purpose, the most effective modern tool is the use of intercultural and cultural studies projects. The key difference between a cultural and an intercultural project is the implementation of research on the origin, characteristics, and development of a foreign culture in the first case, and the joint implementation of a research project with representatives of a foreign culture in the second case. Such an approach will stimulate the improvement of the quality of internal communication between students and improve knowledge in the field that is most needed to develop intercultural competence. Digital technologies and digital infrastructure can be used to organize a cultural project. The conditions of distance learning provide the project with advantages over traditional educational tools, such as greater efficiency, scale, and the ability to attract representatives of foreign cultures regardless of their physical location. At the same time, the key modern technologies

for improving and developing intercultural competence are tools for shaping the cultural process, which will help to increase the efficiency of the development of grammatical and lexical-semantic groups. To achieve this goal, it is also necessary to develop students' grammatical skills and the ability to use phrases that are most appropriate to the discourse environment.

When organizing a cultural project in an educational institution, as the most effective tool for developing intercultural competence, it is necessary to use digital technologies and pay attention to setting tasks and forming the ultimate goal for students. To rationally distribute the work on the content of such a project, it is necessary to use tools for dividing its implementation into several structural stages containing a set of specialized activities. More details on the peculiarities of the formation of the stages of a cultural project are shown in Figure 1.

According to the figure, it can be determined that the implementation of a cultural project involves five key stages, each of which involves operational work. At the organizational stage, the purpose, content, and quality of the project are planned to improve students' intercultural competence. The next stage involves preparing, collecting, and analyzing available information that can be used in students' practical activities. At this stage, it is especially important to use relevant and reliable information to gain knowledge about the use of certain phrases, conduct your research on a particular issue, etc. The structuring stage involves the use of systematization of the collected information, division of work, formation of the operational component, and application of forecasting methods to determine the feasibility of the functional stages of the proposed project at the current time. This stage includes the operational implementation of the cultural project, which will affect the development of intercultural competence. Also, at the structuring stage, it is planned to interact or engage foreign specialists, access foreign sources or use any information that can improve the quality of the formation and development of intercultural competence.

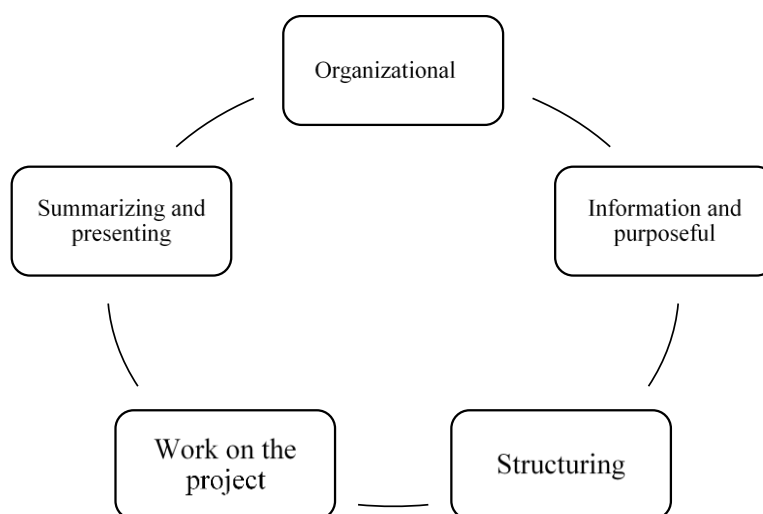


Figure 1. Stages of the cultural project implementation

Source: compiled by the author

The "work on the project" stage involves the implementation of all planned operational stages of the cultural project that were approved by the participants at the structuring stage. In fact, at this stage, work is done on the key principles of the project and the correction of mistakes. The final stage of a

cultural project is summarizing and presenting it to a wider audience, if possible, or to an internal student audience. At this stage, as a rule, general conclusions are drawn, various statistical data are used, and the results obtained during the implementation of the cultural project are characterized. If this project is presented at an educational institution, the teacher can assess the quality of the student's knowledge and determine the degree of improvement of intercultural competence based on an audit, lexical and semantic means.

Using this approach to improving intercultural competence is a top priority in modern universities, as it affects the ability to perform basic tasks and the ability to operate with scientific information, analyze it and use it in their research. Furthermore, during a cultural project, a student can deepen his or her knowledge of the cultural aspect of the research topic, become more familiar with a foreign culture, and identify the basic principles of interaction with it. In modern conditions, cultural studies projects can be implemented with the help of specialized digital technologies that improve the quality and speed of research projects and involve representatives of other cultures, which has a positive impact on the level of student's knowledge. For this purpose, a higher education institution should have a digital library, and digital infrastructure, and encourage students to use special research tools. The use of such tools stimulates intercultural communication and promotes the study of foreign cultures, which increases students' intercultural competence and is useful in their professional activities.

The results of the study indicate that modern technologies for the formation of students' intercultural competence in higher education institutions are an important factor, as they help to improve the quality of practical application of students' knowledge, enrich their vocabulary and grammatical skills, and develop a cultural understanding of representatives of other cultures. The use of a cultural project as the main tool for developing intercultural competence is one of the priority approaches for modern universities to help improve the quality of students' intercultural competence.

5. Discussion

To further develop the intercultural competence of students of higher education institutions in the process of their professional training, it is necessary to pay attention to the variability of the organization of the educational process. This will help to improve students' grammatical and communication skills, as the biggest problem for them is the ability to use grammatical structures and build complex lexical groups, which directly affects the quality of communication with representatives of foreign cultures. To achieve the communication goal, students need to understand the peculiarities and take into account the discourse environment, as well as use appropriate lexical expressions taking into account the cultural characteristics of the interlocutor. Thus, the study of the quality of the use of certain phrases in business communication, as well as the possibility of practical development of such abilities, is most relevant as they relate to the professional preparation of students for professional activities.

Modern universities tend to use digital tools to improve the quality of the organization of the learning process, as well as the academic disciplines themselves. Moreover, the development of digital literacy is one of the priority tasks of any university. Therefore, the use of digital infrastructure to achieve a high level of intercultural competence is one of the key tasks of modern universities. Furthermore, the use of digital technologies in professional activities can serve as a factor in improving existing skills for students and will be a key aspect of their professional qualification development. In the context of the modern development and spread of the quality of education, an important means of achieving the communication goal is to understand the cultural context of the interlocutor, which is more accessible in the context of the globalization of digital technologies. The availability of digital libraries and

technologies of communication with representatives of foreign cultures stimulate further empirical research in HEIs on the effectiveness of the use of such technologies in the practical development of students' intercultural competence.

The matter of cultural project usage has been covered in the article. However, the peculiarities of the organization and the improvement of the mechanism of its implementation at each stage remain relevant for research. It is worth noting that in recent years, the use of interactive technologies and group projects has been the most appropriate means to achieve communication, scientific and professional goals. The issue of modern cultural projects should be studied in terms of the approach to the organization, planning, and operational part of the project, as this approach can provide many benefits for modern students. It can improve not only their lexical and linguistic abilities but also their overall intercultural competence.

An important direction for further research is to study the peculiarities of the organization of the educational process and to find optimal and rational approaches to the development of students' intercultural competence using modern and innovative digital technologies. The analysis of the quality of intercultural competence development can be carried out in multicultural teams and considered from the standpoint of forming effective lexical abilities and grammatical skills. Modern technologies for the development of intercultural competence of students of higher education institutions are quite diverse. However, the practical aspect of using these technologies in professional activities requires improvements in terms of professional discourse, grammatically correct communication, and the possible use of complex lexical and semantic constructions.

6. Conclusions

The study shows that modern technologies for the formation of intercultural competence are based on the principles of organizing the educational process, which is laid down by the university itself in its educational policy. The development of digital technologies and the globalization of world commodity markets increase the need for specialists with a high level of intercultural competence. This, in turn, requires improving the quality of communication and finding effective means of communication. Equally important is the possibility of improving the principles of professional discourse and highly specialized speech in line with the existing social environment. Intercultural competence is a set of professional skills and grammatical abilities of a student, the ability to apply complex lexical and semantic constructions, use appropriate phraseology, understand a foreign culture and conduct business negotiations. In such conditions, the use of innovative technologies to improve the quality of intercultural competence plays a key role. The results obtained allow us to determine that the most effective means for developing intercultural competence is the use of a cultural project. Since it improves students' communication skills, improves the quality of understanding of foreign cultures, and develops the ability to conduct research, it has a positive impact on the educational process. In addition, it has some advantages during the presentation, as it helps to improve professional discourse in public speaking. The current policy of most educational institutions in developed countries, including Poland and Germany, is to use two forms of education: in the official language and a foreign language. However, regardless of the format of education chosen by students, the quality of intercultural competence is improved through foreign language courses, excursions to foreign cultures, and the spread of intercultural diaspora in the educational institution itself, which has a positive impact on the overall level of intercultural competence. Modern practices of universities to improve their brand and quality of education include student exchange, which can have a positive impact on the formation of intercultural competence. Moreover, the prospects of modern technologies

used in the practice of developing intercultural competence are the implementation of cultural projects that can be carried out under the supervision of a teacher and aimed at improving students' grammatical, lexical, linguistic, and cognitive abilities, which will positively affect their further educational and professional activities. Under these conditions, modern technologies for the formation of intercultural competence are based on the use of digital technologies and special communication channels that allow them to improve the quality of understanding of foreign cultures and improve their professional discourse.

7. Bibliographic references

- Abdrafikova, A.R, Akhmadullina, R.M, & Yarmakeev, I.E. (2015). Formation of communicative competence in students future pedagogues for working with gifted pupils. *Social Sciences (Pakistan)*, 10(7).
- Akhmadullina, R. M., Abdrafikova, A. R., & Vanyukhina, N. V. (2016). The use of music as a way of formation of communicative skills of students in teaching English language. *International Journal of Environmental and Science Education*, 11(6), 1295-1302. <https://files.eric.ed.gov/fulltext/EJ1114401.pdf>
- Bakum, Z., Savchak, I., Kostiuk, S., Zhumbei, M., & Poznansky, R. (2021). Cultural Component in Professional Development of Non-philological Specialties Students in the Process of Studying a Foreign Language. *Arab World English Journal*, 12(4) 69-85. DOI: <https://dx.doi.org/10.24093/awej/vol12no4.5>
- Batarchuk, D. S. (2019). The Role of Intercultural Knowledge in the Development of Multicultural Student's Personality. *The European Proceedings of Social and Behavioral Sciences*. EpSBS. The Annual International Conference on Cognitive-Social and Behavioral Sciences, LXXIV, 9-20. <https://doi.org/10.15405/epsbs.2019.12.02.2>
- Beketova, O. N., Frolov, A. L., Belousova, I. V., Dudina, E. A., & Pominova, A. I. (2020). Improvement of the System of Strategic State Regulation in the Tourism Industry. *Journal of Environmental Management and Tourism*, 10(8), 1819-1824. [https://doi.org/10.14505/jemt.10.8\(40\).12](https://doi.org/10.14505/jemt.10.8(40).12)
- Bondarchuk, Ju. A. (2021). Selected issues of assuring quality in higher education in Ukraine in modern realia. *Journal of strategic economic research*. 3. 18-27. <https://er.knutd.edu.ua/handle/123456789/19851>
- Dvorianchukova, S., Bondarchuk, J., Syniavska, O., & Vyshnevskaya, M. (2021). Effectiveness of Students' Distance Learning in English Business Communication: The Experience of Kyiv National University of Technologies and Design. *Arab World English Journal (AWEJ) Special Issue on CALL*, 7, 239-250. DOI: <https://dx.doi.org/10.24093/awej/call7.17>
- Fahrutdinova, R. A., Yarmakeev, I. E., & Fakhrutdinov, R. R. (2014). The Formation of Students' Foreign Language Communicative Competence during the Learning Process of the English Language through Interactive Learning Technologies (The Study on the Basis of Kazan Federal University). *English Language Teaching*, 7(12), 36-46.
- Jordan, S. (2016). *Intercultural Issues in Foreign Language Learning and Ethnographic Approaches to Study Abroad*. <https://web-archive.southampton.ac.uk/www.llas.ac.uk/resources/gpg/100.html>
- Mai, T. N. H (2018). Adopting EIL principles into the English language classroom: Voice from Vietnam. *The 38th ThaiTESOL International Conference Proceedings 2018*, 1-18. <https://files.eric.ed.gov/fulltext/EJ1247022.pdf>
- Mukhametzhanova, L., & Svirina, L. (2016). Intercultural Citizenship and English Classroom Language. *Journal of Organizational Culture, Communications and Conflict*, 20, Special Issue, 256-262. https://www.researchgate.net/publication/311694894_Intercultural_citizenship_and_english_classroom_language

- Mukharlyamova, L., Konopleva, N., Galimzyanova, I., & Berezhnaya, I. (2018). Formation of the Intercultural Communicative Competence of Students in Process of Learning Foreign Languages. *Journal of History Culture and Art Research*, 7(4), 230-236. DOI: <https://doi.org/10.7596/taksad.v7i4.1840>
- Sain, Z. F., Kužnin, M., & Roje, R.C. (2017). Teaching Intercultural Competence in Undergraduate Business and Management Studies – a Case Study. *Croatian Journal of Education*, 19, 55-71.
- Shayakhmetova, L., Shayakhmetova, L., Ashrapova, A., & Zhuravleva, Y. (2017). Using Songs in Developing Intercultural Competence. *Journal of History Culture and Art Research*, 6(4), 639-646. DOI: <http://dx.doi.org/10.7596/taksad.v6i4.1157>
- Svirina, A., Zabbarova, A., & Oganisjana, K. (2016). Implementing open innovation concept in social business. *Journal of open innovation: Technology, market, and Complexity*, 2(4), 1-10. https://www.econstor.eu/bitstream/10419/176532/1/10.1186_s40852-016-0046-8.pdf
- Vetoshkina, E. N., & Kolkhonyan, N. V. (2018). The Concept of Socio-Cultural Competence and its Role in Education of Foreign Language. *Science symbol*, 12, 66-68.
- Wilberschied, L. F. (2015). Intercultural Communicative Competence: Literature Review. *Cultural Encounters, Conflicts, and Resolutions*, 2(1), 1-16