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**INTERACTIVE TECHNOLOGIES IN DEVELOPMENT
OF INTERCULTURAL COMPETENCE OF FUTURE MASTERS
OF MILITARY MANAGEMENT**

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Modern pedagogical practice of organization of learning process has accumulated in its repertoire many educational technologies that make the theoretical basis of didactics of teaching, communication (I. Ziaziun, H. Ivanov, Iu. Kuliutkin, A. Makarenko, V. Semichenko, V. Sukhomlynskyi etc.). Modern tendencies of education development are aimed towards innovative, developing, individually-oriented strategy of education. Studying the basis of competence approach, we have defined that in order to develop or form any type of competence, the process of teaching needs the activity of those who are learning. That is why to solve the issue of intercultural competence development the activity is needed, and this requirement nowadays is met by the interactive learning, which is based on the following principles: Principle of dialogue interaction, principle of cooperation and collaboration, principle of active-role (game) and training organization of learning. [2, p. 37]: The concept of «interaction» taken from English first appeared in sociology and social psychology. [2, p. 36]. Within interactive learning all the participants of learning process interact with each other, an active exchange of information, thoughts takes place that leads to joint solution of a problem, and this turns students into the subjects of learning activity.

Interactive technologies contain such main characteristics as dialogics, cooperation of a lecturer with the students, creation of free creative space, independent active cognitive activity, self-reflection, variability and flexibility of training content, they satisfy the need of development and teach the ability to manage flexibly the process of intercultural interaction and can

advance the cultural knowledge received in the process of communication, and will favour the realization into practice of the earlier experience. Learning process is described through the concept of «interactive technologies» as communication, cooperation, integration of participants' collaboration [3].

The method that is called the «mental change in education», which gained special popularity in the USA, Great Britain, Denmark, Germany, Switzerland and many other countries, and that is gaining a leading role in national pedagogics nowadays, is a case-study – the method of situation analysis. The other name is case method; it is a learning technique that uses real economic, social and business situations [1, c.269]. For these days the situations analysis method has found a wide application in the interactive technologies and technologies of combined studying.

Using problem and case methods as a most promising direction of creativity and improvisation development for today, is effective for the development of practical professional focus. Interactive format of a case-study will help to solve the issue of development of the «soft skills», they are extremely important in professional activity during cultural interaction, but their development is not usually paid enough attention in the higher military educational institutions.

Most of scientists emphasize the weight of the case-study before the traditional learning technique, as the case-study application favours the good-quality training of analytical, projecting, prognosticating skills, inclines to creative thinking, widens the use of practical experience of problematic issues solving, that may occur during the intercultural communication, favours acquisition of experience of intercultural communication.

The essence of the case-study method lies in the use of real problematic issues from life, which took place namely in the process of intercultural cooperation for analysis and realization of the problem nature, finding all the possible variants of efficient solving, discussing and elaborating the final, best variant of the solution during training. Work with the case-based materials created on the basis of real situations in the intercultural space provide the acquisition by future masters of military management of intercultural competence, that allows them to solve problems completely, flexibly and professionally, to achieve efficiency in the process of professional training, and over the longer term in their professional activity. We shall emphasize that interactive learning not only enriches the experience of intercultural communication, but also favours the formation of democratic communication style, respect to other person's opinion, tolerant attitude, increases the level of self-consistence, leadership qualities, flexibility, improvisation, creativity, development of critical thinking,

realization of one's own responsibility and elective approach to problematic issues solving.

The essence of the process of intercultural competence development of future masters of military management in professional training is aimed to evolution and gradual transition from cultural differences denial to possibility of intercultural integration with the aim of understanding and acknowledgement of the weight of cultural differences peculiar features, respect to them; that is why the understanding of influence of cultural peculiarities depends on interactive, dialogue-based, commonly-creative, improvisation nature of interaction of the subjects of military-and-pedagogical process, that in its turn stimulates the formation of one's own approach to solving the complicated intercultural issues.

Expected result is the achievement of the sufficient level of intercultural competence in future masters of military management. Cultural liminality, the presence of which means creation of certain intercultural bridges, intercultural dialogue and intercultural mediation. After the optimal level of intercultural competence is achieved, the accumulation of experience of productive cooperation takes place, demand and self-actualization are realized, as well as critical perception of culture, ability to estimate critically and basing on certain criteria the activity and its results, peculiar for one's own and others culture [4].

For the development of intercultural competence of future Masters of military management in professional training, to our mind, it is necessary to create the corresponding educational environment, where there will be combined traditional, innovative and interactive technologies in distance, in-class and out-of-class learning.

With the aim of practical realization of the prepared conceptual model of intercultural competence development of future Masters of military management in professional training, we have provided the combined use of content and technological filling, that provides projecting, case elaboration at the preparatory stage, which is realized in the course training, distance course and «Officer's personality in the modern intercultural space» course. Actions (operations) subsequence, application of technologies of training (interactive, informational, innovative, critical thinking, combined), use of methods, techniques (traditional, problematic, case-methods), forms and means of teaching (training) (real-world examples, educational literature) will favour the content acquisition [4].

In such a way, taking into consideration the functional abilities of case method, like training, teaching, analytical, research, prognostication, and the influence on formation of such qualitative characteristics of a specialist as the ability to decision-making, systemic thinking, independence, flexibility,

business orientation, sense of purpose, communicative abilities, capacity for interpersonal contacts, we have concluded, that case-study method application will extensively facilitate the development of personal, affectively-cognitive and communicative-and-activity components of intercultural competence of future Masters of military management. That is why the application of modern innovative technologies enable us to form the educational process in such a way that it will meet intercultural activity itself, which in its organization represents the promising intercultural environment of learning and development of intercultural competence of future Masters of military management in professional training.

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