

студентів використовувати тексти для читання і як джерело інформації, і як ресурс для розвитку комунікативних навичок.

Література:

1. Бойчук О., Гречин І. Особливості відпрацювання навичок читання з англomовними студентами під час вивчення української як іноземної (від технічного до змістового аспектів). *Challenges of Philological Sciences, Intercultural Communication and Translation Studies in Ukraine and EU Countries: International scientific and practical conference*. October 30-31, 2020. Venice, Italy. P. 284-287 DOI <https://doi.org/10.30525/978-9934-588-90-7-77>

2. Єременко Т. Є., Трубіцина О. М., Лук'янченко І. О., Юмрукуз А. А. Навчання читання англійською мовою студентів мовних факультетів. Навчальний посібник з курсу методики викладання іноземних мов у закладах вищої освіти. Одеса, 2018. 201 с.

3. Зозуля І. Є. Навчання читання іноземних студентів україномовних текстів (початковий етап). *Закарпатські філологічні студії*. 2018. Вип. 5. Т. 1. С. 20-25.

DOI <https://doi.org/10.30525/978-9934-26-227-2-98>

GROUP METHOD IMPLEMENTATION FOR FORMATION OF STUDENTS' INTERCULTURAL COMPETENCIES IN FORMAL EDUCATION INSTITUTIONS: BEHAVIORAL APPROACH

ФОРМУВАННЯ МІЖКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ ПРИ НАВЧАННІ В ГРУПАХ У ЗАКЛАДАХ ФОРМАЛЬНОЇ ОСВІТИ: ЧЕРЕЗ ПРИЗМУ ПОВЕДІНКОВОГО ПІДХОДУ

Gayevska O. V.

*Candidate of Philological Sciences,
Associate Professor,
Associate Professor at the Department
of The Far East and Southeast Asia
Languages and Literature
Taras Shevchenko National University
of Kyiv
Kyiv, Ukraine*

Гасвська О. В.

*кандидат філологічних наук,
доцент кафедри мов і літератур
Далекого Сходу
та Південно-Східної Азії
Київський національний університет
імені Тараса Шевченка
м. Київ, Україна*

Iun A.

*Ph.D. Candidate in School Psychology
Graduate Research and Teaching
Assistant
University of Massachusetts
Boston, USA*

Юн А.

*здобувач ступеня доктора філософії
(шкільна психологія)
дослідник та асистент
Массачусетський університет
м. Бостон, США*

Бостон, США

XXI century is characterized by globalization and is manifesting continuous disturbances due to political events, increase of migration waves, and economic disbalance. One of the consequences is reflected in increased intensity of intercultural cooperation. Meanwhile problems of intercultural communication are becoming more obvious. Communication is one of the most important element of our coexistence. It is especially obvious when people of all ages need to build relationships with representatives of other countries and cultures.

Traditional schooling practices promote specific forms of behavior, conduct and etiquette in which students are rewarded for complying with rules and regulations. Even though rules and regulations should be authorized by educators in relation to existing intercultural competencies.

Ignorance of the norms and traditions of speakers' communication in another culture creates a condition that arises due to a cultural mismatch in turn leads to a culture shock [1]. When it comes to teaching foreign languages, researchers indicate that in situations where students are faced with a different set of rules of conduct, different from their own, with a new set of values, they may experience a shock and begin to consider native speakers of the studied language as strange and/or poorly educated. The set of norms and traditions of communication is called communicative behavior [2]. Such knowledge of communicative behavior of other culture allows people to adequately perceive and understand each other. It promotes intercultural communication.

Knowledge of communicating behavior alone is not enough to have a positive attitude towards the studied culture. Real contact with the culture of interest and its representatives is necessary. Intercultural competence is a more complex entity that includes certain knowledge, qualities, and abilities. Observation, description, and formulation of conclusions on the basis of real-life experience can be an effective means of studying another culture, especially on the initial stage of acquaintance with a foreign culture. In this case, the job of teacher is quite complex. They need to select appropriate materials for study and coordinate students' actions, to prevent

them from formation of a negative attitude towards the studied culture. The teacher needs to create an environment where students can study without being distracted by external factors (i.e., communication with other students on unrelated to academic engagement topics which is an “off-the-task behavior”).

The goal of the current research is to test the effectiveness of virtual reality as an intervention to teach intercultural competences among students receiving formal education in a group setting. The study will contribute to the intercultural competences and education literature by providing more data regarding the use of virtual reality for students of various ages receiving formal education in a group setting; by identifying the scientific grounds of group method for education of students of various age, targeting to improve the level of their intercultural competencies.

The current study will utilize concurrent multiple baseline (CMBL) single-case design across four groups of students in one of the universities in Ukraine to assess the effectiveness of virtual reality to develop intercultural competences [3].

Having a direct contact with representatives of different nations and cultures in a group is an important step for the formation of students' intercultural competence. It is challenging to create such an environment in the traditional learning process. An interesting solution and one of examples for creating such an environment is virtual reality, for example, platform Engage (<https://engagevr.io>) where a student immerses himself/herself in the environment of another culture and language, communicates with representatives of this culture, uses the rules of behavior of this culture, without being distracted by external factors, and performs various tasks related to learning a foreign language and foreign culture.

References:

1. Guru, Rakesh & Siddiqui, Muhammad & Ahmed, Zeeshan & Khan, Adeel. (2012). Effects of cultural shock on foreign health care professionals: An analysis of key factors. *Journal of Environmental and Occupational Science*. 1. 53–62. 10.5455/jeos.20120429110947.
2. Kuraleva, Tatiana. (2019). Communicative Behavior: Constants and Variables. 4. 189–196.
3. Wolfe, K., Seaman, M. A., & Drasgow, E. (2016). Interrater Agreement on the Visual Analysis of Individual Tiers and Functional Relations in Multiple Baseline Designs. *Behavior Modification*, 40(6), 852–873. <https://doi.org/10.1177/0145445516644699>