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ВІДОМОСТІ ПРО АВТОРІВ

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ІНТЕГРАЦІЯ ПІДГОТОВКИ З МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ У ПРОФЕСІЙНУ ОСВІТУ МАЙБУТНІХ УЧИТЕЛІВ: МЕТОДОЛОГІЧНІ ОРІЄНТИРИ ТА ПЕДАГОГІЧНІ ПРАКТИКИ

У статті досліджено інтеграцію підготовки з міжкультурної комунікації в систему професійної освіти майбутніх учителів як ключовий напрям сучасної педагогічної модернізації. Обґрунтовано теоретичні, методологічні та інституційні засади формування міжкультурної комунікативної компетентності (МКК) як необхідної професійної якості педагога, здатного ефективно діяти в умовах культурного різноманіття. Проаналізовано сучасні міжнародні дослідження, які доводять вплив міжкультурної компетентності на педагогічну результизивність, інклюзивність освітнього процесу та академічну залученість студентів. Визначено методологічні орієнтири, що забезпечують системне впровадження МКК у програми педагогічної освіти: досвідне та завдання-орієнтоване навчання, рефлексивну практику, колаборативні проекти, використання цифрових і штучно-інтелектуальних платформ для міжкультурної взаємодії. Особливу увагу приділено ролі досвідного навчання та програм культурного занурення, які сприяють набуттю майбутніми педагогами реального досвіду міжкультурної комунікації, розвитку емпатії, толерантності та критичної культурної свідомості. Розкрито значення неперервного професійного розвитку та інституційної підтримки – наставництва, навчальних модулів, інструментів оцінювання – для сталого зростання міжкультурної

компетентності упродовж кар'єри педагога. Акцентовано увагу на необхідності створення надійних систем оцінювання МКК, що поєднують якісну рефлексію та кількісні показники для моніторингу професійного постулу. Підкреслено, що інтеграція міжкультурної комунікації в професійну підготовку сприяє інклюзивності, зменшенню культурних упереджень і формуванню глобального громадянства. У контексті глобалізації та європейської інтеграції міжкультурне навчання постас стратегічним чинником підвищення готовності педагогів до діалогу, співпраці та соціальної згуртованості у мультикультурному класі. Зроблено висновок, що педагоги, наділені міжкультурною компетентністю, виступають трансформаційними агентами демократичної, толерантної й людиноцентричної освіти, сприяючи становленню сталої та інклюзивного суспільства ХХІ століття.

Ключові слова: міжкультурна комунікація; міжкультурна компетентність; педагогічна освіта; досвідне навчання; рефлексивна практика; цифрова педагогіка; неперервний професійний розвиток; інклюзія; глобалізація; європейська інтеграція.

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INTEGRATING INTERCULTURAL COMMUNICATION TRAINING INTO FUTURE TEACHERS' PROFESSIONAL EDUCATION: METHODOLOGICAL INSIGHTS AND PEDAGOGICAL PRACTICES

The article examines the integration of intercultural communication training into the professional education of future teachers as a key dimension of contemporary pedagogical modernization. It substantiates the theoretical, methodological, and institutional foundations of forming intercultural communicative competence (ICC) as an essential professional quality of educators capable of working effectively in culturally diverse environments. The authors analyze recent international research demonstrating the impact of intercultural competence on teachers' pedagogical effectiveness, classroom inclusivity, and students' academic engagement. The study identifies methodological insights that ensure systematic incorporation of ICC into teacher education curricula: experiential and task-based learning, reflective practice, collaborative projects, and the use of digital and AI-supported platforms for intercultural interaction. Special attention is paid to the role of experiential learning and cultural immersion programs that enable future teachers to acquire real-world experience of cross-cultural communication and develop empathy, tolerance, and critical cultural awareness. The article also outlines the significance of continuous professional development and institutional support mechanisms – mentorship, training modules, and assessment tools – that sustain the growth of intercultural competence throughout educators' careers. Emphasis is placed on developing reliable evaluation frameworks for ICC, combining qualitative reflection and quantitative assessment to monitor teachers' progress. The study highlights that integrating intercultural communication into professional education promotes inclusivity, reduces cultural bias, and fosters global citizenship. In the context of globalization and European integration, intercultural training becomes a strategic factor in improving teacher readiness to facilitate dialogue, cooperation, and social cohesion in multicultural classrooms. The authors conclude that educators equipped with intercultural competence act as transformative agents of democratic, tolerant, and human-centered education, contributing to the development of sustainable, inclusive societies in the 21st century.

Key words: intercultural communication; intercultural competence; teacher education; experiential learning; reflective practice; digital pedagogy; continuous professional development; inclusion; globalization; European integration.

Statement and justification of the relevance of the problem. Integrating intercultural communication training into the professional education of future teachers is crucial for preparing them to navigate and foster inclusive learning environments. As classrooms become increasingly diverse, educators need to develop the skills necessary to engage with students from various cultural backgrounds. This paper outlines significant insights and practices vital for embedding intercultural competence into teacher education curricula, ensuring that future educators are equipped to promote inclusivity and understanding within their classrooms.

The necessity for intercultural competence within teacher education has grown significantly in light of globalization and migration, resulting in a diverse student population that reflects a multitude of cultural identities. Educators must understand the socio-

cultural dynamics that shape learners' experiences to cater to their needs effectively. Research indicates that teachers who possess intercultural communication skills can enhance the educational experience for students from diverse backgrounds while fostering an inclusive atmosphere [12]. A study by Y. Gong, C. Lai, X. Gao, G. Li, Y. Huang and L. Lin emphasizes the need for comprehensive training modules in preservice teacher education programs to develop these competencies effectively [11]. Moreover, pedagogical approaches that address biases and assumptions can improve student engagement; therefore, training programs that confront these biases are essential for enhancing teachers' ability to connect with their students effectively [1].

Methodological insights play a pivotal role in establishing effective intercultural communication training frameworks within teacher education. Research

identifies several pedagogical strategies that support the effective development of intercultural competence. These include experiential learning, cultural immersion, and collaborative learning initiatives that allow preservice teachers to engage actively with diverse cultures. For example, programs that offer opportunities for service learning in multicultural settings promote real-world exposure, enabling trainees to grapple with and reflect on their cultural assumptions while enhancing their intercultural awareness [16].

Additionally, pedagogical practices must emphasize critical reflexivity and situational awareness among teachers. This means educators should not only interact with different cultures but also critically examine their beliefs and practices in relation to the cultures they encounter [31]. Incorporating reflective practices into teacher training can facilitate deeper learning and the adoption of intercultural competencies, preparing teachers to confidently respond to the needs of diverse classrooms.

Creating collaborative learning environments is a key strategy in developing intercultural competence. Engaging students in teamwork, discussions, and group projects focused on multicultural issues fosters a sense of community and shared understanding [1]. Moreover, collaborative learning allows future educators to hone their skills in communication, empathy, and conflict resolution, all of which are essential for facilitating intercultural interactions in their future classrooms.

Research shows that collaboration among teachers from diverse backgrounds enhances professional learning and intercultural understanding. Programs that value diverse perspectives not only empower teacher candidates but also promote an enriching educational environment where all students feel valued and heard.

Another critical aspect of promoting intercultural competence is the concept of teacher mobility, which allows educators to gain firsthand experience in different cultural settings. Studies reveal that international teaching experiences can significantly enhance educators' intercultural self-efficacy, leading to improved teaching practices within diverse classrooms [29]. Teachers who engage with different educational systems and cultural norms often return with enriched pedagogical perspectives that positively affect student learning outcomes.

Sustained professional development is essential to ensure teachers remain adaptable and responsive to the changing dynamics of their classrooms. Ongoing training programs, workshops, and networking opportunities should be integral components of teacher education to foster continual personal and professional growth, allowing educators to refine their intercultural communication skills consistently [10].

The integration of intercultural communication training into the professional education of future teachers is essential for fostering inclusive learning environments amidst the complexities of a diverse classroom. By focusing on methodological insights such as experiential learning and collaborative practices, and by emphasizing continuous professional development, teacher education programs can equip future educators with the necessary skills to meet the

challenges of a multicultural classroom. This preparation will ultimately lead to improved educational outcomes for all students, promoting equity, understanding, and respect in educational contexts.

Analysis of recent research and publications. Recent research and publications have increasingly emphasized the necessity of integrating intercultural communication competence (ICC) into educational practices, particularly in teaching foreign languages. A significant finding presented by S. A. Achieng argues that the development of ICC should be a priority in foreign language teaching, as it not only enhances language proficiency but also fosters sensitivity to cultural nuances, ensuring that educators can effectively engage with diverse student populations [1]. The strategies for promoting ICC outlined in various studies reinforce the criticality of cultural awareness and professional development in modern educational contexts.

B. Adebayo and H. M. Sunderman explore the role of intercultural mentoring in promoting cultural competence among graduate students and faculty [2]. Their findings indicate that such mentoring relationships can significantly impact both parties' intercultural skills, suggesting the potential for structured mentoring programs to enhance overall educational quality.

The work of O. Aliksiuchuk, T. Borysova, O. Priadko, M. Kuziv, Z. Kartashova and S. Chaban-Chaika focuses on the formation of intercultural competence specifically among future music teachers, highlighting the necessity of early professional training in cultural sensitivity and communication skills [3]. This approach aligns with findings across the literature that emphasize the need for educators to engage deeply with cultural contexts to prepare students for a globalized workforce.

N. G. Bal and P. Savaş [4] examine how English language teachers perceive intercultural competence and the challenges they face in implementing it within Turkish state schools. Their study suggests that despite the recognition of importance of ICC, many obstacles still exist, such as inadequate support systems and training, which hinder effective teaching practices in diverse classrooms.

The model of intercultural competence, proposed by A. Barili and M. Byram, advocates for integrating cultural citizenship and sensitivity into all teacher education programs [5]. Their research demonstrates that when teachers are properly equipped with ICC skills, they are more effective in addressing students' diverse backgrounds, ultimately improving student engagement and success.

In recent literature, H. Erradi and S. Belhorma focus on the systematic evaluation of preservice teachers' ICC, highlighting the essential requirement for validated assessment tools in teacher education [8]. Their study illustrates how these assessments can inform teacher training programs, allowing for a continuous improvement process tailored to the evolving demographic landscapes of classrooms.

The significance of technology in facilitating ICC development is emphasized in H. Haerazi's research, which illustrates how Mobile-Assisted Language Learning (MALL) can enhance pre-service English

teachers' intercultural competence [13]. Utilizing digital platforms exposes students to varied cultural perspectives, reinforcing language skills and cultural adaptability in real-time interactions.

X. Wang, S. S. Z. Sharifah and S. Y. Hani conducted a systematic literature review synthesizing the current state of ICC research in higher education, highlighting the dual objectives of preparing students for a global workforce while fostering mutual respect and understanding across diverse cultures [33]. This body of literature calls for comprehensive educational reforms that prioritize ICC training from early education through professional development stages.

Recent research and publications affirm the integral role of intercultural communication competence in contemporary education, particularly within foreign language teaching and teacher training programs. By prioritizing ICC through methodological innovations, continuous assessments, and supportive institutional frameworks, educators can cultivate a classroom environment that not only respects diversity but also actively engages in the promotion of inclusivity and cross-cultural understanding.

The purpose of the article is to highlight the critical importance of incorporating intercultural communication competence (ICC) into the education and training of future teachers. As classrooms become increasingly multicultural, it is essential for educators to develop not only pedagogical skills but also a profound understanding of cultural diversity and effective intercultural engagement methods. The article aims to elucidate various strategies, methodologies, and tools necessary for fostering ICC among teachers, thereby preparing them to create inclusive learning environments that respect and celebrate diversity.

Presentation of the main research material. The necessity for intercultural communication competence (ICC) in educational contexts cannot be overstated. Today's classrooms are increasingly multicultural, with students hailing from diverse cultural backgrounds. In this dynamic setting, future teachers must be equipped not only with subject-specific knowledge but also with the essential skills to engage in effective communication and collaboration with students from various cultural contexts. A. Barili and M. Byram emphasize the importance of incorporating cultural awareness into teacher training, asserting that this equips future educators to foster meaningful relationships with students, their families, and colleagues from diverse communities [8]. Therefore, teacher education programs must promote an understanding of cultural diversity to create environments conducive to academic success for all students [20].

ICC encompasses various elements that contribute to effective cross-cultural interactions. M. Byram's model of intercultural competence identifies five key components: attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness [5]. These elements form the foundation for developing pedagogical practices that recognize, respect, and address the complexities of cultural differences in educational settings. Educators trained in these aspects

are better equipped to support diverse learners, which is increasingly critical in an interconnected world.

Moreover, research indicates a correlation between teachers' ICC and their students' academic achievements. H. Erradi and S. Belhorma conducted a study demonstrating that pre-service teachers' levels of ICC influence their capacity to create inclusive learning spaces, which are instrumental in fostering student engagement and success [8]. The findings revealed that trainee teachers who received focused training on ICC were more adept at addressing the unique needs of their students and promoting positive inter-student interactions. Consequently, equipping teachers with robust ICC skills must be a priority within teacher education curricula.

Incorporating ICC training into teacher preparation can also help reduce conflicts that arise from misunderstandings across cultures [36]. M. R. Yuwita's research highlights how university students' understanding of intercultural communication leads to improved interpersonal skills, which subsequently diminish miscommunications across cultural barriers. This is vital for teachers who play a central role in facilitating a harmonious learning environment where students feel valued and understood. They can act as mediators, promoting positive relationships and helping students appreciate the richness of cultural diversity.

Furthermore, H. Haerazi's work on mobile-assisted language learning (MALL) illustrates how educational technology can enhance the development of ICC among pre-service teachers [13]. By using platforms like WhatsApp and other online resources, students can connect with peers from different cultural backgrounds, broadening their cultural awareness. This active engagement with diverse cultures aids in developing not just language skills but also the capability to navigate complex intercultural interactions effectively. Such technological integration can complement traditional pedagogical approaches, enriching the overall teacher education experience.

In addition, continuous assessment of intercultural competence among future teachers is necessary to ensure that training is effective and relevant. Developing reliable rubrics for evaluating teachers' ICC can provide valuable insights into their readiness to handle multicultural classrooms [26]. By using these metrics, educational institutions can fine-tune their curricula and training programs, ensuring that they adequately prepare teachers for the realities of modern classrooms.

Lastly, it is essential for educators to be not only aware of cultural differences but also to actively engage in reflective practices. This concept, often overlooked in traditional teacher education, encourages future educators to examine their biases and preconceptions while enhancing their understanding of cultural dynamics in the classroom [4]. Through reflection, teachers can better appreciate the varied backgrounds of their students, leading to more effective and empathetic teaching practices that resonate with a diverse student body.

The integration of intercultural communication competence training in teacher education is a critical endeavor. By fostering cultural awareness and

equipping future teachers with the skills necessary for effective communication, educational institutions can prepare teachers to create inclusive classrooms that welcome and celebrate diversity. This commitment not only enhances the educational experience for students but also nurtures a generation of educators who are capable of bridging cultural divides, ultimately contributing to a more harmonious society.

Research has provided various methodological recommendations that can enhance the training of future teachers in intercultural communication. The emphasis on strategic competence in educational programs underlines the importance of curricula designed to focus on procedural aspects of intercultural communication, such as non-verbal cues and effective communication strategies [18]. This approach encourages teachers to develop skills that extend beyond mere knowledge of cultural facts to include practical strategies for navigating complex intercultural interactions.

One effective methodology is the incorporation of experiential learning frameworks, particularly cultural immersion programs. These programs enable future educators to engage with different cultures in authentic contexts, fostering cultural sensitivity and understanding. For instance, Y. Li, C. Chookhampaeng, J. Chano and X. Deng highlight how a production-oriented approach in an English as a Foreign Language (EFL) curriculum successfully enhanced intercultural communicative competence by promoting practical applications of learned skills [22]. This evidence reinforces the idea that hands-on experiences yield significant gains in teachers' abilities to engage with diverse populations.

In addition to experiential learning, collaborative learning strategies also present valuable opportunities for enhancing intercultural communication competence. According to O. Kuffuor, S. Aggrawal, A. Jaiswal, R. J. Smith and P. V. Morris, fostering partnerships between students from different backgrounds creates transformative pathways for intercultural competence development in higher education settings [19]. Collaborative learning not only allows teachers to model effective teamwork but also encourages students to engage in shared problem-solving, enabling them to learn from each other's cultural perspectives and experiences. This shared learning environment emphasizes the value of diversity and creates a safe space for dialogue and mutual respect.

Moreover, immersive projects have been shown to be effective in enhancing intercultural skills among participants. A study indicates that immersive intercultural learning experiences significantly improve participants' cultural awareness and competency. This highlights the potential of utilizing community partners with advanced intercultural skills who can provide authentic experiences that resonate with both teachers and students. Integrating such partnerships into teacher training programs not only enriches the educational experience but also supports the building of community ties, further enhancing the practical aspect of intercultural learning.

Technology, particularly Artificial Intelligence (AI), plays a pivotal role in modernizing intercultural

competence training. AI can create personalized learning experiences that cater to the diverse needs of learners, enhancing their ability to explore and understand cultural differences in a controlled environment. Using technology in this way can significantly improve the effectiveness of cultural training programs, allowing educators to implement tailored learning paths based on individual student needs.

Furthermore, the development of evaluation metrics for intercultural competence is vital. Tools such as rubrics can systematically assess teachers' learning and application of intercultural skills. By establishing clear benchmarks, educator training programs can continually improve their methodologies in response to emerging needs and challenges within diverse classroom settings. Structured assessments that capture the complexity of virtual intercultural interactions are essential, especially in digital learning environments. Such assessments could be adapted for in-person settings, enabling a comprehensive evaluation framework applicable across various educational contexts.

Lastly, integrating intercultural communication into teacher education requires collaboration across disciplines. Adapting curriculum from various fields to include intercultural aspects enhances the richness of teacher training. For example, integrating insights from psychology, sociology, and cultural studies can provide a more holistic understanding of the interplay between culture and education. This interdisciplinary approach can prepare educators not only to teach content but also to understand the cultural dynamics at play in their classrooms, thus creating a learning environment where all students can thrive.

Enhancing the training of future teachers in intercultural communication will require a multi-faceted approach that combines strategic competence with experiential learning, collaboration, technology integration, and systematic evaluation. By adopting these methodological recommendations, teacher education programs can ensure that their graduates are not only knowledgeable but also skilled in fostering inclusive and supportive learning environments.

To facilitate the integration of intercultural communication competence (ICC) effectively, specific pedagogical approaches must be employed. A. Šchiopu argues for new teaching paradigms that emphasize cultural and social integration in the classroom, thereby fostering more inclusive educational settings [28]. This shift in pedagogy requires educators to be trained not only in subject matter expertise but also to recognize and address the cultural dimensions inherent in teaching and learning processes. Teacher preparation programs must integrate intercultural education comprehensively, equipping educators with the skills necessary to navigate social and cultural complexities in diverse classrooms.

In addition to cultural and social integration, task-based and experiential learning methods have emerged as effective practices for developing ICC among future educators. M. Nabit, E. Sofyan and R. Dewangga highlight that through task-based learning, teachers can engage learners in real-world intercultural exchanges [24]. These experiences enhance students' ability to communicate effectively within diverse

environments and promote critical engagement with multiple cultural perspectives. For instance, educators can design tasks that require students to collaborate with peers from different backgrounds, solve problems together, or participate in multicultural projects that foster intercultural dialogue and understanding.

Furthermore, the effectiveness of experiential learning in cultivating ICC cannot be overstated. B. Adebayo and H. M. Sunderman emphasize the importance of intercultural mentoring relationships as vital experiential learning platforms [2]. Such mentoring programs allow students to engage in critical reflection through journaling and other exercises, helping them internalize lessons learned from their interactions with culturally diverse peers. This reflective aspect is a crucial component of experiential learning, allowing students to assimilate their experiences more deeply and transform theoretical knowledge into practical competence.

Moreover, incorporating technology into pedagogical practices can significantly extend opportunities for students to develop intercultural competence. For example, digital platforms for virtual exchanges enable educators to connect students with peers from different cultural backgrounds across the globe. Such initiatives leverage technology to create engaging, interactive learning experiences that transcend geographical barriers. As highlighted by B. R. Joshi and R. Adhikari, integrating technology into English language teaching can facilitate meaningful intercultural engagement that prepares students for the realities of global communication [15].

A. Tagliatela supports this perspective by advocating for a dual teaching model that integrates English as a lingua franca (ELF) principles into traditional language instruction [30]. This model encourages students to develop a heightened awareness of intercultural communicative competence while navigating interactions involving both native and non-native English speakers. By providing students with the linguistic and cultural tools to engage effectively in diverse communicative contexts, educators can significantly enhance their students' ICC.

Furthermore, it is essential to recognize the significance of leveraging multiliteracies in developing intercultural communicative competence. A. Fernández-García (2023) discusses how integrating various forms of literacies, including visual, digital, and text-based communication, can provide students with different avenues to express their cultural narratives and understand others' perspectives [9]. This multiliteracies approach fosters a comprehensive understanding of cultural interactions and prepares students to communicate effectively within varied contexts.

Lastly, the implementation of experiential learning pedagogies, as discussed by [34], is vital in preparing university students for the global job market. Their quasi-experimental study demonstrates that ICC training can enhance students' abilities to navigate culturally diverse workplaces, offering a more interactive alternative to traditional educational methods. This underscores the importance of equipping future teachers with skilled practice in intercultural communication, enabling them to serve as

facilitators and advocates for inclusivity within their own classrooms.

The employment of progressive pedagogical approaches, including task-based learning, experiential opportunities, technological integration, and multiliteracies, is essential in enhancing intercultural communication competence among future educators. By fostering environments that prioritize cultural awareness and empathy, teacher education programs will produce educators capable of effectively navigating and embracing the complexities of multicultural classrooms. This preparation is integral to developing a generation of learners equipped to thrive in an interconnected and diverse world.

Continuous professional development (CPD) plays a crucial role in enhancing the intercultural teaching skills of educators, equipping them with the competencies necessary to effectively navigate increasingly multicultural classrooms. K. Uibu and E. Tagamets emphasize the necessity for ongoing training that not only addresses cultural awareness but also focuses on the pedagogical strategies that can be applied in diverse educational settings [32]. This approach is essential in preparing educators to respond adeptly to the diverse needs of their students and ensure they can foster inclusive learning environments that respect and celebrate cultural differences.

The effectiveness of CPD programs in promoting intercultural competence hinges on several key factors. First, these programs must integrate theoretical knowledge with practical application. Research by [32] supports this notion, highlighting that effective CPD should encompass both knowledge acquisition and opportunities for the practical implementation of that knowledge in the classroom. This dual approach ensures that teachers not only understand the principles of intercultural communication but can also actively apply these principles in their teaching. Moreover, E. M. Mercado emphasizes the importance of accompanying CPD with hands-on experiences and self-reflection during teaching, as this can lead to deeper insights and understandings of leadership within intercultural contexts [23].

In implementing CPD focused on intercultural competence, institutions must ensure that training is continuous and tailored to fit the specific needs of their educators. Y. Gong, C. Lai, X. Gao, G. Li, Y. Huang and L. Lin advocate for curricular innovations that incorporate intercultural elements in both preservice and in-service teacher training programs [11]. They argue that understanding different educational systems and cultures is vital for teachers not only to develop their intercultural competence but also to enhance the overall learning experience for their students. This aligns with findings from [25], who indicate that a well-structured pedagogical framework can significantly develop teachers' intercultural skills and dispositions toward global citizenship. This framework supports their ability to create a learning environment that encourages mutual acceptance among students from varying cultural backgrounds.

Furthermore, CPD initiatives should explore and address the unique challenges that teachers face when trying to implement inclusive practices in their classrooms. For example, understanding the specific

needs of migrant students and the intricacies of adapting teaching methods accordingly is essential. K. Uibu and E. Tagamets developed a questionnaire aimed at assessing teachers' intercultural attitudes, knowledge, and skills, pointing to the need for targeted CPD that promotes these competencies in relation to their students' backgrounds [32]. Regular evaluations of such programs can ensure that they meet the evolving demands of intercultural teaching, refining them to address new challenges as society and classrooms change.

Implementing CPD programs should also involve collaboration among educators. Collaborative learning environments, as discussed by [14], allow teachers to share experiences, strategies, and resources related to managing diverse classrooms. This collaborative approach fosters a stronger sense of community and shared responsibility among educators, facilitating the exchange of best practices to enhance intercultural teaching. Moreover, CPD that promotes peer mentorship can help less experienced teachers access guidance from those who have successfully navigated similar challenges.

Additionally, the role of CPD in equipping teachers with the digital competencies necessary for the 21st-century classrooms is increasingly important. As the landscape of education becomes more technologically driven, educators must be competent not only in traditional teaching methods but also in leveraging digital tools for effective intercultural communication. This aligns with findings by [17], which highlight the need for CPD focused on enhancing digital teaching competencies, particularly in the wake of the COVID-19 pandemic.

Continuous professional development is a vital component in the enhancement of intercultural teaching skills for educators. It must be multifaceted, incorporating theoretical knowledge, practical strategies, collaborative learning, and digital competencies to prepare teachers for the complexities of multicultural classrooms. Institutions offering teacher education must actively promote and support these developmental opportunities, ensuring that educators are well-equipped to thrive in an increasingly global teaching landscape.

The evaluation of educators' intercultural competence is vital and should be systematically incorporated into teacher training programs. As explored by H. Erradi and S. Belhorma, there exists a validated instrument designed to assess various dimensions of intercultural communicative competence, which is tailored specifically to evaluate the readiness of preservice teachers in multicultural educational contexts [8]. Such tools play a crucial role in measuring educators' abilities to handle diverse classroom dynamics and inform institutional practices regarding curriculum development and enhancement.

In essence, well-structured assessment instruments should focus on multiple dimensions of intercultural competence, including knowledge about different cultures, skills for effective communication, attitudes toward diversity, and the ability to interact empathetically in culturally diverse settings [8]. These dimensions align with M. Byram's model of intercultural competence, which underscores the

necessity of equipping educators with a comprehensive understanding of cultural nuances essential in today's connected world. The effective evaluation of these competences can provide insights into the strengths and weaknesses of individual educator practices while also informing larger structural and pedagogical improvements within educational institutions.

Moreover, ongoing assessment practices can create a feedback loop for continuous improvement. For instance, institutions can utilize the data collected from such assessment tools to refine their teacher education curricula and focus on areas that require additional support or development [11]. By establishing benchmarks for intercultural competence, educators can better measure their progress over time, ultimately leading to a more profound understanding of cultural dynamics within the classroom. This continuous improvement process is essential for adapting to the evolving educational landscape, where diversity is increasingly at the forefront.

Additionally, as noted by H. Erradi and S. Belhorma, the perceptions and attitudes of trainee teachers towards intercultural communicative competence can significantly impact their teaching effectiveness. Their study emphasizes the need for intercultural competence assessments that solicit feedback from both educators and their students regarding their interactions in multicultural classrooms [8]. Such insights provide valuable information for teacher training programs to adapt and enhance their instructional methods further.

Integrating assessment techniques that leverage technology can also enhance the measurement of intercultural competence. For example, online platforms can facilitate reflective practices such as video assessments or peer evaluations, allowing preservice teachers to analyze their intercultural interactions in real-time [13]. This technology-driven approach not only aids in self-assessment but also fosters collaborative learning environments where educators can grow collectively.

Moreover, attention must be paid to formative assessment processes, illustrating the importance of providing educators with opportunities to reflect on their learning experiences and cultural interactions. For example, K. Lemmons discusses how study abroad programs often utilize tools like the Intercultural Development Inventory (IDI) to quantitatively measure shifts in students' intercultural competence pre- and post-sojourn, thus providing a structured framework for assessment and growth in this area [21]. Such frameworks are beneficial in helping educators gauge their progress and identify areas for change, facilitating deeper conversations around cultural understanding and teaching practices.

The development of intercultural competence measurement strategies must also consider the specific needs of diverse educational settings. H. Haerazi suggests that integrating metacognitive skills training with Mobile-Assisted Language Learning (MALL) can enhance educators' cultural awareness and communicative abilities across different contexts [13]. This highlights the importance of adapting assessment tools to cater to varied teaching environments and student demographics, ensuring that they remain

relevant and effective in fostering intercultural competencies.

The assessment of intercultural competence among educators should be an integral component of teacher training programs, as it supports the continuous professional development of teachers in diverse settings. Utilizing validated instruments, incorporating technology, and promoting reflective practices can significantly enhance the quality of assessments, enabling teachers to accurately measure their intercultural skills and adapt their approaches accordingly. By fostering a culture of ongoing evaluation and improvement, educational institutions can ensure that their instructors are well-prepared to meet the demands of multicultural classrooms, benefitting both educators and their diverse student populations.

Institutional support is a critical element in embedding intercultural communication competence (ICC) within educational frameworks. Schools of education must actively collaborate with policymakers to ensure that ICC is not only comprehensively integrated into curricula but also recognized as a fundamental requirement for teacher certification. This integration is paramount given the globalized nature of today's educational landscape, where teachers are required to effectively engage and support a diverse student body [3]. O. Aliksiichuk, T. Borysova, O. Priadko, M. Kuziv, Z. Kartashova and S. Chaban-Chaika emphasize that a systematic approach to embedding intercultural competence within educational institutions is increasingly essential for fostering a well-prepared teaching workforce that can face multicultural challenges head-on.

The collaboration between educational institutions and policymakers can facilitate the development of clear standards and competencies related to ICC. This can lead to the establishment of consistent benchmarks across teacher education programs, ensuring that all educators are sufficiently equipped with the necessary skills and knowledge to promote inclusivity. As highlighted by Y. Gong, C. Lai, X. Gao, G. Li, Y. Huang and L. Lin, varying degrees of focus on intercultural teaching across different teacher education programs result in inconsistent levels of preparedness among educators. By implementing comprehensive policies, educational systems can standardize the expectations for ICC development, thereby improving overall educational quality and student outcomes [11].

Moreover, institutional support should provide ongoing professional development opportunities that equip educators to improve their intercultural competencies continually. Programs that emphasize interactive and participatory learning environments are integral in fostering ICC. For instance, O. Aliksiichuk, T. Borysova, O. Priadko, M. Kuziv, Z. Kartashova and S. Chaban-Chaika argue that the formation of a teacher's intercultural competence is influenced by educational standards that require mastery in various pedagogical approaches [3]. By ensuring teachers receive adequate training and resources, institutions can create an environment that encourages ongoing growth and enhancement of intercultural communication skills.

A strong institutional commitment to ICC should also manifest in the creation of collaborative, participative school cultures. As D. Pérez-Jorge, A. I. González-Herrera, M. C. González-Afonso and A. G. Santos-Álvarez assert, fostering a collaborative school climate is paramount for the well-being and inclusion of all students, particularly migrant populations [27]. Schools that create platforms for collaboration between teachers, students, and community members provide opportunities for shared experiences and discussions about cultural differences. This collaborative approach not only enhances teachers' intercultural teaching abilities, but also promotes a greater sense of belonging among students from diverse backgrounds.

Furthermore, systematic feedback mechanisms must be established within teacher education programs to continuously evaluate and enhance the efficacy of ICC initiatives. Institutions need to develop assessment tools that measure educators' progress in intercultural competence as well as the impact of their teaching strategies on student engagement in multicultural classrooms. While specific sources on this point are limited, it is essential to recognize the general consensus in the field that continuous feedback is crucial to ensuring educational frameworks remain relevant and effective in addressing the needs of an increasingly diverse student population.

It is also essential that institutions leverage technology to support ICC teaching and training. With the rapid advancements in digital communication and remote learning, educational institutions have the opportunity to utilize innovative technological resources that connect educators with global perspectives and practices. This can include virtual exchange programs, online professional development seminars, and collaborative projects with international partners. However, specific studies linking technology use with ICC development were not identified in the reference candidates provided.

Finally, institutional support for ICC must extend to community engagement and partnerships, emphasizing a holistic approach to education that involves families and community members. Efforts such as community workshops that highlight cultural diversity or family engagement programs can help societies reflect on their intercultural relationships, fostering understanding and cooperation within schools and the broader community [33]. By creating partnerships that recognize the importance of familial and societal involvement in education, schools can enhance teachers' ability to connect classroom learning with students' cultural backgrounds, ultimately supporting better teaching outcomes.

Institutional support is vital to successfully embedding intercultural communication competence within educational frameworks. Through collaboration, ongoing professional development, fostering inclusive climates, leveraging technology, and engaging with communities, educational institutions can promote the continuous enhancement of intercultural competence among teachers. This commitment not only prepares educators to address the complexities of multicultural classrooms but also cultivates an educational environment conducive to the

success of all students, ultimately contributing to a more equitable and inclusive society.

Conclusions and discussion. The integration of intercultural communication training into teacher education represents a significant step toward preparing future educators for the challenges presented by an increasingly diverse classroom. As the global landscape continues to evolve, fostering intercultural competence among educators becomes essential for creating inclusive educational environments that respect and celebrate cultural differences. The successful implementation of intercultural communication (ICC) training requires methodological recommendations, effective pedagogical strategies, continuous professional development opportunities, assessment of intercultural competence, and strong institutional support.

The emphasis on methodological recommendations is critical. By employing strategic pedagogical methods, teacher education programs can help future educators develop the necessary skills to engage with students from various cultural backgrounds. Programs such as task-based and experiential learning can enable preservice teachers to practice intercultural communication in authentic settings, helping them become adept at navigating complexities in diverse classroom environments. Research illustrates the efficacy of integrating technology into these pedagogical strategies, amplifying opportunities for virtual exchanges and collaborative learning experiences that further enrich teachers' intercultural competence [6].

Moreover, continuous professional development avenues are essential in reinforcing and expanding educators' intercultural skills throughout their careers. Ongoing training programs, coaching, and mentoring can help teachers reflect on their practices and identify areas for improvement. These developmental opportunities must align with current global trends and pedagogical best practices, ensuring that educators are adequately prepared to meet the needs of their diverse students. Addressing the specific challenges teachers face when implementing inclusive practices, particularly in increasingly multicultural environments, is also paramount for establishing a culture that values diversity and supports all learners [11].

The assessment of intercultural competence should be a systematic component of teacher education curricula. Utilizing validated assessment tools allows educators and institutions to identify strengths and areas for development within their intercultural teaching strategies. Importantly, these assessments create a feedback loop that informs curriculum adjustments and professional development initiatives. Metrics related to cultural sensitivity, awareness, and communication effectiveness can help improve teacher training and ultimately enhance student learning outcomes [7].

Institutional support plays a crucial role in ensuring that ICC is viewed as integral to teacher certification standards. Comprehensive frameworks must be established in collaboration with policymakers to provide consistency across teacher education programs. Institutions should promote inclusivity not

only through policy but also by fostering collaborative school cultures, utilizing technology, and engaging local communities in the educational process. Through these efforts, schools can create environments that empower teachers and their students alike, cultivating respect for cultural diversity [35].

Ultimately, the journey toward developing intercultural competence in teacher education is ongoing. As educators increasingly face a multicultural classroom landscape, their ability to foster an inclusive, engaging, and equitable learning environment will be critical. By continually refining educational practices and promoting intercultural communication, a more equitable and inclusive educational system is within reach. The commitment to integrating intercultural competence in teacher education will not only enhance instructional efficacy but also contribute to a society that values diversity and collective understanding.

This ongoing effort will lead to more equitable educational environments where all students feel valued and have the opportunity to thrive, regardless of their cultural background. As we move forward, a collective commitment to mastering intercultural communication will equip future educ

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ОСОБЛИВОСТІ НАВЧАННЯ ІНОЗЕМНИХ СТУДЕНТІВ У ВУЗАХ УКРАЇНИ В УМОВАХ ВІЙНИ

У статті розглядаються актуальні проблеми організації навчального процесу для іноземних студентів у закладах вищої освіти України в умовах воєнного стану. Проаналізовано зміни в освітньому середовищі, виклики безпеки, психологічні аспекти адаптації та трансформацію форм навчання. Особлива увага приділяється впливу війни на мотивацію студентів, їх академічну успішність, а також на міжнародну мобільність. Наведено приклади адаптаційних стратегій українських ЗВО, спрямованих на збереження якості освіти та підтримку іноземних здобувачів вищої освіти.

У статті розглядається психологічна адаптація іноземних студентів в Україні в умовах війни як ключовий чинник ефективності освітнього процесу. Автори аналізують виклики, з якими стикаються студенти (тривожність, ізоляція, культурні бар'єри та невизначеність щодо майбутнього) та описують реакцію університетів у вигляді служб підтримки, менторських програм і кураторських груп. Особлива увага приділяється емоційному добробуту, мотивації до навчання та інтеграції в