

УДК 37.016:004:81'243:316.77

DOI: 10.36550/2415-7988-2026-1-222-604-610

СМУЖАНИЦЯ Діана –

кандидат філологічних наук, доцент, завідувач кафедри романських мов та зарубіжної літератури
ДВНЗ «Ужгородський національний університет»
ORCID: <https://orcid.org/0000-0002-3342-6927>
e-mail: nauka2025@ukr.net

ПРАКТИКИ РОЗВИТКУ МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ У ПІДГОТОВЦІ ФАХІВЦІВ І ПОТЕНЦІАЛ МУЛЬТИЛІНГВАЛЬНОГО ПІДХОДУ

У статті розглянуто практики розвитку міжкультурної комунікації у професійній підготовці фахівців та обґрунтовано потенціал мультлінгвального підходу в іноземній освіті. Актуальність дослідження зумовлена тим, що сучасна професійна діяльність дедалі частіше відбувається в багатомовному й культурно різномірному середовищі, де фахівець має не лише володіти іноземною мовою, а й уміти інтерпретувати культурні смисли, адаптувати повідомлення до адресата, діяти в умовах мовної асиметрії та відновлювати порозуміння в разі комунікативних труднощів. Метою статті є узагальнення сучасних практик розвитку міжкультурної комунікації у підготовці фахівців та визначення можливостей мультлінгвального підходу для оновлення іноземної підготовки. Методологічну основу дослідження становлять аналіз наукових джерел, порівняння, систематизація та теоретичне узагальнення. У статті показано, що міжкультурна комунікація не формується лише через засвоєння іноземної лексики, граматики або типових професійних діалогів. Вона потребує роботи з автентичними матеріалами, професійними кейсами, інтерактивними завданнями, проєктною взаємодією, контентно-мовним інтегрованим навчанням, трансмовними практиками, цифровими ресурсами та рефлексивним оцінюванням. Виокремлено чотири блоки практик: робота з автентичними професійними матеріалами й кейсами; інтерактивні та проєктні практики; CLIL і трансмовні практики; цифрові, AI-підтримані та рефлексивно-оцінювальні практики. Обґрунтовано, що мультлінгвальний підхід дає змогу розглядати рідну мову, іноземну мову, професійну термінологію, міжнародні поняття, цифрові засоби перекладу й комунікації як взаємопов'язані ресурси професійного мислення та міжкультурного порозуміння. Зроблено висновок, що використання мультлінгвального підходу є доцільним для формування мовної гнучкості, культурної чутливості, здатності до медіації та готовності фахівців діяти в багатомовному професійному середовищі.

Ключові слова: міжкультурна комунікація, мультлінгвальний підхід, іноземна підготовка, професійна підготовка фахівців, трансмовні практики, CLIL, мовний репертуар, цифрові технології, інструменти штучного інтелекту, рефлексивне оцінювання.

SMUZHANYTSIA Diana –

Candidate of Philological Sciences, Associate Professor, Head of the Department of Romance Languages and Foreign Literature State University “Uzhhorod National University”
ORCID: <https://orcid.org/0000-0002-3342-6927>
e-mail: nauka2025@ukr.net

PRACTICES FOR DEVELOPING INTERCULTURAL COMMUNICATION IN PROFESSIONAL TRAINING AND THE POTENTIAL OF THE MULTILINGUAL APPROACH

The article examines practices for developing intercultural communication in professional training and substantiates the potential of the multilingual approach in foreign language education. The relevance of the study is determined by the fact that contemporary professional activity increasingly takes place in a multilingual and culturally diverse environment, where a specialist is expected not only to use a foreign language, but also to interpret cultural meanings, adapt messages to the addressee, act under conditions of linguistic asymmetry, and restore mutual understanding when communication difficulties arise. The purpose of the article is to generalize current practices for developing intercultural communication in professional training and to identify the possibilities of the multilingual approach for improving foreign language education. The methodological basis of the study includes the analysis of scholarly sources, comparison, systematization, and theoretical generalization. The article shows that intercultural communication cannot be developed only through the acquisition of foreign language vocabulary, grammar, or standard professional dialogues. It requires work with authentic materials, professional cases, interactive tasks, project-based interaction, content and language integrated learning, translanguaging practices, digital resources, and reflective assessment. Four groups of practices are identified: work with authentic professional materials and cases; interactive and project-based practices; CLIL and translanguaging practices; digital, AI-supported, and reflective assessment practices. The article argues that the multilingual approach makes it possible to consider the native language, a foreign language, professional terminology, international concepts, digital translation tools, and communication technologies as interconnected resources for professional thinking and intercultural understanding. It is concluded that the use of the multilingual approach is appropriate for developing linguistic flexibility, cultural sensitivity, mediation skills, and specialists' readiness to act in a multilingual professional environment. Such an approach changes the logic of foreign language training: language diversity is no longer viewed as an obstacle, but as a resource for professional interaction, meaning-making, and communication flexibility. Further research may focus on designing specific models for integrating multilingual practices into foreign language training programs for different professional fields and on empirical testing of their effectiveness.

Key words: intercultural communication, multilingual approach, foreign language training, professional training, translanguaging practices, CLIL, language repertoire, digital technologies, artificial intelligence tools, reflective assessment.

Problem Statement. Professional training can no longer be limited to developing the ability to read professional texts in a foreign language, conduct a standard dialogue, or use professional terminology. In many fields of work, a specialist interacts with people who have different language experiences, different cultural norms, different ways of argumentation, and

different expectations about professional communication. Therefore, foreign language training should be connected not only with formal language accuracy, but also with the development of intercultural communicative competence. In scholarly literature, this competence is understood as the ability to interpret cultural meanings, compare different positions, criti-

cally reflect on one's own views, and act as a mediator between cultures [4]. In this sense, language is not only a means of transmitting information. It is also a tool for professional interaction, social inclusion, and intercultural understanding [12].

At the same time, there is still a contradiction between the declared need to develop intercultural competence and the real content of the educational process. In many cases, foreign language learning is focused on vocabulary, grammar, translation of professional texts, and typical speech situations. These tasks are necessary, but they do not always prepare learners for communication in conditions of linguistic asymmetry, different levels of language proficiency, cultural ambiguity, and possible misunderstandings. For this reason, it is necessary to shift the focus from a narrow understanding of foreign language competence to the development of a broader communicative repertoire. This repertoire includes language flexibility, cultural sensitivity, message adaptation, and readiness for dialogue.

In this regard, the multilingual approach needs special attention. It allows us to view learners' language resources as a basis for learning, not as an obstacle to learning a foreign language. Modern European approaches to language education emphasize that plurilingual and pluricultural competence does not mean the isolated knowledge of several languages. It means a person's ability to use their language and cultural repertoire according to the communication situation [6]. This idea is important for professional training because professional communication often requires comparison of concepts in different languages, clarification of meanings, translation, mediation, and explanation of professional positions to representatives of other cultures. Thus, the relevance of the study is determined by the need to generalize practices for developing intercultural communication in professional training and to define how these practices can be strengthened by the multilingual approach.

Analysis of Current Research. The problem of developing intercultural communication in professional training is interdisciplinary. It combines issues of foreign language education, professional communication, cultural identity, social interaction, and digital transformation of the educational environment. In the classical model of M. Byram, intercultural competence includes knowledge about social groups and their practices, skills of interpreting and relating cultural phenomena, the ability to discover new knowledge about another culture, critical cultural awareness, and readiness to interact with representatives of other cultures [4]. This position remains important for foreign language training because it shifts attention from formal language proficiency to the ability to act in intercultural interaction.

Modern studies in language education show that language is connected with identity, belonging to a community, social status, access to education, and professional self-realization. Studies on language shifts in migrant communities show that learning the language of the host society supports social integration and access to professional opportunities. At the same time, it may be connected with pressure toward

assimilation and the risk of losing the native language and cultural identity [1]. For professional training, this means that foreign language education should not be based on the displacement of learners' previous language experience. On the contrary, this experience can be used as a resource for a deeper understanding of cultural differences and for the development of flexible communicative behaviour.

In this direction, studies on multilingual and plurilingual education are especially important. The Common European Framework of Reference for Languages explains language competence not as a sum of separate languages learned independently from each other, but as a whole repertoire. In this repertoire, different languages and cultural experiences interact and can be used according to the communication situation [6]. This approach is important for professional training because professional communication often does not happen through the use of one language only. It may include translation, explanation of terms, clarification of meanings, comparison of concepts, use of international vocabulary, digital communication tools, and mediation.

Translanguaging pedagogy is close to this direction. It is developed in the works of O. García, Li Wei, and other researchers. Translanguaging practices are not understood as a chaotic mixture of languages. They are seen as a way of using the whole language repertoire for learning, understanding, argumentation, and interaction [8]. J. Burton, W. Wong, and S. Rajendram show that such practices can support learners not only in language development, but also in social and emotional well-being, especially when learning takes place in a multilingual educational environment [3]. At the same time, the authors warn against a simplified understanding of translanguaging as temporary support for moving to the dominant language. For the development of intercultural communication, it is more productive to use translanguaging practices for critical reflection on language hierarchies, comparison of ways of expressing meanings in different languages, and action in situations of language inequality.

Another research direction is connected with content and language integrated learning, or CLIL. In the works of D. Coyle, P. Hood, and D. Marsh, CLIL is viewed as an approach that combines content, communication, cognition, and culture. It creates conditions for using a foreign language as a tool for thinking and professional knowledge [7]. This is especially important for developing intercultural communication. When learners work with professional problems in a foreign language, they learn not only to name concepts, but also to explain them, compare professional approaches, take part in discussion, and interpret the positions of partners.

Researchers also pay much attention to learning practices in multicultural groups. Studies on innovative learning strategies emphasize the role of project-based learning, group work, discussions, case analysis, and technology-supported interaction [5]. These practices are important because intercultural communication is not developed only through reading texts about other cultures. It needs real or simulated interaction in which learners negotiate, clarify

meanings, argue their position, work with misunderstandings, and consider another way of seeing a professional problem. Studies of the social climate in the group also show that positive emotions, a safe atmosphere, and learning-oriented assessment support learners' engagement in foreign language interaction [10; 14].

In recent years, the number of studies on digital technologies in language education has increased. A bibliometric analysis of technology-enhanced language learning shows the active development of mobile learning, flipped learning, digital game-based formats, multimodal resources, and informal digital language experience [9]. Digital technologies expand the space of intercultural interaction. They give access to authentic materials, international educational resources, joint online projects, and real examples of language behaviour. At the same time, the effective use of these tools requires digital competence from both learners and teachers [11].

The use of artificial intelligence in foreign language education is also of special interest. Y. Xia, S.-Y. Shin, and J.-C. Kim describe the possibilities of intelligent cross-cultural language learning systems for personalizing learning paths and supporting intercultural understanding [15]. H. Yu, Y. Guo, H. Yang, W. Zhang, and Y. Dong analyse the pedagogical potential of ChatGPT in multilingual education, especially its ability to support individualized language learning, interaction, and learner engagement [16]. S. Athanassopoulos, P. Manoli, M. Gouvi, K. Lavidas, and V. Komis show that ChatGPT can support the development of foreign language writing in a multilingual and multicultural educational environment, including for learners with migrant or refugee experience [2]. However, these tools cannot automatically develop intercultural competence. Their effectiveness depends on pedagogical organization, critical attitudes to generated texts, and connection with the tasks of professional communication.

Studies on multilingual education and social justice emphasize that language diversity is connected not only with teaching methods, but also with access to educational opportunities. P. D. Mouboua, F. A. Atobatele, and O. T. Akintayo consider multilingual approaches as a basis for global citizenship, intercultural understanding, and educational inclusion [13]. In another study, these authors emphasize that multilingual education can support social equity if it is combined with language support, culturally sensitive pedagogy, anti-discrimination practices, and recognition of learners' language rights [12]. At the same time, researchers draw attention to the contradictory status of English in global communication. English functions as an international language of science, business, technology, and professional exchange, but its dominance may reproduce language inequality and weaken the position of local languages [17]. This makes it necessary to develop foreign language training that supports professional mobility but does not devalue the native language and other language resources of a person.

The analysis of research shows a gradual movement away from a monolingual logic of foreign language training. More attention is now paid to

learners' language repertoire, translanguaging practices, culturally sensitive learning, digital support, reflection, and real interaction in a multilingual environment. At the same time, scholarly literature still does not fully explain how different practices for developing intercultural communication can be integrated into professional training. This creates a need to generalize existing practices and to justify the multilingual approach as a way to connect the linguistic, cultural, professional, and digital dimensions of foreign language training.

Aim and Methods of the Study. The aim of the article is to generalize modern practices for developing intercultural communication in professional training and to justify the potential of the multilingual approach in foreign language training.

To achieve this aim, a set of theoretical research methods was used. The analysis of scholarly sources made it possible to identify the main approaches to intercultural communicative competence, multilingual education, translanguaging pedagogy, and digitally supported foreign language learning. Comparison was used to compare the traditional monolingual logic of foreign language training with approaches based on learners' language and cultural repertoire. Systematization was used to group practices for developing intercultural communication according to their content, pedagogical purpose, and possibilities for integration into professional training. Generalization made it possible to formulate the conclusion about the relevance of the multilingual approach as a basis for developing language flexibility, cultural sensitivity, and specialists' readiness to interact in a multilingual professional environment.

Research Results. The generalization of scholarly works allows us to view the development of intercultural communication in professional training as a pedagogical process that is not limited to learning a foreign language or studying separate facts about other cultures. Its content is connected with the ability to act in situations of linguistic and cultural diversity, interpret the position of the interlocutor, adapt a message to a professional situation, and critically reflect on one's own cultural assumptions. Therefore, practices for developing intercultural communication should be grouped not by formal types of learning tasks, but by the communicative actions that they develop in learners.

The first group includes practices based on authentic professional materials, communication situations, and cases. Authentic articles, fragments of professional correspondence, interviews, public speeches, business negotiations, instructions, and media texts show how language functions in real social and professional situations. Work with such materials develops not only lexical and grammatical skills, but also the ability to see cultural codes, models of politeness, indirect ways of expressing criticism, differences in argumentation, and expectations about professional behaviour. Case-based learning strengthens this effect because it allows learners to analyse situations in which misunderstandings appear because of different cultural expectations, linguistic asymmetry, or different professional norms. Learners need to identify the source of misunderstanding, suggest

possible language and behavioural reactions, and evaluate their consequences. Such work develops tolerance of uncertainty and the ability to act when communication is not fully clear.

The second group consists of interactive and project-based practices. Discussions, role plays, simulations, debates, group projects, and joint work on professionally oriented tasks help to develop intercultural communication through action. Learners do not only discuss cultural differences. They also practice ways of interaction: they ask clarifying questions, explain their position, respond to misunderstandings, agree on a common decision, and adjust the tone of communication. Studies of innovative learning strategies in multicultural groups confirm that project-based learning and group interaction support cooperation, social skills, and a better understanding of cultural diversity [5]. This is especially important for professional training because professional communication often requires coordination of positions and the ability to be understood by partners with different experiences.

The third group is connected with CLIL and translanguaging practices. Content and language integrated learning uses a foreign language not as an end in itself, but as a means of working with professional content. Learners work with professional concepts, read professional materials, discuss problems of their field, explain content, justify their position, and compare approaches. In the model of D. Coyle, P. Hood, and D. Marsh, CLIL combines content, communication, cognition, and culture, so it creates natural conditions for integrating language and professional training [7]. Translanguaging practices add to this logic because they allow learners to use the native language, a foreign language, professional terminology, and multilingual sources as connected resources. This creates opportunities for comparing concepts in different languages, analysing translation difficulties, discussing culturally marked meanings, and preparing explanations for different audiences [3; 8].

The fourth group includes digital, AI-supported, and reflective assessment practices. International online projects, virtual exchanges, online discussions, video conferences, and joint work with digital materials bring the educational process closer to real conditions of modern communication. They combine language activity with multimodality, different channels of meaning-making, and the need to consider digital ethics in communication. Artificial intelligence tools can support learners when they prepare foreign language messages, edit texts, search for variants of speech tone, model dialogues, and explain culturally marked expressions [15; 16]. However, these tools should not be used as generators of ready-made answers. They should be used as tools for comparing message variants, analysing style, identifying communicatively sensitive wording, and developing reflection on one's own language choices. This is why reflective diaries, self-assessment, peer assessment, analysis of communication mistakes, and discussion of strategies for restoring understanding are important. Assessment should include not only language accuracy, but also the ability to explain meaning,

listen, clarify, consider another person's position, and adjust one's communicative behaviour [14].

The generalization of these practices shows that the development of intercultural communication in professional training requires the integration of three dimensions. The first dimension is linguistic. It is connected with foreign language skills, professional vocabulary, speech strategies, and mediation. The second dimension is cultural and communicative. It includes understanding norms of interaction, cultural meanings, models of professional behaviour, and possible sources of misunderstanding. The third dimension is reflective and digital. Modern intercultural interaction takes place not only orally or in writing, but also through digital platforms, automated translation tools, multimodal messages, and artificial intelligence tools. Therefore, effective foreign language training should combine authentic materials, professional cases, interactive interaction, CLIL, translanguaging practices, digital tools, and reflective assessment.

Discussion. The results of the analysis show that the main limitation of traditional foreign language training is its orientation toward a relatively stable and predictable communication situation. In this model, learners acquire language structures, professional vocabulary, typical dialogues, rules for writing letters, or rules for presenting information. However, real professional communication is often unstable. Interlocutors may have different levels of language proficiency, understand professional concepts differently, build arguments in different ways, and have different expectations about politeness, directness, or the tempo of interaction. For this reason, foreign language training should develop not only normative language use, but also the ability to act when communication is not fully clear.

This is where the potential of the multilingual approach becomes visible. It changes the logic of language education. It moves from the idea of approaching the norm of one foreign language to the use of a person's language repertoire as a resource for professional interaction. This repertoire may include the native language, a foreign language, other learned languages, professional terminology, international concepts, and digital tools for translation and explanation. For professional training, this is very important because professional interaction increasingly requires not a perfect command of one language norm, but the ability to create understanding between people, texts, concepts, and cultures [6].

The multilingual approach also helps to overcome a simplified understanding of intercultural communication as learning about traditions, customs, or national features of certain countries. Such information can be useful, but it does not guarantee readiness for real interaction. Intercultural communication means the ability to see the limits of one's own experience, ask clarifying questions, accept the possibility of another logic, explain one's position without communicative pressure, and restore understanding after a mistake. The multilingual approach strengthens this logic because it allows learners to work with cultural meanings through the comparison

of languages, concepts, communication styles, and professional discourses.

At the same time, the multilingual approach should not be understood as the random use of several languages during a lesson. Its pedagogical value appears only when language diversity serves the learning aim. If learners use their native language to understand a professional concept more deeply, compare ways of expressing this concept in a foreign language, analyse the communicative tone of a professional letter, or explain a culturally marked difference in argumentation, then multilingualism becomes a mechanism for developing intercultural competence. If several languages are used without reflection and without connection with professional content, this approach loses its methodological value.

Digital technologies and artificial intelligence tools strengthen the possibilities of the multilingual approach, but they also make the teacher's task more complex. They provide access to authentic materials, international communication environments, and multimodal presentation of information. At the same time, they may create an illusion of communicative readiness. A learner may receive a grammatically correct text but may not understand why a certain tone, structure, or wording is appropriate for a particular professional situation. Therefore, these tools should be used for learning support, variant comparison, error analysis, and reflection. They should not replace communicative thinking.

Thus, the results of the analysis allow us to view the multilingual approach as a productive basis for renewing foreign language training of specialists. Its advantage is not in the mechanical addition of several languages to the educational process, but in a change of pedagogical logic. Language diversity begins to work as a resource for professional thinking, intercultural understanding, clarification of meanings, and communicative flexibility. Together with authentic materials, cases, interactive tasks, CLIL, translanguageing practices, digital tools, and reflective assessment, this approach makes it possible to train specialists who can act in a multilingual and culturally diverse professional environment.

Conclusions. The study made it possible to generalize practices for developing intercultural communication in professional training and to define their connection with the renewal of foreign language education. It was found that intercultural communication cannot be developed only through learning foreign language vocabulary, grammar, or standard professional dialogues. It requires systematic work with authentic materials, professional cases, interactive tasks, group interaction, digital resources, and reflection on one's own communicative behaviour.

The analysis of modern approaches showed that the most productive practices are those in which a foreign language is used as a means of professional action, not only as a subject of study. Such practices include content and language integrated learning, translanguageing tasks, multilingual explanation of professional concepts, analysis of culturally marked communication situations, international online projects, role simulations, and tasks with digital tools. Their common feature is that they develop not only

normative language use, but also language flexibility, cultural sensitivity, mediation skills, and readiness to interact in conditions of uncertainty.

It is substantiated that the multilingual approach has important potential for foreign language training of specialists. Its value is not in the mechanical use of several languages in the educational process, but in rethinking learners' language experience as a resource for professional thinking and intercultural understanding. This approach supports the development of specialists who are able not only to use a foreign language but also to act effectively in a multilingual and culturally diverse professional environment. Further research should focus on designing specific models for integrating multilingual practices into foreign language training programs for different fields and on empirical testing of their effectiveness.

Use of artificial intelligence (AI) tools. During the preparation of the manuscript, AI (Grammarly) was used as an auxiliary tool for the technical review of selected author-written text fragments at the levels of grammar, spelling, and punctuation. The AI tool was not used to generate the substantive parts of the article, including the formulation of the aim, methodology, results, discussion, conclusions, or references. All language corrections suggested by the AI tool were verified by comparing them with the original text, checking terminology, content accuracy, and consistency with the cited sources. The use of AI did not affect the research results, their interpretation, or the conclusions.

СПИСОК ДЖЕРЕЛ

1. Atobatele F. A., Mouboua P. D. The dynamics of language shifts in migrant communities: Implications for social integration and cultural preservation. *International Journal of Applied Research in Social Sciences*. 2024. Vol. 6. No. 5. P. 844–860. DOI: <https://doi.org/10.51594/ija-rss.v6i5.1106>
2. Athanassopoulos S., Manoli P., Gouvi M., Lavidas K., Komis V. The use of ChatGPT as a learning tool to improve foreign language writing in a multilingual and multicultural classroom. *Advances in Mobile Learning Educational Research*. 2023. Vol. 3. No. 2. DOI: <https://doi.org/10.25082/amler.2023.02.009>
3. Burton J., Wong W., Rajendram S. Translanguageing for critical multilingual language awareness: preparing teacher candidates to support multilingual learners in classrooms. *International Multilingual Research Journal*. 2024. Vol. 18. No. 3. P. 208–231. DOI: <https://doi.org/10.1080/19313152.2024.2327809>
4. Byram M. Teaching and assessing intercultural communicative competence. Clevedon : Multilingual Matters. 1997. 124 p.
5. Chaanpraserta P., Thomas J., Michelle S., Silva R., Nkosi N. Innovative learning strategies for enhancing student engagement in multicultural classrooms. *Journal of Teaching and Learning*. 2024. Vol. 1. No. 1. P. 57–72. DOI: <https://doi.org/10.71305/jtl.v1i1.102>
6. Council of Europe. Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion volume. Strasbourg : Council of Europe Publishing. 2020. 268 p.
7. Coyle D., Hood P., Marsh D. *CLIL: Content and language integrated learning*. Cambridge : Cambridge University Press, 2010. 184 p.

8. García O., Li Wei. *Translanguaging: Language, bilingualism and education*. London : Palgrave Macmillan, 2014. 165 p. DOI: <https://doi.org/10.1057/9781137385765>

9. Hasumi T., Chiu M.-S. Technology-enhanced language learning in English language education: Performance analysis, core publications, and emerging trends. *Cogent Education*. 2024. Vol. 11. No. 1. DOI: <https://doi.org/10.1080/2331186X.2024.2346044>

10. Hosseini H. M., Fathi J., Derakhshesh A., Mehraein S. A model of classroom social climate, foreign language enjoyment, and student engagement among English as a foreign language learners. *Frontiers in Psychology*. 2022. Vol. 13. Article 933842. DOI: <https://doi.org/10.3389/fpsyg.2022.933842>

11. Kassymova G., Tulepova S., Bekturova M. Perceptions of digital competence in learning and teaching English in the context of online education. *Contemporary Educational Technology*. 2023. Vol. 15. No. 1. Article ep396. DOI: <https://doi.org/10.30935/cedtech/12598>

12. Mouboua P. D., Atobatele F. A., Akintayo O. T. Language as a tool for intercultural understanding: Multilingual approaches in global citizenship education. *Magna Scientia Advanced Research and Reviews*. 2024. Vol. 11. No. 1. P. 19–30. DOI: <https://doi.org/10.30574/msarr.2024.11.1.0071>

13. Mouboua P. D., Atobatele F. A., Akintayo O. T. Multilingual education and social equity: A comparative study of integration policies in multicultural societies. *GSC Advanced Research and Reviews*. 2024. Vol. 19. No. 2. P. 32–42. DOI: <https://doi.org/10.30574/gscarr.2024.19.2.0165>

14. Namaziandost E., Behbahani H. K., Heydarnejad T. Tapping the alphabets of learning-oriented assessment: Self-assessment, classroom climate, mindsets, trait emotional intelligence, and academic engagement are in focus. *Language Testing in Asia*. 2024. Vol. 14. Article 28. DOI: <https://doi.org/10.1186/s40468-024-00293-1>

15. Xia Y., Shin S.-Y., Kim J.-C. Cross-cultural intelligent language learning system (CILS): Leveraging AI to facilitate language learning strategies in cross-cultural communication. *Applied Sciences*. 2024. Vol. 14. No. 13. Article 5651. DOI: <https://doi.org/10.3390/app14135651>

16. Yu H., Guo Y., Yang H., Zhang W., Dong Y. Can ChatGPT revolutionize language learning? Unveiling the power of AI in multilingual education through user insights and pedagogical impact. *European Journal of Education*. 2024. Vol. 60. Article e12749. DOI: <https://doi.org/10.1111/ejed.12749>

17. Zeng J., Ponce A. R. C., Li Y. English linguistic neo-imperialism in the era of globalization: A conceptual viewpoint. *Frontiers in Psychology*. 2023. Vol. 14. Article 1149471. DOI: <https://doi.org/10.3389/fpsyg.2023.1149471>

REFERENCES

1. Atobatele, F. A., & Mouboua, P. D. (2024). The dynamics of language shifts in migrant communities: Implications for social integration and cultural preservation. *International Journal of Applied Research in Social Sciences*. 6(5). Pp. 844–860. DOI: <https://doi.org/10.51594/ijarss.v6i5.1106>

2. Athanassopoulos, S., Manoli, P., Gouvi, M., Lavidas, K., & Komis, V. (2023). The use of ChatGPT as a learning tool to improve foreign language writing in a multilingual and multicultural classroom. *Advances in Mobile Learning Educational Research*. 3(2). DOI: <https://doi.org/10.25082/amler.2023.02.009>

3. Burton, J., Wong, W., & Rajendram, S. (2024). Translanguaging for critical multilingual language awareness: preparing teacher candidates to support multilingual learners in classrooms. *International Multilingual Research Journal*. 18(3). Pp. 208–231. DOI: <https://doi.org/10.1080/19313152.2024.2327809>

4. Byram, M. (1997). Teaching and assessing intercultural communicative competence. *Multilingual Matters*.

5. Chaanpraserta, P., Thomas, J., Mitchelle, S., Silva, R., & Nkosi, N. (2024). Innovative Learning Strategies for Enhancing Student Engagement in Multicultural Classrooms. *Journal of Teaching and Learning*. 1(1). S. 57–72. DOI: <https://doi.org/10.71305/jtl.v1i1.102>

6. Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion volume*. Council of Europe Publishing.

7. Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge University Press.

8. García, O., & Li Wei. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan. DOI: <https://doi.org/10.1057/9781137385765>

9. Hasumi, T., & Chiu, M.-S. (2024). Technology-enhanced language learning in English language education: Performance analysis, core publications, and emerging trends. *Cogent Education*. 11(1). DOI: <https://doi.org/10.1080/2331186X.2024.2346044>

10. Hosseini, H. M., Fathi, J., Derakhshesh, A., & Mehraein, S. (2022). A model of classroom social climate, foreign language enjoyment, and student engagement among English as a foreign language learners. *Frontiers in Psychology*, 13. Article 933842. DOI: <https://doi.org/10.3389/fpsyg.2022.933842>

11. Kassymova, G., Tulepova, S., & Bekturova, M. (2023). Perceptions of digital competence in learning and teaching English in the context of online education. *Contemporary Educational Technology*. 15(1). Article No: ep396. DOI: <https://doi.org/10.30935/cedtech/12598>

12. Mouboua, P. D., Atobatele, F. A., & Akintayo, O. T. (2024). Language as a tool for intercultural understanding: Multilingual approaches in global citizenship education. *Magna Scientia Advanced Research and Reviews*. 11(1). 019-030. DOI: <https://doi.org/10.30574/msarr.2024.11.1.0071>

13. Mouboua, P. D., Atobatele, F. A., & Akintayo, O. T. (2024b). Multilingual education and social equity: A comparative study of integration policies in multicultural societies. *GSC Advanced Research and Reviews*. 19(2). Pp. 032–042. DOI: <https://doi.org/10.30574/gscarr.2024.19.2.0165>

14. Namaziandost, E., Behbahani, H. K., & Heydarnejad, T. (2024). Tapping the alphabets of learning-oriented assessment: Self-assessment, classroom climate, mindsets, trait emotional intelligence, and academic engagement are in focus. *Language Testing in Asia*. 14. Art. 28. DOI: <https://doi.org/10.1186/s40468-024-00293-1>

15. Xia, Y., Shin, S.-Y., & Kim, J.-C. (2024). Cross-cultural intelligent language learning system (CILS): Leveraging AI to facilitate language learning strategies in cross-cultural communication. *Applied Sciences*. 14(13). Article 5651. DOI: <https://doi.org/10.3390/app14135651>

16. Yu, H., Guo, Y., Yang, H., Zhang, W., & Dong, Y. (2024). Can ChatGPT revolutionize language learning? Unveiling the power of AI in multilingual education through user insights and pedagogical impact. *European Journal of Education*. 60. e12749. DOI: <https://doi.org/10.1111/ejed.12749>

17. Zeng, J., Ponce, A. R. C., & Li, Y. (2023). English linguistic neo-imperialism in the era of globalization: A conceptual viewpoint. *Frontiers in Psychology*. 14. Article 1149471. DOI: <https://doi.org/10.3389/fpsyg.2023.1149471>

ВІДОМОСТІ ПРО АВТОРА

СМУЖАНИЦЯ Діана – кандидат філологічних наук, доцент, завідувач кафедри романських мов та зарубіжної літератури ДВНЗ «Ужгородський національний університет».

Наукові інтереси: міжкультурна комунікація, мультлінгвальний підхід, іншомовна підготовка, професійна підготовка фахівців, мовний репертуар, цифрові технології, інструменти штучного інтелекту.

INFORMATION ABOUT THE AUTHOR

SMUZHANYTSIA Diana – Candidate of Philological Sciences, Associate Professor, Head of the Department of Romance Languages and Foreign Literature State University

“Uzhhorod National University”.

Scientific interests: intercultural communication, multilingual approach, foreign language training, professional training, language repertoire, digital technologies, artificial intelligence tools.

Стаття надійшла до редакції 02.01.2026 р.
Стаття прийнята до друку 13.01.2026 р.

УДК 378:336.225

DOI: 10.36550/2415-7988-2026-1-222-610-613

ПІЛЮГІНА Тамара –

кандидат педагогічних наук, доцент, доцент кафедри правничої лінгвістики
Державного податкового університету
ORCID: <https://orcid.org/0000-0002-6872-7762>
e-mail: tamarapiliuhina@ukr.net

ФОРМУВАННЯ КОМУНІКАТИВНОЇ ГОТОВНОСТІ МАЙБУТНІХ ЮРИСТІВ ДО РОБОТИ У СФЕРІ МІЖНАРОДНОГО ПРАВА

У статті досліджено проблему формування комунікативної готовності майбутніх юристів до професійної діяльності у сфері міжнародного права як одного із пріоритетних напрямів модернізації сучасної правничої освіти. В умовах глобалізації та інтеграції України до міжнародного правового простору професійна діяльність юриста потребує здатності здійснювати ефективну міжкультурну професійну комунікацію, підвищення їхньої конкурентоспроможності, професійної мобільності і можливості представляти інтереси України на міжнародному рівні. Комунікативна готовність є інтегративною характеристикою особистості, яка охоплює систему знань, умінь, навичок і психологічної готовності до ефективного професійного спілкування, тобто складається з мотиваційного, когнітивного, діяльнісного, соціокультурного і рефлексивного компонентів. Її формування потребує комплексного підходу, інтеграції мовної і фахової підготовки і використання інтерактивних методів навчання.

Проаналізовано сутність понять «комунікативна компетентність», «професійна компетентність» і «комунікативна готовність». Визначено структурні компоненти професійної підготовки майбутніх правників, охарактеризовано педагогічні умови, методи і технології формування професійної міжкультурної комунікації. Особливу увагу приділено інтеграції юридичних дисциплін і лінгвістичної підготовки, використанню кейс-методу, моделюванню судових процесів, академічним дебатам і цифровим освітнім технологіям. Доведено, що ефективне формування комунікативної готовності майбутніх юристів є необхідною умовою їхньої конкурентоспроможності в умовах глобалізації правничої діяльності та інтеграції України до міжнародного правового простору. З'ясовано, що для підвищення ефективності формування комунікативної готовності доцільно розширювати практичну складову навчання.

Подальші наукові розвідки варто зосередити на компетентнісному підході, який орієнтує освітній процес на формування практичних професійних умінь, необхідних для реальної юридичної діяльності у міжнародному середовищі.

Ключові слова: комунікативна готовність, міжнародне право, юрист, професійна компетентність, правнича освіта, міжнародна комунікація.

PILIUHINA Tamara –

Ph. D. in Pedagogy, Associate Professor, Associate Professor of the Department of Legal Linguistics of State Tax University
ORCID: <https://orcid.org/0000-0002-6872-7762>
e-mail: tamarapiliuhina@ukr.net

FORMATION OF COMMUNICATIVE READINESS OF FUTURE LAWYERS TO WORK IN THE FIELD OF INTERNATIONAL LAW

In modern pedagogical science, the concept of 'communicative readiness' is considered as an integrative characteristic of a person, encompassing a system of knowledge, abilities, skills, motivational attitudes, and psychological readiness for effective professional communication.

The purpose of the article is to substantiate the essence and structure of the communicative readiness of future lawyers to work in the field of international law, to determine the ways of its formation in the conditions of professional training in higher education institutions.

The formation of communicative readiness of future lawyers to work in the field of international law is one of the priority areas of modernization of modern legal education. In the context of globalization and integration of Ukraine into the international legal space, the professional activity of a lawyer requires a high level of linguistic proficiency and the ability to carry out effective intercultural professional communication.

Communicative readiness is a complex integrative formation that encompasses motivational, cognitive, activity, socio cultural, and reflective components. Its formation requires a comprehensive approach, integration of language and professional training, the use of interactive teaching methods, and modern digital technologies.

To increase the effectiveness of the formation of communicative readiness, it is advisable to expand the practical component of training, implement international educational programs and academic mobility, actively use authentic materials of international law, create a