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ТЕОРЕТИЧНЕ УЗАГАЛЬНЕННЯ СУТНОСТІ І СТРУКТУРИ НАВИЧОК МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ ФАХІВЦЯ

У статті здійснено теоретичне узагальнення сутності і структури навичок міжкультурної комунікації фахівця. Актуальність дослідження зумовлена тим, що професійна взаємодія дедалі частіше відбувається в умовах культурної, мовної, соціальної та цифрової різноманітності. Міграційні процеси, академічна мобільність, міжнародні освітні програми, дистанційна співпраця, мультикультурні робочі середовища й цифрові платформи змінюють вимоги до фахівця. У таких умовах недостатньо володіти лише фаховими знаннями або іноземною мовою на функціональному рівні. Потрібна здатність розуміти культурно зумовлені відмінності у комунікативних нормах, професійній поведінці та способах взаємодії. Мета статті полягає в теоретичному узагальненні сутності й структури навичок міжкультурної комунікації фахівця та виокремленні їхнього змістового передіку на основі аналізу сучасних наукових джерел. Для досягнення мети використано методи аналізу, порівняння, узагальнення й категоризації. Емпіричне дослідження не проводилося; стаття має теоретико-узагальнювальний характер. У роботі уточнено, що навички міжкультурної комунікації є практичним складником міжкультурної компетентності, але не тотожні їй. Вони виявляються у конкретних діях фахівця під час професійного спілкування: слуханні, уточненні, інтерпретації повідомлень, адаптації мовлення, емоційній саморегуляції, подоланні непорозуміння і підтриманні діалогу. Обґрунтовано, що ці навички не можна зводити до знання культурних традицій або загальної доброзичливості до представників інших культур. Запропоновано структуру навичок міжкультурної комунікації, що охоплює п'ять взаємопов'язаних груп: когнітивно-рефлексивні, емоційно-регулятивні, мовленнєво-поведінкові, інтеракційні та цифрові. Результати можуть бути використані для розроблення освітніх компонентів, тренінгів, критеріїв оцінювання та діагностичних інструментів.

Ключові слова: міжкультурна комунікація, міжкультурна компетентність, навички міжкультурної комунікації, культурна чутливість, емоційна саморегуляція, активне слухання, цифрова комунікація, професійна взаємодія, культурний інтелект.

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THEORETICAL GENERALIZATION OF THE ESSENCE AND STRUCTURE OF A SPECIALIST'S INTERCULTURAL COMMUNICATION SKILLS

The article provides a theoretical generalization of the essence and structure of specialists' intercultural communication skills. The relevance of the study is determined by the fact that professional interaction increasingly takes place under conditions of cultural, linguistic, social, and digital diversity. Migration processes, academic mobility, international educational programmes, remote cooperation, multicultural workplaces, and digital communication platforms are changing the requirements for specialists. In such conditions, professional knowledge or functional foreign language proficiency alone is not sufficient. A specialist also needs the ability to understand culturally conditioned differences in communication norms, professional behaviour, and ways of interaction. The purpose of the article is to theoretically generalize the essence and structure of specialists' intercultural communication skills and to identify their content-based list through the analysis of contemporary scientific sources. The study uses theoretical methods, including analysis, comparison, generalization, and categorization. No empirical research was conducted; the article has a theoretical and generalizing character. The paper clarifies that intercultural communication skills are a practical component of intercultural competence, but they are not identical to it. These skills are manifested in specific professional communication actions, such as listening, clarification, interpretation of messages, adaptation of speech, emotional self-regulation, prevention of misunderstandings, and maintenance of dialogue. The article argues that intercultural communication skills cannot be reduced to knowledge of cultural traditions or general goodwill toward representatives of other cultures. Their essence lies in the ability to act appropriately in situations of cultural, linguistic, social, and professional diversity, where meanings are not always obvious and participants' communicative expectations may differ. The article proposes a structure of intercultural communication skills that includes five interrelated groups: cognitive-reflective, emotional-regulatory, speech-behavioural, interactional, and digital skills. The proposed structure can be used as a theoretical basis for developing educational components, training programmes, assessment criteria, and diagnostic tools aimed at improving specialists' intercultural readiness.

Key words: intercultural communication, intercultural competence, intercultural communication skills, cultural sensitivity, emotional self-regulation, active listening, digital communication, professional interaction, cultural intelligence.

Introduction. Intercultural communication is increasingly seen not as a special field of international activity, but as a regular condition of professional interaction. Migration processes, academic mobility, international educational programs, remote collaboration, digital communication platforms, and multicultural workplaces are changing the requirements for specialists. It is no longer enough to have professional knowledge or a functional level of a foreign language. A specialist also

needs the ability to understand culturally conditioned differences in communication norms, professional behavior, and interaction styles.

In the scientific literature, intercultural communication is often linked to the broader concept of intercultural competence. This is natural, because effective interaction with representatives of other cultures includes not only speech actions, but also knowledge, attitudes, emotional self-regulation, empathy, flexibility,

and the ability to act in situations of uncertainty [5; 8]. At the same time, intercultural communication skills require separate consideration, as they are the practical expression of intercultural competence in real professional communication situations.

The problem is that studies on intercultural competence often combine components of different natures: personal traits, value orientations, attitudes, knowledge, emotional qualities, behavioral abilities, and communicative actions. As a result, the list of intercultural communication skills remains insufficiently structured. Therefore, it is relevant to theoretically generalize their essence and structure. This will enable distinguishing skills from broader personal characteristics and forming a list that can be used in educational programs, training courses, and empirical studies.

Analysis of Recent Studies. In current research, intercultural communication is interpreted as a complex process of interaction between people who have different cultural, linguistic, social, or professional experiences. Ilie [5] connects the need to develop intercultural communication skills with the fact that contacts between representatives of different cultures have become part of everyday life, professional mobility, and organizational interaction. In this approach, intercultural communication is not only the transfer of information. It is also the ability to support mutual understanding, openness, and tolerance in situations of cultural difference.

The comprehensive model of intercultural competence proposed by Khukhlaev et al. [8] is important for this study. The authors identify nine constructs: stability, flexibility, openness, interest in other cultures, absence of ethnocentrism, cultural sensitivity, empathy, management of intercultural relations, and tolerance of uncertainty. This model is important because it shows the integrated nature of intercultural interaction. At the same time, it helps not to combine all its components into a single list. In building the structure of skills, it is important to distinguish between personal traits and attitudes, and actions that can be developed and assessed in professional training.

A separate research direction concerns cultural intelligence. Barzykowski et al. [1] define cultural intelligence as a person's ability to act effectively in culturally diverse situations. This approach combines cognitive and behavioral dimensions. A person should not only know about cultural differences, but also be able to adjust their behavior according to the situation. Majda et al. [9] show that cultural education and intercultural communication workshops can strengthen the cognitive and behavioral components of cultural intelligence. This provides grounds for viewing intercultural communication skills not as an innate feature but as the result of purposeful learning and experience.

In pedagogical research, intercultural communication is often connected with culturally sensitive teaching. Berlian and Huda [2], within the model of culturally responsive and communicative teaching, identify the development of self-awareness, the ability to manage emotions in intercultural situations, and the development of practices focused on cultural sensitivity. Papadopoulou et al. [10] emphasize that teachers should develop not only knowledge about cultural diversity, but also practical readiness to adapt educational actions to the needs of different groups of learners.

A close research line is connected with the development of emotional intelligence, the culture of

professional communication, and the communicative approach in language training. Hrona et al. [4], Semenog et al. [12; 13], Kharchenko and Semenikhina [7] show the importance of emotional self-regulation, empathic response, verbalization of emotional states, and the culture of professional communication. For this article, these studies are important because they support the emotional-regulatory component of intercultural communication skills.

The professional and applied dimension of intercultural communication is clearly represented in healthcare studies. Schouten et al. [11] emphasize the importance of self-awareness, adaptability, language mediation, digital tools, and consideration of the internal diversity of cultural groups. The idea about the danger of stereotyping is especially important. Knowledge about culture should not become a mechanical attribution of certain features to a person only because they belong to a particular group.

In recent studies, more attention is also given to the digital dimension of intercultural communication. Hackett et al. [3] analyze the influence of Collaborative Online International Learning on the development of intercultural competence in higher education. Zheng and Qiu [14] consider translanguaging as a way for learners and teachers to participate in a multilingual academic environment. These approaches show that intercultural interaction develops not only through physical mobility, but also through joint online activity, flexible use of the language repertoire, and work with different channels of meaning transfer.

Therefore, the analysis of studies provides grounds for stating that a specialist's intercultural communication skills cannot be reduced to knowledge of cultural norms or a friendly attitude toward others. They have a multidimensional structure that includes self-awareness, cultural sensitivity, active listening, empathetic responses, message adaptation, tolerance of uncertainty, management of interactions, a critical attitude toward stereotypes, and readiness for digital intercultural communication.

Purpose and Methods of the Study. The purpose of the article is to theoretically generalize the essence and structure of a specialist's intercultural communication skills and to identify their content-based list through the analysis of current scientific sources.

To achieve this purpose, a set of theoretical methods was used. The method of analysis was used to study scientific approaches to the interpretation of intercultural communication, intercultural competence, and cultural intelligence. The method enabled comparison of different authors' models and the identification of common components across studies. The method of generalization was used to distinguish communication skills from broader personal traits, attitudes, and value orientations. The categorization method enabled grouping intercultural communication skills by content features: cognitive-reflective, emotional-regulatory, speech-behavioral, interactional, and digital.

No empirical study was conducted. The article has a theoretical and generalizing character and is aimed at building a structured list of a specialist's intercultural communication skills.

Results and Discussion. The analysis of scientific approaches provides grounds for considering a specialist's intercultural communication skills as a practical component of broader intercultural competence. Inter-

cultural competence includes knowledge, values, attitudes, personal qualities, emotional readiness, and experience of interaction. Intercultural communication skills primarily concern how a specialist behaves in real communication situations. In this study, they are defined as a set of acquired abilities that ensure correct, flexible, ethically appropriate, and effective interaction with people with diverse cultural, linguistic, social, or professional experiences.

This understanding does not reduce intercultural communication to knowledge of another culture's norms. It means that a specialist should be able to act when information is incomplete, recognize possible misunderstandings, adjust their messages, consider the individuality of the interlocutor, and avoid replacing live communication with a set of cultural schemes.

The first structural component is cognitive-reflective skills. They are connected with awareness of one's own cultural position and the ability to analyze a communication situation. This group includes cultural self-awareness, recognition of one's own prejudices, analysis of culturally conditioned differences, and critical reflection on stereotypes. Self-awareness is an initial condition for intercultural interaction, because people often perceive their own norms of behavior as universal. This aspect agrees with the approach of Berlian and Huda [2], who consider understanding one's own identity as an important element of culturally sensitive communicative practice.

The second component is emotional-regulatory skills. They ensure the ability to maintain interaction in situations of uncertainty, tension, or cultural discomfort. This group includes empathetic response, emotional self-regulation, tolerance of uncertainty, the ability to avoid quick judgments, and the ability to remain correct in a difficult communication situation. In intercultural interaction, misunderstandings often arise not only from a lack of information but also from anxiety, insecurity, or a defensive reaction to unfamiliar forms of behavior. Therefore, emotional intelligence is an important basis of intercultural communication. It helps a specialist recognize their own emotional reactions, better understand the interlocutor's state, and choose an appropriate response [4; 7; 12; 13].

The third component consists of speech-behavioral skills. They are shown in how a specialist formulates a

message, listens to the interlocutor, clarifies meanings, explains unclear concepts, and adapts the communication style. This group includes active listening, paraphrasing, asking clarifying questions, adapting the message to the interlocutor's linguistic and cultural experience, using clear vocabulary, paying attention to non-verbal signals, and checking mutual understanding. These skills are especially important in professional situations where an error of interpretation may have practical consequences. Schouten et al. [11] demonstrate this in healthcare, where communication quality depends on the ability to consider a person's linguistic, cultural, and individual characteristics.

The fourth component is interactional skills. They are connected with organizing and maintaining interaction. They include managing intercultural dialogue, preventing communication misunderstandings, mediating between different positions, responding constructively to conflict, agreeing on rules of cooperation, and maintaining trust in a group. These skills are especially needed in multicultural teams, educational groups, international projects, and professional communities. Studies of culturally diverse teams show that diversity can strengthen creativity and productivity, but only when there are clear communication standards, and participants can agree on ways of working together [6].

The fifth component is digital intercultural communication skills. It is appropriate to distinguish them separately because a large part of professional interaction now takes place through email, video conferences, messengers, shared documents, learning platforms, and virtual cooperation environments. This group includes choosing an appropriate communication channel, ethical use of automatic translation and digital mediation tools, consideration of participants' language asymmetries, appropriate interaction in multilingual online groups, and support for inclusiveness in digital discussions. Hackett et al. [3] show that online cooperation can foster intercultural competence when organized as meaningful interaction. Zheng and Qiu [14] prove that flexible use of the language repertoire supports participation, access to knowledge, and fairer communication in a multilingual environment.

On the basis of this generalization, the following list of a specialist's intercultural communication skills can be presented (Table 1).

Table 1. List of a specialist's intercultural communication skills

Group of skills	Specific list of skills	Content manifestation
Cognitive-reflective skills	Cultural self-awareness; recognition of one's own prejudices; analysis of cultural differences; critical attitude to stereotypes	The specialist understands their own cultural norms, does not make them absolute, and does not automatically transfer them to other people
Emotional-regulatory skills	Empathic response; emotional self-regulation; tolerance of uncertainty; ability not to make quick judgments	The specialist remains correct in situations of misunderstanding, tension, or cultural ambiguity
Speech-behavioral skills	Active listening; clarification; paraphrasing; message adaptation; explanation of culturally specific concepts; attention to non-verbal signals	The specialist formulates messages in a way that reduces the risk of misunderstanding
Interactional skills	Dialogue management; prevention of misunderstandings; mediation; constructive resolution of communication tensions; agreement on rules of cooperation	The specialist supports productive interaction between people with different cultural and professional experiences
Digital skills	Correct online communication; ethical use of digital translators; support of multilingual interaction; choice of appropriate digital channels; inclusive participation in shared digital environments	The specialist considers cultural and linguistic diversity in digital professional interaction

The proposed structure shows that intercultural communication skills are interconnected. Active listening requires emotional self-regulation. Message adaptation depends on cultural self-awareness. Constructive resolution of communication tension is impossible without

empathy, tolerance of uncertainty, and the ability to critically assess one's own interpretations. Digital intercultural interaction is not separate from traditional communication. It is based on the same basic abilities, but

it needs additional attention to channels, pace, written form, language barriers, and technological mediators.

The proposed list does not identify intercultural communication skills with “correct knowledge” about a certain culture. Such an approach would be simplified and potentially risky, because it may support stereotypes. What is practically important is the ability to ask, listen, clarify, adapt, recognize the limits of one’s own understanding, and avoid quick conclusions about a person on the basis of their group membership.

Therefore, a specialist’s intercultural communication skills should be considered as a structured set of cognitive-reflective, emotional-regulatory, speech-behavioral, interactional, and digital abilities. This structure can serve as a theoretical basis for developing assessment criteria, educational components, training courses, and research tools to improve a specialist’s intercultural readiness.

Conclusions. The article theoretically generalizes the essence and structure of a specialist’s intercultural communication skills. It has been found that these skills are a practical component of intercultural competence, but they are not identical to it. Intercultural competence includes a broader range of characteristics: knowledge, attitudes, values, personal traits, emotional readiness, and experience of interaction. In contrast, intercultural communication skills are shown in the specific actions of a specialist during professional communication.

It has been argued that intercultural communication skills cannot be reduced to knowledge of cultural traditions and norms of behavior, or to general goodwill toward representatives of other cultures. Their essence lies in their ability to act in situations of cultural, linguistic, social, and professional diversity, where meanings are not always clear, and participants’ communicative expectations may differ.

The article proposes a structure of a specialist’s intercultural communication skills that includes five interconnected groups: cognitive-reflective, emotional-regulatory, speech-behavioral, interactional, and digital skills. These groups do not exist separately. In real professional interaction, they support and strengthen one another. The emotional-regulatory component is especially important because intercultural communication requires not only knowledge of cultural differences but also empathetic listening, self-regulation, appropriate responses, and the ability to maintain interaction in situations of uncertainty.

The practical significance of the proposed generalization is that it can be used to develop educational components, training programs, assessment criteria, and diagnostic tools aimed at enhancing specialists’ intercultural readiness. Further research may focus on empirical verification of the proposed structure, the development of indicators for assessing distinct skill sets, and the study of how these skills develop among learners in different specialties and among specialists working in multicultural professional environments.

Use of Artificial Intelligence. 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.

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ПРОБЛЕМИ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ДЛЯ СПЕЦІАЛЬНИХ ЦІЛЕЙ СТУДЕНТАМ З РІЗНИМ РІВНЕМ ПІДГОТОВКИ

Стаття має на меті висвітлити проблему викладання англійської мови професійного спрямування (ESP) у групах з різним рівнем підготовки та мовної компетентності студентів. Зазначена проблема вважається однією з найскладніших у сучасній мовній освіті, з якою регулярно стикаються викладачі ESP у технічних закладах вищої освіти. У статті проаналізовано досвід різних викладачів ESP, а також наукові джерела з цієї проблематики, зроблено висновок про високий рівень зацікавленості