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## **INTERCULTURAL COMPETENCE: COMPOUNDS, SUBTYPES, THE TUTORS' AND FOREIGN STUDENTS' POINTS OF CONSIDERATION**

***Abstract.** This article is aimed to the intercultural competence study significance, its compounds, subtypes in the field of pedagogical, psychological and psycho-social sciences. The author also intends to draw attention to this issue as there is marked increase in number of International applicants which gets increased in a geometric progression every year in various countries even despite COVID-19 pandemy. The various impact of students' types of competence on their daily activities, decision making as well as possible overall effectiveness and their performance efficiency is theorized here. Considerable opinions and experiences of both students' and teachers' are presented to give an analysis and understanding of the multifacetedness and dynamics of "competence" in educational institutions.*

***Keywords:** competence, intercultural competence, intercultural communication competence, cultural awareness, cross-cultural adaptation, foreign students, Pedagogy.*

A persons' quality of being competent, i.e. sufficiency of knowledge, appropriate skills, decisiveness and understanding of the immediate surroundings in order to achieve stable or near stable (pertaining to mental or academic) surviving conditions and state of satisfaction – is Competence. In this context intercultural competence can be defined as the competence assumed by the foreign students or their teachers in a setting (classroom interaction, staff room or in campus) of different cultural environment with multitude of people interacting at same level

(teacher to teacher of different backgrounds) or different level (teacher to students of different backgrounds) [1].

One of the important tools for development of intercultural competence is intercultural communication competence (ICC) representing an important key to success of any kinds of interaction. It's true especially for people from fields requiring oration as major form of conveying information (educational institutions, conferences). The mentioned has a practical significance in Pedagogy [2]. The success of communication may be assessed by paraphrasing response of the respondent(s), nodding head in agreeableness, acknowledging the information contained in the communication. For example, Indian intercultural communication competence can be perceived as neutral, flexible and somewhat limited most probably due to linguistic barrier or lacking of irrefutable apprehension of the topic [3]. India is the country with the world's highest number of universities where similar array of modified behavioral and emotional adjustment can be seen exhibited by students from around the world (tolerance to previous trigger point, enhanced cultural awareness and sensitivity towards people of other cultures, broadening of thought process, and adaptation into the new social environment). In the students from Turkey proficiency of language is important to increase competence among natives, pre-knowledge of culture can aid in easing of cultural transition with less resistance [4]. In Medicine, the area of using ICC can best be observed in patients-care provider interaction, furthermore an individuals' internal issues (patience, empathy, curiosity) greatly touches their psycho-social part of self-development. Oncology, Reproductology belong to such branches with essentiality of very careful attitude with the patients dependently on their individual peculiarities and the diagnosis set. Although the concept of intercultural competence is favoured by higher educational authority members, there still remains the gap and information regarding creation of an actual environment which is better suitable for all its multicultural attendees inclusive of the poly-ethnic pupils.

The goal of intercultural competence is not mere awareness of different culture, but the perception and knowledge of one's own (by introspection) in a sense that it will help in shaping individual for better results. A fine link between type of

personality and types of competence may be established among the others, non-cognitive factors affecting learning. Dimensions of intercultural competence are discovery of knowledge, empathy, respect for others, tolerance for ambiguity, communicative awareness and flexibility of behaviour. Proposed models of intercultural competence like “adapted developmental model of intercultural sensitivity” described the ethno-centric and ethno-relative stages of developing competence [5].

Breaking the individual components of intercultural competence, we find three parts – knowledge (of interaction, culture of self and surrounding, linguistic), skills/behaviour (adjustment, learning the new skills and ability to polish previous skills), attitude/traits (optimistic about learning, self-cultivation of necessary traits).

The teachers’ points of consideration:

– The teachers almost don’t use English, French, Latin for the helping languages at the lessons as the additional ones.

– The manuals/materials for study must be adapted, with more essence and less text. There is a manual for lazy and left handed students like this.

– The creation of academic group must consider political relationship of the countries to which the students belong, in order to reduce possible conflict, which can often be less discovered. This can cause pain to students who can’t share their worries or trust anyone around.

– Muslims / Arabic students are perceived negatively, often time hijabi girls are looked at with odd expressions.

“I would like to teach only foreign students. Even I can not call them “foreign” because I feel them very well”, - says one of the teachers

“ I Miss my International students, especially when I assume they won’t return in September. About my feelings. I like working with international students. I prefer working just with International students and I am very grateful to my students when they support me in my English language”, - said another teacher from Ukraine.

The students’ points of consideration:

– Multicultural Institutions must adhere to measures that can benefit students from all kinds of cultural background not just theoretically but in practice. For

example, students from different cultural background may not know about cooking, in such situation they look for food in university canteen, where they get no familiar sight of food.

– Foreign students tend to be shy and may think it's impossible to find someone from a different culture who can understand them.

– In a few cultural practices (muslim and Hinduism), toilet hygiene is different than what the most the Western or the Europeans follow, one of which is cleaning with water after defecating, which is very important to find at a multicultural Institution. Unavailability of this leaves feeling of uneasiness among students unaccustomed to the new environment.

– Inability or unwillingness of tutors to understand or comprehend answers given by students during class can cost students their valuable marks, leaving them either demotivated or over-motivated, the former happens more than later unfortunately.

“When I was in 1<sup>st</sup> year of education, I felt extremely anxious of the new surroundings, understanding the new teachers were a big task. Most of my time was spent adapting to nuances of the education system which went parallel to facing challenge with different emotions. Ever since the war has begun, the uncertainty and anxiety have taken a toll on many students like me. Many of us are living Dual lives, one where we pretend to be unaffected and other where we are so deeply affected that no vocabulary can describe the feeling within us”, - says an international student from PSMU.

As a conclusion we would like to mention that there exist individual adaptation, transformation and engagement during cultural transitions in higher education [6] while emphasizing the described competence type formation in the foreign applicant in dependence on the student himself/herself. It is of no doubt that one must write and speak about two-sided process of such a determination because any educational establishment beginning with the librarians, additional workers at the chairs, people on duty in the hostels and ending with tutors (in these academic groups, curators), psychologists, vice-deans, deans, vice-rectors and rectors contribute in their applicants' intercultural competence forming and development as an influence

factor on cross-or trans-cultural adaptation as a separate subtype and social adaptation of the foreign applicants as a whole. Such adaptation must be complete as much as possible and must encourage to the person potential multi-sided discovery – the educative, scientific, artistic, sportive to maintain physical and psychic health.

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