

Formation of Cross-cultural Competence of Prospective English Teachers

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Abstract

The article substantiates the importance of forming prospective English teachers' cross-cultural competence. Nowadays, education focuses on cooperation and establishing cross-cultural relations between the representatives of diverse cultural societies. Therefore, it concentrates on forming a personality capable of absorbing and reproducing verbal and non-verbal information during dialogical communication with foreign negotiators. This paper aims to validate the category "cross-cultural competence of a prospective English teacher," develop its structure and experimentally verify its effectiveness. The study establishes that cross-cultural competence covers linguistic, sociocultural, activity, and axiologically-emotive components. The authors used the following theoretical research methods: analysis of philosophical, lingua didactic literature and scientific studies, synthesis, comparison, concretization; empiric methods: questionnaire-diagnostic (survey, testing, summative assessment, interview); analysis of speech activity products (spoken replies); lecture attendance and analysis; pedagogical experiment; methods of statistical treatment and experimental results analysis. The research on the training peculiarities of future English teachers based on cross-cultural grounds allowed us to conclude that the experimentally-verified methodology is effective. The practical data analysis points out the rise of forming cross-cultural competence levels in the experimental group. The reason is the cultural enrichment of linguistic material and the revelation of contrastive aspects.

Keywords: Contrastive aspect, cross-cultural relations, cross-cultural competence, cultural discrepancies, foreign language, non-verbal behavior, prospective English teachers, the structure of cross-cultural competence, Ukrainian context

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Introduction

Today's education refocuses on humanistic tendencies, where personal qualities, cultural awareness, and subjective cooperation are more important than knowledge of the language system. Language Education Policy (2009) states that academic mobility, experience exchange, and productive cooperation advance to the forefront during language teaching. According to "UNESCO Guidelines on Intercultural Education" (2007), intercultural education aims to form a personality, able to come to terms with the representatives of other cultures employing cultural substance in course content. Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (2020) emphasizes a competency-based paradigm in education and dialogical interaction in a polyculture environment. This model focuses on skills and abilities to deal with problems in communicative situations.

In Passov's opinion (1977), the objective of foreign language learning is to form a personality capable of being involved in dialogical cooperation. Additionally, constructive cooperation between Ukrainians and foreigners demands literal perception and exchange of verbal/non-verbal information in oral and written form. Its positive result depends on providing foreign language proficiency and mastering polyculture knowledge and abilities; well-timed exposing of the cultural discrepancies; automation of message using skills in specific situations. A person's demand for dialogue establishing and endorsing, on the one hand, and the necessity for cooperation with native speakers in various living environments, on the other hand, actualize the importance of determining the components of future English teachers' cross-cultural competence and the ways of its forming.

The paper aims to define the structure of prospective English teachers' cross-cultural competence and the ways of its forming. The authors formulated the following research questions:

1. What a cross-cultural competence of a future English teacher is.
2. How the formation of cross-cultural competence influences future teachers' ability to hurdle barriers during communication in a multicultural society.

Therefore, we defined the term *cross-cultural competence of a prospective English teacher*, singled out and characterized the components of future English teachers' cross-cultural competence. We next diagnosed levels of future English teachers' cross-cultural competence. After that, we developed the methodology of cross-cultural approach implementation in English teaching and verified its efficiency.

Literature Review

Cross-cultural competence in psychological, sociological, lingua didactic discourse

The National Strategy of the Development of Education in Ukraine (2020) states that modern education aims at shaping a competent personality who is tolerant of other cultures' values, rules, and laws. It can resist stereotypes during cooperation with representatives of different cultures and appreciate the opinion of the "Other" despite the contradiction to its viewpoint. The aforesaid confirms that teaching foreign languages within the framework of a competence-based paradigm aims to form a cross-cultural competence – the indicator of understanding and reproduction of linguistic and cultural information. It determines a person's achievement level in the discipline. The neglect of cross-cultural competence causes misunderstanding between the representatives of foreign cultures and leads to data misperception, and improper choice of behavior models in certain communicative situations.

Psychology considers cross-cultural competence “a complex of abilities, types of behavior and practical activities that allow individuals to effectively and meaningfully interact with other individuals whose sociocultural environment differs from their own” (Nedoseka & Naumenko, 2011, p. 219). “It focuses on behavioral patterns, mutual understanding, and developing a conscience philanthropic paradigm” (Naumenko, 2012, p. 34).

Within sociological research, cross-cultural competence is considered a component of a person’s communicative activity, which for its predicament, is natural (Zhukova, 2009). Kratko (2002) considers the term above an ability to identify marketing opportunities in the context of national culture.

The lingua didactic scholars define cross-cultural competence as an integral personal quality, characterized by the awareness of other culture’s peculiarities, abilities to interpret foreign culture information, experience in communicative activity, individual’s professionally essential qualities (empathy and tolerance) (Kolosovskaya, 2010); a “capability to use a foreign language as a means of communication with the representatives of different ethnocultural communities” (Mikheeva, 2011, p. 19); a structural phenomenon, containing orientedness in various intercultural communicative situations, ability to effectively cooperate with surrounding, adequately focus on one’s own and other’s psychological potential, skills of building a constructive dialogue (Zahorodnova, 2012); “method of responding to the situations of intercultural cooperation; cross-cultural literacy; types of ethnic affiliation; space of values; verbal and non-verbal communication; religion, customs and traditions” (Rezunova, 2012, p. 35); “a particular level of development of native and foreign culture knowledge, as well as motivation to acquire and summarize understanding with the representatives of a new cultural group for building the dialogue based on specific skills” (Semenov, Semenova & Rostova, 2015, p. 86).

The analysis of the phenomenon of “cross-cultural competence” showed that the scientists view it as an essential characteristic to respectfully treat other cultures, languages, values. They regard it as the ability to hurdle verbal and non-verbal barriers while communicating with other ethnic groups (Kolosovskaya, 2010; Naumenko, 2012; Rezunova, 2012; Zahorodnova, 2012). Consequently, we define the *cross-cultural competence of a prospective English teacher* as a person’s ability to use verbal/non-verbal language, country-specific knowledge of native and other cultures according to a particular communicative situation, and tolerance of cultural discrepancies.

Analysis of the structure of cross-cultural competence

Foreign and domestic scientists considered the construction of cross-cultural competence: a) of a personality within a multicultural society (Berry, Segall & Kagitcibasi, 1997); b) of future teachers (Kolosovskaya, 2010); c) of Russian-speaking school students (Zahorodnova, 2012); d) of future English teachers (Semenov et al., 2015).

In Berry’s opinion (1997), cross-cultural competence comprises components: understanding of the significance of cultural diversity, ability to outline one’s position in polyculture society, awareness of mobility and open-mindedness during intercultural dialogue, adaptation to polyculture social medium, and developed institutional infrastructure. Kolosovskaya (2010) claims that cross-cultural competence involves functional components: cognitive-mental (comparison of cultural differences corresponding to native speakers’ mentality); discursive-strategic (oriented toward variation of strategies of other culture); regulatory-managerial (focuses on cross-cultural interaction process management); professionally-axiological (considers pedagogical standards and professionally essential qualities while contacting in social-pedagogical

situations), and structural ones: information-contrastive (contains techniques of foreign culture uptake, comparison and adaptation of cultural differences); cultural and country-specific (characterizes ability to inform students about culture's make-up, to interpret native speakers' communicative and behavioral culture); individually-creative (involves ability to apply teaching activities during a dialogue and their embodiment in creative act); activity-professional (covers methods of teaching techniques that fulfill teacher's personal potential). Zahorodnova (2012) defines the following components: motivationally-axiological (forms development of axiological and social readiness for cross-cultural cooperation); cognitive (aims at the cross-cultural acquisition of the communicative knowledge); activity-behavioral (is responsible for capability for cross-cultural interaction; addition of universal samples of manifestation of cross-cultural communication); affective (contributes to the establishment of emotional disposition: cross-cultural sensitivity, empathy; creates a positive attitude to other lingua cultures); reflexive (focuses on perception and rethinking of one's cross-cultural communication experience, stereotypes, prejudices; identification of personal cultural identity). Semenov et al. (2015) consider culture-universal (includes social, aesthetic, political, and ecological aspects), and communicative (contains discursive, linguistic, sociolinguistic, sociocultural, strategic elements) constituents of cross-cultural competence. Additionally, they determine thematic (country-specific knowledge, awareness of extralinguistic information), and academic (ability to work with any type of information) parts.

The analysis of the works above displays that cross-cultural competence comprises knowledge of country-specific vocabulary (contains peculiarities of lexical and phraseological units reflecting daily routine, traditions, and festivals), and grammatical structures specific to the English language. It includes skills to correctly interpret culture-specific words and express value-based and sociocultural instructions of native and foreign cultures.

Despite academic affairs, modern lingua didactics lacks particular study concerning the issue of the determination of prospective English teachers' cross-cultural competence.

Method

To accomplish the aim, we used the following theoretical methods: analysis of philosophical, lingua didactic literature and scientific studies, synthesis, comparison, and concretization, which allowed us to ascertain the current state of the issue investigated, analyze the components of cross-cultural competence in the works of lead specialists, to create the methodology of cross-cultural approach implementation in English teaching; empiric methods: questionnaire-diagnostic (survey, testing, summative assessment, interview); analysis of speech activity products (spoken replies) – for determination of cross-cultural components; lecture attendance and analysis – for generalization of the experience of teaching future teachers the English language; pedagogical experiment – for establishing the levels of formation of prospective future English teachers' cross-cultural competence; methods of statistical treatment and experimental results analysis – for data interpretation.

Participants

The experiment involved 307 second-year students of the Foreign Languages Faculty of Kryvyi Rih State Pedagogical University and the Foreign Philology Faculty of Kherson State University. There were 157 students in the experimental group (EG) and 150 – in control (CG). The study in the experimental group complied with the methodology of teaching English on a cross-cultural basis, which involved the use of the texts with linguistic and cultural studies comments, dialogues,

and a system of exercises. The students focused on the contrasting linguistic and cultural phenomena which do not coincide in the English and Ukrainian languages. In the control group, we implemented a traditional English learning system.

Research Instruments

To determine the initial levels of formedness of cross-cultural competence, we used a questionnaire, tests, and an interview. These tools aimed at defining students' awareness of native speakers' historical background, cultural values, and modes of thought. We applied text assignments, and a set of lexical-grammatical exercises focused on developing the skills of searching for culture-specific linguistic units and grammatical phenomena which differ in Ukrainian and English.

To verify the effectiveness of the proposed methodology, we used text assignments, lexical-grammatical exercises, final assessment testing and survey conducted in experimental and control groups, results from calculation based on mathematical statistics – these instruments allowed us to determine the level of English knowledge. Comparing the results of the ascertaining and final assessment testing enabled us to diagnose the effectiveness of the methodology of teaching English on a cross-cultural basis.

Research Procedures

The experimental methodology involved the gradual formation of cross-cultural competence of prospective English teachers, which implied a selection of subject and text material, and determination of specific abilities and skills. The critical tasks of the educational experiment were:

- to appropiate a set of texts, dialogues, polylogues, and exercises;
- to use a system of methods, techniques, and exercises aimed at the formation of abilities and skills of contrasting linguistic, speech, and cultural material in the course of interaction between Ukrainian and other cultures' representatives;
- to verify the effectiveness of the methodology of teaching the English language on a cross-cultural basis, focused on the formation of cross-cultural competence.

The research-experimental teaching occurred in the experimental group, which numbered 157 students. The authors developed didactic materials, classification of methods, techniques, and exercises focused on revealing discrepancies in the systems of the English and Ukrainian languages, contrasting linguistic and cultural units. We used texts with linguistic and cultural studies comments, dialogues, polylogues, and a system of exercises designed to provide information on values, traditions, customs, holidays, and verbal/non-verbal behavior features. It enabled forming abilities and skills of identifying culture-specific units with their further usage according to the context, and aptitudes of hurdling communication barriers (knowledge of gestures, mimics, postures, handshaking, the body contacting, ways of using time and space). The teaching in the control group (150 students) was under a traditional methodology, which implied teaching the English language and culture through engaging text materials, a system of question-and-answer exercises, and topic retelling without considering an opposite aspect.

The teaching process arrangement involved a sure consistency: the text work began with the pretext exercises, oriented towards the student's comprehension of the text's subject area, and the activities on the content prediction. The work next continued with the English linguistic units and their Ukrainian equivalents. Having become familiar with the text's information, the students embarked on the text exercises, focused on directing the reading process and partially eliciting

comprehension of the material read. We further employed after-text activities which helped to check the students' abilities to use the information correctly, generate their ideas, and argue their viewpoints.

At the end of each text, we placed a linguistic and cultural studies comment. It allowed clarifying the words, word combinations, and phrases complicated for perception and understanding or those without relevant equivalents in the Ukrainian language. Thus, the Ukrainian students got an explanation of the national characteristics of the British and Ukrainians, and extended their knowledge in allied sciences (history, geography, literature, cultural studies, and country study).

To determine the criteria for the language and speech content based on the learning material used during the formation of cross-cultural competence, we appealed to the works of Dridze (2009), Odintsova (2013), and Pakhotina (2013). Consequently, we defined the content of the language and speech material concerning the following criteria:

- informativity;
- newness and practical value;
- sociocultural saturation;
- available level of complexity.

The informativity criterion involves the updated material content. In Dridze's opinion (2009), informativity is not a total scope of information underlying the text but the one a recipient possesses.

The criterion of newness and practical value means the absence of background knowledge for a foreigner and its presence for a native speaker; practical application has regard to a scientifically-based selection of material used in diverse fields of intercultural communication.

Sociocultural saturation of the material highlights the need to determine cultural information and select the specific vocabulary which reflects the national identity of one's own and other ethnic groups.

The criterion of available level of complexity implies compatibility of language and speech material with the story of a person's training. Within this criterion, it is reasonable to consider the education environment for a short period, allowing for the formation of foreign-language abilities and skills (Odintsova & Ripacheva, 2013).

Components of prospective English teachers' cross-cultural competence

Following the criteria chosen, we propose to incorporate linguistic, sociocultural, activity, and axiologically-emotive elements in the structure of cross-cultural competence of prospective English teachers and consider the knowledge, abilities, and skills contained in each constituent.

The linguistic component comprises knowledge of a foreign language system and the rules of its functioning in a foreign-language society, and involves:

- 1) knowledge of:
 - differences in the systems of English and other languages at the word, word combination, sentence, situation, and text levels;
 - equivalence/non-equivalence of English and native tongue units;
 - phonemic, morphemic, lexical, and syntactical language levels within the scope necessary to understand and reproduce the key message ideas sent by native speakers at a medium tempo;
 - culture-significant units, providing insight into a native speaker's linguistic worldview;
- 2) abilities:

- to form thoughts logically and correctly;
 - to choose linguistic means according to the type of utterance;
 - to make coherent utterances on the topics defined;
 - to contrast linguistic phenomena distinct in English and a native tongue to prevent interference;
 - to have a clear idea of the texts selected for reading;
 - to provide a written assessment of the things seen and heard;
- 3) skills:
- of pronunciation: articulation of sounds with their further combination in syllables, words, and rhythm groups;
 - intonational: correct choice of rhythm, intensity, tempo, and logical stress while speaking;
 - orthographic: adequate choice of a letter, word combinations, and separation signs in the process of word and sentence spelling;
 - lexical: identification of culture-specific items and their use following the context;
 - morphological: changing of word forms and their appropriate use in certain situations;
 - syntactic: correct word order in a sentence.

The sociocultural component contains knowledge of commonly used elements of English and native cultures, ways of their evidence in oral/written speech, and verbal/non-verbal behavior patterns. The basis of the sociocultural component includes:

- historical and geographical data about the native and English-speaking countries;
- knowledge of foreign people's system of values;
- awareness of the specifics of the native and foreign peoples' national character and stereotypes;
- traditions, customs, holidays, and household culture, accepted in native and English-speaking countries;
- fundamentals of non-verbal behavior (gestures, facial expression, pose, handshake, eye, and body contact with a partner, using space and time).

The activity component of cross-cultural competence involves employing linguistic, speech, and sociocultural knowledge, abilities, and skills in practical terms. It consists of such abilities as:

- correct selection of a data submission form that adequately reflects the linguistic worldview of other peoples;
- knowledge application at phonemic, morphemic, lexical, and syntactical language levels in the practical domain;
- timely use of a necessary communication style or verbal/non-verbal behavior according to a person's social status or a definite situation;
- choosing and using verbal/non-verbal data transmission methods according to a communicative goal and established rules;
- giving arguments for the events or personal viewpoint; engaging in a discussion;
- use of culture-specific language units during a dialogical speech;
- arrangement of verbal/non-verbal behavior tactics during spontaneous communication.

The axiologically-emotive component of cross-cultural competence reflects a person's evaluative attitude to the country, native speakers, culture, and language. It indicates the ability to represent a foreign environment in one's mind and perceive it. It comprises:

- perception of a representative of another culture as an equal interlocutor;
- tolerant attitude to the English language and foreigners;

- respect for the values, laws, and rules, which differ from those presented in the native culture, and eagerness to understand them;
- evaluation of others' viewpoints in case they conflict with one's views;
- intention to resist prejudices, stereotypes, and aspiration to give an unbiased estimation of a situation;
- restraint from confrontations in situations of evident divergence of views;
- control of the emotional state in stressful situations;
- identification of the partner's reaction to the things heard for a follow-up selection of actions;
- critical self-evaluation during interpretation of cultural discrepancies;
- emotional identification – the ability to put oneself in the other person's position to realize their actions and life stance.
- emotional sensitivity – demonstration of fast, flexible response to various effects and emotions of the environment;
- the creation of positive conversation background.

Criteria, parameters, and levels of formedness of cross-cultural competence of prospective English teachers

We determined the levels of formedness of prospective English teachers' cross-cultural competence according to specific criteria. *Motivational and axiological* – bears evidence of the significance of teaching English through cultural studying. Its parameters are as follows: formedness of cognitive, professional, and social motives; attitude to native speakers' values and worldview; adherence to stereotypes and prejudices during foreign culture evaluation. *Cognitive* criterion outlines the system of the linguistic knowledge and implicates familiarization with the peculiarities of English culture. Among its parameters are: knowledge of language material, acquisition of sociocultural material, formed mono- and dialogical skills, and awareness of non-verbal behavior basics. *Operational* – is indicative of the formedness of the abilities and skills of linguistic and cultural knowledge application during a dialogue/monologue; the usage of non-verbal means of communication and verbal behavior following a communicative situation. Its key parameters are the ability to determine the partner's intentions; adherence to rules of building oral and written utterances according to the communicative situation. *Behavioral and activity* criterion defines an individual's behavior, informs about their attitude to a foreign interlocutor. Its parameters are attitude to other peoples and their culture, restraint/unrestraint in judgments, and control of behavior and actions.

In our opinion, the quality of cross-cultural competence formedness is the most profoundly characterized at the elementary, intermediate, upper-intermediate, and advanced levels.

The elementary level indicates the students' unawareness of the importance of contrasting language systems and cultural discrepancies inherent to native and foreign countries. The knowledge acquired, the abilities and the skills formed are superficial and students cannot perceive them as a source of self-enrichment and cultural outlook broadening. They perform class and home assignments to receive positive grades. Interaction with foreign representatives is unsuccessful, caused by lousy mastery of language and sociocultural material.

Command of the English language at the intermediate level implies selective linguistic and cultural knowledge of the subject. An individual can use verbal behavior patterns and refer to the educator's samples or guiding questions. The acquired background knowledge does not always confirm the communicative situation. Generally, students satisfactorily develop their thoughts

orally or in written form; however, there are complications, misapprehension, or barriers during communication with foreign representatives. The respondents often misunderstand the content of the things said, which drives the need to adapt the interlocutor's speech. They do not identify non-verbal signals and ignore para verbal ones.

The upper-intermediate level implies profound knowledge of the linguistic system and cultural life of one's native and English-speaking countries, systematically used in everyday, academic, and professional fields. Students clearly and confidently express intentions, give explanations, and pose questions, which testifies that they possess a wide range of linguistic means.

The advanced level means that students creatively apply the acquired knowledge, abilities, and skills in imitative, spontaneous situations. The subjects artfully analyze their foreign speaking, and actively communicate in an unfamiliar medium. They use phraseological units, and non-verbal means fluently to keep the conversation and instill expressiveness.

Results

To diagnose the levels of formedness of prospective English teachers' cross-cultural competence, we selected the groups in which students had background knowledge and approximately similar achievement levels. The assignment of this stage was to establish the initial level of formedness of cross-cultural competence regarding the parameters determined. To estimate the levels of formedness of the linguistic and operational components, we applied text assignments and a series of lexical-grammatical exercises. We used a questionnaire and testing tasks for assessing the levels of formedness of the sociocultural component. The evaluation of the levels of formedness of the axiologically-emotive component occurred after the employment of a questionnaire, testing, and placement interview.

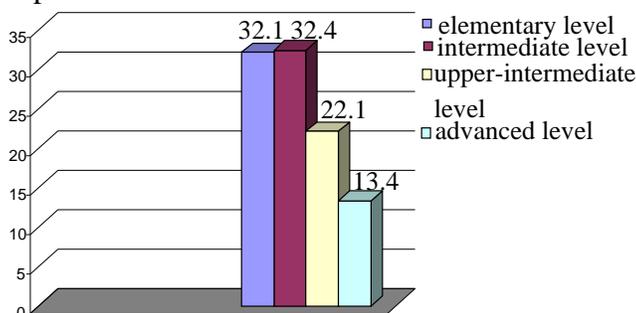


Figure 1. Linguistic component of cross-cultural competence at the ascertaining stage of the pedagogical experiment (%).

The results assert that the preceding teaching of English was at the base level. If a student commands a lexical unit, and can translate it from their native tongue into English and vice versa, then, during its writing, they make spelling, morphological, and syntactical errors. For example, they correctly identify verb tense forms or degrees of comparison of adjectives and adverbs yet cannot produce other formats of the same unit by analogy. The students' sentences seem illogical because of incorrect word order. Thus, we observed syntactic interference from Ukrainian to English.

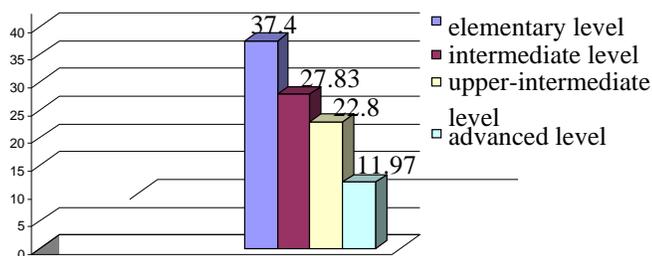


Figure 2. Sociocultural component of cross-cultural competence at the ascertaining stage of the pedagogical experiment (%).

The questionnaire survey data show that the students misinterpret native speakers’ gestures or behavior. As a result, they rarely find the appropriate means of expressing information that would fulfill a communicative goal.

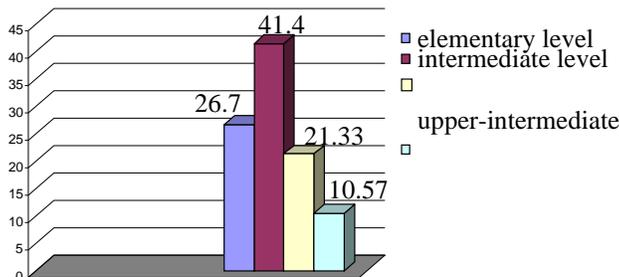


Figure 3. Activity component of cross-cultural competence at the ascertaining stage of the pedagogical experiment (%).

The results testify that 28% of student-philologists failed the tasks regarding the choice of verbal/non-verbal behavior tactics during the spontaneous conversation (30% of students completed the job with the maximum number of mistakes (scored 0–2 points)).

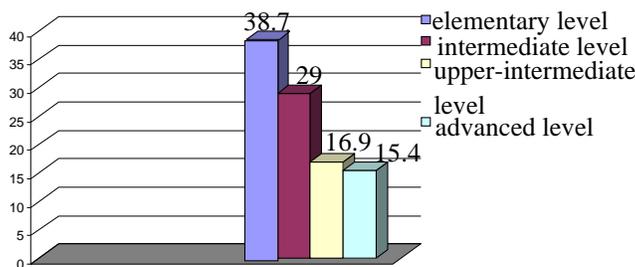


Figure 4. Axiologically-emotive component of cross-cultural competence at the ascertaining stage of the pedagogical experiment (%).

The results of the responses demonstrate the prevalence of the elementary level of formedness of the axiologically-emotive component of prospective English teachers’ cross-cultural competence. Social motives dominate nearly 41% of students. The respondents consider learning the English language and culture a powerful tool for obtaining the environment’s support and approval. The students regard gaining grants or receiving awards as key motivators in their

learning activity. 53% of the respondents do not regulate their conduct in cultural misunderstandings and conflict situations. It is challenging for them to identify their partner's reaction to the things heard for a follow-up action selection.

The results indicate that the total level of students' cross-cultural competence is intermediate. Differences in the ranks of formedness of the four components in both groups are not fundamental.

Table 1. *Levels of formedness of prospective English teachers' cross-cultural competence at the ascertaining stage of the pedagogical experiment (%)*

Components	Elementary Level	Intermediate level	Upper-intermediate level	Advanced level
Linguistic component	32.1%	32.4%	22.1%	13.4%
Sociocultural component	37.4%	27.83%	22.8%	11.97%
Activity component	26.7%	41.4%	21.33%	10.57%
Axiologically-emotive component	38.7%	29%	16.9%	15.4%

To acknowledge the practicality of the developed methodology, we proposed the students read a text and do text assignments similar to the ones accomplished at the ascertaining stage of the pedagogical experiment. Thus we defined the level of formedness of the linguistic component. We established the level of formedness of the sociocultural component from the students' results of performing a sociocultural awareness test. To reveal the level of operational component formedness, the students accomplished four exercises. Students' responses to questions from the interview and test completion defined the level of formedness of the axiologically-emotive component.

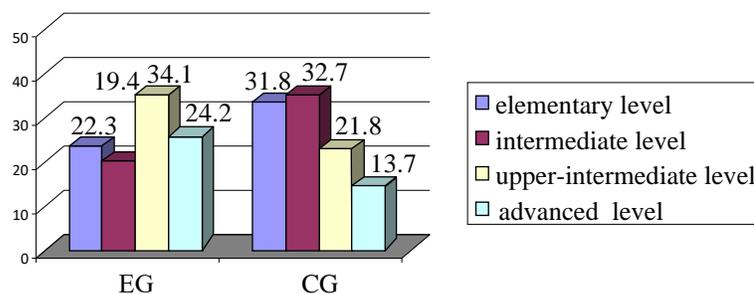


Figure 5. Linguistic component of cross-cultural competence at the control stage of the pedagogical experiment (%).

The diagram demonstrates that after the implementation of the developed methodology, the level of formedness of the linguistic component increased in EG. The students who made a large number of grammar, spelling, and punctuation errors decreased. The percentage of the students, who mastered the language and speech material at the upper-intermediate and advanced levels, rose.

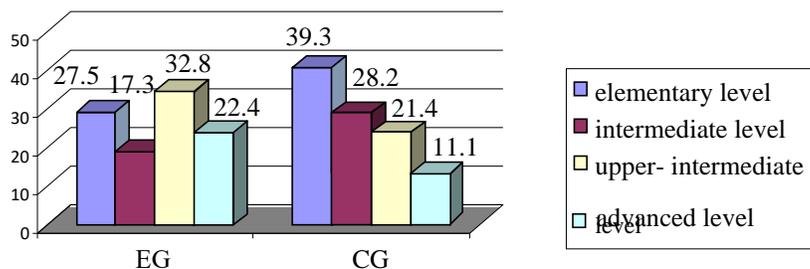


Figure 6. Sociocultural component of cross-cultural competence at the control stage of the pedagogical experiment (%).

The results obtained in EG are preconditioned by the extralinguistic content of the material studied. We found that the students take an interest in learning the English language through the cognition of historical, geographical, and country-specific information and peculiarities of a foreign nation’s worldview, which facilitates the rise of both linguistic and cultural levels.

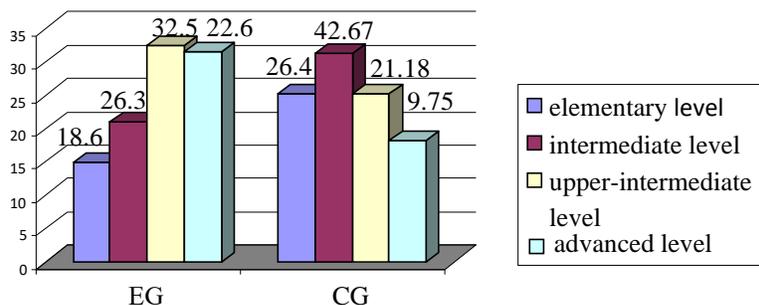


Figure 7. Activity component of cross-cultural competence at the control stage of the pedagogical experiment (%).

Comparing the data from figures 3 and 7 proves that the number of students with elementary level of knowledge reduced to 13,5% in EG and 5,7% in CG. The intermediate level of students’ knowledge decreased to 6,1% in EG and increased to 1,27% in CG. The number of students at the upper-intermediate level of knowledge amounted to 10,4% in EG and did not rise in CG. The advanced level of students’ knowledge increased to 9,2% in EG and decreased to 7,61% in CG.

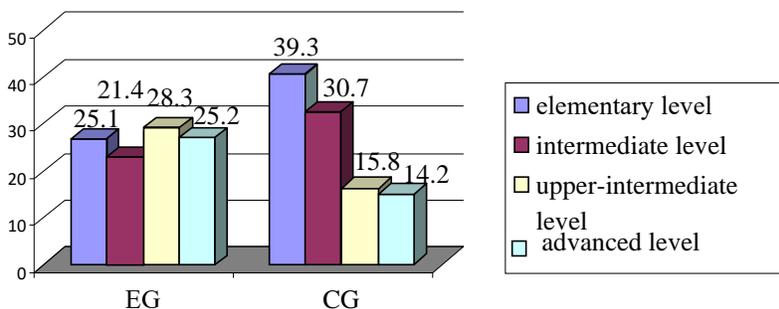


Figure 8. Axiologically-emotive component of cross-cultural competence at the control stage of the pedagogical experiment (%).

The study showed that the students' views toward acquiring knowledge became less materialistic. After the implementation of the experimental methodology, social motives dominated in 28%. The number of EG participants attributing the learning of the English language to landing a well-paid job equals 18%, of CG – 33%. The research results justify that for EG students learning the English language is not only a means of improving their status but a source of cultural outlook enrichment.

Table 2. Levels of formedness of prospective English teachers' cross-cultural competence at the control stage of the pedagogical experiment (%)

Linguistic component	Elementary level EG / CG		Intermediate level EG / CG		Upper-intermediate level EG / CG		Advanced level EG / CG	
		22.3 %	31.8 %	19.4 %	32.7 %	34.1 %	21.8 %	24.2 %
Sociocultural component	27.5 %	39.3 %	17.3 %	28.2 %	32.8 %	21.4 %	22.4 %	11.1 %
Activity component	18.6 %	26.4 %	26.3 %	42.67 %	32.5 %	21.18 %	22.6 %	9.75 %
Axiologically-emotive component	25.1 %	39.3 %	21.4 %	30.7 %	28.3 %	15.8 %	25.2 %	14.2 %

Discussion

The data analysis showed that the proposed methodology facilitated the formation of specific abilities. Firstly, the students identified their partner's reaction to the things they heard and selected the correct behavior patterns. Secondly, the students tried to give an unbiased estimation of the foreign interlocutor's conduct. Thirdly, the percentage of EG students with social motives to dominate fell compared to CG. These findings aligned with the conclusions of the study by Rezunova (2012).

Regarding the changes in the indices of formedness of professional motives, we established that the number of EG participants who relate the learning of English to the achievement of their potential in the professional sphere raised, whereas, in CG, it remained almost unchanged. The research results showed that the number of EG students interested in learning the English language and British culture was raised, whereas, in CG, it remained almost unchanged.

The results of the research support the idea of Semenov et al. (2015). It states that the traditional methodology undervalues the contrast between non-verbal means of communication and culture-specific language units. Besides, it ignores the difference between grammatical and syntactic structures in the native and English languages. Thus, after the ascertaining experiment, we observed the domination of the elementary and intermediate levels in both groups.

As we see, the experimental methodology aims to form cross-cultural competence. It is possible due to the enrichment of the course content with sociocultural vocabulary. The students can understand the native speakers' historical basis, cultural artifacts, social life, values, and peculiarities of behavior. These aspects cumulatively reflect the foreign linguistic worldview. The statement above correlates with that of Zahorodnova (2012).

As a result of the introduction of the methodology of teaching English on a cultural basis, we observed the predominance of the upper-intermediate and advanced levels in EG, whereas in CG prevail elementary and intermediate levels. Facts suggest that it is essential to establish differences

in traditions, customs, worldviews, thinking paradigms, and verbal/non-verbal etiquette of foreign and native cultures, which ignorance leads to cultural and language barriers and conflicts. Developing the linguistic, sociocultural, activity, and axiologically-emotive components of cross-cultural competence should include the cross-cultural constituent. The latter considers the contrast of distinctive and similar features of native and foreign cultures and different linguistic phenomena in the phonemic, morphemic, lexical, and syntactical levels.

Conclusion

The necessity to form prospective English teachers' cross-cultural competence is due to the need to ascertain linguistic and cultural discrepancies which appear during cross-cultural communication. Their identification enables the students-philologists to overcome linguistic and cultural barriers to cooperate successfully with native speakers.

We define the *cross-cultural competence of a prospective English teacher* as the ability to use verbal/non-verbal language means, country-specific knowledge of native and other cultures according to a particular communicative situation, and tolerance of cultural discrepancies. The cross-cultural competence of prospective English teachers involves linguistic, sociocultural, activity, and axiologically-emotive components. The constituents are interrelated and interdependent. The linguistic component examines dissimilar phenomena and the rules of their functioning in a foreign society. The content of the sociocultural component is rich in the knowledge of an alien and native culture's all-purpose components, ways of their manifestation in oral/written speech, and models of verbal/non-verbal behavior. The activity component focuses on using linguistic, vocabulary, and sociocultural knowledge, abilities, and skills. The axiologically-emotive component evaluates a foreign country's cultural background, its people, and its language.

We ascertained that before the implementation of the methodology proposed, the formedness of the linguistic component was predominantly at the elementary (32,1%) and intermediate levels (32,4%); of the sociocultural one – at the elementary level (37,4%); of the activity component – at the intermediate level (41,4%); of the axiologically-emotive one – at the elementary level (38,7%).

Introducing the experimental methodology, the formedness of the components of cross-cultural competence was at the upper-intermediate and advanced levels.

The use of pretext, text, and after-text exercises, linguistic and cultural studies comment provided automation of skills of contrasting the linguistic and cultural phenomena, which do not coincide in English and Ukrainian; of abilities to use non-verbal means of communication. The research proves the effectiveness of the experimentally-verified methodology, and shows the rise of the levels of formedness of EG students' cross-cultural competence.

We identified some promising areas for further study: the methodology of application of methods, techniques, and current technologies to form prospective English teachers' cross-cultural competence.

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