

International Culture as a Pedagogical and Sociocultural Problem

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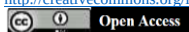
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ABSTRACT

In the context of globalization, expanding international cooperation, and intensifying intercultural contacts, the problem of developing an international culture has become particularly relevant. Modern society places new demands on the training of specialists capable of functioning effectively in a multicultural environment, respecting representatives of different nationalities and cultures, and participating in constructive intercultural dialogue. This article examines international culture as a complex pedagogical and sociocultural phenomenon. Theoretical approaches to understanding the essence of international culture, its structural components, and its functions in the educational space are analyzed. Particular attention is paid to the role of higher education and foreign language teaching in shaping students' international culture. The need to integrate an intercultural component into the educational process is substantiated as a crucial condition for training competitive specialists in a globalized world.

Introduction

The 21st century is characterized by large-scale globalization, the development of the information society, increased international mobility, and increased interaction between different cultures. In today's world, representatives of different nationalities, religions, and cultural traditions interact daily in numerous professional and social settings. These changes necessitate the development of individuals capable of functioning effectively in a multinational and multicultural environment.

One of the most important tasks of modern pedagogy is nurturing individuals with a high level of international culture. This problem extends far beyond the educational system and is becoming a significant sociocultural objective related to ensuring sustainable societal development, strengthening interethnic harmony, and preventing various forms of discrimination.

The relevance of the study is determined by the contradiction between the objective need of society to train specialists capable of intercultural interaction and the insufficient development of pedagogical mechanisms for the formation of an international culture of students.

The aim of the study is to reveal the essence of international culture as a pedagogical and socio-cultural problem and to determine its significance in the modern educational process.

The scientific novelty of the study lies in clarifying the essence of international culture as an integrative pedagogical and socio-cultural phenomenon and substantiating the role of teaching foreign languages in the process of its formation among students of higher educational institutions.

Materials and methods of research

The methodological basis of the study was formed by the provisions of the cultural, competence-based, personality-oriented and axiological approaches to education.

The following methods were used in the research process:

- analysis of philosophical, pedagogical, psychological and sociological literature;
- comparative analysis of scientific concepts;
- systematization and generalization of scientific data;
- interpretation of modern research in the field of intercultural education;
- theoretical modeling of the process of formation of international culture of students.

The theoretical basis of the study was formed by the works of domestic and foreign scientists devoted to the problems of intercultural education, intercultural communication and the development of intercultural competence of the individual.

Theoretical foundations of international culture:

The concept of "international culture" is a complex interdisciplinary category. In academic literature, it is examined in the context of cultural studies, pedagogy, psychology, sociology, and intercultural communication theory.

In a broad sense, international culture is a system of knowledge, values, norms of behavior and methods of interaction that ensure constructive cooperation between representatives of different cultures and peoples based on mutual respect and recognition of universal human values.

International culture reflects an individual's ability to perceive cultural diversity as a natural characteristic of the modern world. It presupposes an awareness of the value of one's own culture while simultaneously respecting the cultural characteristics of other peoples.

Modern researchers emphasize that international culture is formed on the basis of the interaction of three interrelated components:

- **Cognitive** , including knowledge about the cultures, traditions, customs, religious characteristics and historical experience of different peoples;
- **Value-motivational** , which involves the development of tolerance, empathy, respect for cultural diversity and the desire for intercultural cooperation;
- **Behavioral** , expressed in the ability to effectively interact in a multicultural environment and find constructive ways to resolve intercultural contradictions.

The systematic development of these components allows for the formation of a sustainable readiness for intercultural interaction and social responsibility in an individual.

International culture as a socio-cultural problem:

Modern social processes are significantly expanding the scope of intercultural contacts. Mass migration, the development of international tourism, the academic mobility of students and faculty, and the digitalization of communication facilitate constant interaction between representatives of different cultures.

However, these processes are accompanied by a number of complexities. Among them are:

- growth of interethnic tensions;
- the spread of xenophobia and nationalism;
- cultural conflicts;
- problems of migrants' adaptation;
- crises of cultural identity;
- social polarization.

In such conditions, international culture becomes an important mechanism for social integration and ensuring sustainable development of society.

Developing a culture of dialogue is of particular importance. Modern society requires not only an understanding of cultural differences but also the ability to conduct productive intercultural dialogue based on mutual respect and recognition of the right of each people to preserve their cultural identity.

The socio-cultural significance of international culture is manifested in several directions:

- firstly, it contributes to strengthening interethnic harmony;
- secondly, it ensures successful adaptation of the individual to the conditions of a globalizing world;
- thirdly, it creates the preconditions for international cooperation in various fields of activity;
- fourthly, it promotes the development of civic responsibility and a humanistic worldview.

Pedagogical potential of international culture:

The modern education system is the most important institution for developing an individual's international culture. It is the educational environment that creates the conditions for learning the values of intercultural interaction and gaining experience interacting with representatives of different cultures.

The pedagogical potential of international culture is determined by its ability to provide:

- development of critical thinking;
- education of tolerance;

- development of a respectful attitude towards cultural diversity;
- development of communication skills;
- preparation for professional activity in an international environment.

The competence-based approach, aimed at developing students' intercultural competence, is of particular importance.

Intercultural competence is an integrative quality of personality that includes knowledge of cultural diversity, communication skills, the ability to adapt interculturally and the willingness to cooperate with representatives of different cultures.

Modern educational programs increasingly include special courses aimed at developing intercultural competence, civic education, and a culture of international communication.

The role of teaching foreign languages in the formation of students' international culture:

One of the most effective means of developing an international culture is teaching foreign languages.

Modern foreign language teaching methods view language not only as a means of transmitting information but also as a vehicle of culture. By learning a foreign language, students simultaneously become familiar with the value system, norms of behavior, traditions, and worldview of the speakers of that language.

English plays a special role as a means of international communication. By studying it, students gain access to the global scientific community, international educational programs, professional communities, and cultural resources.

In the process of teaching a foreign language, favorable conditions are created for:

- development of intercultural competence;
- formation of a tolerant attitude towards representatives of other cultures;
- mastering models of intercultural communication;

The most effective pedagogical technologies for the formation of international culture are:

- project-based learning;
- problem-based learning;
- CLIL technology;
- communicative approach;
- case method;
- digital international educational projects;
- academic mobility of students.

These technologies are of particular importance in the preparation of students in the field of Ethnography and Anthropology, whose professional activities are directly related to the study of human cultural diversity.

Results and discussion:

The conducted analysis of scientific literature shows that international culture is becoming one of the key factors in the professional training of a modern specialist.

It has been established that a high level of international culture contributes to:

- successful social adaptation of the individual;
- increasing the effectiveness of intercultural interaction;
- development of professional mobility;
- formation of global thinking;
- strengthening interethnic harmony.

The obtained results confirm the need for further improvement of the didactic system for the formation of international culture of students in higher education.

Conclusion

International culture is a complex pedagogical and sociocultural phenomenon that reflects the needs of modern society in the development of intercultural interaction and cooperation.

In the context of globalization, fostering an international culture is becoming a crucial task for the higher education system. Its successful achievement fosters tolerance, intercultural competence, social responsibility, and individual readiness for effective professional performance in an international environment.

A special place in this process is occupied by the teaching of foreign languages, which ensures the integration of linguistic and cultural components of education. It is through language learning that the conditions for a deep understanding of the world's cultural diversity and the development of students' international outlook are created.

Prospects for further research are related to the development and implementation of innovative pedagogical technologies for the formation of students' international culture in the process of teaching foreign languages in higher education.

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