

## REVIEW

of the reviewer

**PhD, Associate Professor Olga Goncharova**

**for the dissertation of Alona Rutkovska**

**“Formation of Intercultural Competence of School Students as Active Citizens  
of Cohesive Society at the English Lessons”,**

**submitted for a Doctor of Philosophy Degree (PhD)**

**Field of study: 01 Education**

**Specialty: 011 Educational, Pedagogical Sciences**

As a result of the intensification of migration and emigration processes, the acceleration of Ukraine's integration into European Union, which arose as a result of Russia's terrorist aggression against Ukraine, the issues of intercultural communication are becoming more and more vital. The low level of intercultural competence of individuals hinders effective communication between representatives of different cultures. It leads to conflicts, destroys intercultural interaction, and makes it impossible for the individuals to be fully aware of both their own and other people's culture. This situation, in our opinion, can result in an aggravation of global problems, interethnic and interfaith conflicts. Thus, the **relevance of the dissertation topic and research** "Formation of Intercultural Competence of Secondary School Students as Active Citizens of a Cohesive Society in English Language Classes", done by Alona Rutkovska, is beyond doubt, as modern education forces secondary school teachers to create appropriate conditions for the development of students' intercultural competence.

**Evaluation of author's contribution to knowledge and practice, reliability and novelty of the dissertation results. The main results obtained personally by the author.** The content of dissertation is characterized by the logic

of scientific research, and its author Alona Rutkovska has the ability to identify cause and effect relationships between the elements of the system under study. The author demonstrates a high degree of validity and reliability of the research results, which is achieved due to the methodological and theoretical validity of the initial positions of the study and a systematic and comprehensive approach to the analysis of theoretical issues. The topic of the dissertation meets the main criteria, such as relevance, novelty, prospects, presence of a theoretical basis, availability of research tools. While doing research work, the author adhered to the principles of academic integrity. The analysis of the dissertation text shows that the author did not violate the requirements of academic integrity.

The author of the dissertation has properly selected and efficiently applied the relevant scientific methods, consisting of general scientific methods, such as analysis, synthesis, comparison, systematization, generalization, and specific scientific methods, namely search and bibliographic method, retrospective method, content analysis and terminological-analytical method. It has to be mentioned that all these methods of scientific research have contributed to obtaining reliable and substantiated research outcomes.

**Content, style and structure of the text.** The dissertation has a logically substantiated structure. It consists of an introduction, three chapters, conclusions, references and appendices. All dissertation components are characterized by logical consistency, thoughtfulness and balance, as a result such kind of the approach to the scientific research has a positive impact on the successful achievement of main research outcomes. The dissertation shows that the researcher provides the deep scientific level of developing the problems of research and problem tasks, so the dissertation work as a whole corresponds to the achievement of the set goal. The manuscript of the dissertation contains scientific provisions, conclusions and recommendations that are properly disclosed and substantiated.



The conclusions describe the most important scientific and practical results obtained in the scientific work and contain the formulation of the scientific problem under study, its significance for science and practice. The sequence of conclusions is determined by the logic of the study. This specifies not only its scientific novelty and theoretical significance, which follow from the final results, but also the practical value, practical proposals for scientific and practical use of the results, which come up from the scope of work. The appendices, that are meaningful and relevant, play an important role in achieving the research aim.

**Comments on the areas for improvement.** Along with the mentioned above positive aspects, the reviewed scientific work contains certain points which might be disputable from our point of view, namely:

1. In the subsection 1.1, the author gives a detailed analysis of the modern domestic and foreign scholars' definitions of such concepts as "culture" and "intercultural interaction"; we believe that it would be desirable to accompany these ideas with author's own vision of these concepts, since they are central to this study.
2. In our opinion, it would be important for this research to analyze the normative documents that regulate the functioning of education (including foreign language education) in Ukraine, namely the State Standard, the Model Educational Program, and the Model Foreign Language Programs, with special attention to the fact how these documents interpret the concept of "intercultural competence" (subsection 1.2).
3. For more modern interpretation of the term "active citizens" (subsection 1.3.), we consider it appropriate to recommend analyzing the British Council's "Active Citizens Program for Youth" in the field of intercultural dialogue and social development, which

was being implemented during 2009-2021 in more than 78 countries in the Middle East, North Africa, Europe, South and East Asia, North and South America in.

4. In subsection 3.1, when citing examples of numerous documents dealing with Melitopol's Intercultural Development Programs, it is worth mentioning the powerful steps being taken today to strengthen intercultural ties, to keep strategic planning of this work going after the de-occupation of the city and the region. Such a powerful work on strengthening intercultural relations will undoubtedly have positive impact on the formation of intercultural competence of students of general secondary education institutions in Melitopol region and Ukraine, as well.

We believe that mentioned above disputable issues and comments do not diminish the overall positive impression of the dissertation.

**Conclusion.** The review of the dissertation has shown that research relevance, clearly formulated aim, objectives and outcomes, deep analysis of a significant number of scientific works, scientific novelty, practical vitality, carefully chosen research methods, reliability of the results obtained, validity of the conclusions, logical structure of the paper, make it possible to conclude that the dissertation by Alona Rutkovska "Formation of Intercultural Competence of School Students as Active Citizens of Cohesive Society at the English Lessons" submitted for a Doctor of Philosophy Degree (PhD), field of study: 01 Education, specialty: 011 Educational, Pedagogical Sciences meets the requirements of the "Procedure for awarding the degree of Doctor of Philosophy and canceling the decision of the one-time specialized academic council of the institution of higher education, scientific institution on awarding the degree of Doctor of Philosophy", approved by the Resolution of the Cabinet of Ministers of Ukraine dated January 12, 2022 No.

44. The author of the dissertation Alona Rutkovska deserves to be awarded with the degree of Doctor of Philosophy in the specialty 011 Educational, Pedagogical Sciences.

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