

REVIEW

of the Doctor of Pedagogical Sciences, Professor

Yuliia Mykhaylivna Shevchenko

for the dissertation of **Aliona Mykhailivna Rutkovska**

“FORMATION OF INTERCULTURAL COMPETENCE OF SCHOOL STUDENTS AS ACTIVE CITIZENS OF COHESIVE SOCIETY AT THE ENGLISH LESSONS”,

presented for obtaining the scientific degree of Doctor of Philosophy
in specialty 011 - educational, pedagogical sciences

The new life realities of the 21st century, the demands of democratization and the development of a free competitive society in Ukraine dictate the need to train school graduates who are able to be aware of their belonging to the Ukrainian people, modern European civilization, orientated in the realities and perspectives of a constantly changing world, which, as a result, will contribute successful implementation of tasks of Ukraine's cooperation with Europe and the whole world. Under these conditions, the role of intercultural communication increases significantly, particularly in the context of learning a foreign language. The formation of intercultural competence ensures students' mastery of the spiritual heritage of the Ukrainian people, the formation of a worldview and national consciousness, general cultural values and moral and ethical norms of behavior in society.

There are certain achievements in solving this problem. At the same time, the scientific and practical research in this area lacks comprehensive studies of the problem of the formation of intercultural competence of school students as active citizens of a cohesive society, in particular, the determination of the intercultural potential of the discipline “Foreign Language” in the process of learning in the conditions of polycultural environment.

Thus, the topic of the dissertation research of Aliona Rutkovska should be considered modern and relevant. Its solution is definitely of great theoretical and practical importance.

Familiarization with the content of the dissertation convinces that the dissertation author has completed a significant amount of work on the research of the chosen topic. This is evidenced by a significant volume of bibliography (277 sources), a large number of analyzed foreign authentic sources in English, work programs and curricula, existing textbooks, as well as the organization and conduct of various experimental studies: testing, questionnaires, interdisciplinary approach, observation of the process of formation of intercultural competence of school students as active citizens of a cohesive society.

The dissertation consists of an introduction, three chapters, a bibliography and appendices.

Regarding the introduction, the following positive points can be noted: thoroughness in studying the state of the issue, clarity in the formation of the object and subject of the research.

The first chapter is devoted to the description of the theoretical basis of the formation of students' intercultural competence in the process of learning a foreign language. A careful analysis of the categorical and terminological system of research in the context of philosophy, psychology and pedagogy attracts attention. It is interesting to consider some concepts, for example, "culture - intercultural interaction", "competence", "active citizens", "cohesive society" in a historical aspect. On the basis of the conducted analysis, the researcher manages to single out and systematize the most important, generic features of culture, existing definitions of competence. Interesting in this regard is the content analysis of the key concepts of the study, which enabled the dissertation to provide a definition of intercultural competence.

The second chapter of the dissertation describes the psychological and pedagogical conditions for the formation of students' intercultural competence in the educational environment of a modern school. The author's merit is the analysis of curricula and current textbooks and the selection of intercultural information of the disciplines taught at school to substantiate the interdisciplinary approach to the formation of intercultural competence, as well as the outline of the role and function

of the discipline “Foreign Language” in the formation of intercultural competence of school students. The great importance of the author's scientifically based structure of intercultural competence of school students as active citizens of a cohesive society lies in the fact that it meets the real requirements of education in Ukraine and the real possibilities of mastering this type of competence in the process of learning a foreign language.

The criteria and indicators of students' mastery of intercultural competence and 3 levels of its formation indicated by the author testify to the author's good knowledge of the relevant literature on the problem and seem to us to be quite legitimate. The indisputable advantage of the study is the model of the process of formation of students' intercultural competence developed by the author, which is a certain guideline for improving the educational process.

The third section is distinguished by the careful depth and purposefulness of the development of questions related to the experimental verification of the effectiveness of the model of the formation of intercultural competence of school students as active citizens of a cohesive society. The author described the experimental research program from a scientific point of view and performed an analysis of the results of the ascertainment stage of the experiment. This testifies to the author's scientific conscientiousness, manifested in the process of organizing an experimental study. It convinces of the thoroughness and purity of the experiment, the clarity of recording its results, and creates confidence in the validity of the obtained data. The advantages of this section are also evidenced by the forms and methods of work proposed by the author, aimed at ensuring the effectiveness of the process of forming the intercultural competence of students as active citizens of a cohesive society.

At the same time, as in any work, the dissertation of Aliona Rutkovska has certain remarks that require clarification:

1. When describing the forms and methods of the technology for the formation of intercultural competence, the researcher developed interesting communicative tasks. In this regard, in our opinion, it would be appropriate to define the concepts

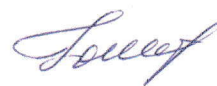
of “communication” and “intercultural communication”. And also provide the author's definition of the concept of “intercultural competence” in connection with the consideration of this concept within the bounds of a cohesive society.

2. Presenting the methods of forming students' intercultural competence (pp. 162-163), the author talks about the development of self-awareness and tolerance. The work would have benefited if the dissertation had explained these concepts more descriptively.

The above comments and wishes do not in any way reduce the benefits of the work. Aliona Rutkovska presents a serious and interesting study, which has both indisputable theoretical and practical significance. The peer-reviewed dissertation research was conducted methodologically and scientifically based, written in a stylistically competent scientific language. The main provisions of the dissertation are reflected in the abstract and 22 publications, which sufficiently develop the content and results of the work performed. The abstract of the dissertation corresponds to its main content, reflects the main provisions of the research. Thus, we can state that the work can be admitted to the defense provided that the specified remarks and wishes are taken into account or a reasoned answer is given regarding one's own vision of the expressed remarks.

Reviewer

Doctor of Pedagogical Sciences,
Professor, Professor of the Department
of Primary and Special Education of
Bohdan Khmelnytsky Melitopol State
Pedagogical University



Yuliia Shevchenko

I certify the signature

Rector of Bogdan Khmelnytsky
Melitopol State Pedagogical University



Natalia FALKO