MANAGEMENT OF FORMATION OF INTERCULTURAL COMMUNICATIVE COMPETENCE OF FUTURE HEADS OF GENERAL SECONDARY EDUCATION INSTITUTIONS

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Abstract: The article considers the approaches to managing the formation of intercultural communicative competence in general secondary education future leaders' intercultural communicative competence. The state of the problem elaboration regarding managing the formation of intercultural communicative competence in future heads of general secondary education institutions in pedagogical theory and practice is also analyzed; the specifics of the need for international cooperation are determined; criteria, indicators, components are singled out; levels of the specified problem are characterized; pedagogical conditions for managing the formation of intercultural communicative competence is theoretically substantiated and experimentally tested. An analysis of the concept of "management of the formation of intercultural communicative competence in future leaders of general secondary education" is carried out. The introduction of the special course "Management of the formation of intercultural communicative competence of modern leaders of school" into the process of professional training of the future heads is substantiated. It is built on the basis of educational material's synthesis and integration of fundamental and professionally-oriented disciplines of intercultural communicative competence's problem. The main special course's theoretical provisions have practical orientation related to the introduction of teaching and training interactive methods that contribute to the implementation of a person-centered approach to higher education. Analysis of the research and experimental work's results showed that the experimental group manifested the level of readiness of general secondary education's future leaders to the process of managing the intercultural communicative competence formation cut from low to high; in the control group, this figure increased from low to medium.

Keywords: Communicative competence, Competence, Competency, Head of general secondary education institution, Intercultural communication, Intercultural communicative competence, Management.

1 Introduction

Modern transformations in all spheres of society cause certain changes in the institution of general secondary education (here and after – IGSE) and contribute to the training of a highly qualified leader who not only has the necessary theoretical knowledge, practical skills and abilities, but also possesses necessary professional and personal qualities, which allow him to interact successfully, to strive for professional and personal self-improvement, to be a professional who promotes intercultural communication.

Studying the issue of intercultural communicative competence of future leaders of the IGSE is a very important problem sphere for Ukraine because, throughout its history, there has been a constant intercultural dialogue on its territory. It should be noted that, during the interaction and communication of future leaders of IGSE in the educational environment with a multinational composition, there are certain difficulties that confirm the need for special pedagogical work in a multicultural society. Thus, the intercultural communicative competence of future leaders of IGSE is associated with the adaptation of higher education students to new socio-cultural realities, which involve the search for content, forms, principles, pedagogical conditions of management for the formation of their international culture.

The content and features of the implementation of intercultural communicative competence of future leaders of IGSE in Ukraine are determined by the Constitution of Ukraine, the Basic Law on Higher Education (2014) [30], laws of direct action governing relations in the national education subsystems, as well as orders and recommendations of the Ministry of education and science of Ukraine.

The National Doctrine of Educational Development (2002) emphasizes that "education realizes the right of national minorities to meet their educational needs in their native language, to preserve and develop ethnoculture, to support and protect it. In educational institutions with the languages of national minorities, conditions are created for the proper mastery of the state language and multicultural education" [19].

Intercultural communicative competence as a scientific and pedagogical problem has been the subject of research by many foreign and domestic scientists: A. Atroshchenko, F. Akhmedova, V. Barkasi, M. Bayram, I. Bakhov, F. Batsevich, M. Bennet, V. Bibler, N. Bidyuk, S. Bochner, Y. Vardanyan, N. Vasilyeva, G. Vizman, B. Wolfov, N. Galsakova, V. Gudikunst, L. Zelenska, E. Zeyer, I. Zimna, K. Klana, V. Kraievsky, N. Kuzmina, G. Elizarova, O. Leontovych, A. Markova, R. Milrud, L. Mitina, O. Novikova, Y. Passoviy, O. Pometun, D. Raven, O. Sadokhin, V. Safonov, O. Selivanova, E. Hirsch, J. Kim, L. Samovar, S. Storty, V. Hutmacher, A. Khutorsky, S. Shekhavtsov, M. Bennet, G. Chen, D. Deardorff, K. Knapp, J. Knight, C. Kramsch, A. Moosmüller, and others. The analysis of the available scientific achievements shows that the problem of managing the formation of intercultural communicative competence of future leaders of IGSE is insufficiently studied.

It should be noted that this pedagogical problem is relevant for the Melitopol, which in 2008 became a participant in the Intercultural Cities Program under the auspices of the Council of Europe. Since 2008, the city of Melitopol has been an integral and organic part of the process of creating a common cultural European urban space. Statistics of the State Statistics Service of Ukraine on the census (2019) show that Melitopol is home to representatives of 96 ethnic communities. The largest ethnic group is made up of Ukrainians – 57% (88,453 people). In addition, as of October 26, 2019, the Department of Social Protection of the Melitopol City Council of Zaporizhia region registered a significant number of internally displaced persons (about 4,301 people). The next census in the country is planned for 2023.

The second-largest ethnic group, according to the latest census (2019), are Russians (62,358 people), other ethnic groups are Bulgarians (2908 people); Tatars (1323 persons); Belarusians (1212 people); Roma (369 people); Armenians (430 people); Jews (479 people); Germans (326 people); Azerbaijanis (280 people); Crimean Tatars (255 people); Poles (184 people); Moldovans (197 people); Albanians (2356 people); Georgians (133 people). In general, in 2019, the share of non-citizens in Melitopol was 2,77%. In addition, according to the 2019 census, the share of foreign nationals in the first generation was 0.08%. Unfortunately, there are no data on the second and third generation of migrants [21, p. 87].

2 Literature Review

Despite the fact that the concept of intercultural communicative competence of future leaders of IGSE is in the process of formation, in modern scientific and pedagogical research there are various approaches to its study: systemic (V. Afanasyev, I. Blauberg, V. Bezpalko, S. Goncharenko, M. Kagan, Y. Konarzhevsky, N. Kuzmina); culturological (V. Andreev, M. Bakhtin, V. Bibler, Y. Belchekova, E. Bondarevskaya, Y. Lotman, A. Sarajev, A. Uyomov); information (A. Akhayan, N. Balovsyak, S. Brandt, O. Ionova, V. Kremen); acmeological (K. Abulkhanova-Slavska, O. Bodaliov, G. Danilova, A. Derkach, N. Kuzmina, A. Markova, L. Maryschuk); axiological (I. Bekh, B. Gershunsky, M. Yevtukh, I. Zyazyun, V. Slastyonin); intercultural (T. Hrushevytska, V. Kostomarov, D. Matsumoto, O. Sadokhin, S. Ter-Minasova, E. Holl); competence (N. Bibik, I. Zumnya, A. Khutorsky, L. Khoruzha); communicative (Sh. Amonashvili, N. Volkova, I. Zyazyun, O. Sukhomlynska, A. Sushchenko); personality-oriented (B. Ananiev, S. Podmazin, S. Rubinstein, O. Savchenko, I. Yakimanska).

E. Pavlyutenkov and N. Merkulova emphasize that management is a process of influencing the system to bring it to a new state or maintain it in some mode; it represents the purposeful activity of all subjects, aimed at stabilization, optimal functioning, and

development of the school; it is purposeful and clearly coordinated work of teachers, other educational institutions, enterprises, institutions and the public, which is a guiding system for the comprehensive creation of all conditions necessary to achieve the ultimate goal of education and training of students [18; 20, p. 117].

It should be emphasized that the process of managing the formation of intercultural communicative competence of the future head of IGSE belongs to the type of social systems, which has all the characteristics of the system, namely: the presence of elements' set; objectively existing connections between the elements of the system; inherent features of the integrity of the system; hierarchical subordination of system elements; connection of the system with the external environment; the presence of the system's purpose. Each system's element acts in conjunction with others, which can be decomposed into certain components of the system. Thus, the system structure is the totality and nature of the relationships between the elements that ensure the preservation of its basic properties.

The information approach contributes to the trend of the information society intensive formation, social processes informatization, increasing information needs of management level, as information is part of the process of communication and intercultural communication, which are components of intercultural communicative competence [10, 14, 16, 25].

In terms of the axiological approach, "intercultural competence" is revealed as an integrative property of the individual, characterized by a set of knowledge about the values of cultures, intercultural skills, and adequate behavioral strategies that will allow free navigation in the intercultural space of the university on the basis of cultures and values dialogue [12; 27].

The culturological approach makes it possible to outline three main interdependent problem-semantic aspects of education: personal growth (self-determination, self-development, self-realization) through the development of cultural activities, shifts in the personal cultural creative experience, dynamics of communication culture; growth of the cultural level (quality and degree of the value content expression) of separate educational processes, systems, communities; development and growth of the educational culture level as a whole, changes in the socio-cultural context of education (subject, information and subjective environments, models, forms and mechanisms of the organization), according to Anishchenko [1, p. 106].

The intercultural approach allows higher education students to compare the elements and structural unity of foreign culture with the traditions, customs, and other manifestations of their own culture, as it implies considering another people's cultural phenomena in terms of internal perspective, through the prism of their own culture [10, p. 86].

The competency approach provides an opportunity to transform the purpose and content of education into the subjective achievements of the higher education applicant, which can be objectively measured; it allows creating conditions for self-organization of activity and personality of the future head of IGSE, revealing his creative possibilities, forming an objective educational position. Competence contains not only cognitive and technological components but also motivational, ethical, social, and behavioral. Thus, namely, the competence approach contributes to the consideration of intercultural communicative competence as a desirable result of the modern head of the IGSE professional activity.

An important contribution for research work is the work of V. Lugovoi, who is distinguishing between the concepts of "competence" and "competency", offers the following definitions: "competence" – includes a set of interrelated personality traits (knowledge, skills, abilities, methods of activity) a certain range of objects and processes, necessary for quality productive activities in relation to them; "competency" is a person's possession of appropriate competence, which includes his personal attitude to it and the subject of activity, as well as a

combination of relevant knowledge and abilities that allow to reasonably judge this area and act effectively in it [16, p. 155].

Thus, competency means having a socially recognized set of knowledge, skills, attitudes of a certain level that can be used in teaching, and intercultural competence provides opportunities to go beyond the native culture, it is part of communicative competence.

A. Kozhevnikova, J. Dudko, N. Golubenko note that namely professional competence as a component of the readiness of the future head of IGSE to intercultural communicative competence helps to use knowledge, skills, abilities, experience properly, maintain self-control, create subject-subject relations, successfully perform duties and effectively manage the pedagogical process [14, p. 120].

T. Astafurova, P. Donets, I. Zymnya, I. Leifa, R. Porter, L. Samovar, V. Safonova, S. Ter-Minasova, G. Tomakhina, I. Khaleeva, and I. Tsaturova dealt with the theory of intercultural communication; the problem of tolerance within intercultural communication was considered by U. Gudykunst, P. Donets, L. Znikina, T. Larina, V. Nike, T. Persikova, O. Sadokhin, V. Safonova, S. Terminasova, and others; formation of intercultural communicative competence in higher education institutions is revealed in the works of R. Gryshkova (for students of non-philological specialties), G. Pluzhnyk (for students of humanities) [2, 4, 5, 13, 25, 29].

Often the intercultural competence concept is associated with such a large-scale process as intercultural communication, which the authors consider as "a set of different forms of relations and communication between individuals and groups belonging to different cultures" [21, p. 317].

Thus, intercultural competence and intercultural communication must be formed almost simultaneously to achieve effective and more effective personal development during the educational process.

The problem is that higher education students have a good knowledge of the theoretical side of intercultural communication (intercultural competence), but hardly apply the acquired knowledge in practice, so they have a low level of intercultural competence.

It is worth emphasizing that the concept of "managing the formation of intercultural communicative competence of future leaders in the process of training" is the willingness, ability, personality traits of the head IGSE contributing to full intercultural communication, perception of linguistic and cultural diversity, mutual understanding between different cultures. The language is based on knowledge, understanding, observance of universal rules, and norms of behavior that create international etiquette of communication.

3 Materials and Methods

During the research of this problem, the following methods were used: 1) general scientific methods of analysis, synthesis, comparison, and generalization of the process of managing the formation of intercultural communicative competence in IGSE future leaders; 2) empirical methods – observation, interviews and questionnaires of leaders, deputy leaders and teachers, comparative data analysis to identify patterns and trends in the components of the process of managing the formation of intercultural communicative competence of IGSE future leaders.

The above views of scholars on the problem of managing the formation of intercultural communicative competence of future leaders of IGSE reveal not only its components list, levels, and conditions but also reflect its complexity and multifaceted nature. That is why we have identified the following components [3-8, 29]:

1.   Motivation and value component occupies a key place in the structure of intercultural communicative competence of

the future head of IGSE because the motive is the motivating cause of any action, a crucial element formation of any personal quality. Namely, because of the motive, the information of all subjects of IGSE gets a way out, is realized in practical actions.

2. The personal-activity component involves self-awareness as a subject of communication; acquisition of professionally significant communicative skills and abilities of interpersonal and intercultural interaction; the use of tools that ensure the effective flow of communicative processes in the professional sphere and promote the mastery of communicative, informational, analytical, constructive, predictive, organizational, reflective, and perceptual skills.

3. Reflexive component involves the ability to adequately assess their professional capabilities and abilities, ensuring the assessment of the leader itself, his qualities, capabilities, position among other people and their attitude to him, which indicates self-demand, his self-criticism, attitude to life success and failures, the presence or absence of life prospects.

4. The cultural component consists of the following key competencies (communicative, socio-cultural, social, cultural exchange competence), which includes knowledge and understanding of native, world, foreign language cultures, the culture of intercultural communication; provides orientation in socio-cultural and intercultural spheres, the ability to intercultural communication as a way of relating to another culture, the ability to compare own culture with other cultures and use the acquired skills in professional activities.

4 Results

The characterization of indicators, in accordance with the developed components and criteria, contributed to the identification of four levels of intercultural communicative competence: creative, high, medium, and low. The low level of formation of the studied competence of future leaders of IGSE is characterized by the reproduction of a small part of the basic theoretical provisions, some concepts without sufficient understanding of the role of intercultural communication and communicative culture in the effectiveness of the pedagogical process in school; it implies non-systematic knowledge of the conceptual and terminological content of the pedagogical communication and intercultural communication basics, as well as the ability to apply some elements of communication in the educational process at the reproductive level; at the same time, interest in intercultural communication and intercultural competence is just emerging.

We emphasize that the middle level is characterized by the insufficient formation of the goals of own pedagogical activity, lack or weak expression of creative orientation, lack of personally significant attitude to search activities. The higher education student generally has a set of traditional methods and teaching methods, but his readiness for intercultural communicative competence is insufficient.

Thus, the high level of formation of intercultural communicative competence involves the focus on mastering new pedagogical technologies, guidance on creative intercultural interaction with the team and students, possession of generalized skills, which are characterized by the use of techniques and tools for the implementation of effective intercultural communication. The future head of IGSE has an interest in an independent search for effective ways to perform pedagogical tasks, to independently determine and understand the means of intercultural communication, taking into account specific conditions, the implementation of practical actions in non-standard pedagogical situations.

The above-stated provided for our separation of pedagogical conditions for managing the formation of intercultural communicative competence in future leaders of IGSE during professional training.

The first pedagogical condition is the orientation of goals and motives to the awareness of the IGSE future head about the need for the formation of intercultural communicative competence. The success of this process is largely determined by its systematic nature and contributes to the development of the leader's personality, which covers his beliefs, views, attitudes, motives, feelings, volitional and intellectual qualities, knowledge, skills, abilities, and guidelines.

The second pedagogical condition is updating the content of the professional activity of future leaders of IGSE with knowledge of intercultural competence by introducing a special course "Management of the formation of intercultural communicative competence in modern IGSE leaders" and the organization of classes in the disciplines of the intercultural relations general pedagogical cycle by discussing information about best practices for the introduction of intercultural communication elements and communicative communication in own work. This special course helps to deepen the theoretical training and increase the role of active, the communicative practice of higher education seekers – future leaders for the effective formation of intercultural competence skills and intercultural communication between the subjects of the school.

The third pedagogical condition – the use of interactive forms and methods of forming intercultural competence of future leaders of IGSE provided for consideration in the learning process a number of teaching principles, selection, and modification of methods, tools, and forms of education, monitoring the achievements of higher education, organization of their independent and individual, group work. In order to form intercultural communicative competence, future IGSE leaders used various methods (case method, discussions, portfolio methods, dialogue form of classes, intercultural communicative training, round table, brainstorming, business, and role-playing games); interactive learning technologies ("Work in pairs", "Carousel", "Microphone") to complex ("Mosaic", "Brainstorming", "Decision Tree", "Situation Analysis", etc.); performance of creative tasks (essays, works, abstracts, reports, projects, etc.); means (Internet, e-mail, multimedia encyclopedias, satellite television, etc.).

It should be noted that certain pedagogical conditions interact with each other, organically complement each other, and the purpose of their implementation is the formation of the main components of the studied management process.

5 Discussion

Today's changes in education require appropriate changes in the IGSE current head training as a competitive specialist who is able to tolerate intercultural interaction with representatives of other cultures. The key to the leader's success and confidence in professional activities is the ability to quickly adapt to changing situations – that is, the transition to management of the pedagogical process on a new level. Experimental work was carried out during the 2019-2020 academic year. The experiment was attended by 10 principals and 24 deputies of the Melitopol IGSE: Melitopol schools No. 1, 6, 10, 14, 15, 16, 19, 20, 24, 25. There were two stages of experimental work.

During the first stage, a confirmatory experiment was conducted, the purpose of which was to use empirical research methods such as observation, questionnaires, and interviews to determine the following: pedagogical conditions for managing the formation of intercultural communicative competence; priority directions of providing pedagogical conditions of formation of intercultural communicative competence of IGSE future leaders management.

Thus, the formative experiment was conducted at the second stage and included the development of a special course, "Management of the formation of intercultural communicative competence of IGSE modern leaders".

It is worth emphasizing that the purpose of the experiment was to develop this special course to ensure pedagogical conditions and the implementation of its experimental testing.

Prior to the formative experiment, a high level of intercultural interaction intensity between the director of the institution and teachers was found in 28,6% of teachers in the experimental group, with the deputy director for educational work – 28,6%, with the teacher, who organize study process – 30,1% and with a practical psychologist – 26,2%. After the experiment, these numbers in the experimental group increased. Thus, 42,9% of specialists interacted with the director with a high level of intercultural intensity, 42,6% with the deputy director for educational work, 45,2% with a psychologist, and 40,5% with a teacher, who organize the study process. The high level of intensity of interaction between principals and class teachers increased by 18,7%, interaction with subject teachers - by 3,5%, and with parents of students - by 17,5%. The number of directors who had a low level of interaction with all participants in the experiment has significantly decreased.

Thus, after the experiment, the number of principals who have a low level of intensity of intercultural interaction with teachers decreased by 10,3%, deputy principals for educational work – by 7,5%, practical psychologists – by 21,4%, teachers, who organize study process by 14,3%, class teachers – by 18,4%, subject teachers by 19,7%, parents of students by 15,8%. That is why the administration of the institution, teachers, who organize the study process, began to involve teachers more often in the discussion and solution of educational problems of intercultural interaction of the subjects of the modern institution of general secondary education.

Thus, the intensity of intercultural interaction of the leader with the participants of pedagogical activities, which were obtained in the experimental and control groups, is shown in Table 1. Comparative analysis of the first and second sections of the experimental group shows positive changes in the level of interaction intensity in both experimental and control groups.

Table 1: The intensity of intercultural interaction of the leader with the participants of pedagogical activities

Indicators	Level of formation (%)						Level of formation (%)					
	KG			KG			EG			EG		
	before experimental work			after experimental work			before experimental work			after experimental work		
	low	medium	high	low	medium	high	low	medium	high	low	medium	high
the intensity of the director's interaction with												
Teachers	17,1	48,6	34,3	20	54,2	25,8	20,4	51	28,6	12.2	44,9	42,9
Deputy Director for Educational Work	13,3	53,3	33	10	60	30	14,3	57,1	28,6	4,8	61,9	42,6
Psychologist	33	40	27	33	43,4	27,3	31	42,9	26,2	11,9	42,9	45,2
Teacher, who organize work	23,3	46,6	30	26,7	40	33,3	21,4	47,6	30,1	14,3	45,2	40,2
Class teacher	28	56	16	22	60	18	37,1	48,6	14,2	17,1	50	32,9
Subject teacher	62,5	30	7,5	57,5	32,5	10	50	32,1	17,9	32,1	46,5	21,4
Students' parents	37,5	47	15	40	42,5	17,5	33,3	42,9	23,8	19	39,7	41,3

Comparative analysis of the experimental group results showed an increase in the number of participants in pedagogical activities with a high level of intercultural interaction intensity: deputy directors of educational work – 16,6%, psychologists – 14,3%, teachers, who organize study process 16,7%, class principals – 18,4%, subject teachers – 10,9%, parents of students – 11,8%. The directors' number, who have a high level of interaction, is unchanged.

After the experiment, in the control group, the number of IGSE leaders, who had a high level of intensity of intercultural interaction with a teacher, deputy director for educational work, and a psychologist decreased. In managerial relations, it is important to what extent the teaching staff is able to adequately

perceive and respond to managerial influence in the implementation of pedagogical activities and how easily managerial influences are embodied in the actual actions of team members - that is, how involved entities are managed. Thus, the study of manageability was carried out by the method of expert assessment.

During our research work, two groups of specialists were selected in each IGSE, who were invited to act as experts on the following issue: "How successfully do you manage to perform intercultural communication with the subjects' school?" A total of 10 experts were selected: 5 – represented the educational institution's administration, 5 – teachers. The positive dynamics of changes in terms of the management improving level of communication of deputy school principals, teachers, and parents of students before and after the experimental work are reflected in Table 2.

Table 2: The dynamics of changes

Indica	Level of formation (%)						Level of formation (%)					
	KG			KG			EG			EG		
	before experimental work			after experimental work			before experimental work			after experimental work		
	low	medium	high	low	medium	high	low	medium	high	low	medium	high
Administration	40	20	20	40	20	20	20	60	20	0	60	40
Teachers	20	40	40	20	60	20	40	40	20	20	40	40

The study results showed that there were positive changes in the manifestations of this indicator in the experimental group. Thus, before the formative experiment, 20 % of the institution administration had a low level of control. After the experiment, none of the representatives of the administration of the institution had a low level of control. The number of representatives of the administration with a high level of control has halved – from 20% to 40%. The number of teachers with a

low level of management decreased by 20%, with a high level – increased by 20%.

The number of teachers and representatives of the institution's administration, who were found to have an average level of management, remained unchanged. In the control group, minor changes were observed in teachers, while the indicators of

manageability of the institution's administration did not change significantly.

As can be clearly seen from the tables, the criterion formation indicators have increased. Such results were obtained thanks to the special course "Management of the formation of intercultural communicative competence of IGSE modern leaders" for the teaching staff members, who helped to form a systematic vision of cooperation with the head.

Thus, the results on this criterion proved that the intensity of intercultural interaction and manageability in the experimental group indicators showed a positive dynamics of systemic development in the head of IGSE work, which manifested itself in the following main manifestations: the increased intensity of intercultural interaction between director and teacher, deputy director on educational work, class teachers, subject teachers, parents of students; the number of cases of the low level of control has decreased, and the cases with high level have increased, which testifies to the necessary participation of the teaching staff, parents and students in the implementation of pedagogical activities.

6 Conclusion

In the course of research and experimental work, a method of developing intercultural communicative competence has been developed and experimentally tested, which implements a set of reasonable pedagogical conditions. It consists of purposeful influence on intercultural communicative competence components (values, professional and personal qualities and motivations, their communicative, interactive, and perceptual skills). It provides the application of a complex of forms and training methods: discussions, mini-lectures, analysis of situations, role and modeling games, group and pair work, organization of feedback.
The effectiveness of the proposed method is proved by a significant increase in the levels of intercultural communicative competence of IGSE future leaders, significant positive changes that have taken place in all its components. Thus, the quantitative and qualitative analysis of experimental work results confirmed the effectiveness of certain pedagogical conditions of the process of managing the formation of IGSE future leaders to intercultural communicative competence, the expediency of introduction of the offered system of actions, and a special course "Management of formation of intercultural communicative competence of IGSE modern heads" in the course of applicant's professional preparation for higher education. Further scientific research should be carried out to analyze ways to realize the potential of innovative pedagogical technologies to improve intercultural communication of modern leaders IGSE.

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