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INTERNATIONALIZATION OF HIGHER EDUCATION INSTITUTIONS AS ONE OF THE PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF FOREIGN LANGUAGE COMMUNICATIVE CULTURE OF STUDENTS

ІНТЕРНАЦІОНАЛІЗАЦІЯ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ ЯК ОДНА ІЗ ПЕДАГОГІЧНИХ УМОВ ВИХОВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КУЛЬТУРИ СТУДЕНТІВ

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ABSTRACT

The article explores the importance of foreign language proficiency as a key factor in the internationalization of higher education. It examines the concept of “condition” from various perspectives, highlighting pedagogical conditions as a combination of content, methods, and resources that support educational goals. The role of foreign language communicative culture is emphasized as essential for university internationalization. The study also demonstrates that internationalization offers multiple benefits at different levels – including faculty, students, research, and academic programs.

Стаття присвячена аналізу значення володіння іноземними мовами як ключового чинника інтернаціоналізації вищої освіти. Розкрито зміст поняття «умова» у різних наукових інтерпретаціях; зокрема, педагогічні умови розглядаються як комплекс змістових, методичних і ресурсних складників, що забезпечують досягнення освітніх цілей. Особливу увагу зосереджено на ролі іншомовної комунікативної культури, яка є необхідною передумовою інтернаціоналізації університетів. У дослідженні також доведено, що процес інтернаціоналізації створює багатовимірні переваги на різних рівнях – для викладачів, студентів, наукових досліджень та освітніх програм.

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Purpose: The objective of the study is to analyze the current level of students' foreign language communicative culture due to its importance as an effective pedagogical condition on the path to the internationalization of higher education.

Methodology: The methodology covers a comprehensive set of theoretical and empirical research methods, including the analysis of scientific sources, regulatory documents, pedagogical observation, description, classification and systematization. The study was related to full-time students at Vinnytsia National Agrarian University.

Results: The content of a foreign language communicative culture covers social, linguistic, regional, psychological and pedagogical aspects. Therefore, to form a foreign language communicative culture of an individual, it is necessary to gradually develop deep, systematic knowledge of a foreign language, assimilate universal human values and form appropriate behavioral algorithms.

Conclusions: The use of a foreign language as a means of intercultural communication is a key factor in the formation of a foreign language communicative culture in the university. This approach contributes not only to the development of speech skills, but also ensures the cultivation of tolerance, an understanding of cultural differences and effective interaction in a globalized society. It also helps in the process of internationalization of universities.

Keywords: globalization, internationalization, university educational space, pedagogical conditions, communicative activity, communicative potential, foreign language communicative culture of speech.

Мета дослідження полягає в аналізі рівня розвитку іншомовної комунікативної культури студентів як ефективної педагогічної умови на шляху до інтернаціоналізації вищої освіти.

Методологія охоплює комплекс теоретичних та емпіричних методів дослідження, включаючи аналіз наукових джерел, педагогічні спостереження, опис, класифікацію та систематизацію. Дослідження проводилося серед студентів денної форми навчання Вінницького національного аграрного університету.

Результати. Зміст іншомовної комунікативної культури охоплює соціальні, лінгвістичні, країнознавчі, психологічні та педагогічні аспекти. Тому для її формування необхідно поступово розвивати системні знання з іноземної мови, засвоювати загальнолюдські цінності та виробляти відповідні алгоритми поведінки.

Висновки. Використання іноземної мови як засобу міжкультурної комунікації є ключовим фактором формування іншомовної комунікативної культури в освітньому середовищі університету. Такий підхід сприяє не лише розвитку мовленнєвих навичок, а й забезпечує виховання толерантності, розуміння культурних відмінностей та ефективної взаємодії в глобалізованому суспільстві, що допомагає в процесі інтернаціоналізації університетіву.

Ключові слова: глобалізація, інтернаціоналізація, освітній простір університету, педагогічні умови, комунікативна діяльність, комунікативний потенціал, іншомовна комунікативна культура мовлення.

INTRODUCTION

A foreign language is not only a carrier of the cultural memory of the people, but also an effective tool for understanding the worldview of another nation. It is a kind of mirror that reflects the peculiarities of the environment, the way of thinking, values, and mental traits that are representative of a certain cultural community.

Mastering a foreign language opens up the opportunity for a person to join the diversity of world cultures, form openness to new social norms and traditions, and develop the ability for interpersonal dialogue at the intercultural level.

Many contemporary scientists devoted their work to the study of this problem, among whom we can name Yevtukh (2021), Bozhok (2022, and others, but the topic requires further investigations.

METHODOLOGY

The methodology covers a comprehensive set of theoretical and empirical research methods, including the analysis of scientific sources, the observation of students' educational and independent activities within the educational process and extracurricular activities, a content analysis of testing and questionnaire results, methods of expert assessments and self-assessment, surveys, methods of mathematical statistics, analysis and the processing of activity results.

RESULTS

Internationalization of higher education is a multifaceted strategy aimed at forming a foreign language communicative culture of future specialists.

The most intensive stage of internationalization of higher education began in the middle of the XXth century, immediately after the end of World War II. In the post-war period, international academic exchange programs were launched. In particular, the Fulbright Program was introduced in the USA to support scientific research with the participation of foreign scientists, and similar initiatives were implemented in European countries - such as Germany, France and the United Kingdom (Zaiachuk, 2020).

The term "internationalization of higher education" first appeared in academic research in the early 1980s, although the mobility of people and ideas existed in the Middle Ages, when students and thinkers traveled between universities in Europe, spreading new knowledge and experiences. Although this initial manifestation of academic mobility differs significantly from modern forms of internationalization of higher education, it laid the foundation for the further development of the transnational movement of people, knowledge, ideas and cultures (Marlova, 2020).

Since the mid-1990s, internationalization has become one of the leading topics in research on the global higher education system (Zaiachuk, 2020).

Internationalization formed as a scientific phenomenon and began to gain popularity after the European Union initiated a number of programs in the field of education and scientific research in 1987. The most famous and successful among them was the Erasmus program, which played a catalytic role in the development of strategic approaches to the internationalization of higher education in Europe and contributed to the formation of the foundations of the Bologna system. After the implementation of this system, internationalization became one of the priority areas of development both at the national and institutional levels in most countries of the world, especially in the European region (Marlova, 2020).

Globalization and market development increased the demand for skilled, mobile personnel and boosted international trade and consumer access to goods and services (Ivashchuk et al., 2023; Kravets, 2023; Roozafzai, 2024; Marlova, 2020).

The modern awareness of the role of internationalization of higher education in the context of globalization defines it not only as a key tool for increasing the competitiveness of universities and their international reputation, but also as a basis for the implementation of social activity of educational institutions, a factor in improving the quality of training of education seekers, increasing the number of foreign students, developing intercultural communication between countries and integrating educational systems into the European and global spaces of higher education. According to a large-scale comparative study conducted by the European Association for International Education (EAIE), which covered 33 countries of the European

educational area, most European universities either have a separately developed internationalization strategy or include relevant tasks in the general development strategy of their institutions (Klimova, 2021).

Because of the diversification of the areas of activity of universities in the development of the internationalization of higher education, organizations are being created and actively functioning. The leaders in this area in Europe are: the European Association for International Education (EAIE, the Netherlands), the Center for Internationalization of Higher Education of the Catholic University of the Sacred Heart (CHEI, Italy), as well as the European Accreditation Consortium (ECA). A significant contribution to the development of internationalization is made by numerous programs of the European Union, in particular ERASMUS, SOCRATES, TEMPUS, as well as projects initiated by national organizations of member countries of the Organization for Economic Cooperation and Development, including USAID, IREX, the British Council, DAAD, CIDA, EduFrance, etc., which are aimed at stimulating academic mobility.

In modern conditions, the growth rate of the number of students crossing state borders in order to obtain higher education exceeds the rate of expansion of higher education itself. According to UNESCO, international student mobility has increased by 300% over the past 25 years. Today, the international market for educational services is a separate sector of the world economy, which, according to estimates by the World Trade Organization (WTO), is worth 50–60 billion US dollars. The number of foreign students is constantly increasing. In 2000 there were about 2 million. According to the Organization for Economic Cooperation and Development (OECD), in 2016 there were 4.1 million international students studying in the world, of which 1.3 million were in OECD member countries, obtaining master's and doctorate degrees. The leaders in the number of master's and doctoral students are: the USA (26% of the total), the UK (15%), France (11%), Germany (10%), Australia (8%) and Canada (3%) (Klimova, 2021).

The forms of internationalization of higher education in Ukraine are diverse. These include the international mobility of students, teachers and the administrative staff of universities (studying under academic mobility programs, language and scientific internships, participation in joint projects, teaching, advanced training, etc.); the mutual recognition of foreign qualifications through the ECTS credit system; the revision and adjustment of curricula and educational programs; the development of joint educational programs and double diploma programs; the international mobility of educational programs; the activities of universities to attract foreign students and create conditions for academic partnership; universities reaching a strategic level of participation in cross-border networks; the development of skills for adapting to the cultural characteristics of the global academic environment; and an orientation towards world standards of higher education.

In the context of constant intercultural exchange, especially in the field of the economy and labor market, there is a need to train specialists who are able to function effectively in a globalized environment. This implies the possession of appropriate communication skills, language competence and intercultural awareness. One of the most effective ways to ensure such conditions is the internationalization of the educational space, which provides students with access to transnational experience, promotes the formation of flexible professional and socio-cultural skills (De Wit, 2020).

Exploring a foreign language is one of the key conditions for the internationalization of higher education institutions. Let us explain the concept of "*condition*".

A comprehensive analysis of the term “*condition*” has revealed the presence of various interpretations of this concept (Wendaferew, 2024; Voloshyna, 2024; Voloshyna, 2025). “*Conditions*” are the circumstances or features of reality under which an activity occurs (Tamarkina, 2020).

In pedagogy, “*condition*” is specifically understood within the educational process, especially in analyzing its structure, dynamics, and components.

In the context of the pedagogical process, the term “*condition*” is interpreted as a set of variable factors of a natural, social, external and internal nature that affect the comprehensive development of the individual – his physical, mental, moral formation, the processes of learning and upbringing. These factors do not exist separately, but are functionally integrated with pedagogical activity, forming a specific scientific concept – “pedagogical conditions” (Nguyen, 2020; Thao, 2023).

According to the specifics of our study, these are pedagogical conditions that are of interest. In research done by modern scientists, pedagogical conditions are the components of the pedagogical process which organize the educational environment where the activities of the teacher and student take place and the planned tasks are implemented (Bandrivska et al., 2023; Bozhok, 2022). A pedagogical condition is a continuous professional activity of social importance, relying on prior knowledge, skills, and qualities to ensure effective education and develop competent specialists (Matiienko & Yatsyshyn, 2022; Oleinikova, 2022; Yatsyshyn, 2022). Furthermore, it is worth mentioning that pedagogical conditions are considered an integrated system consisting of interdependent internal parameters and external characteristics of the functioning of the educational process. This system creates optimal conditions for effective learning and student development, meeting psychological and pedagogical standards (Mozharovska, 2023).

Pedagogical conditions are circumstances and resources – such as organization, teaching methods, and materials – that support or hinder education. Pedagogical conditions must meet a number of important requirements.

First, they must be systemic in nature, that is, function as a single, integral system. Second, pedagogical conditions must have a clearly defined structure that ensures interconnections and interaction between individual elements of this system. Third, when forming pedagogical conditions, it is necessary to take into account the specifics of the students’ professional training, in particular their level of readiness for future professional activity.

In addition, pedagogical conditions create optimal opportunities for identifying, supporting and developing pedagogical talent and giftedness of students. So, summing up the above mentioned information, it is worth noting that pedagogical conditions act as a structural basis for pedagogical technologies and models.

Having analyzed the research, it can be noted that:

- 1)** pedagogical conditions are an integral part of the pedagogical process, which is closely dependent on the level of activity of all its participants;
- 2)** pedagogical conditions reflect the complexity of possibilities of the educational and material and technical environment, which directly affect the functioning of the educational system;
- 3)** in the structure of pedagogical conditions, both internal components that influence the formation of the personal qualities of the participants in the educational process

and external factors that characterize the conditions for organizing educational activities are distinguished;

- 4) proper justification of pedagogical conditions contributes to the effective work and sustainable development of the pedagogical system, ensures the continuity of the educational process, and also increases its quality and effectiveness (Yevtukh, 2021; Tamarkina, 2020; Oleinikova, 2022).

So we can summarize and claim that the implementation of pedagogical conditions involves systematic activities aimed at identifying and clarifying the regularities of the educational process that enable successful task completion and goal achievement amid globalization.

G. de Wit (De Wit, 2020), analyzing the historical origins of the globalization process in the field of higher education, emphasizes that the modern model of Western education is largely formed on the basis of traditional European models. Today, this model is dominant in the context of the internationalization of education. The impact of globalization processes leads to a noticeable increase in demand for student exchange programs, which has been observed in higher education institutions in recent years.

Combining all the factors the following potential benefits can be obtained from the internationalization of high educational programs and initiatives:

- 1) raising student awareness;
- 2) the adaptation of learning and teaching activities;
- 3) improving the quality of teaching and learning;
- 4) strengthening research capabilities;
- 5) increasing international profile and reputation;
- 6) the evaluation and improvement of practical skills;
- 7) promoting international cooperation and networking;
- 8) the increase and diversification of income (De Wit, 2020).

It can be concluded that the internationalization of higher education has become a vital strategy for universities worldwide to address globalization's impact and successfully develop their educational space (Williamson, 2020; Kravets et al., 2021; Kravets, 2023).

Intensive foreign language study within university internationalization fosters students' communicative culture by creating conditions for language mastery, intercultural communication, critical thinking, and global adaptability.

In addition to intensive study of a foreign language, speaking practice is a key component of the formation of students' foreign language communicative culture in the context of the internationalization of higher education.

Effectiveness of communication activities is provided by a complex of individual communicative features of a person. These communicative features are defined by scientists as "*communicative qualities*", "*communicative abilities*", "*communicative competence*", "*communicative potential*", and "*communicative culture*" (Malyk, 2021; Malyk, 2023; Malyk, 2024).

These terms, while closely related, emphasize different aspects of communicative behavior: "*communicative qualities*" refer to inherent personality traits that influence interaction; "*communicative abilities*" denote specific skills required for effective

message transmission and reception; "*communicative competence*" encompasses the knowledge of linguistic norms and socio-cultural conventions; "*communicative potential*" reflects an individual's capacity to develop and apply communication skills in diverse contexts; and "*communicative culture*" integrates all of the above within a broader framework of culturally appropriate and ethically grounded interaction. Together, these characteristics form the foundation for successful interpersonal and professional communication.

Communicative qualities of the personality – these stable traits appear in communication and behavior, showing a person's ability to interact effectively, adapt, and achieve mutual understanding.

A person's communicative qualities are not originally given, but undergo a long period of formation, improvement and development.

In the structure of communicative abilities, three main components are distinguished: gnostic, which means the ability to understand other people, expressive, which reflects the ability to express oneself, and interactional, which involves active influence on interlocutors (Malyk, 2024).

The concept of "*communicative potential*" of an individual is defined as the presence of certain communicative qualities in a person that characterize his ability to effectively carry out communicative activities.

"*Communicative potential*" is considered a combination of internal personal communicative traits (motivation for communication, perceptual-reflective abilities, communicative skills) and behavioral implementation of these traits in the process of real pedagogical communication (Malyk, 2022; Marukhovska-Kartunova et al., 2023).

In the structure of the communicative potential of a personality, four interrelated levels are distinguished: basic, substantive, operational, and reflective.

The purpose of each level is to provide a certain aspect of the communicative component of a professional activity.

Basic level – communicative potential guides the motivation and direction of communication, aligning it with professional goals and underlying attitudes and values.

Content level – communicative potential shapes strategies for professional communication, with individuals tailoring their behavior based on their thinking, temperament and character.

Reflective level – communicative potential is provided by the personal assessment and analysis of people's professional activities.

Therefore, the reflective level of communicative potential is a system of individual methods and techniques of self-observation and self-analysis, which serve as a condition for the self-improvement in the communicative sphere of a professional activity.

The interconnection of all the levels of the communicative potential of each personality ensures the implementation of the holistic communicative action aimed at effectively solving the necessary task (Tishchenko, 2021).

Thus, the internationalization of higher education is a multidimensional strategy aimed at developing students' foreign language communicative culture and improving the quality of the educational process in general. In addition, internationalization provides access to global educational resources and information.

In order to identify the level of development of foreign language communicative culture of students at Vinnytsia National Agrarian University, a pedagogical experiment was conducted. Let us present the results of the ascertaining stage, which was aimed at identifying the initial level of development of foreign language communicative culture of the students. This level includes systemic knowledge, foreign language proficiency, cultural awareness, intercultural communication skills, and motivation for learning.

The initial stage of the experiment involved analyzing and adapting methods to assess students' foreign language communicative culture, evaluating classroom and online resources for socio-cultural competence, determining students' baseline levels, and forming experimental and control groups.

The study's reliability was ensured by conducting experiments in varied learning environments, systematic observations and surveys, using consistent diagnostic tools, and applying appropriate statistical methods for accurate data analysis.

408 students of the faculties of agronomy and forestry, economics and entrepreneurship of Vinnytsia National Agrarian University participated in the study.

Adapted tests and questionnaires were used to assess students' understanding of foreign language communicative culture's speech and local history aspects.

The tests mainly had closed questions to assess language proficiency and cultural knowledge, while the questionnaires combined open and closed questions aligned with the study's goals. The tools' reliability and validity were theoretically and methodologically supported. The survey and testing procedure was carried out using the online platform Google Forms.

According to the results of testing for the level of proficiency in a foreign language and culture of the country whose language is being studied, the following results were obtained: 22.8% (93 people) and 44.1% (180 people) showed a low level for each of the tests, respectively, 72.3% (295 people) and 53.2% (217 people) had an average level, and 4.9% (20 people) and 2.7% (11 people) passed the test with a high level, respectively.

According to the results of the surveys with open and closed answer options, students noted, among other things: to the question about the need to develop a foreign language communicative culture for further professional activity, 94% of respondents answered "yes", 3% – "no" and another 3% "don't know".

To the question about the number of foreign languages they speak, the absolute majority (98%) indicated that they speak one foreign language; the answers to the question of whether you have formed a foreign language communicative culture were divided as follows: 31% answered "yes", "no" – 24% and 45% – "I don't know".

To the question of whether it is possible to form an appropriate level of foreign language communicative culture in the educational environment of the university, the following answers were received: "yes" – 79%, "no" – 6%, 15% – "I don't know".

Respondents included the practical use of a foreign language among the factors that contribute to the effective formation of a foreign language communicative culture.

Thus, as a result of the tests conducted, we determined the initial level of formation of the speech and local history criterion for the education of foreign language communicative culture of students in both groups (Table 1 and Figure 1).

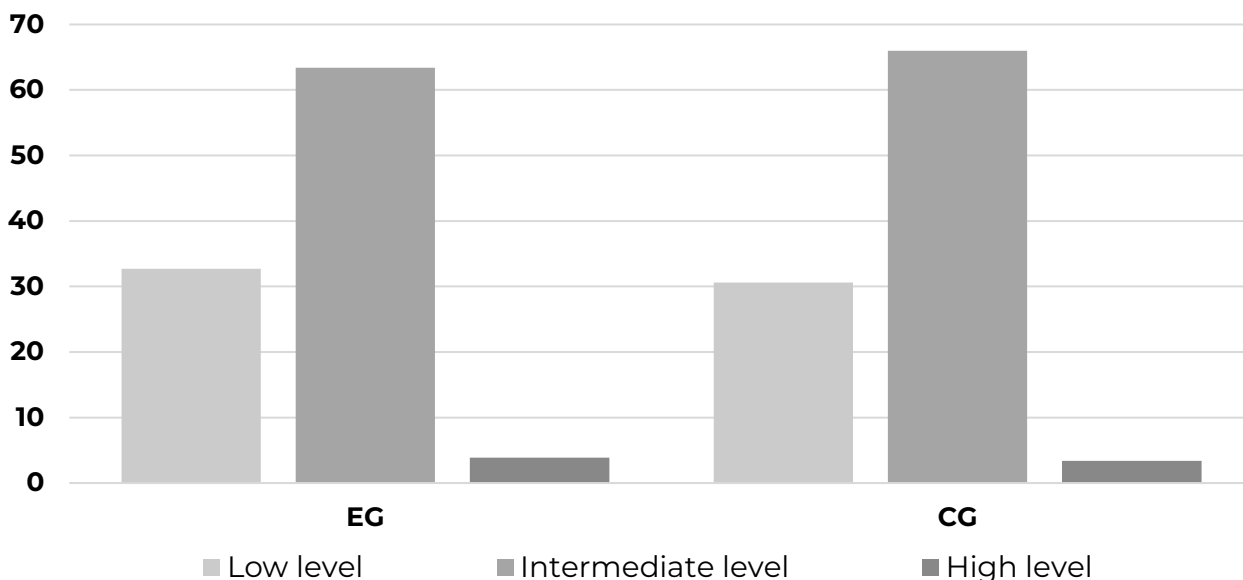
Table 1

Table of results of the formation of the speech and local history criterion

Group	Levels of formation					
	Low level		Intermediate level		High level	
	%	People	%	People	%	People
EG (202)	32,7	66	63,4	128	3,9	8
CG (206)	30,6	63	66	136	3,4	7

Figure 1

Diagram of the results of the formation of the speech and local history criterion



It can be stated that a significant proportion of students (32.7%, 66 people in the EG and 30.6%, 63 people in the CG) showed a low level of formation of the speech and local history criterion for the education of students' foreign language communicative culture, which indicates an insufficient level of proficiency in a foreign language, a low level of cognitive interest in getting to know and studying other cultures.

To determine the level of formation of the personal and communicative criterion of education of foreign language communicative culture, students were surveyed and tested. According to the results, levels were determined for each indicator of the personal and communicative criterion, which are presented in Table 2.

Table 2

Formation of the personal and communicative criterion by indicators

Indicator	Levels					
	Low		Intermediate		High	
	%	People	%	People	%	People
Communicative qualities	9,8	40	80,9	330	9,3	38
Tolerance	12,8	52	76,7	313	10,5	43
Emotional intelligence	6,6	27	83,6	341	9,8	40

As shown in Table 2., most students have an average level of formation of the personal and communicative criterion, the low and high levels account for almost the same share; however, it is worth noting that the data in the table are given for both groups together. Therefore, Table 3 and Figure 2. show the results of the formation of the personal and communicative criterion in the EG and CG, respectively.

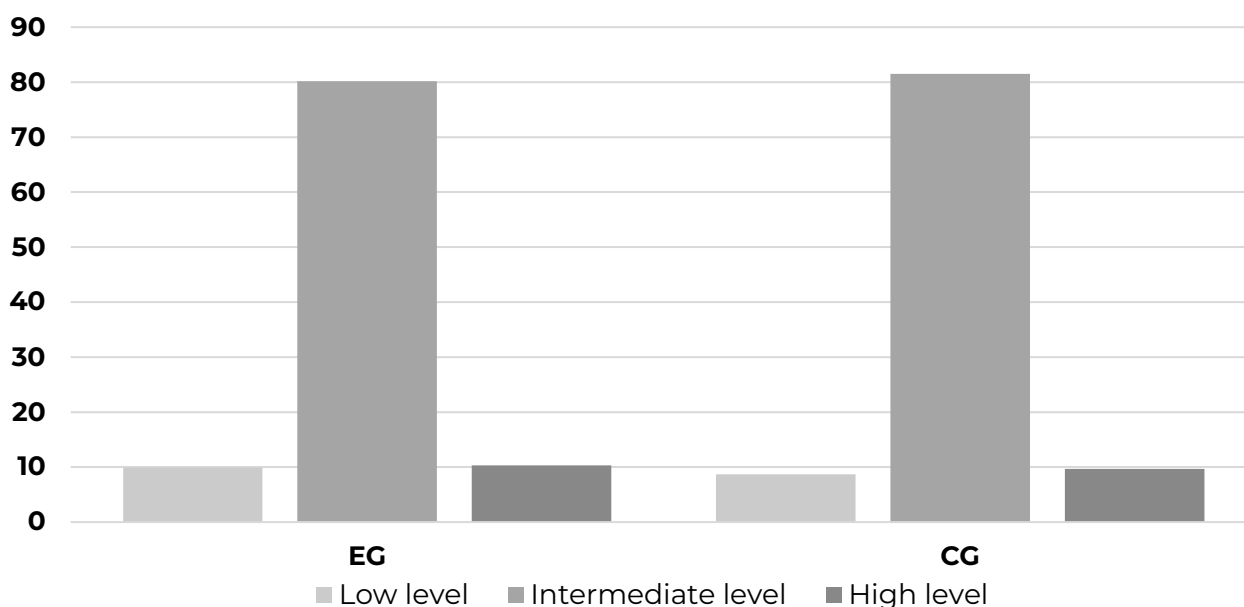
Table 3

Table of results of the formation of the personal and communicative criterion

Group	Levels of formation					
	Low level		Intermediate level		High level	
	%	People	%	People	%	People
EG (202)	9,9	20	80,2	162	10,3	21
CG (206)	8,7	18	81,5	168	9,7	20

Figure 2

Diagram of the results of the formation of the personal and communicative criterion



Thus, it was established that students’ readiness for foreign language communication depends on their knowledge of etiquette, their understanding of communicative culture, and their awareness of influencing factors.

So, we can claim that foreign language communicative culture is a key part of an individual’s basic culture, crucial for developing professional and social qualities, with language serving as both a communication and cultural development tool.

If we talk about the development of culture, it is impossible to do so without intercultural communication, where the language in which it is carried out performs the cultural-forming function. This is confirmed by modern linguists, who note that language shapes cultural realities across diverse communicative systems, while cultural values partly influence linguistic reality (Oleinikova, 2022; Bozhok, 2022).

So, as one of the key elements of culture, language as a key cultural element. It serves as both communication and a marker of nationality, enabling people to learn about, evaluate, compare, and appreciate diverse cultures.

To achieve these goals, scientists recommend selecting linguistic and cultural materials that reflect national values, creating interactive foreign language environments, and using flexible curricula tailored to students' interests and needs. These steps foster tolerance, dialogue skills, professional vocabulary mastery, and intercultural communication.

Mastering a foreign language communicative culture encompasses not only the ability to communicate with people who have different cultural values, linguistic codes, and behavioral patterns, but also the ability to adapt to another cultural environment through developed communication skills.

Therefore, for the needs of society in the formation of a foreign language communicative culture, the emphasis is shifted from the language code to speech activity. In order to carry out productive communication, it is not enough to master the language as a system, it is important to learn to use it in a certain socio-cultural context, to master the rules of communication, the norms of communicative and speech behavior.

DISCUSSION

The results of the study coincide with the conclusions of researchers dealing with this topic and confirm that in the structure of the communicative potential of a personality, four interrelated levels can be distinguished: basic, substantive, operational, and reflective. It was noticed that the purpose of each level is to provide a certain aspect of the communicative component of a professional activity. In the communication activities such communicative features are distinguished by scientists as "*communicative qualities*", "*communicative abilities*", "*communicative competence*", "*communicative potential*", and "*communicative culture*".

It is worth mentioning that the analysis of the results of the final section of the experiment showed a positive dynamic of change in the state of education of foreign language communicative culture of EG students and confirmed the effectiveness of pedagogical conditions and the implemented model of education of foreign language communicative culture in the educational space of the university. The majority of EG students showed a high and average level (86.1%) of skills in established communications with other representatives of other countries within the framework of professional interaction. They are well acquainted with the cultural features of different countries, and are also able to adjust their behavior in the process of intercultural activity. The results showed that EG students demonstrate a high and average level (82.6%) of adaptability and sensitivity to cultural differences in accordance with CG students. They also demonstrate a high and average level (89.6%) of motivation to study a foreign language and culture, which indicates the overall success of the intended approach to education of foreign language communicative culture. Such positive dynamics emphasize the importance of systematically implementing innovative pedagogical strategies to achieve high results in intercultural communication.

CONCLUSIONS

Pedagogical conditions act as important circumstances that significantly affect the level of formation of professional qualities of future specialists. At the same time, they are not an unconditional guarantee of achieving the planned pedagogical results, but only create favorable conditions for their implementation. As an integral part of the pedagogical system, pedagogical conditions reflect the complex of possibilities of the educational environment and material and spatial factors that affect both the personal

development of participants and the procedural aspects of educational activities, thereby ensuring the effective functioning and further development of the educational system.

For effective mastery of a foreign language communicative culture, it is critically important to ensure constant language practice. This allows you to achieve the necessary level of mutual understanding between partners, especially in situations of intercultural contacts.

The statistical analysis of the results obtained at the ascertaining stage of the pedagogical experiment showed that students have a level of motivation below average, are not sufficiently interested in the possibility of improving their foreign language communicative culture, and are weakly striving for constant self-development. Most respondents showed a sufficiently high level of tolerance and emotional intelligence, but feel discomfort in establishing intercultural relations. One of the main reasons is the low level of proficiency in a foreign language and the culture of the country whose language is being studied. Students have a steady interest in cognitive activity, in particular participation in extracurricular activities, international projects, but at the same time, the level of skills for implementing ideas is insufficient. The analysis of the results was based on calculations using MS Excel software.

The article highlights only the key moments of the development of foreign language communicative culture of students in the conditions of the university educational space. A more in-depth study of this issue is needed, which determines the direction of further research.

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CONFLICT OF INTERESTS

The author declares that there are no conflicts of interest regarding the publication of this paper.

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