

## VALUE-BASED APPROACHES TO THE DEVELOPMENT OF STUDENTS' INTERCULTURAL COMPETENCE IN THE PROCESS OF PROFESSIONAL TRAINING IN HIGHER EDUCATION

### ABORDAGENS BASEADAS EM VALORES PARA O DESENVOLVIMENTO DA COMPETÊNCIA INTERCULTURAL DOS ESTUDANTES NO PROCESSO DE FORMAÇÃO PROFISSIONAL NO ENSINO SUPERIOR

**Svitlana Shekhavtsova**

ORCID 0000-0001-8196-8977

Matej Bel University  
Banská Bystrica, Slovakia  
[koknovatanya@gmail.com](mailto:koknovatanya@gmail.com)

**Olena Iaburova**

ORCID 0000-0003-4633-2900

SHEI "Donbas State Pedagogical University"  
Dnipro, Ukraine  
[primetime3311@gmail.com](mailto:primetime3311@gmail.com)

**Ruslana Zhovtani**

ORCID 0000-0002-7421-148X

Uzhhorod National University  
Uzhhorod, Ukraine  
[r.zhovtani@gmail.com](mailto:r.zhovtani@gmail.com)

**Galyna Ryabukha**

ORCID 0000-0003-2146-7489

Chernihiv Polytechnic National University  
Chernihiv, Ukraine  
[g.ryabukha@gmail.com](mailto:g.ryabukha@gmail.com)

**Nailia Khairulina**

ORCID 0000-0003-3983-3627

State Institution "Luhansk Taras Shevchenko National University"  
Poltava, Ukraine  
[nailiakhairulina@gmail.com](mailto:nailiakhairulina@gmail.com)

**Oksana Kotenko**

ORCID 0009-0000-3350-350X

Bohdan Khmelnytsky Melitopol State Pedagogical University  
Zaporizhzhia, Ukraine  
[kotenkooksana@msspu.edu.ua](mailto:kotenkooksana@msspu.edu.ua)

**Abstract.** This article investigates valuable approaches to developing students' intercultural competence during their professional training at higher education institutions. The topic is relevant due to the increasing number of intercultural contacts in the modern world and the need to prepare professionals with skills for effective interaction in multicultural and multiethnic environments. The article explores different facets of intercultural competence, such as familiarity with cultural nuances, adaptability to diverse cultural contexts, appreciation for diversity, and more. The paper places particular emphasis on the influence of values on students' intercultural competence. Five main approaches are presented, namely: the approach of awareness and recognition of differences, the approach of cultural relations, the approach of cultural understanding and adaptation, the approach of cultural perception, and the approach of cultural interaction and collaboration. Based on the proposed approaches, methods for their implementation are provided for acquiring intercultural competence in the conditions of higher education institutions. The authors report the findings of an empirical study on the implementation of value-oriented teaching and educational methods in higher education. The study included an experiment that tested the effectiveness of value-based approaches in developing intercultural competence during professional training. Four levels of intercultural competence acquisition were identified. Based on these levels, a comparison was conducted to determine the effectiveness of value-based approaches in acquiring intercultural competence during professional training at higher education institutions. According to Pearson's criterion calculation, the use of value-based approaches in developing students' intercultural competence during professional training at higher education institutions shows promise.

**Keywords:** value-based approaches, intercultural competence, higher education students, professional training, higher education institutions, vocational education.

**Resumo.** Este artigo investiga abordagens valiosas para desenvolver a competência intercultural dos estudantes durante sua formação profissional em instituições de ensino superior. O tema é relevante devido ao crescente número de contatos interculturais no mundo moderno e à necessidade de preparar profissionais com habilidades para uma interação eficaz em ambientes multiculturais e multiétnicos. O artigo explora diferentes facetas da competência intercultural, como a familiaridade com os matizes culturais, a adaptabilidade a diversos contextos culturais, a



valorização da diversidade e mais. O artigo dá ênfase especial à influência dos valores na competência intercultural dos estudantes. São apresentadas cinco abordagens principais, a saber: a abordagem da consciência e reconhecimento das diferenças, a abordagem das relações culturais, a abordagem da compreensão e adaptação cultural, a abordagem da percepção cultural e a abordagem da interação e colaboração culturais. A partir das abordagens propostas, são fornecidos métodos para sua implementação visando adquirir competência intercultural nas condições das instituições de ensino superior. Os autores relatam os resultados de um estudo empírico sobre a implementação de métodos educacionais e de ensino orientados por valores no ensino superior. O estudo incluiu um experimento que testou a eficácia das abordagens baseadas em valores no desenvolvimento da competência intercultural durante a formação profissional. Foram identificados quatro níveis de aquisição de competência intercultural. Com base nesses níveis, foi realizada uma comparação para determinar a efetividade das abordagens baseadas em valores na aquisição de competência intercultural durante a formação profissional em instituições de ensino superior. Segundo o cálculo do critério de Pearson, o uso de abordagens baseadas em valores para desenvolver a competência intercultural dos estudantes durante a formação profissional em instituições de ensino superior é promissor.

**Palavras-chave:** abordagens baseadas em valores, competência intercultural, estudantes de ensino superior, formação profissional, instituições de ensino superior, educação vocacional.

## 1. INTRODUCTION

In a globalized world where students and professionals are increasingly mobile, intercultural competence is crucial for successful adaptation and interaction in multinational and multicultural environments. Higher education institutions attract students from diverse cultures, countries, and societal groups. Therefore, it is necessary to create an environment that promotes understanding and respect for cultural differences and fosters collaboration among them. Many students aspire to careers in international settings where intercultural competence is a key competitive advantage. Therefore, preparing students for these opportunities is an important task of higher education.

Understanding and respecting cultural differences contributes to overcoming intercultural conflicts, which is important in both academic and work environments. Higher education institutions are increasingly acknowledging their social responsibility in preparing global citizens who are ready to engage constructively in global society. Developing intercultural competence not only contributes to successful careers but also to the personal growth of students, broadening their perspectives and cultural awareness.

It can be observed that the implementation of value-based approaches to develop students' intercultural competence during professional training at higher education institutions is influenced by various factors. These include globalization of education, student diversity, preparation for international career opportunities, overcoming intercultural conflicts, social responsibility of higher education institutions, and personal development of higher education learners. The development of students' intercultural competence in higher education is a significant and crucial task that demands attention and further research due to the various factors involved.

The study aims to investigate value-based approaches to developing students' intercultural competence during professional training in higher education. The effectiveness of these approaches will be evaluated, considering the latest technologies. The main objective is to identify the most effective approaches that can contribute to the development of intercultural competence, enhance the quality of education, and improve learning outcomes.

Objectives of the study.

1. To analyse the existing literature and research on the development of students' intercultural competence in the process of professional training in higher education.
2. To review modern value-based approaches used to develop students' intercultural competence in the process of professional training in higher education institutions.



3. To identify methods for the implementation of value-based approaches that affect the effectiveness of the development of students' intercultural competence.
4. To propose methods for evaluating the use of value-based approaches in the context of developing students' intercultural competence in the process of professional training in higher education.

## 2. LITERATURE REVIEW

Literature analysis on value-based approaches to developing students' intercultural competence during professional training at higher education institutions highlights several key aspects. The literature emphasizes that values play a significant role in shaping intercultural competence (Wang et al., 2021). Understanding and respecting cultural values helps students interact effectively with representatives of other cultures and adapt to various situations. Numerous studies have confirmed that intercultural education, which is based on value-based approaches, promotes the development of intercultural competence. This involves studying cultural values, norms, and beliefs, as well as developing skills in intercultural interaction (Menezes et al., 2021).

Research has shown that value-based approaches can be effective in teaching students intercultural competence. Such programs have been found to result in greater tolerance, respect for differences, and ability to interact successfully with representatives of other cultures (Jiang et al., 2023). The literature identifies various methods and approaches to integrating value aspects into intercultural competence education. These methods of active learning include interactive lessons, role-playing games, discussions, case studies, and intercultural training (Dotsenko, 2023). It is important to consider contextual factors, such as students' cultural characteristics, the nature of the educational program, and the specificities of the higher education institution, when developing and implementing value-based approaches to intercultural competence (Post et al., 2019). Most students acknowledge the significance of cultural diversity and effective communication, express a willingness to share and learn in a multicultural environment, and are eager to participate in intercultural encounters facilitated by immersion technologies (Guillén-Yparrea et al., 2023). The research focuses on the impact of the programme on students' intercultural skills and presents interview results (Jalali et al., 2020).

With the increasing globalization, there is a growing number of exchanges between different cultures, and cultivating intercultural communicative competence in foreign language talents is becoming increasingly apparent (Yugdar Tófalo, 2020). With the continuous increase in foreign exchanges, there is a growing demand for foreign language talents with certain intercultural communicative competence (Yi, 2020). Using a mixed research method combining quantitative and qualitative research, this article theoretically explores how to improve intercultural competence in China and how to develop an English class of Chinese culture within a framework for better student intercultural competence development through e-learning (Liu, 2022). The traditional approach to cultivating intercultural communication competence for practical-oriented students may be hindered by factors and constraints that affect its effectiveness (Cui, 2019). Therefore, with the deepening reform of fostering intercultural communication competence, it is necessary to consider new approaches. The integrated connection between linguistics and culture is important and should be included in curriculum development; projects that help students experience situations from another cultural perspective yield effective results; critical comparison between different cultures, such as how Australian and Japanese societies deal with the same situation, is interesting; and communication techniques in the target language, where recommended sociolinguistic and grammatical competencies are emphasized (Thongsongkleeb, 2022).

Literature analysis confirms the significance and effectiveness of value-based approaches in developing students' intercultural competence at higher education institutions. To implement such approaches, a comprehensive strategy must be employed, considering various factors to achieve optimal results. However, the research problem of studying value-based approaches to developing students' intercultural competence during professional training at higher education institutions remains insufficiently explored.

### 3. APPLIED METHODS

The following methods and approaches were used to conduct a study aimed at exploring value-based approaches to the development of students' intercultural competence in the process of professional training in higher education.

*Literature analysis.* A review of scientific articles, books and other publications concerning the study. This will provide an overview of approaches to the development of students' intercultural competence in the process of professional training in higher education.

*Observation and analysis of practices.* Conducting observations of the development of students' intercultural competence in the process of professional training in higher education, the introduction of new technologies. Analysis of practical cases and experience of higher education institutions will help to identify successful approaches and methods for their implementation.

*Experimental research.* Conducting experimental research on the application of value-based approaches to the development of students' intercultural competence in the process of professional training in higher education. Experiments may include controlled studies in higher education institutions.

The use of a combination of different research methods will allow to obtain a comprehensive understanding of the value-based approaches to the development of students' intercultural competence in the process of professional training in higher education.

### 4. RESULTS

Learning in an intercultural environment refers to the educational process that occurs in an environment where individuals from diverse cultures, nationalities, or ethnic groups are present. This can take place in an educational institution with a multinational student and faculty composition or in a foreign cultural environment (Mebert, 2020). In an intercultural environment, students can meet people from diverse cultures and social backgrounds, enriching their experience and helping them to better understand cultural differences and similarities. Learning in an intercultural environment promotes the development of intercultural communication and interaction skills, such as the ability to listen to and understand others, accept differences, and respect others' perspectives. Students can broaden their horizons and gain a better understanding of cultural diversity by studying new cultures, traditions, customs, and languages (Margulieux, 2016).

Learning in an intercultural environment fosters the development of students' intercultural competence, which is the ability to interact and work successfully with representatives of other cultures and nationalities. Learning in an intercultural environment can help students prepare for work in a global society and a successful career in an international environment. To facilitate effective learning in an intercultural setting, it is crucial to establish an educational environment that caters to the needs and characteristics of each student. This can be achieved by implementing measures and programs that promote the development of intercultural skills and understanding, as suggested by Li (2021).

Intercultural competence refers to the ability to interact, work, and communicate successfully with individuals from different cultures. It also involves understanding,



respecting, and adapting to cultural differences. In today's multicultural and globalized society, intercultural interaction is becoming increasingly common, making the development of intercultural competence a crucial task for educational institutions, businesses, and society as a whole. It aims to contribute to the creation of a more tolerant, open, and harmonious society where people can cooperate and coexist successfully amidst cultural and social diversity (Manca, 2016).

The value-based approach is a methodology that emphasizes the significance and function of values in different aspects of human life, such as behaviour, decision-making, relationships, and organizational processes. When developing intercultural competence, the value-based approach involves analysing and understanding differences in values between different cultures, as well as their impact on interaction and communication among representatives of these cultures (Lopez-Belmonte et al., 2020). Applying the value-based approach in the context of developing intercultural competence enables students and professionals to better understand and evaluate cultural differences, as well as develop skills for effective interaction and communication in multicultural environments (Landberg & Partsch, 2023).

In today's multicultural society, value-based approaches play a crucial role in developing intercultural competence among students during their professional training in higher education institutions. Research has identified several value-based approaches that can be employed in this process (Castaño-Muñoz & Rodrigues, 2021).

*Awareness and recognition of differences.* This approach aims to promote awareness and respect for cultural differences. Students should understand that differences in culture do not make one culture better or worse than another, but simply reflect the uniqueness of each culture.

*The cultural relations approach.* This approach focuses on developing an open and respectful attitude towards cultural differences. It is important to teach students how to build constructive intercultural relationships and be ready to cooperate with other cultures.

*The approach of cultural understanding and adaptation.* This approach involves studying and understanding the cultural characteristics of other peoples in order to successfully adapt in an intercultural environment. Students are encouraged to actively participate in intercultural exchanges, practice and research to gain practical experience.

*The cultural perception approach.* This approach aims to develop students' ability to perceive and analyse cultural meanings, norms and values. Students are encouraged to learn cultural self-reflection and critical thinking about their own cultural biases and stereotypes.

*The approach of cultural interaction and cooperation.* This approach promotes the development of skills to work in intercultural teams and groups. Students learn to interact effectively with people from different cultures, finding common ground and achieving common goals.

These approaches can be integrated into higher education curricula through interdisciplinary courses, seminars, projects and practical classes that contribute to the development of intercultural competence and the formation of an open, tolerant and multilevel worldview in students.

A wide range of methods is used to implement value-based approaches to the development of students' intercultural competence in the process of professional training in higher education. The study presents the methods of implementing each of the above approaches in the form of tables. A summary of methods for *implementing the approach* of awareness and recognition of differences is presented in Table 1. This approach to awareness and recognition of differences in the context of developing students' intercultural competence contributes to the creation of a more tolerant, open and globally oriented educational environment.

**Table 1.** Methods of Implementing the Value-Based Approach of Awareness in the Development of Intercultural Competence.

Method	Method implementation
Self-awareness	Students need to be aware of their own cultural preferences, stereotypes and biases, enabling them to understand how their own cultural backgrounds and beliefs may influence their perceptions and interactions with people from other cultures.
Openness to new things	Students should be open to new cultural experiences and perspectives. This includes a willingness to learn and adapt to different customs, values and lifestyles.
Active listening and communication	Students should actively listen to and communicate with people from other cultures, ask questions, and show interest in their lives and worldviews. This helps to create an open and participatory educational process.
Participation in intercultural events	Students should take an active part in intercultural events, programmes and exchanges that promote mutual understanding and exchange of cultural experiences.
Continuous self-improvement	The development of intercultural competence is an ongoing process that requires constant self-improvement and openness to new ideas and perspectives.

The general *approach to cultural relations* in the context of developing students' intercultural competence should be comprehensive, multilevel and focused on the practical application of knowledge and skills in real situations of intercultural interaction through the use of various methods (Table 2).

**Table 2.** Methods of Implementing the Approach to Cultural Relations in the Development of Intercultural Competence.

Method	Method implementation
Understanding cultural sensitivities	Students should have the opportunity to study and understand the cultural characteristics of different countries and communities, including their history, traditions, customs, language, religion and social norms.
Respect for cultural diversity	It is important to teach students to respect cultural diversity and to accept pluralism of opinions and values. This includes respect for the rights and freedoms of every individual, regardless of their cultural background.
Development of intercultural communication	Students should develop the skills to communicate effectively with people from different cultures, including the ability to empathise, listen and understand the views of others, and adapt to different communication styles.
Awareness of cultural stereotypes	It is important that students are aware of their cultural stereotypes and learn to overcome them in order to ensure a more objective interaction with representatives of other cultures.
Joint projects and research	Collaborative projects and research involving students from different cultures contribute to the development of their intercultural competence through practical application and in-depth understanding of cultural differences and similarities.
Training in cultural mediation	It is useful for students to learn cultural mediation skills that allow them to effectively resolve conflicts and resolve misunderstandings between people from different cultures.

*The approach of cultural understanding and adaptation* contributes to the development of students' intercultural competence, helping them to become globally oriented and successfully function in a multinational and multicultural society. The methods and means of implementing this method are presented in Table 3.



**Table 3.** Methods of Implementing the Approach of Cultural Understanding and Adaptation in the Development of Intercultural Competence.

Method	Method implementation
Teaching intercultural skills	Students are provided with the knowledge and skills necessary to interact effectively in an intercultural environment. This includes the ability to communicate, resolve conflicts, build trust, etc. across cultural differences.
Recognizing cultural differences	Students should recognize the existence and significance of cultural differences between themselves and representatives of other cultures, which helps to create an atmosphere of mutual understanding and respect.
Adaptation and flexibility	Students learn to be flexible and adapt to different cultural situations. This includes the ability to adapt to new cultural environments, overcome cultural barriers and function effectively in different cultural contexts.
Self-reflection and development	Students are given the opportunity to reflect on their own cultural biases and stereotypes, which contributes to their personal development and growth.
Intercultural communication and practice	It is important to create opportunities for students to engage in intercultural communication and practice, for example, through exchange programmes, intercultural events and collaborative projects with representatives of other cultures.

*The cultural sensitivity approach* plays an integral role in this process, helping students to understand and overcome cultural barriers and develop skills to interact successfully in a global world. This approach focuses on the ability of students to perceive, understand and adapt to cultural differences, as well as on developing their abilities to interact effectively in multicultural environments. Methods and ways of implementing this approach are presented in Table 4.

**Table 4.** Methods of Implementing the Cultural Perception Approach in the Development of Students' Intercultural Competence.

Method	Method implementation
Analysing cultural contexts	Students need to develop skills in analysing cultural contexts, including the history, values, customs and behaviours of different cultures. This helps them to understand how cultural factors affect interaction and communication.
Development of empathy	Students need to develop empathy and the ability to put themselves in the shoes of another person, to understand their point of view and experiences. This contributes to building trusting relationships and successful interaction in an intercultural environment.
Ability to adapt	Students must be able to adapt to different cultural contexts and expectations, including in the educational and professional spheres. This includes the ability to communicate, collaborate and resolve conflicts effectively in diverse cultural environments.
Development of cultural competence	Students should actively develop their cultural competence, including knowledge of several languages, mastery of intercultural communication, and the ability to work in multinational and multicultural teams.
Practical application	It is important that the approach to cultural understanding is based on practical application, including interaction with representatives of different cultures, participation in intercultural events and projects, and the exchange of experience and knowledge with colleagues from different countries.

*The approach of cultural interaction and cooperation* in the context of developing students' intercultural competence includes various strategies and methods aimed at developing students' skills and abilities necessary for effective interaction in multinational and multicultural



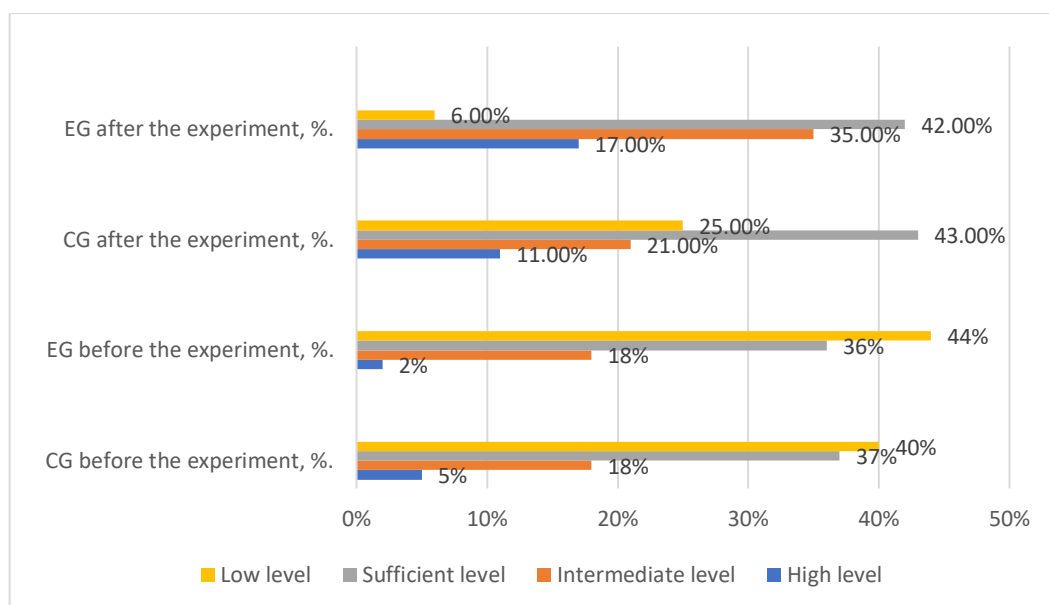
environments. These methods contribute to the development of students' intercultural competence, helping them to become open, tolerant and adaptive cultural agents in the global world. The implementation of the approach of cultural interaction and cooperation is presented in Table 5.

**Table 5.** Methods of Cultural Interaction and Cooperation in the Development of Students' Intercultural Competence.

<b>Method</b>	<b>Method implementation</b>
Intercultural learning	Include intercultural learning elements in the curriculum to help students understand and appreciate cultural differences, norms and values of different cultures.
Intercultural interaction in extracurricular activities	Organizing events, meetings, seminars and projects where students have the opportunity to interact with representatives of other cultures, share experiences and learn to respect and value diversity.
Intercultural projects and research	Conducting joint intercultural projects and research that allow students to work in interdisciplinary and intercultural groups, taking into account different points of view and approaches to solving problems.
Intercultural trainings and seminars	Conducting special trainings and seminars to develop intercultural communication skills, including the ability to communicate effectively, resolve conflicts and accept the cultural characteristics of others.
Intercultural exchanges and practices	Organizing student exchanges and internships in other countries, which provide students with the opportunity to immerse themselves in another culture, understand its peculiarities and uniqueness.
Multimedia and multisensory educational materials	Use of modern technologies, including interactive applications, videos, online courses and other means to create multimedia and multisensory educational materials that promote a better understanding of cultural diversity.

The above methods can be used independently or in combination with each other to effectively implement value-based approaches for developing students' intercultural competence. Before implementing approaches to develop students' intercultural competence in professional training at the higher education level, a study was conducted to analyse the quality of the outlined approaches in this context. The statistical criterion used to test the results obtained before and after the experiment was the Pearson chi-square (Greenwood & Nikulin, 1996), (Plackett, 1986). The experiment involved 207 participants, with 103 higher education students in the control group (CG) and 104 in the experimental group (EG). Figure 1 shows the distribution of participants in both groups, indicating their even selection.





**Figure 1.** Distribution of Participants in the Control and Experimental Groups.

The results of the experimental work are presented in the form of a table. Thus, the levels of intercultural competence of higher education students of the control and experimental groups before the experiment are presented in Table 6, after the experiment in Table 7. The acquisition of intercultural competence is shown by levels, respectively: high level of intercultural competence, medium, sufficient, low. Symbols:  $n_i$  - empirical frequency; EG - experimental group; CG - control group.

**Table 6.** Levels of Acquiring Intercultural Competence of Higher Education Students of the Control and Experimental Groups Before the Experiment.

Level	% (EG)	$n_i$ (EG)	% (CG)	$n_{i1}$ (CG)	$(n_i - n_{i1})^2$	$(n_i - n_{i1})^2 / n_{i1}$
<b>High</b>	2,00%	5	5,00%	7	4	0,56
<b>Intermediate</b>	18,00%	28	18,00%	26	4	0,16
<b>Sufficient</b>	36,00%	57	37,00%	61	16	0,27
<b>Low</b>	44,00%	69	40,00%	64	25	0,38
<b>Total amount</b>	100,00%	159	100,00%	158		1,39
		159		158		

**Table 7.** Levels of Acquiring Intercultural Competence of Higher Education Students of the Control and Experimental Groups After the Experiment.

Level	% (EG)	$n_i$ (EG)	% (CG)	$n_{i1}$ (CG)	$(n_i - n_{i1})^2$	$(n_i - n_{i1})^2 / n_{i1}$
<b>High</b>	17,00%	24	11,00%	18	36	2,01
<b>Intermediate</b>	35,00%	53	21,00%	32	441	13,68
<b>Sufficient</b>	42,00%	71	43,00%	68	9	0,12
<b>Low</b>	6,00%	11	25,00%	40	841	21,13
<b>Total amount</b>	100,00%	159	100,00%	158		36,95
		159		158		

The empirical value of Pearson's  $\chi^2$  was calculated at the beginning and at the end of the experiment in the control and experimental groups. The empirical value of Pearson's  $\chi^2$  at the beginning of the experiment:

$$\chi^2 = \sum_{x=1}^3 \frac{(n_i - n_{i1})^2}{n_{i1}} = 1,39 \quad (1)$$

At the end of the experiment, the empirical value of Pearson's  $\chi^2$  was calculated for the control and experimental groups:

$$\chi^2 = \sum_{x=1}^3 \frac{(n_i - n_{i1})^2}{n_{i1}} = 36,95 \quad (2)$$

The degree of freedom  $\nu=3$  ( $\nu=k-1$ ,  $k=4$ ) is determined. The critical value of  $\chi^2$  for the levels of statistical significance is  $\rho \leq 0,05$  i  $\rho \leq 0,01$ .

$$\chi_{kp}^2 = \begin{cases} 7,815; (\rho \leq 0,05) \\ 11,345; (\rho \leq 0,01) \end{cases} \quad (3)$$

The obtained empirical value of Pearson's  $\chi^2$  criterion before the experiment is less than the critical value, which means that it belongs to the zone of insignificance. The obtained empirical value of Pearson's  $\chi^2$  at the end of the experiment is greater than the critical value, which means that it belongs to the zone of significance. The levels of knowledge quality of the control and experimental groups at the end of the experiment have significant differences. It is obvious that the application of value-based approaches to the development of students' intercultural competence in the process of professional training in higher education is promising.

## 5. DISCUSSION

The development of students' intercultural competence in the process of their professional training at the higher education level is an important task, especially in the context of globalization and increasing intercultural interactions. Various value-based approaches can be used effectively to help students understand and appreciate cultural differences, as well as to develop respect for cultural diversity.

Students should understand that cultural differences are not barriers but, on the contrary, enrich society and open up new opportunities for interaction (Blau et al., 2020). Within this approach, students are provided with opportunities to meet people from different cultures, learn about their traditions, customs, and values through cultural events, exchanges, and practical sessions. Students need to realize that each culture has its unique values and deserves respect. To achieve this, discussions, training sessions, and case studies can be conducted, in which students analyse specific situations related to intercultural interaction and develop ways of constructively resolving conflicts and overcoming differences.

It is also important to use practical methodologies, such as intercultural projects, joint research, or internships in international companies, to help students apply their knowledge in practice and develop intercultural interaction skills (Batsurovska, 2021). Implementing value-based approaches to developing students' intercultural competence can be achieved through various technologies and methods. It is important to present the key steps and technologies that can be applied in the context of the discussed issue. Creating online courses and webinars dedicated to various aspects of intercultural competence and value-based approaches is crucial. These courses should include video lessons, interactive exercises, real-life case studies, and discussion forums. Developing interactive platforms and mobile applications can provide students with the opportunity to study intercultural aspects, self-assess their values and skills, and participate in online games and simulations. Organizing virtual exchanges between students from different countries or cultures, as well as conducting virtual intercultural simulations and projects, allows for immersion in other cultures and the development of

intercultural interaction skills. Utilizing digital resources and media materials, such as videos, audio recordings, articles, and blogs, presents diverse cultural perspectives and discusses important issues in intercultural communication. It is crucial to establish online communities and forums on social media where students can share experiences, stories, and discuss issues related to intercultural competence and values (Baas et al., 2021). Organizing multicultural events, meetings, discussions, and practical sessions can help students to interact with representatives of other cultures, discuss important topics, and develop intercultural competence skills in real life.

Discussion of these and other value-based approaches to developing students' intercultural competence can be useful for identifying the most effective strategies and techniques that can be implemented in the higher education learning process. Such discussions involve both teachers and students to consider different perspectives and experiences of educational process participants. Effective implementation of value-based approaches to developing intercultural competence requires the use of various technologies and methods that ensure maximum engagement of students and create a conducive environment for learning and development.

## 6. CONCLUSION

Value-based approaches are essential in developing students' intercultural competence in higher education. Understanding and respecting cultural diversity is based on awareness and recognition of the different values inherent in various cultures. Therefore, students must be equipped with the knowledge and skills to assess and embrace the values of other cultures. This approach requires students to engage in critical thinking and reflection on their own beliefs and biases. This enables individuals to comprehend how their personal values impact their interactions with individuals from different cultures and how they can resolve potential conflicts. Approaches based on values encourage the cultivation of empathy and receptiveness towards diversity. Students are taught to empathize with others, comprehend their motivations and perspectives, which enhances intercultural interaction. Value-based approaches can aid students in appreciating the cultural contexts and historical factors that shape values and behavioural stereotypes in different cultures. This can contribute to a more in-depth understanding of cultural diversity and help overcome cultural misunderstandings. In the current globalized world, intercultural contacts are becoming increasingly common. Therefore, it is important to prepare students for successful adaptation to the changing international environment, both professionally and personally, by integrating value-based approaches into higher education. This not only fosters the development of students' intercultural competence but also helps them become more tolerant, open-minded, and successful in global society. The publication contains the results of research conducted with the grant support "Funded by the EU NextGenerationEU through the Recovery and Resilience Plan for Slovakia under the project No. 09I03-03-V01-00148."

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