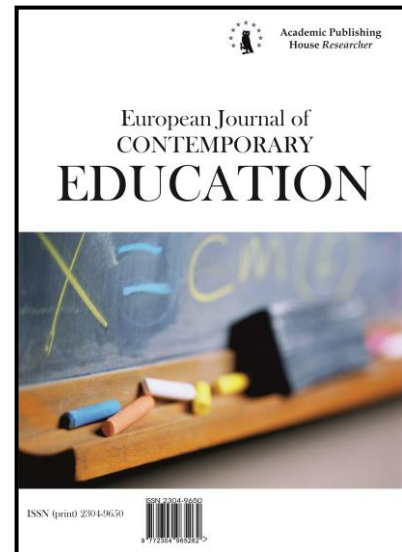




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Model of Universal Competence Development Intercultural Interaction of Bachelors by Means of Fine Arts

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Abstract

In this article the authors present the developed pedagogical model of universal competence development intercultural interaction of bachelors by means of fine arts. The development of this pedagogical model is the most important pedagogical task. This task requires an urgent solution. Since 2019, the Federal state educational standards of the new generation 3++ have been introduced into the educational process of Russian universities. This highlights the relevance of this study. The pedagogical model of universal competence of formation and development of intercultural interaction is an integral pedagogical system. It consists of the following complementary and interrelated clusters: system-forming, motivational-holistic, organizational-content, diagnostic-effective. Each cluster is treated as a system that consists of certain Bullitts'. In this article the results of the effectiveness of the pedagogical model proposed by the authors and the need for its inclusion in the educational process of Russian and foreign universities are proved experimentally and presented in this article.

Keywords: pedagogical model, universal competence, intercultural interaction, fine arts, students, university.

1. Introduction

The learning process in the field of Russian education implies specific achievements of students focused on the result, which is measured not only by knowledge, skills, but also determined by the possession of abilities and level of competence.

Universal competence of modern educational standards of higher education aimed at personal growth of students in their intercultural interaction with the surrounding world by means of fine arts. Modern educational standards in Russia targeted at the formation and development of

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professional growth and personal improvement of competitive, competent professionals in popular areas of activity. The main criterion for the quality of higher education is the formation of student competencies that characterize his personality, that is, the formation of universal competencies.

In higher school, the transition to competence education makes it possible to concretize the integral characteristic of the personality of the graduate, containing the necessary level of motivation, development of intelligence, personal qualities and practical experience in the mastering of universal abilities. The authors rely on the teachings of T.Yu. Bazarov, A.K. Erofeev, A.G. Shmelev (Bazarov et al., 2014). They presented a collective definition of the concept of competence as a combination of knowledge, skills, motivational factors, personal qualities and situational intentions, which provides an effective solution to the tasks of a certain class.

The term competence, in this case, is perceived as a definition of learning outcomes. And the quality of preparedness of the graduate proves the level of formation of the designated competencies.

The competence of intercultural interaction is based on the analysis of universal requirements that determine their priority, necessary in a wide sphere of professional activity. In this aspect of the study, the term "universal competence" is understood as a definition of the results of intercultural interaction. The level of formation of this competence by means of fine art is expressed by the qualitative characteristic of universal preparedness of the graduate of the higher school. This allows us to reorient the assessment of the quality of education from the concept of preparedness's to the modern concept of competence in higher education.

A competent graduate of the University has a certain baggage of knowledge, skills and abilities of intercultural interaction by means of fine arts in the professional sphere. Universal competencies determine the personal qualities of a University graduate, such as motivation, character, abilities, important for quality and effective activities.

In the context of this study, the authors propose to interpret the knowledge of the universal competence of intercultural interaction as a category according to Dorota Klus-Stanska, as a spiritual and social heritage of culture and art, as a cultural Canon, as the basis of fundamental knowledge (Dorota Klus-Stanska, 2018).

This allows us to identify the actual task of higher education in the context of the competence approach, which is to develop a pedagogical model of formation of universal competence of intercultural interaction by means of fine arts of University students for successful activities in their professional sphere.

The study of A.N. Ksenofontova, L.O. Babeshko is also relevant for the authors. The analysis of the work allows us to reveal the features of the innovative model of learning in the personal educational environment. This confirms that pedagogical modeling is a generally accepted method of theoretical understanding of the problem of research in the field of education. The pedagogical model is used to determine the nature of the dependence of the structural elements of the studied phenomenon (Ksenofontova, Babeshko, 2016).

The pedagogical model of formation of universal competence of intercultural interaction is a structure of the pedagogical system. It consists of certain clusters of performance indicators that are united by a single goal of interrelated structural components. The development of the above-mentioned pedagogical model is the most important pedagogical task. This requires an urgent solution. Since 2019, the Federal state educational standards of the new generation 3++ have been introduced into the educational process of Russian universities. This highlights the relevance of this study.

It should be noted that the cluster, by definition A.V. Kupavtseva is the Union of some homogeneous elements, which are an independent unit with certain properties (Kupavtseva, 2018).

The authors propose to define an independent cluster unit with certain properties as a Bullitt's. The Bullitt's in English "bullet" means a marker that highlights certain elements. So Bullitt is an element of the cluster model of the formation of universal competence of intercultural interaction, that is, the knowledge, skills, possession of certain skills, those actions that are necessary to obtain a qualitative result of the implementation of this model in the educational process of the University.

Thus, the cluster consists of certain Bullitt. If the student effectively performs all the shootouts of this model of formation of universal competence of intercultural interaction, then, accordingly, he becomes competent. We emphasize the fact that intercultural interaction allows you to see and

realize the uniqueness of your own culture and respect the culture and traditions of another people. We present intercultural interaction by means of fine arts as a system of codes of different cultures. These code systems of different cultures are not fully comparable among themselves.

In this regard, in the process of intercultural interaction, special importance is given to the problem of encoding and reading visual information. In General, fine art serves as a panorama of the diversity of the surrounding world.

Fine art is considered by the authors as self-consciousness of culture. Intercultural interaction is reflected in the visual arts as in a mirror.

The emotional function of art reveals the directions and attitudes contained in culture. Various hidden elements, processes and tendencies for understanding contained in interethnic culture are revealed and made available by means of fine arts in intercultural interaction.

By means of communicative features of fine art, by means of its artistic images features of interethnic cultures are revealed. The best means of knowledge of international culture is acquaintance of students with national art, studying of folk art creativity. The formation of students' skills of independent cognitive and creative activity in the future profession, based on cultural positions and the organization of intercultural interaction, are universal. The purpose of this article is the need to solve a major pedagogical problem of development, creation and inclusion in the educational process of universities pedagogical model of formation of universal competence of intercultural interaction of bachelors by means of fine arts to improve the quality of training of graduates of higher educational institutions both in Russia and abroad.

The hypothesis of the study is as follows. The process of forming a universal competence of intercultural interaction of University students by means of fine arts will be effective in the development pedagogical model and of its implementation. It should be presented as a system of interrelated structural clusters that function in a holistic pedagogical process. They are united by a common goal of forming intercultural interaction between students by means of fine arts. This model requires implementation in the educational process of higher education institutions.

2. Materials and methods

The modern educational space of Russia was created based on the principle of building a professional learning model. An algorithm for solving the set goals and tasks was developed. This algorithm is based on actions that are aimed at organizing: educational space, scientific approach to the organization of the educational process, and an integrated scheme of interaction between educational structures. The main method of modeling learning outcomes is the competence approach. It is the competence approach in the learning process that sets the standards for ensuring the quality of higher education.

Russian scientists such as Y.D. Artamonova, A.L. Demchuk, N.R. Kamynina, I.B. Kotlobovsky, M.A. Ivanova and others emphasize the need for a competence-based approach in modern conditions of optimization of Russian education. The modern educational model, the tools of which provide the interface of higher education and the sphere of work, as a customer includes:

- Federal state educational standards in the areas of higher education 3++ taking into account universal competencies;
- the main professional educational programs taking into account professional competences designated by professional standards;
- the system of quality control of education and the development of criteria for assessing the level of competence in the funds of evaluation means, as part of the main professional educational program;
- algorithm of knowledge, skills and abilities as an assessment of educational academic achievements of students, including in the field of intercultural interactions ([Artamonova et al., 2015](#); [Ivanova, 2018](#)).

Based on the above-mentioned features of the educational system in Russia, the theory of intercultural interaction of B. Spitzberg (William B. Gudykunst and Bella Moody) and its model consisting of three levels is important for this study:

- individual level containing the personality characteristics;
- episodic level that contains the specific features of intercultural communication between the participants;
- level of relationship ([William, 2012](#)).

Also important is the model of intercultural competence of M. Bayram, consisting of five elements: intercultural attitudes; knowledge; skills of interpreting and relating; skills of discovery and interaction; critical cultural awareness (Bayram, 2000).

In the works of N.Sh. Vatulkin and O. P. Fedotkin, the authors find confirmation of the need to form competences of intercultural interaction among students in the conditions of development of higher education institutions in the country (Vatulkin, Fedotkin, 2018). They convincingly prove the need for universities to form and implement strategies for managing the processes of internationalization through the integration of international and intercultural interaction, through their participation in international projects and the deepening of international partnerships through joint activities.

A. Pekerti and D. Thomas, in their studies on the example of the peoples of the East and Asia proved that the process of intercultural interaction by means of adaptation of one culture in relation to another increases intercultural business interaction (Pekerti, Thomas, 2003).

Moreover, it should be noted that cultural similarities are perceived more qualitatively by people than differences, which contributes to a positive perception of other cultures, according to Lee & Gudykunst (Lee, Gudykunst, 2001).

Since this study of intercultural interaction of University students involves the perception and understanding of works of fine art, the authors rely on the work, which reveals in detail the mechanisms of interaction as communication in General, and artistic communication in particular. These are works of art criticism in which problems of language of fine art of its perception and understanding are solved: R. Arnheim Art and visual perception, B.I. Basin Art and communication, N.N. Volkov Perception of the picture, Yu.Ya. Gerchuk Fundamentals of artistic literacy: Language and meaning of fine art, C.M. Daniel Art of seeing, V. Morozov Art and science of communication: nonverbal communication and others. It should be noted that these scientists consider works of fine art from the point of view of the product of the author's creativity and the artistic image created by them (Arnheim, 2007; Basin, 1999; Volkov, 1976; Gerchuk, 1998; Daniel, 1990; Morozov, 1998).

At the same time, this study is aimed at the perception of fine art as a carrier of communicative properties, through which the process of intercultural interaction of University students is carried out. Fine art reveals the needs of a person in the artistic-figurative, symbolic expression of various emotional experiences of certain moments of life. The second reality is created by art for man, it is a special world expressed by artistic and figurative means. Self-knowledge and familiarization with the world of the second reality serve as one of the most important needs of the human soul.

Scientists in the field of engineering training A. A. Sysoev, E. B. Vesna, Yu. I. Alexandrov in their research claims that due to the well-thought-out educational process, students have an interest in the most creative project as a creative process (Sysoev et al., 2019). In the context of this study, the creative process takes place within the framework of intercultural interaction. This contributes to the formation of students' desire to achieve the best results, creates motivation that corresponds to professional activity.

In conducting the research, the authors rely on the data of the basic methodological principles of the development of the model of formation of research competencies of University graduates, proposed by E.V. Karavaeva, O.V. Vorobyeva, V.P. Tyshkevich (Karavaeva et al., 2018).

The research methodology is based on a comprehensive approach to studying the process of artistic interaction and communication.

The study used the following methods:

- for the analysis of the collected data and their description, the authors used a descriptive-analytical method;
- based on the theory that visual art is a coded, encrypted text consisting of signs of various types with a special nonverbal text structure, the authors used the method of semiotic analysis;
- to identify the main directions of development of artistic intercultural interaction as a communication process, a typological method is used;
- to obtain empirical material confirming (or refuting) the features of the perception of works of art in the process of intercultural interaction, the authors use the method of questioning;
- to assess the reliability of the differences between the percentage shares of the two samples in which the effect of interest was registered, we used the Fischer angular transformation method.

Here we should focus on the changing perception of a complex system of diverse interacting elements of the previously traditional scheme: artist-picture-viewer, which is embedded in the socio-cultural and space-time continuum, as it indicates the viewer as a participant in the process of intercultural interaction.

3. The results of the study. In this article, the authors presented the results of research on the development of a pedagogical model for the formation of universal competences of University students as a structured system, where the interrelated components are united by a single goal of forming the competence of intercultural interaction of students in a holistic pedagogical process. In the article "Improving the Universal Competence of Intercultural Interaction among University Students by Means of Fine Arts: Case Study" the authors present the results of theoretical and experimental research on this problem. They convincingly prove the need to develop an innovative pedagogical model of formation of universal competence of intercultural interaction of students by means of fine arts and its inclusion in the educational process. The process of forming the universal competence of intercultural interaction of University students by means of fine arts should be modeled as a pedagogical model. Then it will be more effective. Interconnected structural clusters of the model should be united by a single educational goal. It consists of an organization of complementary and interconnected clusters. This is a system-forming cluster, motivational-value organizational-content, and diagnostic-effective.

The graphic image of the model of formation of universal competence of intercultural interaction of University students by means of fine arts is presented in [Figure 1](#).

Note that each cluster is considered as a system that consists of certain Bullits.

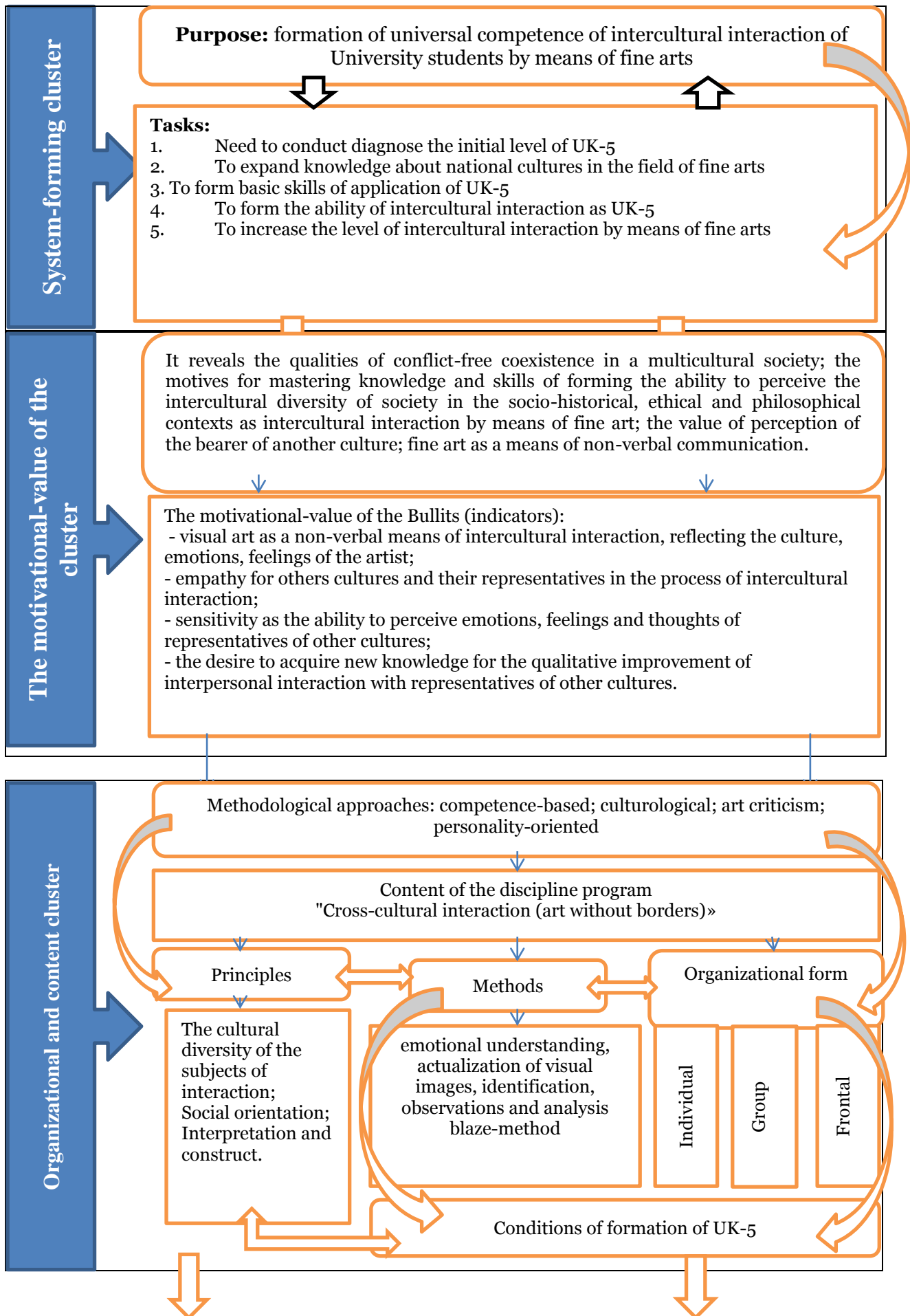
The system-forming cluster of the integral system of formation of the universal competence is defined by the Bullit of the purpose. The goal defines the concept of the educational process and its final result: the formation of universal competence of intercultural interaction of University students by means of fine arts, which is reflected in the specification of tasks.

The motivational-value of the cluster. It provides a valuable attitude of students to the formation and development of universal competence of intercultural interaction by means of fine arts. This is reflected in the identification of motives for acquiring knowledge and skills in the formation and development of the ability to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts.

Based on the concept of organization and content of education, it is necessary to include in the model of organizational and content cluster.

It is a process of achieving goals. It also provides principles, methods, forms and types of lessons. This cluster defines the conditions for the formation of a universal competence for intercultural interaction. It provides mastery of the methodology of scientific knowledge, an integrated system of subject knowledge of universal competence through the structuring of the content of educational material, which is reflected in the working program of the discipline.

Competence-based; culturological; art criticism; personality-oriented approaches serve as Bullit points of the methodological approach. The basis of the content of this cluster is the author's program of discipline «Intercultural interaction (art without borders)». It is aimed at developing motivation and value attitude to intercultural interaction with representatives of multi-ethnic cultures, skills of intercultural communication by means of fine arts and creative cooperation.



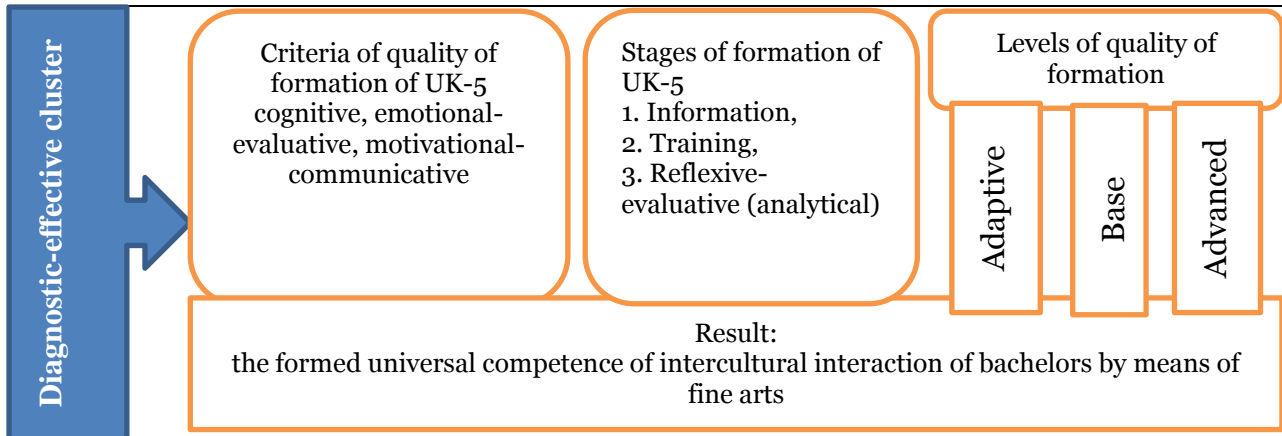


Fig. 1. Pedagogical model of universal competence formation and development intercultural interaction of bachelors by means of fine arts

The organizational and content cluster of the universal competence model for the formation and development of intercultural interaction includes:

- principles (are Bullits of which the cultural diversity of the subjects of interaction; social orientation; interpretation and construct),
- methods (are Bullits of which emotional insight, actualization of visual images, identification, observation and analysis, blaze-method by I.V. Alekseeva);
- organizational forms and conditions of formation of UC-5 (individual, group, frontal) (Alekseeva et al., 2017).

Diagnostic-effective cluster of formation of universal competence of intercultural interaction by means of fine arts is built on the basis of criteria of effectiveness of formation of components of intercultural interaction among students.

The level of readiness (initial, basic, advanced) for intercultural interaction by means of fine arts with representatives of different peoples is indicated in Table 1. This is the content component of the criteria for determining the quality characteristics.

The proposed criterion apparatus is used when it is necessary to determine the qualitative characteristics of the components of the process of intercultural interaction, which is the basis for a holistic diagnosis of the level of formation of intercultural interaction.

Table 1. Criteria and indicators of components of intercultural interaction of students by means of fine arts

Criteria	Bullits (indicators)
Cognitive	<ul style="list-style-type: none"> - a set of knowledge on the basis of which the universal competence of intercultural interaction is formed - ability to interpret code systems of different cultures on the example of fine arts; - the presence of a high General cultural and spiritual and moral level of personality; - orientation in the artistic-figurative, semantic sphere of fine art
Emotional-evaluative	<ul style="list-style-type: none"> - Emotional response to a work of fine art as a means of intercultural interaction with interpretation of their feelings and emotions in the perception of works of fine art by verbal means; - ability to associative perception, artistic generalization, comparison, analysis and synthesis of impressions; - establishing emotional links between art and life in a multipolar world; - conflict-free interaction of personal and mass communication by means of fine arts.

Motivational-communicative	<ul style="list-style-type: none"> - The desire to identify the internal needs of intercultural interaction on the basis of non-verbal communication of fine arts; - the need to study the code systems of different cultures in works of fine art; - sustainable motivation to achieve intercultural interaction, which is expressed in a sense of satisfaction from the interpretation of fine arts and intercultural interaction with representatives of different cultures; - attitude to the visual arts as a way of intercultural interaction by means of non-verbal communication.
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The following stages: 1 – informational, 2 – educational, 3 – reflexive-evaluation (analytical) is the stages of the process of universal competence development intercultural interaction of bachelors by means of fine arts.

Indicators and descriptors of the universal competence of intercultural interaction by means of visual arts are developed in accordance with the modern requirements of the new 3++ educational standards and are presented in [Table 2](#).

Table 2. Indicators and descriptors of universal competence of intercultural interaction by means of fine arts

UC-5	Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts.			
Stages of assimilation levels	Distinguishing features of descriptors			
	Know	Be Able	To Own	Score in points
UC-5.1. Adaptive	<ul style="list-style-type: none"> - national characteristic culture and arts different peoples, ethnicities and confessions; - features of fine art as a means of nonverbal communication 	<ul style="list-style-type: none"> - to apply the basic theoretical provisions of culture and art of different peoples, ethnic groups and confessions in the process of conflict-free intercultural interaction. 	<ul style="list-style-type: none"> - possess the skills of solving communication problems by means of fine arts; - possess the ability to perceive the visual arts as the intercultural diversity of society. 	1-50
UC-5.2. Base	<ul style="list-style-type: none"> - national features of culture and art different peoples, ethnicities and confessions; - features of fine art as a means of nonverbal communication; - ways of perception of intercultural diversity of society in the sphere of fine arts; - principles of conflict-free interaction of personal and mass communication by means of fine arts. 	<ul style="list-style-type: none"> - apply the basic theoretical provisions of culture and art of different peoples, ethnic groups and faiths in the process of intercultural interaction; - interpret visual art in the context of intercultural interaction 	<ul style="list-style-type: none"> - possess the skills of solving communication problems by means of fine arts; - possess the ability to perceive the visual arts as a cross-cultural diversity of society; - possess the ability of conflict-free coexistence in a multicultural society 	51-80

UC-5.3. Advanced	<ul style="list-style-type: none"> - national characteristic culture and arts different peoples, ethnicities and confessions; - features of fine art as a means of nonverbal communication; - ways of perception of intercultural diversity of society in the sphere of fine arts; - principles of conflict-free interaction of personal and mass communication by means of fine arts. 	<ul style="list-style-type: none"> - apply the basic theoretical provisions of culture and art of different peoples, ethnic groups and faiths in the process of intercultural interaction; - interpret visual art in the context of intercultural interaction - identify cross-cultural diversity of society in the socio-historical, art-historical, ethical and philosophical contexts. 	<ul style="list-style-type: none"> - possess the skills of solving communication problems by means of fine arts; - possess the ability to perceive the visual arts as a cross-cultural diversity of society; - possess the ability to take into account cultural traditions, ethnic groups and faiths, including world religions, philosophical and ethical teachings; - possess the ability of conflict-free coexistence in a multicultural society 	81-100
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Quality criteria for the level of universal competences of intercultural interaction (Table 3) developed on the basis of criteria and indicators are components of intercultural interaction of students by means of fine arts (Table 1) and indicators and descriptors of universal competences of intercultural interaction by means of fine arts (Table 2).

It should be noted that in determining the criterion apparatus of the quality of formation of universal competence of the UC-5, the following requirements to the criteria were taken into account. First of all, the criteria are revealed through a set of indicators of manifestation and their levels. Based on this, it is possible to judge the degree of severity of these indicators. Note that only the manifestations of the criterion qualities are measurable, despite the fact that the qualities themselves are immeasurable.

Table 3. Criterion apparatus of quality universal competence of formation and development intercultural interaction of bachelors by means of fine arts

Levels/criteria	Adaptive	Basic	Advanced
cognitive	Low level of knowledge, on the basis of which the universal competence of intercultural interaction is formed - low level of ability to interpret code systems of different cultures on the example of fine arts;	Sufficient level of knowledge on the basis of which the universal competence of intercultural interaction is formed - sufficient level of ability to interpret code systems of different cultures on the example of fine arts; - availability of sufficient cultural and spiritual and moral level of the person;	strongly pronounced the set of knowledge on the basis of which the universal competence of intercultural interaction is formed - pronounced ability to interpret code systems of different cultures on the example of fine art; - the presence of a high cultural and spiritual and moral level of personality; - orientation of a high level in the artistic, figurative, semantic sphere of fine art

emotional- evaluative	<ul style="list-style-type: none"> - Low level of emotional response to a work of fine art as a means of intercultural interaction with the interpretation of their feelings and emotions in the perception of works of fine art by verbal means; - low-level ability to associative perception, artistic generalization, comparison, analysis and synthesis of impressions; 	<ul style="list-style-type: none"> - A sufficient level of emotional response to the work of fine art as a means of intercultural interaction with interpretation of their feelings and emotions in the perception of works of fine art by verbal means; - sufficient level of ability to associative perception, artistic generalization, comparison, analysis and synthesis of impressions; - sufficient level of conflict-free interaction of personal and mass communication by means of fine arts. 	<ul style="list-style-type: none"> - A pronounced emotional response to a work of fine art as a means of intercultural interaction with interpretation of their feelings and emotions in the perception of works of fine art by verbal means; - pronounced ability to associative perception, artistic generalization, comparison, analysis and synthesis of impressions; - establishing a high level of emotional connections between art and the life of the multipolar world; - pronounced conflict-free interaction of personal and mass communication by means of fine arts.
motivational and communicative	<ul style="list-style-type: none"> - Low level of desire to identify the internal needs of intercultural interaction on the basis of non-verbal communication of fine arts; - low level of need to study code systems of different cultures in works of fine art; 	<ul style="list-style-type: none"> - Sufficient level of aspiration to reveal internal needs of intercultural interaction on the basis of nonverbal communication of fine arts; - sufficient level of need for the study of code systems of different cultures in works of fine art; - a sufficient level of attitude to the visual arts as a way of intercultural interaction by means of non-verbal communication 	<ul style="list-style-type: none"> - A pronounced desire to identify the internal needs of intercultural interaction on the basis of non-verbal communication of fine arts; - a pronounced need to study the code systems of different cultures in works of fine art; - high degree of sustainable motivation to achieve intercultural interaction, which is expressed in a sense of satisfaction from the interpretation of fine arts and intercultural interaction with representatives of different cultures; - a pronounced attitude to the visual arts as a way of intercultural interaction by means of non-verbal communication

Thus, the development and implementation of a functionally structured pedagogical model is an important tool for the universal competence of formation intercultural interaction. It is a complete system containing many interrelated elements. It is described the interrelated structural components and reveals their functional values as mechanisms for the formation and development of the UC-5.

The presented pedagogical model of formation acts as an open model, ready for changes in its parameters or elements, with possible completion in connection with the arisen needs or social changes.

The effectiveness of the developed model of formation of universal competence of intercultural interaction by means of fine arts was tested in the course of experimental work.

The first stage of the pedagogical experiment that identifies problems and their diagnostics is covered in this article. It confirms the need to develop and include in the educational process of the University a model universal competence that is aimed at forming and developing of intercultural interaction of bachelors by means of fine arts. This was noted in the article I.V. Alekseeva, A.S. Frolikova, H.A. Koltsova, N.A. Tereshchenko (2019) Improving the Universal Competence of Intercultural Interaction among University Students by Means of Fine Arts: Case Study (Alekseeva et al., 2019). This article is its logical continuation. Here highlights the results of the formative phase of the pilot study, which covered a wider range of different universities.

In addition to Russian universities (Moscow international University, Gzhel state University, southern Federal University), foreign universities took part in the experiment: Shirak state University named after M. Nalbandian (Gyumri, Republic of Armenia), Abkhazian state University (Sukhum, Republic of Abkhazia). In these universities, classes were held on the program "intercultural interaction (art without borders)" as part of a formative experiment. There were studied the traditions of another culture using the communicative means of fine art. Art was the basis of interaction between different peoples in a multicultural society. Through visual art, an artistic and figurative communication process takes place. This process is represented by a certain form of intercultural exchange. The artist translates artistic and figurative codes to the viewer, and the viewer perceives and interprets them. Then the viewer transmits the received information to the surrounding multipolar world. This exchange is perceived as an aesthetic intercultural interaction. A total of 158 students took part in the formative stage of the experiment. The composition of students in the control and experimental groups was approximately the same. The composition of students in the control and experimental groups was approximately the same. There are 78 students in the control group and 80 in the experimental group. Students of both Russian and foreign universities showed an adaptive level of knowledge and skills at the beginning of the formative stage of the experiment. The adaptive level on the basics of intercultural interaction by means of art and culture of other peoples is this insufficient in the multicultural world. The data are presented in Table 4.

Table 4. Results at the beginning of the formative stage of the experiment to assess the levels of universal competence of intercultural interaction of bachelors

Group	"There is an effect UC-5.3": the problem is solved	"No effect UC-5.3": the problem is not solved
	Number of test subject	Number of test subject
1 the experimental group 80 people (100 %)	24 (30 %)	56 (70 %)
2 control group 78 people (100 %)	24 (30,8 %)	54 (69,2 %)

Bachelors of the experimental group showed an advanced level of mastery of the UC-5 at the final stage of the formative experiment. The level was assessed according to the criteria of quality of universal competence of formation and development of intercultural interaction of bachelors by means of fine arts (Table 3). Because, they were trained according to the pedagogical model universal competence of formation and development intercultural interaction of bachelors by means of fine arts.

Table 5. Results of the final stage of the experiment. Assessment of the levels of universal competence of intercultural interaction of bachelors by means of fine arts

Group	"There is an effect UC-5.3": the problem is solved	"No effect UC-5.3": the problem is not solved
	Number of test subject	Number of test subject
1 the experimental group 80 person (100 %)	70 (87,5 %)	10 (12,5 %)
2 control group 78 people (100 %)	43 (55 %)	35 (45 %)

The study used the Fischer angular transformation method. The final result of the forming phase of the experiment is estimated at 87.5 %. Compared to 30 % at the beginning of the forming phase of the experiment. The efficiency of 57.5 % is shown. This confirms the effectiveness of the pedagogical model of formation and development of students' intercultural interactions by means of fine arts at the advanced level of the UC-5.3.

Note that the obtained empirical value ϕ^* is in the significance zone and is equal to 4.688 when H_0 is rejected, which is noted on the significance axis of [Figure 2](#).

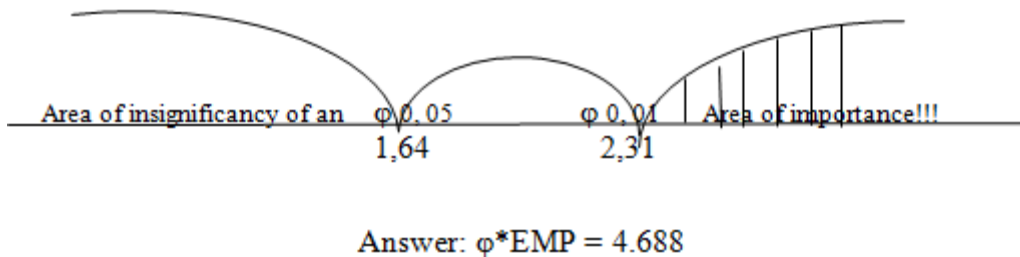


Fig. 2. The Axis of significance of the formation of universal competence of intercultural interaction of University students by means of fine arts as a pedagogical model

This fact focuses on the need to include in the educational process of the University a pedagogical model of universal competence of formation and development of intercultural interaction of students by means of fine arts. This will solve the most important pedagogical problem.

4. Conclusion

The study conducted by the authors confirmed the original hypothesis. It is proved that it is necessary to include in the educational process of higher education institutions an integral pedagogical model of universal competence of formation and development of intercultural interaction of students by means of fine arts. This will increase the effectiveness and quality indicators of the development of universal competence of intercultural interaction.

The results of the study led to the following conclusions.

1. The definitions of the concepts "universal competence", "intercultural interaction", "pedagogical model", "cluster", "Bullit" in the context of this study are considered.
2. A pedagogical model of universal competence of formation and development of intercultural interaction of bachelors by means of fine arts has been developed. It combines interconnected structural clusters a single educational goal. They consist of the following complementary and interrelated clusters: system-forming, motivational-value, organizational-content and diagnostic-effective. Each cluster is treated as a system consisting of specific bullets.
3. Criteria and indicators of components of intercultural interaction of students by means of fine arts are developed.

4. Indicators and descriptors of universal competence of intercultural interaction by means of fine arts are developed.
5. The criterion apparatus of quality of formation of universal competence of intercultural interaction is developed.
6. The necessity of including this pedagogical model in the educational process of the University is proved experimentally. This will give high results of the level of intercultural interaction of bachelors.
7. The results of this study emphasize the effectiveness of this model in both Russian and foreign universities. Since visual art is a means of visual cross-cultural interaction. Visual art is a language of nonverbal communication that is accessible to everyone.

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