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## **Contemporary State of the Phenomenon “Digital Intercultural Competence” in Pedagogical Science**

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### **Abstract**

Digitalization of modern society has caused extreme reforms in the information sphere. The education system has not been spared. The problem of lifelong learning and constant moral development of the specialists, ready to critical and creative solving of professional tasks, is getting more topical. For contemporary specialists the presence of digital intercultural competencies is an essential part of their profессиograms. Due to requirements for the pedagogical concept and the principles of solving scientific problems it's necessary to analyze historical and pedagogical background in the field of digital intercultural competence. Historical and pedagogical analysis is determined by etymological complexity and multidimensional nature of the research problem, the absence of clear historical boundaries of the phenomenon, digitalization of social and business processes, expansion of intercultural contacts between different nations. Every period of historical development was analyzed from the political and socio-economical viewpoints. The whole investigation was carried out since the advent of information theory till the emergence of theory of intercultural communication. Historical and pedagogical analysis of the researched problem was carried out from beginning of XX century to the present day, because this period is associated with a significant change in social and scientific spheres, that demonstrate the dynamics of the phenomenon of digital intercultural competence objectively. Crucial impact on the rash development of the pedagogical phenomenon of the digital intercultural competence has played socio-economical digitalization of the contemporary world, which determined the increased interest of the government and employers in the necessity of developing digital competencies and increasing of the Russian science' competitiveness in the world. The investigation was carried out between first-year students of the training direction 45.03.02 Linguistics (bachelor's degree). The linguistic direction of training was chosen consciously because of the direct connection of intercultural interaction with a foreign language and linguistic training.

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## **1. Introduction**

Developing of the digital competencies of modern specialists is considered as one of the key aspects of innovative and effective functioning and progress of Russian Federation. Contemporary requirements from the government and employers towards the university graduates and their intercultural competencies is determined by the active and strong integration of innovative technologies in all spheres of economics. All above mentioned has caused the increased interest of the representatives of pedagogy, sociology, philosophy, psychology, informatics to the phenomenon of intercultural competence of the future specialists in connection with the wide-spread digitalization.

The digital transformation of the Russian education system is associated with a complex of material and technical problems, as well as the readiness of the lecturers and students. The digitalization of the Russian economy required the formation of various kinds of digital competencies and the widespread integration of computer technologies in the educational process and in pedagogical science as a whole.

So, the purpose of this study is to conduct a historical and pedagogical analysis, substantiate the specificity and component composition, as well as the current state of the phenomenon of "digital intercultural competence".

Traditionally pedagogical researches require implementation of the detailed analysis of historical development of the researched problem (Zagvyazinskiy, 1982; Yakovlev, 2010). The logical approach allows to consider the phenomenon in its current stage of development while historical approach opens specific features of its historical evolution (Novikov, 2007). We believe that integrated utilization of these approaches gives the researchers the excellent opportunity to obtain objective information about the current state of the phenomenon under study, providing initial scientific knowledge about the problem, highlighting aspects that need special attention of the scientific community. The periodization of social phenomena is traditionally studied in Russia by historiography (Yakovleva, 2013), that requires to identify the starting point and the historical evolution of the investigated phenomenon.

## **2. Literature review**

From the beginning of the 2000s the world sociocultural experience led to significant changes in the development of the problem of digital intercultural competence. In this period the problem of our research turned to stage of methodological conceptualization which is determined by the active integration of computer technologies in the economical, educational, cultural, political spheres of Russian state. The global information society is becoming sharply commercialized, information is moving into the status of a commodity unit (Booch, 2006; Varakin, 2001; Sergeeva, 2001).

In philosophy, the concept of "information" has been used since ancient times. In contemporary science this concept is popular due to the development of cybernetics, which central categories are information, communication, and control. Until the middle of the 20th century information was considered in the form of data or knowledge. Information is data that objectively reflects various aspects and elements of the surrounding world and human activity, accumulated socio-cultural experience. There is no doubt that any information should be of some interest and novelty, have a materialized form for use, transfer, storage and/or processing. Important features of information are timeliness and ability to enlarge knowledge. G.M. Romantsev (Romantsev i dr., 2005) considers information primarily as data transmitted by people during communication, as well as the process of transmitting or receiving this information.

In the globalized society information is used to increase efficiency, stimulate innovation, ensure global competitiveness, and enhance prestige. Information is becoming a subject of mass consumption among the population, provides for the development of human potential. We propose that the emergence of the term "information culture" is a consequence of the listed manifestations of the information society.

M.S. Kagan (Kagan, 1996) noticed that the main components of culture are: 1) a person as a product and creator of culture; 2) the innate qualities of a person as a subject of activity; 3) ways of human activity that are invented, improved and passed on from generation to generation in the process of training, education, upbringing; 5) various objects of material, spiritual, artistic culture,

which are translators of human creations to other people; 6) communication as an active way of realizing the needs of people in each other.

K.K. Kolin (Kolin, 2011) proposes to consider the following as the main components of information culture:

1. Information and computer competence and literacy of a person;
2. Electronic books, electronic libraries, museums, and art galleries, etc.;
3. Information retrieval technologies, multimedia, virtual reality, etc.;
4. New types and forms of information communications in society.

It is obvious that since 2010 the key competencies have acquired in the Russian Federation the status of a necessary feature of a contemporary specialist. In this regard the process of development of appropriate professiograms is underway, the Russian educational paradigm is actively updating, causing the separating of cultural and academic competencies into different groups.

In the UNESCO materials there is a list of key competencies as an integral final component of the educational process, which is the main condition for successful professional activity and education throughout life. Russian scientist I.A. Zimnyaya (Zimnyaya, 2009), speaking about the concept of "competence", differentiates the cognitive, motivational, relational and regulatory components in its structure. According to this differentiation academic competence ensures the ability to solve various kinds of tasks in the professional field on the basis of the formed skills.

Etymologically the term "competence" (from the Latin "competens") literally means "appropriate, capable." Currently, the concept of "competent" is most often used in the sense of "experienced in a particular field of activity." In the Latin language there is also a related concept of "competence" (competentia), which is defined as the range of issues in which this person has knowledge and experience.

A.M. Kondakov (Kondakov, 2024) understands competence as "a systemic set of competencies that make it possible to solve problems in the everyday or professional life effectively". In addition, the scientist considers such a phenomenon as basic competencies "that are necessary throughout the whole life in all types of human activity, and form the basis for professional competencies, concerned with critical and creative thinking, continuous self-development and responsibility".

The Council of Europe, considering in 1990 levels in a foreign language proficiency as a component of linguistic competence, identifies General language competences (ability to learn, existential competence, declarative knowledge, skills, and know-how) and Communicative language competences (Common European..., 1990). Communicative language competence includes a linguistic component, a sociolinguistic component, a pragmatic component. So, the concept developed and proposed by the Council of Europe, became a leader in the field of teaching foreign languages. Today it is as a platform for the creation of curricula, teaching aids and teaching methods, shifting the perspective from grammar and vocabulary as the main goal of language education to the formation of communication skills.

Russian scientists, analyzing competence-oriented education, understand competence as "knowledge-based, intellectually and personally determined social and professional human activity", identifying 37 types of competencies as a result of educational process (Zimnyaya, 2009).

Summarizing all the above interpretations of the concept "competence", we understand "digital competence" as a set of competencies of independent search, selection, analysis, transformation, preservation, and transmission of the necessary digital information that are acquired by a person in the process of cognition and subsequently appear in his professional activity in the context of global digitalization of social and economic processes, becoming his personal characteristics that determine the ability to communicate and cooperate, creative and critical thinking, continuous self-development.

In modern society, active interest of scientists and politicians is caused by the issues of highlighting key competencies that are mandatory for people in the digital society.

European scientists single out five variants of competencies that have 21 more part-competencies in their structure (Carretero et al., 2017). The key competence, which is of great importance for our study, is "netiquette" (network + etiquette) that is based on certain behavioral norms and digital communication methods. Netiquette determines the presence of knowledge and tolerant acceptance of cultural differences that has special importance in the digitalized world (Baimuratova i dr., 2018).

Discussions about the moral development of modern people as the important part of social cohesion and security we find in the investigation of Tatiana Ershova, who believes that key-competencies, based on a value component, provide personnel productivity and competitiveness in the innovative reality (Ershova, 2018). She considers that key-competencies in the digital professional world consist of thinking style, ways of professional activity and professional skills. Professional skills provide for the presence of business, communication, information, digital or technical characteristics. At the same time, family, educational institution, work, media, state, educational and cognitive activities can enhance the formation of certain competencies.

### **3. Materials and methods**

With the purpose to single out the periods in the development of the problem of the formation of digital intercultural competence we consider the following provisions:

1. The priorities of university education in the field of digitalization and competence development, that can be described by the method of historical and pedagogical analysis;
2. Unclear boundaries in the development of the digital intercultural competence, that allow us to start the investigation of the genesis from the first half of the 20th century, associated with the initial attempts to comprehend the researched problem. In this period appears the information theory.
3. The main prerequisites that determined the formation and subsequent development of the problem of the formation of digital intercultural competence were: digitalization of social and business processes; globalization of economic processes; expansion of intercultural contacts which determined emerging of the necessity of the formation of digital intercultural competence.

The investigation was carried out in Ural Federal University (Ekaterinburg, Russia); Tyumen State University (Tyumen, Russia); Chelyabinsk State Pedagogical University (Chelyabinsk, Russia). In total in the study took part 332 students of the training direction 45.03.02 Linguistics (bachelor's degree). The linguistic direction of training was chosen consciously because of the direct connection of intercultural interaction with a foreign language and linguistic training. Experimental groups were formed from first-year students with the same academic performance and English language proficiency level according to the Common European Framework of Reference for Languages (B1).

The study used diagnostic tools based on the theoretical developments of M. Rokich (direct ranking of the list of values: terminal (beliefs that the ultimate goal of individual existence is worth striving for) and instrumental (beliefs that some way of acting or property of a person is preferable in any situation).), M.I. Lukyanova, N.I. Kalinina (identification of one or more motives in a student: external, game, evaluative, positional, social, educational), L. Michelson (determination of the level and the quality of communicative competence and basic communicative skills) and K. Thomas (investigation of the personal predisposition to conflict behavior and to identify certain styles of conflict resolution).

### **4. Discussion and results**

Thus, the importance of the formation and development of digital intercultural communication skills and related competence is obvious today.

In linguistics, the concept of intercultural competence is considered from the standpoint of the presence of foreign language communicative knowledge and skills in a person, as well as the formation of a linguistic personality. Considering the phenomenon of intercultural competence, some scientists emphasize in its structure the importance of such a quality as a mediator of cultures with the obligatory consideration of cultural identity. In addition, the researcher considers concepts of intercultural and foreign language communicative competence as similar phenomena, highlighting linguistic, behavioral, and psychological aspects, which ensure the formation of a fundamentally new quality of personality (Narolina, 2010).

In psychology, intercultural competence is associated with certain personal parameters, providing intercultural interaction of a professional, sociocultural, and personal nature. Psychologists single out intercultural communicative competence as the ability to communicate with representatives of other cultures and nationalities using elementary knowledge of international etiquette, recognition of cultural values and a tolerance towards different cultures, even if the knowledge of foreign language is not good enough.

Considering intercultural competence as a structural component of intercultural communication, sociologists interpret intercultural competence as various forms of human



interaction with consideration to the importance of cultural differences. Very important ability in this context is the ability to recognize, understand and adequately take cultural diversity into account. The effectiveness of communication process is directly dependent on the level of mutual understanding between communicants and is provided by a certain set of intercultural knowledge, skills, and abilities, which are common to all participants of intercultural dialogue.

The theory of communicative competence was developed also by the Dutch scientist Van Ek (Van, 1986), who highlights, that it is one of the main components in the personal and social development of the individual in the process of learning a foreign language and it is not limited only to the development of communicative skills and abilities. In the structure of foreign language communicative competence, Van Ek considers:

- linguistic competence, which means knowledge of the norms and rules of the foreign language;
- sociolinguistic competence, connected with the knowledge of language forms and ways of expressing them;
- strategic competence, which presumes the ability to use verbal and non-verbal communication strategies;
- sociocultural competence, describing the consciousness of sociocultural contexts;
- social competence, characterizing the readiness and ability to interact;
- discourse competence, which is understanding as the ability to construct and interpret texts.

Summarizing the above interpretations of the concept of "intercultural competence", in our study, by "intercultural competence" we will understand a complex personal characteristic, a set of intercultural competencies, providing for the readiness and ability of an individual for intercultural interaction on the basis of the knowledge about the characteristics of native and foreign cultures. Then we will understand "digital intercultural competence" as a complex personal characteristic, a set of intercultural competencies of independent search, selection and analysis of the necessary information using digital tools of communication, manifested in the readiness and ability of an individual for intercultural interaction based on the knowledge about the characteristics of their own culture and the culture of partners.

As a next step of our research, we will determine the level of development of digital intercultural competence of the would-be lecturers on a set of criteria based on the interpretation of the concept of "digital intercultural competence":

- 1) The axiological criterion presupposes the acceptance of human values and readiness for online communication in accordance with axiological rules;
- 2) The linguistic criterion determines the readiness to non-verbal digital communication as well as the skills of responsible handling of digital media;
- 3) The digital criterion provides information and media literacy;
- 4) The technological criterion presupposes the ability to create digital learning tools and resolve difficulties in a digital intercultural context.

The results of the study of the level of digital intercultural competence in accordance with the identified criteria are presented below.

The manifestation of the axiological criterion was observed in the learning process (problem situations and projects), with the analysis of the progress and quality of students' achievements (Table 1). By the M. Rokeach's test methodology we were able to reveal the key features of a person's orientation and his relationship to the world (Greiben', 2007). M. Rokich's method of studying value orientations based on direct ranking of the list of values is by far the most widespread and valid in pedagogical and psychological science. It should be noted that M. Rokich distinguishes two classes of values: terminal (beliefs that the ultimate goal of individual existence is worth striving for) and instrumental (beliefs that some way of acting or property of a person is preferable in any situation). In the course of the experiment, respondents are offered two lists of values (18 in each). In the lists, the subject assigns a rank number to each value, and the cards are arranged in order of importance.

The diagnostic showed that the most respondents have a minimum level of digital intercultural competence according to the axiological criterion. Contemporary students have an insufficient level of awareness of human values. Educational decisions are not thought-out enough, without considering the axiological component. Orientations towards humane axiological rules of behavior are weakly formed. Digital communication and teaching media are considered as inappropriate and uncomfortable.

**Table 1.** Manifestation of the axiological criterion

Group	Number of people in group	Levels of development of digital intercultural competence of the would-be linguists		
		Minimal	Optimal	Leading
Group-1	56	26 (46,4 %)	20 (35,7 %)	10 (17,9 %)
Group-2	52	23 (44,2 %)	20 (38,5 %)	9 (17,3 %)
Group-3	48	16 (33,3 %)	26 (54,2 %)	6 (12,5 %)
Group-4	60	31 (51,7 %)	21 (35 %)	8 (13,3 %)
Group-5	63	31 (49,2 %)	25 (39,7 %)	7 (11,1 %)
Group-6	53	26 (49,1 %)	15 (28,3 %)	12 (22,6 %)
Total	332	153 (46,1 %)	127 (38,3 %)	52 (15,6 %)

The investigation of the level of digital intercultural competence according to the linguistic criterion (Table 2) was carried by means of technique for measuring the learning motivation (M.I. Lukyanova and N.I. Kalinina), as well as using the test of communicative competence and communication skills (L. Mikhelson) (Greiben', 2007). The methodology of M.I. Lukyanova, N.V. Kalinina involves the identification of one or more motives in a student, namely: external, game, evaluative, positional, social, educational. The method represents 18 unfinished sentences with variants of continuation to them and includes six blocks that reflect the indicators of motivation. Each block is represented by three sentences:

- 1-3 sentences → personal meaning of learning (I block);
- 4-6 sentences → degree of development of goal-setting (II block);
- 7-9 sentences → other motives (III block);
- 10-12 sentences → external or internal motives (IV block);
- 13-15 sentences → desire to achieve success in learning or to avoid failure (V block);
- 16-18 sentences → realization of learning motives in behavior (VI block).

L. Mikhelson's test is designed to determine the level and the quality of communicative competence and basic communicative skills. The questionnaire contains a description of 27 communicative situations with 5 possible variants of behavior. It is necessary to choose one inherent way of behavior in this situation. As a result, it is proposed to count the number of correct and incorrect answers as a percentage of the total number of selected answers.

**Table 2.** Manifestation of the linguistic criterion

Group	Number of people in group	Levels of development of digital intercultural competence of the would-be linguists		
		Minimal	Minimal	Minimal
Group-1	56	20 (35,7 %)	28 (50 %)	8 (14,3 %)
Group-2	52	27 (52 %)	15 (28,8 %)	10 (19,2 %)
Group-3	48	30 (62,5 %)	10 (20,8 %)	8 (16,7 %)
Group-4	60	31 (51,7 %)	18 (30 %)	11 (18,3 %)
Group-5	63	38 (60,3 %)	15 (23,8 %)	10 (15,9 %)
Group-6	53	29 (54,7 %)	18 (34 %)	6 (11,3 %)
Total	332	175 (52,7 %)	104 (31,3 %)	53 (16 %)

The results of diagnostic measures demonstrate the presence of a rather low level in all test groups, a total of 175 people (52.7 %).

The digital criterion that determines an effective digital intercultural interaction is realizing in use of linguistic units in speech and compliance with digital security rules (Table 3). Information and media literacy is also an integral indicator of this criterion that was diagnosed through questionnaires, projects, lexical and grammatical tests.

**Table 3.** Manifestation of the digital criterion

Group	Number of people in group	Levels of development of digital intercultural competence of the would-be linguists		
		Minimal	Minimal	Minimal
Group-1	56	27 (48,2 %)	21 (37,5 %)	8 (14,3 %)
Group-2	52	32 (61,5 %)	12 (23,1 %)	8 (15,4 %)
Group-3	48	34 (70,8 %)	9 (18,8 %)	5 (10,4 %)
Group-4	60	34 (56,7 %)	17 (28,3 %)	9 (15 %)
Group-5	63	40 (63,5 %)	13 (20,6 %)	10 (15,9 %)
Group-6	53	31 (58,5 %)	12 (22,6 %)	10 (18,9 %)
Total	332	198 (59,6 %)	84 (25,3 %)	50 (15,1 %)

So, the statistical data in the [Table 3](#) demonstrate the predominance in all experimental groups of the minimal level of formed digital intercultural competence according to the digital criterion (59.6 %). The diagnostic showed that in students' speech there are lots of stylistic and lexical mistakes. They use extremely rare professional terminology. The ability for critical assessment of information is not formed.

The investigation according to the technological criterion was carried out in the situations of creation of digital content and resolving problematic situations in a digital intercultural context (using the questionnaire by K. Thomas "Behavior Style in Conflict" ([Greiben', 2007](#)), lexical and grammatical tests, projects) ([Table 4](#)). It should be noted that the questionnaire "Conflict Behavior Style" by K. Thomas is designed to study personal predisposition to conflict behavior and to identify certain styles of conflict resolution. The author proposes a two-dimensional model of conflict resolution based on cooperation, taking into account the interests of all participants in the interaction, and assertiveness, defending only one's own interests. According to these two main dimensions, K. Thomas identifies the following ways of conflict regulation: competition, accommodation, compromise, avoidance, and cooperation.

**Table 4.** Manifestation of the technological criterion

Group	Number of people in group	Levels of development of digital intercultural competence of the would-be linguists		
		Minimal	Minimal	Minimal
Group-1	56	33 (59 %)	18 (32,1 %)	5 (8,9 %)
Group-2	52	32 (61,5 %)	16 (30,8 %)	4 (7,7 %)
Group-3	48	33 (68,7 %)	12 (25 %)	3 (6,3 %)
Group-4	60	36 (60 %)	19 (31,7 %)	5 (8,3 %)
Group-5	63	41 (65,1 %)	14 (22,2 %)	8 (12,7 %)
Group-6	53	33 (62,3 %)	14 (26,4 %)	6 (11,3 %)
Total	332	208 (62,7 %)	93 (28 %)	31 (9,3 %)

All experimental groups showed approximately the same results with the domination of the minimal and optimal level of development of digital intercultural competence due to the technological criterion. Consequently, we can summarize, that it is necessary to strengthen the methodological basis of the process of formation of digital intercultural competence with innovative forms and methods.

## 5. Conclusion

Summing up, we note that the current stage of development of the problem of the formation of digital intercultural competence is associated with:

- 1) widespread digitalization of all economic spheres as the main sociocultural factor and the insufficient level of digital intercultural competence by the would-be specialists;
- 2) significant changes in the connotation of intercultural competence, determined by the increased intercultural contacts in the digital environment;

3) the priority of the governmental policy in the digital development and improving the country's competitiveness in the global market.

The present study is theoretically and practically completed and opens prospects for further research in the field of formation of digital intercultural competence: substantiation of innovative theoretical and methodological foundations; allocation of new characteristics and structural filling of the researched phenomenon taking into account the changing geopolitical situation in the world, preservation and strengthening of national identity in the process of intercultural interaction in the digital environment and much more.

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