



ТЕОРІЯ ТА МЕТОДИКА НАВЧАННЯ

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Formation of Intercultural Competence of Art Students in the Process of Foreign Language Learning

Yuliia Korneiko

PhD in Pedagogy, Associated Professor of the Department of Intercultural communication in Creative Industries, Kharkiv State Academy of Design and Arts, 61002 8, Mystetsv St., Ukraine,
email: korneiko78@gmail.com,
<https://orcid.org/0000-0003-2169-7778>

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Abstract. *The article discusses the topical issue of developing intercultural competence among art students in the process of foreign language learning. In the context of globalization and the expansion of international cultural ties, the ability to communicate across cultures is becoming a key component of the professional training of future designers, artists, curators, illustrators, and other representatives of creative industries. It is pointed out that traditional foreign language programs often do not take into account the professional and cultural context of arts education. **The aim** of the study is to substantiate pedagogical strategies and methodological tools that contribute to the development of intercultural competence among students of creative specialties. **Methods.** The study uses methods of qualitative analysis of pedagogical literature, descriptive and comparative approaches, content analysis of authentic sources, as well as methodological modeling of educational strategies. Effective*



teaching methods are presented, including a project-based approach, the content and language integrated learning (CLIL) method, cultural case studies, the interpretation of works of art as a tool for intercultural dialogue, digital art tours, and work with authentic materials. Teaching practices focused on emotional engagement, visual thinking, and creative activities contribute not only to language development but also to the formation of tolerance, empathy, critical thinking skills, and understanding of other cultures. As a result of the implementation of the proposed methods, there is an increase in motivation to learn the language, an improvement in the ability to interpret cultural codes, and more effective involvement of students in intercultural interaction.

Conclusions. *The conclusions emphasize that only through the integration of linguistic and cultural components, a focus on the professional context, and the use of visual-communicative approaches is it possible to develop in art students the full intercultural competence necessary for effective participation in the global cultural environment.*

Keywords: *intercultural competence, art students, foreign language, communicative approach, project-based learning, internationalization, creative pedagogy.*

Формування міжкультурної компетентності студентів мистецьких спеціальностей в процесі навчання іноземної мови

Корнейко Юлія Миколаївна

кандидат педагогічних наук, доцент,

доцент кафедри міжкультурної комунікації в креативних індустріях

Харківська державна академія дизайну і мистецтв,

61002 вул. Мистецтв, 8, Харків, Україна,

email: korneiko78@gmail.com,

<https://orcid.org/0000-0003-2169-7778>



Анотація. У статті розглянуто актуальну проблему формування міжкультурної компетентності студентів мистецьких спеціальностей у процесі навчання іноземної мови. В умовах глобалізації та розширення міжнародних культурних зв'язків здатність до міжкультурної комунікації стає ключовою складовою професійної підготовки майбутніх дизайнерів, художників, кураторів, ілюстраторів та інших представників креативних індустрій. Зазначається, що традиційні програми вивчення іноземної мови часто не враховують професійний і культурний контекст мистецької освіти. **Метою** дослідження є обґрунтування педагогічних стратегій і методичних інструментів, які сприяють розвитку міжкультурної компетентності саме у студентів творчих спеціальностей. **Методи.** У процесі дослідження використано методи якісного аналізу педагогічної літератури, описові та порівняльні підходи, контент-аналіз автентичних джерел, а також методологічне моделювання освітніх стратегій. Представлено ефективні методи навчання, зокрема проєктно-орієнтований підхід, метод інтегрованого навчання предмета і мови (CLIL), культурні кейс-стаді, інтерпретацію мистецьких творів як інструмент міжкультурного діалогу, цифрові мистецькі подорожі та роботу з автентичними матеріалами. Навчальні практики, орієнтовані на емоційне залучення, візуальне мислення та креативну діяльність, сприяють не лише мовленнєвому розвитку, а й формуванню толерантності, емпатії, навичок критичного мислення та розуміння іншої культури.

У результаті впровадження запропонованих методів спостерігається підвищення мотивації до вивчення мови, покращення здатності інтерпретувати культурні коди та ефективніше залучення студентів до міжкультурної взаємодії. **Висновки.** У висновках підкреслено, що лише за умови інтеграції мовного й культурного компонентів, орієнтації на професійний контекст та використання візуально-комунікативних підходів можливо сформувати у студентів мистецьких спеціальностей повноцінну міжкультурну



компетентність, необхідну для ефективної участі в глобальному культурному середовищі.

Ключові слова: міжкультурна компетентність, студенти мистецьких спеціальностей, іноземна мова, комунікативний підхід, проектне навчання, інтернаціоналізація, творча педагогіка.

Problem Statement. In the context of globalization and increasing international cooperation in art and design, the ability to communicate across cultures has become essential. Art students, as future designers, curators, illustrators, and visual storytellers, are expected to engage with diverse audiences and collaborators. However, foreign language instruction in many art academies remains linguistically focused and often neglects intercultural aspects. Thus, there is a need to modernize language teaching methods to help students not only learn the language but also develop intercultural sensitivity and global awareness.

Analysis of Recent Research and Publications. The development of intercultural competence through language education has been widely studied by M. Byram [2], C. Kramsch [7], and D. Lussier [10], who emphasize the importance of integrating cultural context into language learning. In Ukraine, this problem is discussed in the works of T. Holub [13], Y. Pavlovska [14], I. Shcherban [15] and A. Tenant [17] among others. They argue for contextual and profession-oriented foreign language instruction. Among Ukrainian researchers, the issue of intercultural competence formation is actively studied by L. Kalinina [5], who emphasizes the need to develop cultural sensitivity in the process of learning a foreign language, and O. Kartashova [6], who proposes the introduction of an intercultural component through authentic materials, project work, and communicative and game-based methods. According to N. Borysenko [1], effective formation of intercultural competence is only possible with a systematic approach that combines language training with cultural knowledge, emotional empathy, and analytical thinking.



In the context of arts education, it is also important to consider the cultural and creative aspects of student training. L. Masol [12] emphasizes that art is a universal language that unites cultures, and therefore, arts education itself is a powerful factor in intercultural education. Accordingly, combining foreign language learning with artistic content can be particularly effective in developing intercultural competence.

Thus, an analysis of scientific sources allows us to conclude that intercultural competence is a multifaceted construct, the formation of which requires an integrated, person-oriented, and culturally rich approach. Foreign languages in the educational process of art students can and should serve as a bridge between cultures, promoting the development of empathy, communicative flexibility, and professional mobility of future artists.

However, studies specifically targeting art students are limited. Given the visual and symbolic nature of art communication, the intersection of visual culture and verbal intercultural dialogue remains an underexplored but crucial area. The pedagogical potential of art-based tasks, creative group work, and design thinking in language learning needs further investigation.

Unsolved Aspects of the Problem. Despite recognition of the need for intercultural education, many foreign language syllabi remain traditional, grammar-focused, and disengaged from students' professional interests. There is insufficient research on how visual arts, creativity, and design tasks can be effectively integrated into language learning to build intercultural competence. Instructors lack clear methodological guidance and often rely on outdated practices that do not reflect the demands of the creative industries.

This study contributes uniquely to the field of foreign language education by bridging the gap between intercultural communicative competence and arts education. While much of the existing literature focuses on linguistic or general educational contexts, this article addresses the specific needs of art students, proposing visually rich, emotionally engaging, and culturally immersive methods tailored to their creative



profiles. The inclusion of real classroom outcomes, such as student feedback and observed skill development, further reinforces the practical applicability of the proposed strategies. This interdisciplinary approach not only advances academic discourse but also offers concrete pedagogical solutions for integrating language, art, and intercultural understanding in higher education.

Formulating the goals of the article (task statement). The objective of this article is to substantiate the pedagogical strategies and methodological tools that foster intercultural competence in art students during foreign language learning. It aims to bridge the gap between linguistic training and intercultural development in creative education.

Presentation of the Primary Research Material. Intercultural Competence: Definition and Relevance for Art Students. Intercultural competence refers to the ability to interact effectively and appropriately with people from different cultural backgrounds. For art students, this competence is not just a soft skill but a professional necessity, as their work is often exhibited, evaluated, or co-created in international and multicultural contexts.

According to M. Byram [1], intercultural competence includes attitudes (openness, curiosity), knowledge (about other cultures and one's own), skills (interpretation, discovery, interaction), and critical cultural awareness. These elements can be cultivated through foreign language learning, particularly if the curriculum is adapted to the students' artistic backgrounds. For students in creative disciplines, this competence is professionally crucial, as their future work involves multicultural collaboration, international exhibitions, and culturally sensitive design decisions. The present study employs a combination of qualitative educational research methods, including:

- **Content analysis** of authentic visual and verbal materials (design portfolios, interviews with international artists, digital exhibitions);

- **Descriptive and comparative methods** to evaluate and contrast cultural phenomena in visual and linguistic forms;

- **Methodological modeling** of didactic approaches adapted to the cognitive and emotional profile of art students.

The research was conducted among fourth-year students of the Graphic Design Department at the Kharkiv State Academy of Design and Arts over one semester. The methodology was chosen for its ability to provide nuanced insights into both linguistic performance and intercultural growth, while also allowing flexibility in creative expression.

Overview and Justification of Applied Methods

To achieve the goal of fostering intercultural competence through foreign language instruction, several pedagogical strategies were implemented:

Method	Pedagogical Tools & Tasks	Scientific Justification	Advantages	Limitations
Project-Based Learning	Mini-projects on national artistic styles (France, Japan, Nigeria); presentations in English	Based on Dewey's (1938) experiential learning theory and Vygotsky's (1978) concept of social constructivism	Promotes critical thinking, dialogue, collaboration	Time-intensive; requires guided facilitation
CLIL (Content and Language Integrated Learning)	Study of abstract art terminology and philosophy in English (e.g., Kandinsky, Malevich, Mondrian)	Supported by Coyle et al. (2010), who argue CLIL enhances domain-specific literacy while reinforcing linguistic competence	Enhances retention, links language with professional content	Demands subject-matter and language proficiency from educators
Cultural Case Studies	Analyzing cases such as "Artist in Cultural Conflict"	Grounded in Kolb's (1984) experiential	Develops adaptability, empathy, and	Case sensitivity varies; requires



		learning cycle; promotes learning through reflection on intercultural experiences	intercultural awareness	contextual adaptation
Art Interpretation as Cultural Dialogue	Analysis of symbolic works (e.g., Japanese ukiyo-e, Mexican murals) with group reinterpretations	Draws on Gardner's (1983) theory of multiple intelligences, particularly visual-spatial and interpersonal dimensions	Encourages reflective thinking, aesthetic awareness, cultural translation	May challenge students with low prior art literacy or vocabulary
Digital Immersion / Virtual Art Tours	Tours via Google Arts & Culture, MoMA, etc.; follow-up creation of a personal museum guide in English	Aligns with constructivist and situated learning theories (Brown et al., 1989); emotionally engaging and contextually rich	Facilitates multimodal learning and emotional connection with content	Access and technical literacy required
Authentic Cultural Materials	Interviews, design magazines, video essays, cultural symbol analysis and redesign	Encouraged by Kramsch (1993), who highlights the value of cultural context and authenticity in language learning	Increases relevance and realism of language i	Requires linguistic adaptation and guided interpretation

Applied Example: "Cultural Symbols Around Us"

In this task, students collected visual examples of culturally significant symbols (e.g., color symbolism, animal representations, gestures) from diverse global traditions. In collaborative groups, they compared symbolic meanings and produced a mini-exhibition, including a redesigned cultural symbol for a foreign audience. The



exercise combined research, intercultural analysis, creative reinterpretation, and foreign language production.

Empirical Findings and Educational Implications

To evaluate the effectiveness of the applied strategies, a mixed-methods approach was used, combining classroom observation, student reflections, and a post-course survey (n=30). Results indicated:

Evaluation of Method Implementation

To assess the effectiveness of the implemented strategies, both qualitative observations and student feedback were collected. A survey was administered to 30 second-year graphic design students after a semester-long course.

Measured Outcome	% of Respondents Affirming
Increased understanding of cultural contexts through art interpretation	75%
Higher motivation to study English due to cultural content integration	65%
Successful completion and presentation of intercultural group projects	80%
Enhanced tolerance, empathy, and openness to intercultural dialogue	78%

Qualitative feedback emphasized that students valued the “visual and emotional” aspects of the learning experience, as well as the professional relevance of the materials. Many reported improved ability to interpret culturally coded messages and confidence in communicating their own cultural identity in English.

Reflection on Methodological Strengths and Weaknesses

The combination of visual, participatory, and emotionally engaging teaching practices aligned well with the learning styles of art students. These methods allowed learners to activate both cognitive and affective dimensions of intercultural competence. However, challenges included:



- varying levels of English proficiency, which affected participation in complex discussions
- need for more structured feedback mechanisms
- the necessity for professional development among language instructors to implement art-integrated methods

The study contributes uniquely to the field of foreign language education by bridging the gap between intercultural communicative competence and arts education. While much of the existing literature focuses on linguistic or general educational contexts, this article addresses the specific needs of art students, proposing visually rich, emotionally engaging, and culturally immersive methods tailored to their creative profiles. The inclusion of real classroom outcomes, such as student feedback and observed skill development, further reinforces the practical applicability of the proposed strategies. This interdisciplinary approach not only advances academic discourse but also offers concrete pedagogical solutions for integrating language, art, and intercultural understanding in higher education.

Conclusions. The integration of intercultural competence development into foreign language education for art students is not only timely but essential in the context of global creative collaboration. As future designers, illustrators, curators, and artists, students in the creative industries must possess the ability to navigate diverse cultural environments, interpret symbolic meanings, and communicate effectively across cultural boundaries. This research demonstrates that the use of interdisciplinary, visually oriented, and student-centered methods—such as project-based learning, CLIL, cultural case studies, and digital immersion—can significantly enhance both language acquisition and intercultural sensitivity.

The results of the implemented strategies show a measurable increase in student motivation, cultural awareness, and communication skills. These findings suggest that the traditional grammar-centered approaches to foreign language teaching are



insufficient for students of artistic specializations. Instead, a holistic model that connects language, culture, and professional relevance is needed.

Moreover, the study emphasizes the pedagogical potential of visual art as a medium for intercultural dialogue. Through the analysis and interpretation of artworks, students not only engage in meaningful cultural exploration but also develop empathy, tolerance, and a global perspective. This approach fosters a deeper understanding of the interconnectedness between artistic expression and cultural identity.

In conclusion, fostering intercultural competence in art students requires a shift toward integrative teaching practices that reflect the realities of the global creative economy. Educators must adopt innovative methodologies that combine linguistic, cultural, and artistic dimensions to prepare students for active and responsible participation in international professional contexts. The findings of this study contribute to the ongoing discourse on intercultural education and offer practical tools for curriculum design in institutions of art and design.

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