

підкреслює необхідність розвитку цифрової етики, критичного мислення та відповідального ставлення до онлайн-комунікації.

Говорячи про майбутнє міжкультурної комунікації, варто зазначити, що технологічний прогрес відіграватиме дедалі важливішу роль. Зокрема, розвиток штучного інтелекту сприятиме подоланню мовних бар'єрів через автоматичний переклад і вдосконалення комунікаційних інструментів. Проте навіть найсучасніші технології не здатні повністю замінити людську емпатію, культурну чутливість і здатність до взаєморозуміння.

Крім того, глобальні міграційні процеси посилюватимуть значення міжкультурного діалогу як важливого чинника соціальної стабільності. Суспільства, які інвестують у розвиток міжкультурної компетентності, отримуватимуть значні переваги в економічній, освітній та політичній сферах. Вони будуть більш адаптивними до змін і здатними ефективно взаємодіяти в умовах глобального світу.

Отже, міжкультурна комунікація в сучасну епоху є невід'ємною складовою життя суспільства. Вона відкриває широкі можливості для розвитку, співпраці та взаємозбагачення культур, але водночас ставить нові вимоги до рівня освіти, толерантності та комунікативних навичок. Ефективна міжкультурна взаємодія базується на взаємній повазі, готовності до діалогу, відкритості до нового досвіду та усвідомленні цінності культурного різноманіття.

Таким чином, успішна міжкультурна комунікація є не лише інструментом обміну інформацією, а й важливим фактором гармонійного розвитку сучасного світу.

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INTERNATIONAL ENGLISH IN UKRAINIAN EDUCATIONAL SPACE: MODERN CHALLENGES

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Depending upon the authority quoted, from 700 million and up to 2 billion people of the world speak some English making it the major instrument of international and intercultural communication. It should be mentioned that close to three quarters of them are non-native speakers.

One of the consequences of this world spread of English is that the language acquired numerous variants and functions in different countries. It also gave rise to the relatively new phenomenon International English.

The study of International English and necessity to define its place in the system of teaching foreign languages in Ukraine since its importance and the very existence is very important.

In 1985, Braj B. Kachru proposed his model to classify the English speaking world [1]. According to him, all countries where English is used can fit three circles: the Inner Circle (IC) includes countries where English is historically spoken as mother tongue, such as Great Britain, Australia, the USA; the Outer Circle (OC) embraces Britain's former colonies where English is important in politics, judiciary and is often spoken as the second language, e.g. South Africa, Nigeria, India, etc.; and, finally, the Expanding Circle (ExC). The latter includes countries "where English is becoming an important language in business, science, technology and education" [2, p. 35].

It appears obvious that according to this classification, Ukraine cannot be included in either Inner or Outer Circles and the question of whether the country may be attributed to the Expanding Circle remains debatable.

Importance of the English language for science, technology and business is obviously subject to arbitrary interpretation although the growth of such importance of English for Ukraine – no matter how subjective evaluations of it may be – appears doubtless.

Ukraine's admission to European and world international organizations and the country's euro integration ambitions on the national level alongside the substantial growth of international tourism and via Internet communications on everyday level has gradually changed the attitudes of both the authorities and the public towards the importance of English.

Within the recent 30 years Ukraine has joined the countries of the Expanding Circle although such admission should not be regarded as a fact but rather as a process and degrees of a country's involvement may differ with Ukraine being on one of the initial stages.

Prospect of use of International English also referred to as international, global, world, etc. English for educative purposes alongside or even instead of any single national language appears attractive since its formation and the very existence owes to international communication.

Generally, the terms "global language", "world language" have not been officially defined; nevertheless it is generally understood as a language that "is learned and spoken internationally, and is characterized not only by the number of its native and second language speakers, but also by its geographical distribution, and its use in international organizations and in diplomatic relations. A global language acts as a "lingua franca", a common language that enables people from diverse backgrounds and ethnicities to communicate on a more or less equitable basis" [3, p. 558].

It appears that International English has come closest to being a global language ever as compared to historical examples of conversational Greek and Latin in the ancient world or French in the late 18th century.

Global trade, travel, communication increasingly require a global language. Under the conditions of globalization, a lingua franca has never been so important. Operation of a large number of international organizations including the UN and its agencies, World Bank, World Health Organization, numerous EU bodies including the Venice Commission, European Court of Human Rights, OSCE – the list goes on and on – increases pressure to establish a global language.

Historically and traditionally the course of English as a foreign language in Ukraine has been largely oriented at Great Britain and the USA. Since the notion of an “English speaking country” has expanded the cultural component of the educational material should be widened. The target of the course is international communication and therefore the development of intercultural competence should be promoted. The students should be acquainted with cultural traditions of their future interlocutors who can represent Inner, Outer and Expanding Circle countries.

It appears possible and desirable that manuals and other educational materials for the students studying English as a foreign language in European countries, particularly Ukraine, be developed by relevant European organizations. This may also lift suspicions and possible accusations of language imperialism. The knowledge of the vast array of European cultures will form with the students the image of English as International, European and ultimately *their* language.

There are spheres, however, where International English can and should be included in the educational process. English for professional communication of businesspeople, seafarers and lawyers is to a large extent international, which should be reflected in the academic process.

Hence, the following conclusions can be drawn:

- Ukraine can be regarded as an Expanding Circle country;
- For English teachers’ and interpreters/translator’s basic training a national variant of English (British or American) remains indispensable;
- For basic language education at secondary schools and universities a national variant of English remains essential; the standards of these variants are to serve as criteria for evaluation of the students’ success; creation of culturally neutral or multicultural manuals is highly desirable;
- International English is applicable and desirable in teaching English for professional purposes in the spheres where international communication is anticipated, particularly, law and economy.

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**PECULIARITIES OF FORMING SPEECH COMPETENCE
IN STUDENTS OF FOREIGN LANGUAGE FACULTIES
(BASED ON THE TRAINING OF TOUR GUIDE-INTERPRETERS)**

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In the context of globalization and the expansion of international cooperation, the importance of effective foreign language communication is steadily increasing. This is particularly relevant for students of foreign language faculties whose future professional activity is directly related to intercultural interaction.

Speech competence becomes a fundamental component of professional training for tour guide-interpreters, as their work involves not only knowledge of a foreign language but also the ability to use it effectively in real communicative situations. However, despite the recognition of its importance, the process of forming speech competence in higher education institutions remains insufficiently optimized and requires further theoretical and methodological substantiation.