

SOCIAL COMMUNICATIONS OF STUDENTS IN THE MODERN INTERCULTURAL SPACE

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scientists, the important principles of communication between students in an intercultural environment are the style of dialogue and the philosophy of synergetics. Tarp (2017) examining the attitude of students to their participation in intercultural communication during their studies, established two positions of students: high interest and lack of interest in participating in intercultural communication. Akhmadieva et al. (2020) also examine the personal position of students regarding their participation in intercultural communication. The study, conducted by the scientists, shows that students in most cases have a positive attitude towards people from other cultures, including students who profess other cultural values.

Spulber (2018) considers the features of intercultural education and its impact on the relationship between participants in the learning process. In the study, the researcher focuses on the concept based on the education of intercultural competencies in people who will take an active part in professional and social life in adulthood. Singh et al. (2010) investigate the main problems and their causes in the intercultural learning environment. Benediktsson et al. (2019) study the peculiarities of students' communication in the intercultural space and analyze the results of their work in international groups. Dervin et al. (2013) investigate the features of higher education in the context of intercultural communication. Voevoda (2020) explores the features of intercultural communication between students in a multicultural educational environment. According to the results of the study, the researcher emphasizes that students' awareness of the cultural features of each of them helps to overcome the barriers that arise between them in the context of intercultural communication. Ghaempour (2015) notes that the priority of higher education institutions is to achieve positive interaction and communication between students and teachers.

INTRODUCTION

Under the influence of globalization and the rapid development of information and communication technologies is the formation of internationalization of higher education. The relationship between teachers and students and students reaches a new level, communication takes innovative forms and is aimed at solving many problems. In the process of internationalization, communication between representatives of different cultures intensifies. This is especially true for students who profess different cultural values, because due to the internationalization of higher education, communication between them takes place, despite the fact that they belong to different cultural backgrounds.

LITERATURE REVIEW

Exploring the role of social relations in the context of overcoming tensions between students in an intercultural environment, Mittelmeier et al. (2018) note that an important place in this process is occupied by internationalization. Successful interaction between students in an intercultural environment under the influence of internationalization contributes to increasing their level of academic success. Kolosova et al. (2017) also investigate the issue of intercultural communication in higher education institutions. According to

Bosuwon (2017) notes that social intelligence is an important element of interaction between students in an intercultural environment. Tomyuk et al. (2019) take the position that one of the most important means of communication between students in the intercultural space is bilingual practices. Rubtsova et al. (2019) believe that socio-linguistic communications occupy an important place for students' communication in the intercultural space. The use of such communications in communication, according to scientists, increases the level of communicative competence of students. Zhang et al. (2017) emphasize that an important place in ensuring intercultural communication between students is occupied by academic advisors.

Social media occupy an important place in the system of social communications. Kim et al. (2015) emphasize the role of social media as a key type of communication between students. Veytia-Bucheli et al. (2020) study new forms of communication between students in an intercultural space, including emoji (a special language of smiles and ideograms) and WhatsApp. Green et al. (2017) based on the results of research claim that the Internet environment has a positive effect on students' communication in the intercultural space. Adetola et al. (2020) also emphasize that social media improves social communication between students, especially now that the use of the Internet is growing rapidly. Social media can increase the flexibility of students' learning and increase their level of success (Kumar et al., 2019; Lau, 2017) and provide better knowledge and understanding between students of different cultures (Zhou et al., 2020). Mitchell et al. (2018) note that the use of information and communication technologies (including email, Skype, WhatsApp, SnapChat, Facebook, Instagram and FaceTime), which is based on the provision of social communications, increases the level of communication between students in the intercultural space. Information and communication technologies increase students' ability to communicate with other students and help improve intercultural communication skills. Dumpit (2017) notes that social media in higher education institutions should be used in conjunction with other information and communication technologies.

Emphasizing the general principles of the issue of interaction between students in the intercultural space, the problems of social communication of students belonging to different national, linguistic, and cultural communities remain insufficiently disclosed.

The aim of the article is to study the influence of social communications on the formation of relationships between students in the intercultural space on the example of the State Higher Educational Institution "Vasyl Stefanyk Precarpathian National University" and Kyiv University named after Borys Hrinchenko.

RESEARCH TASKS

In the course of achieving the goal of this article, it is necessary to solve the following tasks:

- identify the countries with the highest rate of involvement of foreign students in higher education;
- to study the peculiarities of the relationship between students in the most international universities in the world;
- to conduct a survey of students studying in international and mono-ethnic groups at the State Higher Educational Institution "Vasyl Stefanyk Precarpathian National University" and Kyiv University named after Borys Hrinchenko.

MATERIALS AND METHODS OF RESEARCH

To achieve the goal of the study used: 1) general scientific methods, including analysis, synthesis, abstraction and modeling - to present the theoretical and practical foundations of the impact of social communications on the formation of relationships between students in the intercultural space; 2) methods of description, observation, comparison, tabular and graphical presentation - to identify countries with the highest rate of involvement of foreign students in higher education, and the most international higher education institutions operating in the world; 3) methods of questionnaires and generalizations - to study the impact of social communications on the formation of relationships between students in the intercultural space on the example of the State Higher Educational Institution "Vasyl Stefanyk Precarpathian

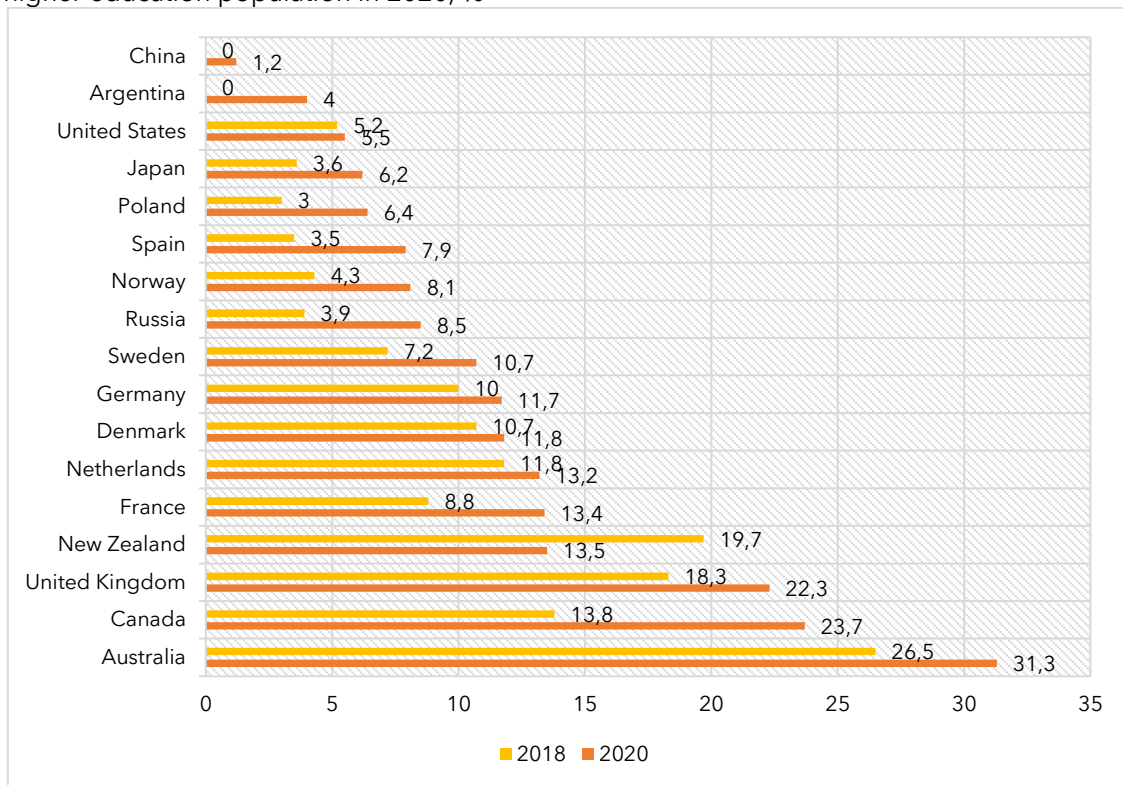
National University" and Kyiv University named after Borys Hrinchenko. The information base of the study is formed by the following indicators:

- 1) the share of foreign students studying in higher education institutions, by countries where it is highest (Statista, 2021; OECD, 2021);
- 2) the ranking of the most international universities in the world, which is based on World University Rankings 2021 and World University Rankings 2020 (TIMES HIGHER EDUCATION, 2021a, 2021b).

RESULTS OF THE RESEARCH

Analysis of the share of foreign students in the total number of students enrolled in higher education institutions showed that Australia, Canada, the United Kingdom, New Zealand, France and the Netherlands are the countries with the highest positions in the world in terms of the share of foreign students enrolled in higher educational institutions. In addition, in 2020 compared to 2018 there was a significant increase in the share of foreign students in higher education institutions in Canada, Australia, France, Russia and Spain (Fig. 1). Instead, in 2020, compared to 2018, the share of foreign students (higher education) in New Zealand decreased significantly (by 6.2%).

Figure 1. Countries with the largest amount of international students as a share of the total higher education population in 2020, %



Source: Statista (2021); OECD (2021).

The most international institutions of higher education according to the World University Rankings 2021, included in the top five of this ranking, in 2021 are the University of Hong Kong, ETH Zurich, Chinese University of Hong Kong, University of Oxford and Imperial College London (Table. 1).

Table 1. Ranking of the world's most international universities World University Rankings 2021 and World University Rankings 2020

University	Country	International Rank 2021	World University Rank 2021	International Rank 2020	World University Rank 2020
University of Hong Kong	Hong Kong	1	39	2	35
ETH Zurich	Switzerland	2	14	3	13
Chinese University of Hong Kong	Hong Kong	3	56	5	57
University of Oxford	United Kingdom	4	1	7	1
Imperial College London	United Kingdom	5	11	6	10
National University of Singapore	Singapore	6	25	7	25
University of Cambridge	United Kingdom	7	6	9	3
Trinity College Dublin	Republic of Ireland	8	155	17	164
Nanyang Technological University, Singapore	Singapore	9	47	10	48
London's Global University	United Kingdom	10	16	12	15

Source: *Times Higher Education*, 2021a, 2021b.

Emphasizing the countries that occupy the highest positions in the world in terms of the share of foreign students studying in higher education institutions (Fig. 1), it should be noted that, for example, in Australia such students are trained by Australian National University, UNSW Sydney, University of Melbourne, The University of Queensland, which are also among the top 30 most international institutions of higher education. In turn, Canada has three of the most international higher education institutions, which are also in the top 30 of the World University Rankings 2021 - the University of British Columbia, McGill University and the University of Toronto. In the United Kingdom, in addition to the University of Oxford, Imperial College London, the University of Cambridge and London's Global University, King's College London trains international students.

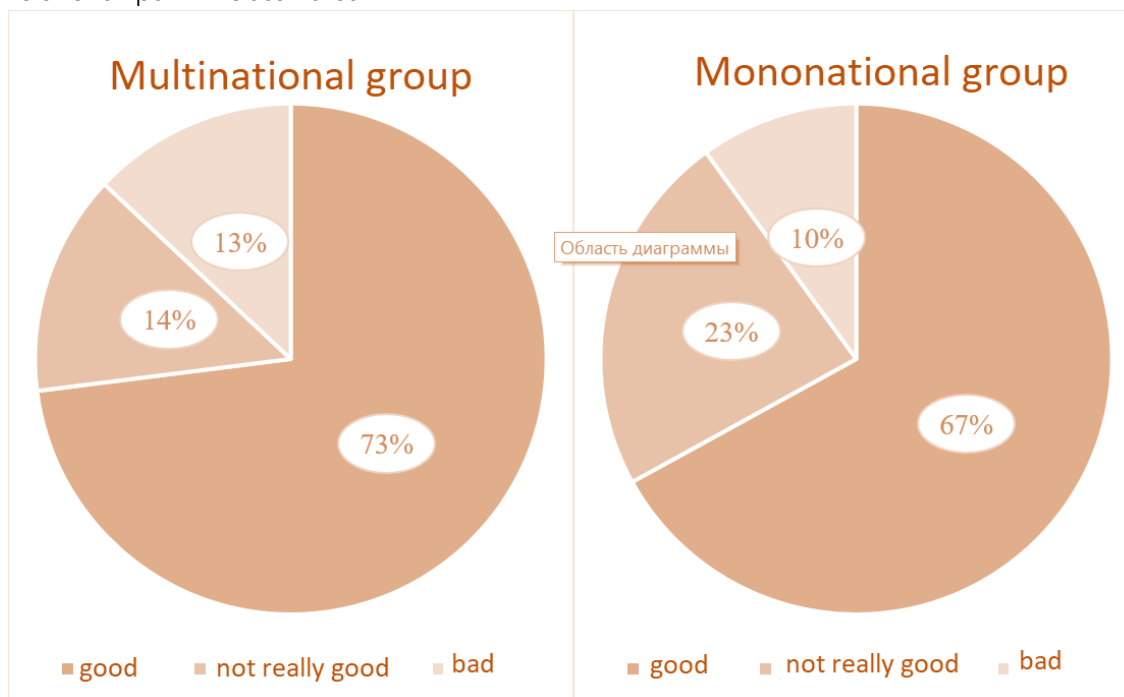
To study the impact of social communications on the formation of relationships between students in the intercultural space, a survey of students studying in international and mono-ethnic groups at the State Higher Educational Institution "Vasyl Stefanyk Precarpathian National University" and Kyiv University named after Borys Hrinchenko. Thus, to obtain information on how social communications affect the relationship between students in the intercultural space, the authors of the article developed a special questionnaire (ANNEX 1).

It is proposed to fill in the questionnaire for students studying at the State Higher Educational Institution "Vasyl Stefanyk Precarpathian National University" at the Department of Social Pedagogy and Social Work of the Faculty of Pedagogy (Derzhavnyj vyshhyj navchalnyj zaklad "Prykarpatskyj nacionalnyj universytet "Kafedra socialnojji pedaghoghiky ta socialnojji roboty, Derzhavnyj vyshhyj navchalnyj zaklad "Prykarpatskyj nacionalnyj universytet imeni Vasylja Stefanyka", 2021) and at the Borys Hrinchenko University of Kyiv at the Department of Pedagogy and Psychology of the Pedagogical Institute (KYJIVSJKYJ UNIVERSYTET IMENI BORYSA GHRINCHENKA, 2021; DEPARTMENT OF PEDAGOGY AND PSYCHOLOGY, KYJIVSJKYJ UNIVERSYTET IMENI BORYSA GHRINCHENKA, 2021). For this purpose, a letter-request was sent to the State Higher Educational Institution "Vasyl Stefanyk Precarpathian National University" and Kyiv University named after Borys Hrinchenko to fill in the questionnaire by students studying in an international group and students studying in a single-ethnic group.

These higher education institutions were chosen for the study because, firstly, they are the leading educational institutions of Ukraine that train foreign citizens in the direction of higher pedagogical education, and secondly, at the Department of Social Pedagogy and Social Work of the Pedagogical Faculty of the State Vasyl Stefanyk Precarpathian National University and the Department of Pedagogy and Psychology of the Borys Hrinchenko Kyiv University have separate international and mono-ethnic groups of students.

The survey was attended by 80 students (including 45 students studying in an international group) studying at the Department of Social Pedagogy and Social Work of the Pedagogical Faculty of the State Higher Educational Institution "Vasyl Stefanyk Precarpathian National University", and 65 students (with 37 students studying in an international group) studying at the Department of Pedagogy and Psychology of the Pedagogical Institute of Kyiv University named after Borys Hrinchenko. The results of the survey showed that students studying in an international group have better relations with classmates, in contrast to students studying in a single-ethnic group (Fig. 2).

Figure. 2. Distribution of answers of students who took part in the survey on what are their relationships with classmates.



Source: Search data.

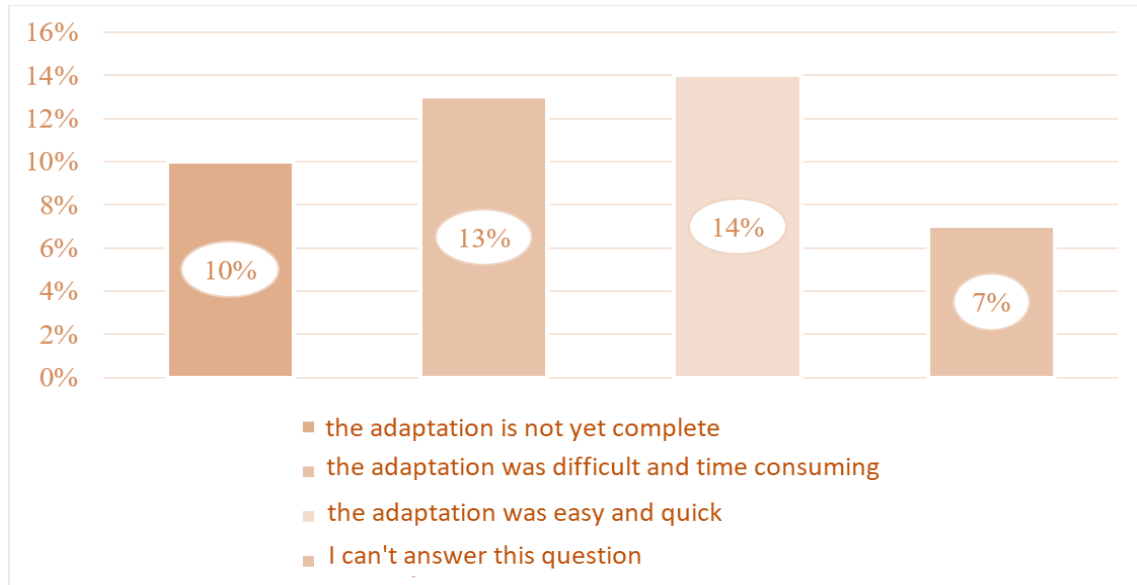
When asked how students relate to other cultures and traditions, 88% of students surveyed in an international group said yes, 9% - neutral and only 3% - negative. At the same time, 59% of students studying in a single-ethnic group stated their positive attitude towards other cultures and traditions, 22% - neutral and 19% - negative.

Positively, 76% of the surveyed students in the interactive group said that students in their group study (or will study) people who profess other cultural values, while 13% of the surveyed students said a negative attitude, and 11% surveyed students found it difficult to answer this question. Regarding students enrolled in a single-ethnic group, 58% of the surveyed students expressed their positive attitude, 28% - with a negative attitude to the fact that their group enrolls (or will study) people who profess other cultural values, and 14% of respondents students found it difficult to answer this question.

37% of the surveyed students studying in an international group and 46% studying in a single-ethnic group expressed personal tension when communicating with a person who professes other cultural values. 57% of surveyed students said that in their group there are people who profess other cultural values, while 43% of surveyed students said that there are no such people.

Among the 57% of surveyed students who noted that in their group there are people who profess other cultural values, only 10% said that their adaptation to the new socio-cultural environment is not yet complete (Fig. 3).

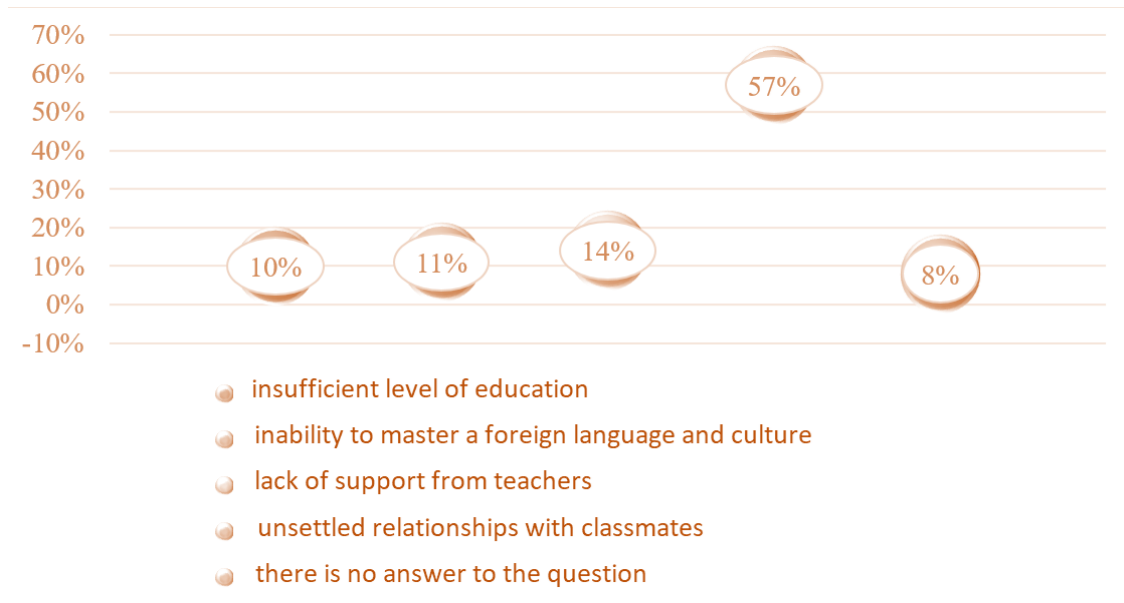
Figure. 3. Distribution of answers of students who participated in the survey on how they adapt to the new socio-cultural environment.



Source: Search data.

27% of surveyed students said that people who profess other cultural values and study in the same group with them said that these people have adapted to the new socio-cultural environment, while 30% said no. More than half of the surveyed students noted that the slowdown in the process of adaptation to the new socio-cultural environment is influenced by unsettled relationships with classmates (Fig. 4).

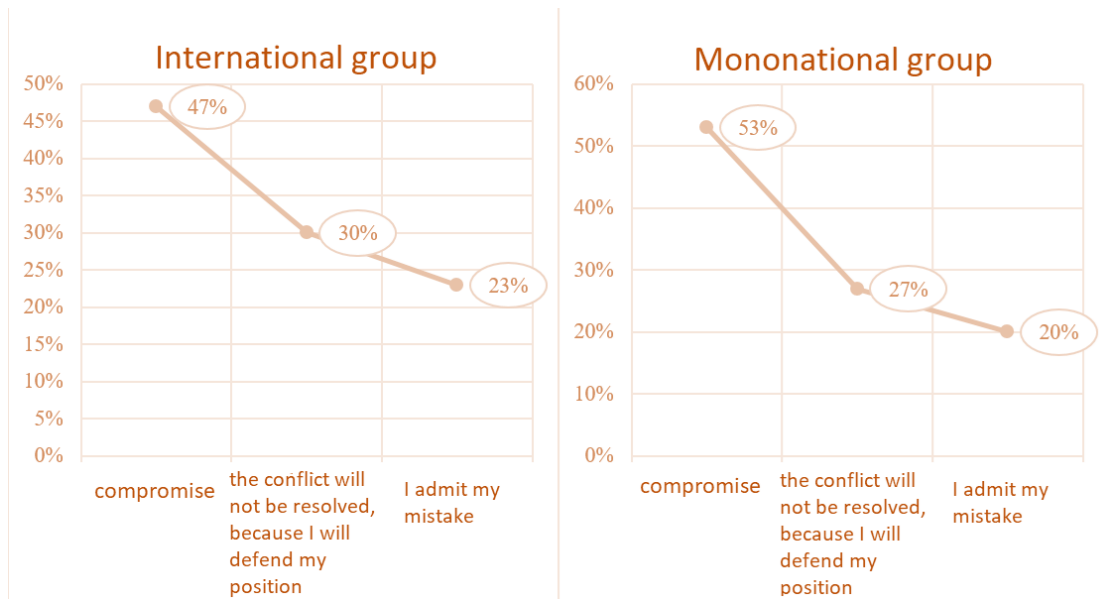
Figure. 4. Distribution of answers of students who participated in the survey on what, in their opinion, slows down the process of adaptation to the new socio-cultural environment.



Source: Search data.

With regard to the issue of intercultural conflicts, 15% of the students surveyed in the international group said that there were such conflicts. Only 3% of the students surveyed in the international group stated that they were involved in intercultural conflicts. When asked what could resolve intercultural conflict, 47% of surveyed students studying in an international group said that a compromise was reached (Fig. 5). Instead, compromise, as an advantage in resolving intercultural conflicts, was noted by 53% of surveyed students studying in a single-ethnic group.

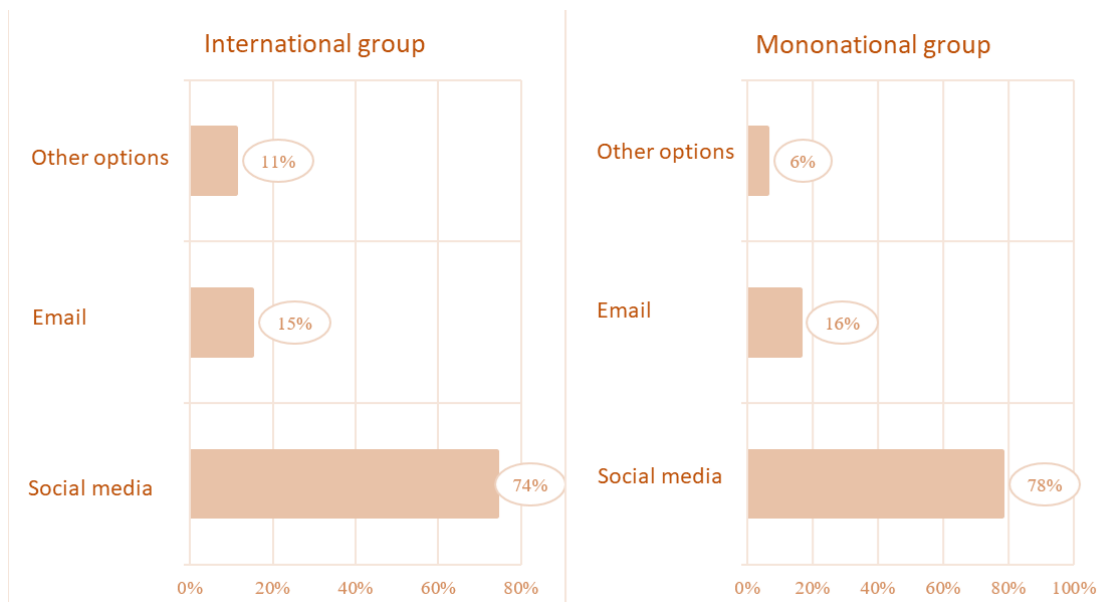
Figure. 5. Distribution of answers of students who participated in the survey on what, in their opinion, can resolve intercultural conflict.



Source: Search data.

In order to determine the level of cooperation between students on common tasks, it was found that 75% of surveyed students studying in an international group and 68% of surveyed students studying in a single-ethnic group said that they actively cooperate with classmates. Regarding the use of social media to communicate with classmates, 78% of surveyed students studying in an international group and 65% of surveyed students studying in a single-ethnic group said that they actively use them. When asked through which social media communication takes place between students, 74% of surveyed students studying in an international group answered that through social networks (Fig. 6).

Figure. 6. Distribution of answers of students who took part in the survey on which social media are used for communication between them.



Source: search data.

Regarding the use of social media for educational cooperation in groups, 75% of surveyed students studying in an international group and 74% of surveyed students studying in a single-ethnic group said that they actively use social media. 78% of the surveyed students mentioned

the high level of educational cooperation between students in the international group, while 12% noted that the educational cooperation between them is at an average level, 10% - at a low level. As for the position of students studying in a single-ethnic group, 64% of surveyed students noted a high level of educational cooperation between them, 19% - about medium and 17% - about low.

Thus, the results of the survey revealed the impact of social communications on the formation of relationships between students in the intercultural space. It is established that in international groups there is a higher level of cooperation between students, in particular to solve common problems. At the same time, both students studying in an international group and students studying in a single-ethnic group use different social communications to interact with each other, in particular, they use social networks largely. Moreover, for educational purposes, both a significant proportion of students studying in an international group and a significant proportion of students studying in a single-ethnic group use social media, including social networks and e-mail.

The practical significance of the information obtained from the survey is that such an approach to determining the impact of social communications on the formation of relationships between students in the intercultural space allows studying the personal position of each of the students who participated in this survey. The results of the survey showed that students generally have a positive attitude towards people who profess other cultural values. They use a number of social media to communicate with such people, including social networks and e-mail. At the same time, the results of the survey showed that a higher level of educational cooperation between students is present in the international group than in the mono-ethnic group, as this position was expressed by 78% of surveyed students against 64% of surveyed students.

DISCUSSION

As a result of revealing the purpose of the scientific article the special urgency of problems of mutual relations between the students belonging to various international groups, in researches of many scientists is revealed. In particular: the researchers noted that communication between students belonging to different international groups and professing different cultural values is characterized by the fact that:

- 1) successful interaction between students in an intercultural environment under the influence of internationalization contributes to increasing the level of their academic success (MITTELMEIER et al., 2018);
- 2) important principles of communication between students in an intercultural environment are the style of dialogue and the philosophy of synergetics (KOLOSOVA et al., 2017);
- 3) an important place in the system of social communications between students is occupied by social media (KIM et al., 2015; ADETOLA et al., 2020; LAU, 2017; DUMPIT, 2017; KUMAR et al., 2019; ZHOU et al., 2020);
- 4) new forms of communication between students are emoji and WhatsApp, email, Skype, SnapChat, Facebook, Instagram and FaceTime (VEYTIA-BUCHELI et al., 2020; MITCHELL et al., 2018);
- 5) the Internet environment has a positive effect on communication between students in the intercultural space (GREEN et al., 2017);
- 6) students' awareness of the cultural features of each of them helps to overcome the barriers that arise between them in the context of intercultural communication (VOEVODA, 2020).

We should agree with the results obtained by scientists, however, based on the relevance of this issue, the study of the impact of social communications on the formation of relationships between students in intercultural space was conducted on the example of Vasyl Stefanyk Precarpathian National University and Kyiv University named after Borys Hrinchenko by use of the questionnaire method. The purpose of the questionnaire was to study the relationships between students who profess different cultural values.

The results of the survey showed a higher level of educational cooperation between students in the international group than in the mono-ethnic group. It was found that the relationship between students, both those studying in an international group and those studying in a single-ethnic group, is formed under the influence of social media as a kind of social communication. It is determined that both for educational purposes and for communication, a significant proportion of students studying in an international group, and a significant proportion of students studying in a single-ethnic group, use social networks and e-mail.

CONCLUSIONS

It is established that social communications between students in the intercultural space take place under the influence of the internationalization of higher education. It was found that internationalization enhances communication between students of different cultural values. To study the impact of social communications on the formation of relations between students in the intercultural space, it was proposed to conduct a survey of students studying at the State Higher Educational Institution "Vasyl Stefanyk Precarpathian National University" at the Department of Social Pedagogy and Social Work of the Faculty of Pedagogy Department of Pedagogy and Psychology of the Pedagogical Institute.

The results of the survey are based on the position of 80 students, including 45 students in an international group studying at the Department of Social Pedagogy and Social Work of the Pedagogical Faculty of the State Higher Educational Institution "Vasyl Stefanyk Precarpathian National University", and 65 students, in particular 37 students studying in an international group studying at the Department of Pedagogy and Psychology of the Pedagogical Institute of Kyiv University named after Borys Hrinchenko.

The results of the survey allowed us to note that determining the impact of social communications on the formation of relationships between students in the intercultural space is based on the personal position of each of the students who participated in this survey. The results of the survey showed that students, both those studying in international groups and those studying in mono-ethnic groups, generally have a positive attitude towards people who profess other cultural values. To communicate and form relationships between people who profess other cultural values, students in international and mono-ethnic groups use the most popular social media, such as social networks and e-mail.

The practical significance of the results obtained in the study is that this approach, which provides for the survey of students by questionnaire to study the impact of social communications on the formation of relationships between students in the intercultural space, is universal. The survey, using the method of questionnaires, can be conducted, for example, to obtain information about the relationship between teachers and students in the intercultural space and how the formation of such relationships using social communications. Prospects for further exploration are aimed at a comprehensive study of communications, both between students and between students and teachers, in an intercultural environment.

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Social communications of students in the modern intercultural space

Comunicação social dos alunos no moderno espaço intercultural

Comunicaciones sociales de los estudiantes en el espacio intercultural moderno

Resumo

O objetivo deste artigo é estudar a influência das comunicações sociais na formação de relações entre estudantes no espaço intercultural, a exemplo da Instituição Estadual de Ensino Superior "Universidade Nacional Precarpathiana Vasyl Stefanyk" e da Universidade de Kyiv em homenagem a Borys Hrinchenko. Métodos: análise, síntese, abstração, modelagem, descrição, observação, comparação, representação tabular e gráfica, questionários e generalizações. Resultados: Determina-se que países como Austrália, Canadá, Grã-Bretanha, Nova Zelândia, França e Holanda têm as maiores taxas de atração de estudantes estrangeiros para estudar em instituições de ensino superior. As universidades mais internacionais do mundo são a Universidade de Hong Kong, ETH Zurique, Universidade Chinesa de Hong Kong, Universidade de Oxford e Imperial College London, que ocupam as cinco primeiras posições no World University Rankings 2021. Verificou-se que, na maioria das vezes, a comunicação social entre estudantes pertencentes a diferentes grupos socioculturais ocorre por meio das mídias sociais.

Palavras-chave: Internacionalização. Mídias sociais. Instituição de ensino superior. Comunicação. Grupo internacional.

Abstract

The aim of this article is to study the influence of social communications on the formation of relations between students in the intercultural space on the example of the State Higher Educational Institution "Vasyl Stefanyk Precarpathian National University" and Kyiv University named after Borys Hrinchenko. Methods: analysis, synthesis, abstraction, modeling, description, observation, comparison, tabular and graphical representation, questionnaires and generalizations. Results: It is determined that countries such as Australia, Canada, Great Britain, New Zealand, France and the Netherlands have the highest rates of attracting foreign students to study in higher education institutions. The most international universities in the world are the University of Hong Kong, ETH Zurich, Chinese University of Hong Kong, University of Oxford and Imperial College London, which occupy the first five positions in the World University Rankings 2021. It was found that most often social communication between students belonging to different socio-cultural groups occurs using social media.

Keywords: Internationalization. Social media. Higher education institution. Communication. International group.

Resumen

El objetivo de este artículo es estudiar la influencia de las comunicaciones sociales en la formación de relaciones entre los estudiantes en el espacio intercultural en el ejemplo de la Institución Estatal de Educación Superior "Vasyl Stefanyk Precarpathian National University" y la Universidad de Kiev que lleva el nombre de Borys Hrinchenko. Métodos: análisis, síntesis, abstracción, modelado, descripción, observación, comparación, representación tabular y gráfica, cuestionarios y generalizaciones. Resultados: Se determina que países como Australia, Canadá, Gran Bretaña, Nueva Zelanda, Francia y los Países Bajos tienen las tasas más altas de atraer estudiantes extranjeros para estudiar en instituciones de educación superior. Las universidades más internacionales del mundo son la Universidad de Hong Kong, ETH Zurich, la Universidad China de Hong Kong, la Universidad de Oxford y el Imperial College de Londres, que ocupan las cinco primeras posiciones en el World University Rankings 2021. Se encontró que la mayoría de las veces la comunicación social entre estudiantes pertenecientes a diferentes grupos socioculturales ocurre a través de las redes sociales.

Palabras-clave: Internacionalización. Redes sociales. Institución de educación superior. Comunicación. Grupo internacional.