

СУСПІЛЬСТВО: СТАН І ПЕРСПЕКТИВИ РОЗВИТКУ. ОСОБИСТІСТЬ

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CULTURAL PATTERNS: REPRESENTATIVES OF ARAB CULTURE IN UKRAINIAN UNIVERSITIES

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КУЛЬТУРНІ МОДЕЛІ: ПРЕДСТАВНИКИ АРАБСЬКОЇ КУЛЬТУРИ В УНІВЕРСИТЕТАХ УКРАЇНИ

Objective. *The objective of the article is to analyze and compare Arab Cultures Cultural awareness; to identify communication barriers in order to enable effective intercultural communication and successful management of the educational process for foreign students from the Arab states because there is a direct dependence on the critical communication skills of university administration and educators, involved into both recruitment of foreigners as candidates for study and educational process of Ukrainian universities.*

Methods. *The main scientific results are obtained using the method of theoretical generalization, which made it possible to determine and nature of intercultural communication, its features and communication barriers; comparative-pedagogical — to compare historical-pedagogical phenomena, events and facts of the socio-cultural life of the studied culture; the problem-genetic method — to justify the provisions regarding the analysis of problems that may hinder effective intercultural communication between representatives of Ukrainian culture and Arab culture studying in Ukrainian educational institutions.*

Results. *The theoretical analysis of the nature of intercultural communication made it possible to identify the types of possible barriers that prevent effective intercultural communication of representatives of Ukrainian and Arabic culture, studying in educational institutions of Ukraine. Interpretation and analysis of the genesis of possible barriers will lead to effective intercultural communication and successful management of the educational process for foreign students because there is a direct dependence on the critical communication skills of university administration and educators, involved into both recruitment of foreigners as candidates for study and educational process of Ukrainian universities.*

Key words: *foreign students, Arab culture, communication barriers.*

Introduction. Despite Russia's full-scale war against Ukraine, Ukrainian higher education institutions continue to organize studies for foreigners. But in spite of the challenges of the year 2022, the internationalization of higher education is developing. One of the factors of modernization of Ukrainian higher education institutions is their internationalization and improvement of the organization system of recruitment and training of foreign students.

Majority of Ukrainian institutions continue to provide services for foreign citizens who study. During the period of martial law, a hotline was created by the Ukrainian State

Center for International Education in WhatsApp, Viber and Telegram. It assists foreign students, institutions of higher education, diplomatic missions, business entities that have agreements with educational institutions of Ukraine. Undoubtedly, successful management of the educational process for foreign students depends on the critical communication skills of university administration and educators, involved into both recruitment of foreigners as candidates for study and educational process of Ukrainian universities. In Kryvbas region the representatives of African and Arab cultures tend to dominate among the student body of the foreign citizens and chose an educational segment of specialties dynamically developing economic and technological majors. Arab Cultures Cultural awareness, which is compared and analyzed in the article, could be useful to acquire a critical communication skill and overcome the barriers of intercultural communication.

Latest research. The theoretical and methodological basis of our research consists of the works of such researchers as Hurn BJ, Jundt FE., Kai J.

The problems of organizing the education of foreign students, in particular representatives of Arab culture, are the subject of attention of teachers such as Yermolenko O., Polyakovska O. Kruhlenko L.

The problem of intercultural communication barriers is formulated by Bash L., Bullok K., Kostiuk S, Spinks N.

A number of domestic and foreign scientific and methodical studies Dudchenko M., Lazaryuk O. Shcherbak Yu. are devoted to the problem of adaptation of foreign students in Ukrainian universities.

However, the analysis of the communication barriers which could occur between representatives of the Arab culture, studying in universities of Ukraine and representatives of the Ukrainian culture did not become the subject of teachers' attention.

The **objective** of the research is to identify some communication barriers between the representatives of the Arab states studying in Ukraine, to analyze and compare Arab Cultures Cultural awareness which can be considered as the basis of a critical communication skill, make specific emphasis on religion and language.

Results and discussions. Ukraine has significant educational potential and is an active participant international market of educational services. Ukraine as educational platform was and is interesting for foreign citizens. According to the Ministry of Education of Ukraine, the number of foreign students studying in Ukraine was constantly growing comparing years 2011-2021. As of January 1, 2021, number of foreign students was 76,548 and in 2018, there was 75,605. 20 % of the students were the representatives of the Arab culture. According to O. Polyakovska, Covid-19 and full-scaled war started in 2022 cause negative tendency in several universities, decreasing the number of foreign students to 97% in 2020-2021.

The Arab world today comprises 22 countries, united into The League of Arab States (hereinafter — LAD). Established and headquartered in Cairo (Egypt) on March 22, 1945, this regional intergovernmental organization includes 22 states: Egypt, Sudan, Somalia, Djibouti, Comoros, Iraq, Jordan, Syria, Lebanon, Algeria, Libya, Tunisia, Morocco, Mauritania, Yemen, Kuwait, Saudi Arabia, Qatar, Bahrain, Oman, UAE, as well as the Palestinian Authority. Iran is not considered as Arab state because the official language of the country is Persian (Farsi). Traditionally, the leaders in the obtaining educational services in Ukraine are Algeria, Morocco and Egypt.

Every foreign student, who comes to a university of Ukraine to study, is a representative of a certain country from special mentality, psychological state, peculiar perception world and the new sociocultural environment.

During the entry into a new social and educational environment, emotional state a foreign student changes from internal tension to feeling of psychological comfort, which

has a positive effect on the results of assimilation educational material. Students of the first year of study have a sense of optimism and the joy of the first months can quickly change to an alarming, self-isolated, painful state with aggressive, nervous behavior and a feeling of helplessness.

Such consequences are the cause of culture shock of foreign students, caused not only by differences in lifestyle and misunderstanding new cultural environment, but also the lack of social support teachers and administration, low intercultural communication skills, the lack of opportunities to learn the language and culture, the country in which they are.

Analysis of sociocultural adaptation of foreign students in Ukraine doesn't reveal characteristic specific features inherent in one nation. But the differences of representatives of the Arab culture are manifested in their degree the intensity of the manifestation of their personal character traits, such as collectivism, autonomy, independence, courage in defending one's positions, emotionality, loyalty to family traditions and religious customs. Dominant Cultural Patterns Ukrainian and Islamic Arab cultures clash over the following cultural values:

- The relationship between God and humankind.
- The role of morality in human affairs.
- The role of technology and modernization.
- The nature of progress.

Taking into account the definition given by Koester & Lustig (2012), intercultural communication we understand as a symbolic, interpretive, transactional, contextual process in which representatives from different cultures can create shared meanings. Intercultural communication is a two-way process that allows a speaker and a listener to understand each other regardless of their cultures. The barriers which may interrupt or prevent effective communication are considered as obstacles or problems or challenges that breakdown the communication process. There are numerous barriers to communication, and these may occur at any stage in the communication process. In general, they can be classified into the following categories: mechanical, physical, psychological, social, noise, religious, cultural, and verbal and non-verbal language barriers. Mechanical, physical, verbal and noise intercultural communication problems may occur when the flow of information between a sender and a receiver is prevented. In the article there is an overview of a few categories such as: religious (human nature and relations); social (activity, time); and cultural which may cause intercultural communication barriers.

Religion barrier could be identified as a conflict between conservative Arab states and liberal and free Europe. Achieving religious freedom without abandoning religious belief is a difficult challenge. Freedom in modern sense of the term was introduced into the Arab culture through contact with Europe — particularly France. Until the end of the World War I close to 90% of Arab world was conquered by military force, but after the war the European colonial power began to retreat.

Arab States and Islam Arabs have 3 trends Islam, nationalism, and pan-Arabism. Followers of Islam total around 1.6 billion or 20% of the world's population. Islam was the second biggest religion in the world after Christianity. Today some 75 countries have dominant Muslim populations. It was also claimed to be the fastest growing religion in the world (Novak, 1995). The word Islam was taken from Arabic term 'Salam' which means 'peace', 'surrender' or 'to submit' (Miller, 1995). Submission to the will of Allah as a norm in life. The followers of Islam are called Muslims. Muslim literally means "submitters" to God. Islam's actual historical origins can be traced only to the life of Muhammad.

In all aspects, Arab worldview is derived from Islam and expressed in its language. Islam draws no distinction between religion and temporal aspects of life. This may affect the

attendance of students, especially while Ramadan holidays. The representatives of the Arab culture, who study at Ukrainian universities may perform lower indicators of quality and success in education during and even after Ramadan, at the time when Ukrainian educators demand stable attendance of lectures and practical classes.

Miller and Hoffmann (1995) proposed that being irreligious is a form of risk-taking behavior. Ukrainian hospitality and freedom, flexible dressing standards of Ukrainian women (vise versa for Muslim women it is strictly advisable to wear hijabs and abayas), very much democracy and in spite of the fact that alcohol may be served with some restrictions during the period of martial law irreligious Arab students may find the life style in Ukraine challenging which can lead to risk-taking behavior.

Social barrier may occur when activity orientation is confronted. Arab Values Activity Orientation: hard work is a virtue. All kinds of work is accepted except if indecent or immoral. Humans are trustees of possessions but ultimately Allah is the "owner" Islam encourages practicality not wishful thinking. It means that Muslim has a responsibility to spend money wisely, while this feature can be wrongly construed by the Ukrainians as parsimony and acquisitiveness.

Social barrier may also occur when time orientation is confronted. The Islamic calendar is also known as the Hijri (Hijrab, Hegirian) Calendar. It is based on the cycles of the moon. A lunar month is the time between two new moons. Months in the Hegirian calendar have no relation to the season. The first day of the first year started, when Muhammad fled Mecca for Medina to escape persecution. This day corresponds to July 15, 662. The Western method of designating Islamic dates is A.H. (*anno Hegira*).

When we consider the way how cultures use time, here the confrontation between *monochromic* and *polychromic* time may occur. Monochromic time is considered when one thing is being done at a time. It is European and North American particular. The Ukrainian culture constitutes no exception, and the representatives of the Ukrainian culture tend to try to plan the order how to use the time effectively. It is the necessary skill not to be late and perform effective time management. Doing many things at once is considered as polychromic time. The involvement of people and completion of transactions are dominating over following any schedules. This is Latin American, Middle Eastern and North African particular. The Arab culture constitutes no exception. In polychromic cultures, the Arab culture, for example, nothing is firm, plans can be changed up to the last minute. This feature of the polychromic culture should be taken into consideration while the university administration of Ukrainian educational establishments deals with documentation preparation of the Arab students, especially if it is necessary to resolve urgent issues, to apply to the Ministry of Education, the State Migration Service of Ukraine where the strict terms of consideration of documents may be challenging.

Social barrier may also occur when the impact of language barrier prevents the effective communication. Language is the most powerful tool of communication. Because communication of ideas, thoughts, opinion and emotional expression, social interaction, using the power of sound, recording facts, expression of identity are rigidly tied to effective crosscultural communication. The pressure of misunderstanding on the basis of language barrier is usually decreased for the foreign students who obligatory take language course on the preparatory departments of the Ukrainian universities.

Conclusions. The theoretical analysis of the nature of intercultural communication made it possible to identify the types of possible barriers: mechanical, physical, psychological, social, noise, religious, cultural, and verbal and non-verbal language barriers. In the article there is an overview of a few categories such as: religious (human nature and relations); social (activity,

time); and cultural ones, which may prevent effective intercultural communication of representatives of Ukrainian and Arabic culture, studying in educational institutions of Ukraine. Interpretation and analysis of the genesis of possible barriers will lead to effective intercultural communication and successful management of the educational process for foreign students because there is a direct dependence on the critical communication skills of university administration and educators, involved into both recruitment of foreigners as candidates for study and educational process of Ukrainian universities.

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Мета дослідження — проаналізувати та порівняти культурну обізнаність арабських культур. Визначити комунікаційні бар'єри, щоб забезпечити ефективну міжкультурну комунікацію та успішне управління навчальним процесом іноземних студентів з арабських держав, оскільки існує пряма залежність від критичних комунікативних навичок адміністрації університету та викладачів, залучених до освітнього процесу, набору іноземців, як кандидатів на навчання у ВНЗ України.

Методи. Основні наукові результати отримано з використанням методу теоретичного узагальнення, що дало змогу визначити природу міжкультурної комунікації, її особливості та комунікаційні бар'єри; порівняльно-педагогічного — для зіставлення історико-педагогічних явищ, подій і фактів соціокультурного життя досліджуваної культури; проблемно-генетичний метод використовувався для обґрунтування положення щодо аналізу проблем, які можуть перешкоджати ефективній міжкультурній комунікації представників української та арабської культури, які навчаються в навчальних закладах України.

Результати. Теоретичний аналіз природи міжкультурної комунікації дав змогу виявити типи можливих бар'єрів, які перешкоджають ефективній міжкультурній комунікації представників української та арабської культури, які навчаються в навчальних закладах України. Інтерпретація та аналіз генезису можливих бар'єрів призведе до ефективної міжкультурної комунікації та успішного управління навчальним процесом для іноземних студентів, оскільки існує пряма залежність від критичних комунікативних навичок адміністрації університету та викладачів, залучених до навчального процесу студентів іноземців, та набору іноземців як кандидатів для навчання у ВНЗ України.

Ключові слова: іноземні студенти, арабська культура, комунікативні бар'єри.