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PSYCHOLOGICAL DETERMINANTS OF ETHNOCULTURAL COMPETENCE DEVELOPMENT THROUGH PROFESSIONAL FOREIGN LANGUAGE COMMUNICATION

Анотація. Мета роботи полягає у теоретичному обґрунтуванні психологічних детермінант розвитку етнокультурної компетентності засобами професійної іншомовної комунікації, інтеграції сучасних психологічних, педагогічних і міждисциплінарних підходів у цілісну концептуальну модель та визначенні можливостей її практичної реалізації у професійній підготовці майбутніх психологів. **Методологія** дослідження ґрунтується на системному, компетентнісному, особистісно орієнтованому, міжкультурному та психолінгвістичному підходах. Використано аналіз, синтез, узагальнення, моделювання, педагогічне спостереження, аналіз продуктів навчальної діяльності та апробацію авторської концептуальної моделі у процесі професійної підготовки 8 здобувачів другого (магістерського) рівня вищої освіти спеціальності С4 «Психологія» у 2025–2026 навчальному році. **Наукова новизна** полягає у розробленні концептуальної моделі розвитку етнокультурної компетентності майбутніх психологів засобами професійної іншомовної комунікації, яка інтегрує психологію етнокультурної ідентичності, концепцію міжкультурної комунікативної компетентності, теорію культурного інтелекту та професійну іншомовну комунікацію в єдину систему професійної підготовки. Уперше запропоновано алгоритм практичної реалізації цієї моделі, що забезпечує послідовне формування етнокультурної ідентичності, ціннісних орієнтацій, культурного інтелекту, міжкультурної чутливості, професійної рефлексії та готовності до конструктивної взаємодії в умовах культурного різноманіття. **Висновки.** Результати дослідження підтвердили результативність інтеграції психологічної підготовки та професійної іншомовної комунікації як ефективного засобу розвитку етнокультурної компетентності майбутніх психологів. Апробація запропонованої моделі засвідчила її практичний потенціал у професійній підготовці здобувачів вищої освіти та можливість використання під час модернізації освітніх програм, спрямованих на формування готовності майбутніх фахівців до професійної діяльності в полікультурному середовищі.

Ключові слова: етнокультурна компетентність; етнокультурна ідентичність; культурний інтелект; міжкультурна комунікативна компетентність; професійна іншомовна комунікація; професійна підготовка; психологічні детермінанти.

Abstract. Purpose. The purpose of this study is to provide a theoretical substantiation of the psychological determinants underlying the development of ethnocultural competence through professional foreign language communication, to integrate contemporary psychological, educational, and interdisciplinary approaches into a coherent conceptual model, and to determine its potential for application in professional education. **Methodology.** The study is based on systemic, competence-based, learner-centred, intercultural, and psycholinguistic approaches. The research employed a combination of analysis, synthesis, generalisation, conceptual modelling, pedagogical observation, and analysis of students' learning outcomes. The proposed conceptual model was piloted during the professional training of eight Master's students enrolled in the C4 Psychology programme throughout the 2025–2026 academic year. **Scientific novelty.** The study proposes a conceptual model for the development of ethnocultural competence through professional foreign language

communication, integrating the psychology of ethnocultural identity, intercultural communicative competence, cultural intelligence, and professional foreign language communication into a unified framework for the professional education of future psychologists. In addition, an implementation algorithm is developed to ensure the gradual formation of ethnocultural identity, value orientations, cultural intelligence, intercultural sensitivity, professional reflection, and readiness for constructive interaction in culturally diverse environments. **Conclusions.** The findings confirm that integrating psychological training with professional foreign language communication provides effective conditions for developing ethnocultural competence among future psychologists. The pilot implementation demonstrated the practical value of the proposed conceptual model and its applicability for enhancing higher education curricula aimed at preparing specialists for professional practice in multicultural contexts.

Keywords: cultural intelligence; ethnocultural competence; ethnocultural identity; intercultural communicative competence; professional foreign language communication; professional training; psychological determinants.

Introduction. The professional activity of today's specialists is increasingly carried out within the context of intercultural interaction, where effective communication is determined not only by proficiency in a foreign language but also by the ability to understand culturally conditioned patterns of behaviour, interpret the values of other communities, and engage in constructive professional dialogue. Under these conditions, professional foreign language communication acquires a new meaning: it becomes an environment in which individuals not only develop linguistic competence but also cultivate the psychological readiness required for interaction with representatives of other cultures.

The evolution of scholarly approaches to this issue reflects a gradual shift from a linguistic interpretation of intercultural interaction to its psychological conceptualisation. Whereas earlier studies focused primarily on language proficiency and knowledge of the cultural characteristics of different nations [12], contemporary psychology conceptualises intercultural interaction as a process encompassing ethnocultural identity, value systems, cultural intelligence, empathy, reflection, and an individual's capacity for constructive dialogue [14]. This development of scientific thought is natural, as these psychological characteristics determine an individual's readiness for effective professional activity in multicultural environments [11].

Significant contributions to the development of contemporary understanding of the psychological foundations of intercultural interaction have been made by J. Berry through his research on ethnocultural identity and acculturation [11], D. Deardorff through her process-oriented model of intercultural competence development [14], M. Byram through his conceptualisation of the relationship between foreign language education and intercultural communicative competence [12], and S. Ang, L. Van Dyne, and K.-Y. Ng through the development of the concept of cultural intelligence as a psychological prerequisite for effective interaction in multicultural settings [10].

This issue has also attracted considerable attention within Ukrainian scholarship. The psychological aspects of ethnonational identity have been examined by V. V. Predko [7]. The development of intercultural competence among future professionals has been investigated in the works of M. L. Ivanytska [3], H. Yu. Kravchenko and Yanshi Liu [4], O. V. Matviienko and Zhang Jing [5], O. Vasylenko [2], M. - S. Shamsutdinova [8], N. Soloshenko-Zadniprovska [22], and O. Pasichnyk [6]. These studies convincingly demonstrate that professional foreign language education provides broad opportunities for developing intercultural competence, cultural openness, and professional readiness for interaction in multicultural environments.

At the same time, a comprehensive analysis of contemporary psychological, educational, and translation studies indicates a gradual convergence of different scholarly approaches to understanding ethnocultural competence. Ethnocultural identity, cultural intelligence, intercultural competence, and professional foreign language communication are increasingly viewed not as isolated phenomena but as interrelated psychological factors in an individual's professional development. Within this context, particular importance is attached to investigating the psychological determinants that facilitate the development of ethnocultural competence among future psychologists through professional foreign language communication. This logic, which underpins the development of contemporary scientific knowledge, defines the direction and conceptual foundation of the present study.

The aim of the article is to provide a theoretical justification for the psychological determinants of ethnocultural competence development through professional foreign language communication, to integrate contemporary psychological and interdisciplinary approaches into a coherent conceptual model, and to identify the potential for its application in the professional education of future psychologists.

Theoretical Foundations of the Study. The understanding of ethnocultural competence has undergone substantial transformation over the past decades. While the early stages of intercultural research focused primarily on knowledge of the cultural characteristics of different nations and the acquisition of norms of intercultural behaviour [12], contemporary psychological research increasingly demonstrates that the effectiveness of intercultural interaction is determined primarily by the individual, including their value system, established ethnocultural identity, capacity for reflection, and psychological readiness for dialogue with representatives of other cultures [14].

Such an evolution of scholarly perspectives is both natural and expected. Globalisation, professional mobility, and the expansion of international cooperation have fundamentally changed the nature of intercultural communication. It is no longer viewed solely as a means of information exchange but increasingly as a space for interaction among individuals, each bringing their own cultural experience [14]. Consequently, contemporary psychological theories have shifted their emphasis from the acquisition of cultural knowledge to the internal mechanisms that enable openness to other cultures, the ability to understand their values without losing one's own cultural identity, and the capacity to build professional relationships based on mutual respect [11].

A significant contribution to the development of this perspective has been made by J. Berry, whose theory conceptualises acculturation as the outcome of interaction between the individual and a new cultural environment. He convincingly argues that preserving one's own cultural identity does not contradict openness to other cultures; on the contrary, it provides the psychological foundation for constructive intercultural interaction [11]. This idea has been further developed in contemporary Ukrainian psychological research. In particular, V. V. Predko argues that ethnonational identity is formed as a dynamic system of personal meanings that shapes an individual's social behaviour, value orientations, and readiness to interact with representatives of other ethnocultural communities [9].

The gradual expansion of the psychological understanding of ethnocultural competence has naturally led to a reconsideration of its structure. Contemporary research increasingly conceptualises it as an integrative personal characteristic that combines cognitive, affective-value, and behavioural components [14]. This perspective is reflected in the works of D. Deardorff, who presents intercultural competence as a process of continuous personal development [14], as well as in M. Byram's conceptualisation of the relationship between foreign language education, critical cultural awareness, and readiness for intercultural dialogue [12]. Ukrainian researchers O. Pasichnyk and O. Vasylenko likewise emphasise that intercultural competence can be effectively developed through foreign language education only when language instruction is combined with the cultivation of value orientations, cultural openness, and the capacity for mutual understanding [2].

The logical continuation of this evolution has been the growing interest in the psychological resources that enable successful functioning in multicultural environments. Consequently, contemporary international research increasingly focuses on cultural intelligence, intercultural sensitivity, empathy, and psychological adaptability [10]. In the works of S. Ang, L. Van Dyne, and K.-Y. Ng, cultural intelligence is conceptualised as an individual's ability to interpret culturally conditioned situations effectively and to adjust behaviour accordingly [21]. Recent empirical studies further demonstrate that the integration of cultural intelligence with professional foreign language communication creates favourable conditions for the development of intercultural competence in educational settings [16].

Within this context, the professional education of future translators and foreign language specialists acquires particular significance. The studies conducted by M. L. Ivanytska, H. Yu. Kravchenko, Yanshi Liu, O. V. Matviienko, and Zhang Jing convincingly demonstrate that professional foreign language communication creates conditions not only for the development of linguistic competence but also for fostering cultural reflection, psychological flexibility, and the ability to interpret culturally conditioned meanings in professional interaction [3]. These findings are consistent with the results of our previous study on the psychological mechanisms underlying the interpretation of ethnocultural realia in translation. That study demonstrated that successful intercultural interpretation is determined not so much by the level of linguistic competence as by the development of psychological readiness to understand another culture and the ability to integrate one's own cultural experience into the process of professional communication [8].

A comprehensive analysis of contemporary psychological, educational, and translation studies provides sufficient grounds for viewing ethnocultural competence as the result of the progressive development of scholarly understanding of the individual within the intercultural space. From recognising the role of ethnocultural identity, scholarly attention has naturally shifted to investigating the psychological mechanisms that foster openness to other cultures and, subsequently, to examining cultural intelligence and professional foreign language communication as factors in personal development.

Contemporary psychology increasingly focuses on the internal mechanisms of personal development that enable individuals to recognise cultural diversity, engage in constructive dialogue, and adapt their behaviour to new sociocultural contexts [14]. Consequently, ethnocultural competence is increasingly conceptualised as the outcome of the interaction of psychological, cognitive, affective-value, and communicative processes that develop throughout an individual's professional and personal growth [11].

The foundation of this process is a well-developed ethnocultural identity. Awareness of one's own cultural affiliation provides the psychological basis for perceiving other cultures without losing one's own system of values. In this regard, J. Berry's concept convincingly demonstrates that an individual's psychological adaptation to a multicultural environment is grounded in the ability to maintain a balance between preserving one's own cultural identity and remaining open to new cultural practices [11]. Expanding on this perspective, V. V. Predko argues that ethnonational identity develops as a dynamic personal construct that shapes the nature of social interaction, patterns of interpersonal perception, and readiness for intercultural cooperation [7]. Thus, ethnocultural identity should be regarded not as the final outcome of personal development but as the psychological foundation for further intercultural growth.

The next stage of development involves the formation of an individual's value-motivational sphere. It is this dimension that determines a person's readiness not only to perceive cultural differences but also to consciously build interaction based on respect, mutual understanding, and responsibility. D. Deardorff's process model of intercultural competence is founded on the premise that competence development begins with individuals' internal attitudes—openness, respect, curiosity towards other cultures, and a willingness to engage in continuous self-development [14]. A similar perspective is reflected in the work of M. Byram, who associates intercultural communicative competence with the development of critical cultural awareness, the ability to analyse one's own cultural assumptions, and to relate them to the values of other sociocultural communities [12]. Ukrainian researchers O. Pasichnyk and O. Vasylenko complement this perspective by emphasising that value orientations are the key factor determining the effectiveness of intercultural competence development through foreign language education [2].

The subsequent stage of personal development in an intercultural environment is associated with the formation of cultural intelligence. Contemporary psychological research conceptualises it as an integrative ability that enables individuals to interpret culturally conditioned situations appropriately, anticipate the behavioural patterns of their interlocutors, and consciously select effective strategies for professional interaction. In the works of S. Ang, L. Van Dyne, and K.-Y. Ng, cultural intelligence is presented as a multidimensional psychological construct comprising cognitive, motivational, metacognitive, and behavioural components [22; 23]. Such a structure explains why successful intercultural interaction depends not only on knowledge of cultural characteristics but also on an individual's ability to adapt their behaviour flexibly to new sociocultural circumstances.

Alongside cultural intelligence, increasing attention is being paid to the psychological qualities that ensure the depth and effectiveness of intercultural interaction. Contemporary research convincingly demonstrates that empathy, reflection, tolerance for ambiguity, cultural openness, and self-regulation shape interpersonal communication no less than language proficiency. In particular, S. Goldstein emphasises the importance of taking an individual's ethnocultural experience into account when assessing intercultural competence [18]. The findings of the systematic review by Wang Xiaoyan and colleagues confirm that contemporary models of intercultural competence increasingly integrate individuals' affective-value characteristics with their professional experience of intercultural interaction [23].

A natural stage in the development of these psychological mechanisms is their implementation through professional foreign language communication. Through professional communication in a foreign language, individuals apply their established psychological resources, reinterpret their own cultural experience, and acquire new patterns of intercultural interaction. This perspective is supported by D. Katan, who conceptualises translation and professional communication as processes of cultural mediation [20]. Similar conclusions can be found in the studies of M. Ivanytska [3], E. Gutiérrez-Santiuste and M. Ritacco-Real [19], and N. Cong-Lem [13], all of whom demonstrate that professional foreign language communication provides an environment for the development of intercultural reflection, professional responsibility, and psychological readiness for interaction in multicultural settings. The findings of our previous study also confirm that interpreting ethnocultural realia in translation relies not only on linguistic knowledge but also on a well-developed system of psychological mechanisms that enables understanding of culturally conditioned meanings and their adequate rendering in professional communication [9].

The development of ethnocultural competence is realised in practice only when individuals are given opportunities to apply their acquired psychological qualities in authentic intercultural interaction. For this reason, contemporary research increasingly regards professional foreign language communication not

merely as a component of language education but as an educational and sociocultural environment in which the personality of the future specialist is formed [12]. The use of a foreign language in professional activity requires continuous interpretation of cultural contexts, comparison of one's own experience with that of representatives of other cultures, and decision-making that takes into account the values and communicative norms of different sociocultural communities [20].

This understanding of professional foreign language communication has evolved gradually. M. Byram's concept of intercultural communicative competence expanded the traditional interpretation of language education by integrating language skills with the development of critical cultural awareness, the ability to analyse cultural phenomena, and the capacity to engage in an equitable dialogue with representatives of different cultures [12]. This idea was further developed in the work of D. Katan, who convincingly demonstrates that professional communication and translation are not merely processes of information transfer but, above all, processes of cultural mediation. At the centre of this approach is an individual capable of interpreting culturally conditioned meanings, anticipating potential communicative challenges, and identifying solutions that facilitate mutual understanding among participants in professional communication.

Contemporary international research confirms that professional foreign language communication creates favourable conditions for the development of the psychological characteristics that underlie ethnocultural competence. In particular, the study by E. Gutiérrez-Santiuste and M. Ritacco-Real demonstrates that students' participation in international telecollaborative projects fosters cultural openness, reflection, and the ability to engage in constructive interaction with representatives of other cultures [19]. Likewise, M. Feng and colleagues identified a strong relationship between the level of foreign language proficiency and the development of students' intercultural communicative competence, emphasising the decisive role of authentic communicative experience in fostering psychological readiness for intercultural dialogue [16].

An important direction in contemporary research is the conceptualisation of professional foreign language communication as a continuous process of personal development. The bibliometric analysis conducted by N. Cong-Lem demonstrates that, over recent decades, scholarly interest has gradually shifted from foreign language teaching methodology towards the investigation of the psychological factors underlying intercultural interaction, cultural intelligence, professional identity, and personal development within a globalised educational environment [13]. This trend reflects the natural convergence of personality psychology, foreign language pedagogy, and intercultural communication.

Ukrainian scholarly research has developed in the same direction. In the works of M. L. Ivanytska, the professional education of translators is viewed as a process of developing the ability to interpret literary and culturally marked meanings, which requires not only linguistic competence but also a high level of intercultural sensitivity and psychological reflection [3]. The studies by H. Yu. Kravchenko and Yanshi Liu [4], O. V. Matviienko and Zhang Jing [5], and N. Soloshenko-Zadniprovska [22] further confirm that the effectiveness of professional foreign language education is directly associated with the development of openness to cultural diversity, the ability to collaborate, and the readiness of future specialists to work in an international professional environment.

A logical continuation of these scholarly approaches is the study of the psychological mechanisms of translation as a distinct form of professional intercultural communication. In our previous research, we demonstrated that interpreting ethnocultural realia requires integrating linguistic knowledge, psychological readiness for intercultural interaction, and a well-developed system of cultural values. Within this framework, the translator acts not merely as a linguistic mediator but also as an active interpreter of cultural meanings, whose professional decisions determine the adequacy of intercultural communication [9]. Therefore, professional foreign language communication should be regarded as an environment in which ethnocultural competence is not only manifested but also continuously developed.

The analysis of contemporary psychological, educational, and translation studies indicates a consistent expansion of scholarly understanding of the nature of ethnocultural competence. At different stages, researchers have focused on particular dimensions of this phenomenon, including ethnocultural identity, intercultural competence, cultural intelligence, professional foreign language communication, and the psychological characteristics of the individual. Taken together, these scholarly approaches provide a comprehensive theoretical foundation for understanding ethnocultural competence as an integrative characteristic of personality. To systematise the findings of the present analysis, the main stages in the development of scholarly approaches are summarised in **Table 1**.

Table 1. Theoretical Foundations for the Development of Ethnocultural Competence in Contemporary Psychological and Educational Research

Research Approach	Core Idea	Key Scholars	Contribution to the Present Study
Psychology of Ethnocultural Identity	Personal development is shaped through awareness of one's ethnocultural identity and meaningful interaction with other cultures.	J. Berry, V. Predko	Provides the psychological foundation for the development of ethnocultural competence and professional identity.
Intercultural Communicative Competence	Effective intercultural interaction relies on the integration of language proficiency, cultural knowledge, values, and communication skills.	M. Byram, D. Deardorff, O. Pasichnyk, O. Vasylenko	Explains the structural and developmental nature of intercultural competence as a key component of professional foreign language education.
Cultural Intelligence	Successful functioning in multicultural settings depends on an individual's cognitive, metacognitive, motivational, and behavioural readiness for intercultural interaction.	S. Ang, L. Van Dyne, K.-Y. Ng	Explains the psychological mechanisms that enable adaptation to cultural diversity and foster intercultural sensitivity.
Professional Foreign Language Communication and Translation	Professional communication in a foreign language creates opportunities for developing cultural awareness, reflective thinking, and intercultural experience within authentic professional contexts.	D. Katan, M. Ivanytska, O. Matviienko, N. Cong-Lem, E. Gutiérrez-Santiuste	Demonstrates how psychological mechanisms of intercultural competence are translated into professional communication and foreign language practice.
Integrative Psychological Approach	Ethnocultural competence emerges through the interaction of ethnocultural identity, intercultural communicative competence, cultural intelligence, and professional foreign language communication.	Authors' conceptual synthesis based on contemporary research	Serves as the theoretical basis for the conceptual model proposed in the present study.

The systematisation of contemporary scholarly approaches demonstrates their inherent complementarity. Each of the analysed approaches highlights a particular aspect of ethnocultural competence development; however, their integration makes it possible to conceptualise this phenomenon as a holistic process of personal development. It is precisely the integration of psychological, intercultural, and professional communicative approaches that provided the foundation for the development of the authors' conceptual model of ethnocultural competence development through professional foreign language communication (Figure 1).

The proposed conceptual model (Figure 1) identifies a system of interrelated psychological components of ethnocultural competence among future psychologists. However, its effective implementation in the educational process requires defining a practical mechanism that ensures the consistent development of each identified component.

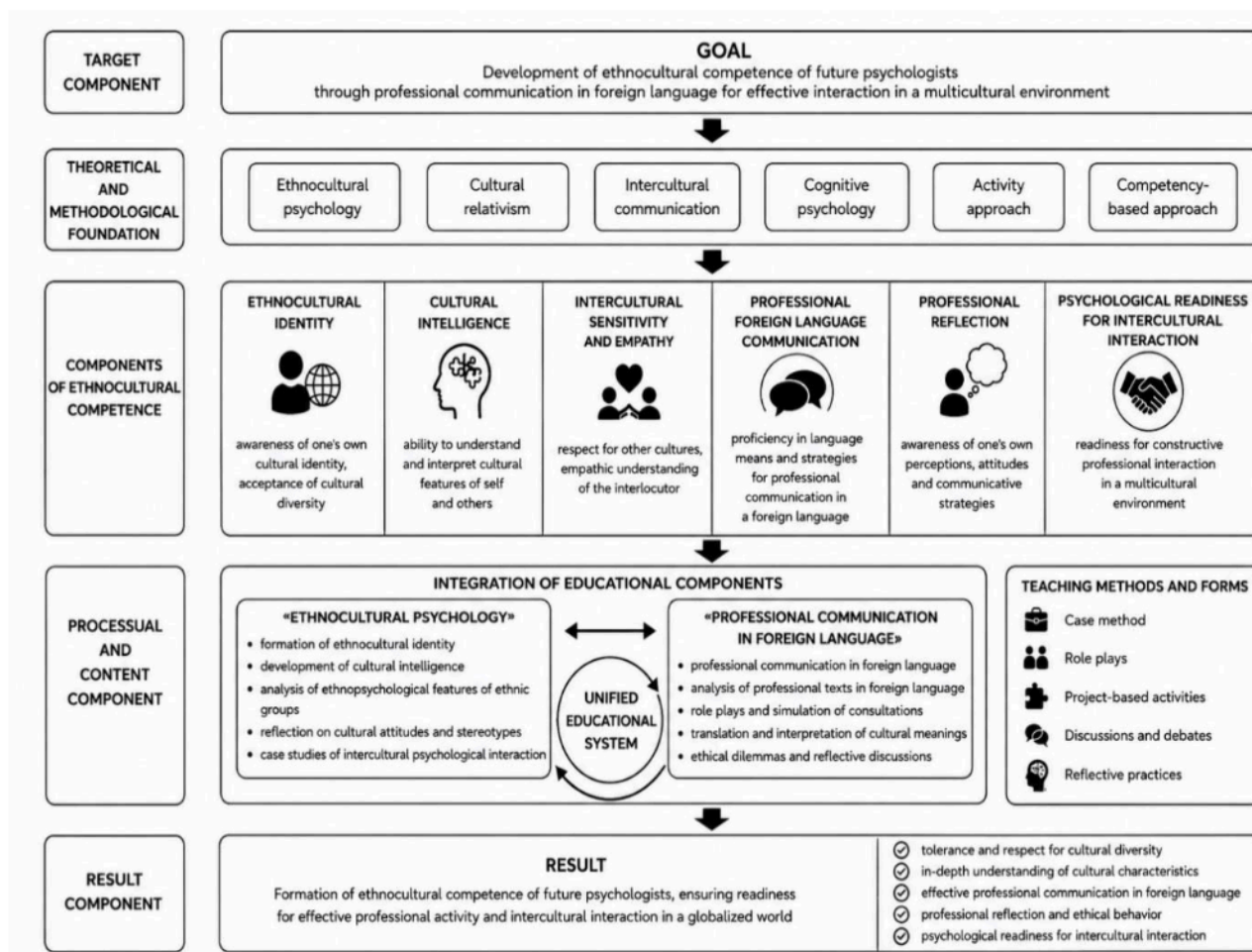


Figure 1. Conceptual Model for the Development of Ethnocultural Competence of Future Psychologists through Professional Communication in Foreign Language.

To this end, an algorithm for the development of ethnocultural competence (Figure 2) was designed. It reflects the logical progression from the formation of ethnocultural identity and value orientations to the development of cultural intelligence, professional foreign language communication, reflection, and readiness for professional activity in the context of intercultural interaction. Thus, while the conceptual model characterises the structure of the phenomenon under investigation, the algorithm illustrates the dynamics of its development within the educational process.

The algorithm represents the practical implementation of the conceptual model for developing ethnocultural competence among future psychologists during their professional education. Unlike the conceptual model, which defines the system of interrelated psychological components of the phenomenon under investigation, the algorithm demonstrates their sequential development within the educational process and the logical progression from one stage to the next.

The sequence of stages is not arbitrary. The development of ethnocultural competence begins with the awareness of one's own ethnocultural identity and value system, which constitute the psychological foundation of intercultural interaction. On this basis, cultural intelligence, the ability to engage in professional foreign language communication, reflection, and critical interpretation of one's own experience are gradually developed. The interrelationship among these components ensures the integration of knowledge, skills, value orientations, and psychological readiness for professional activity in a multicultural environment.

Thus, the algorithm for the development of ethnocultural competence serves as a practical instrument for implementing the proposed conceptual model and ensures the systematic development of future psychologists' psychological readiness for professional activity in the context of cultural diversity.

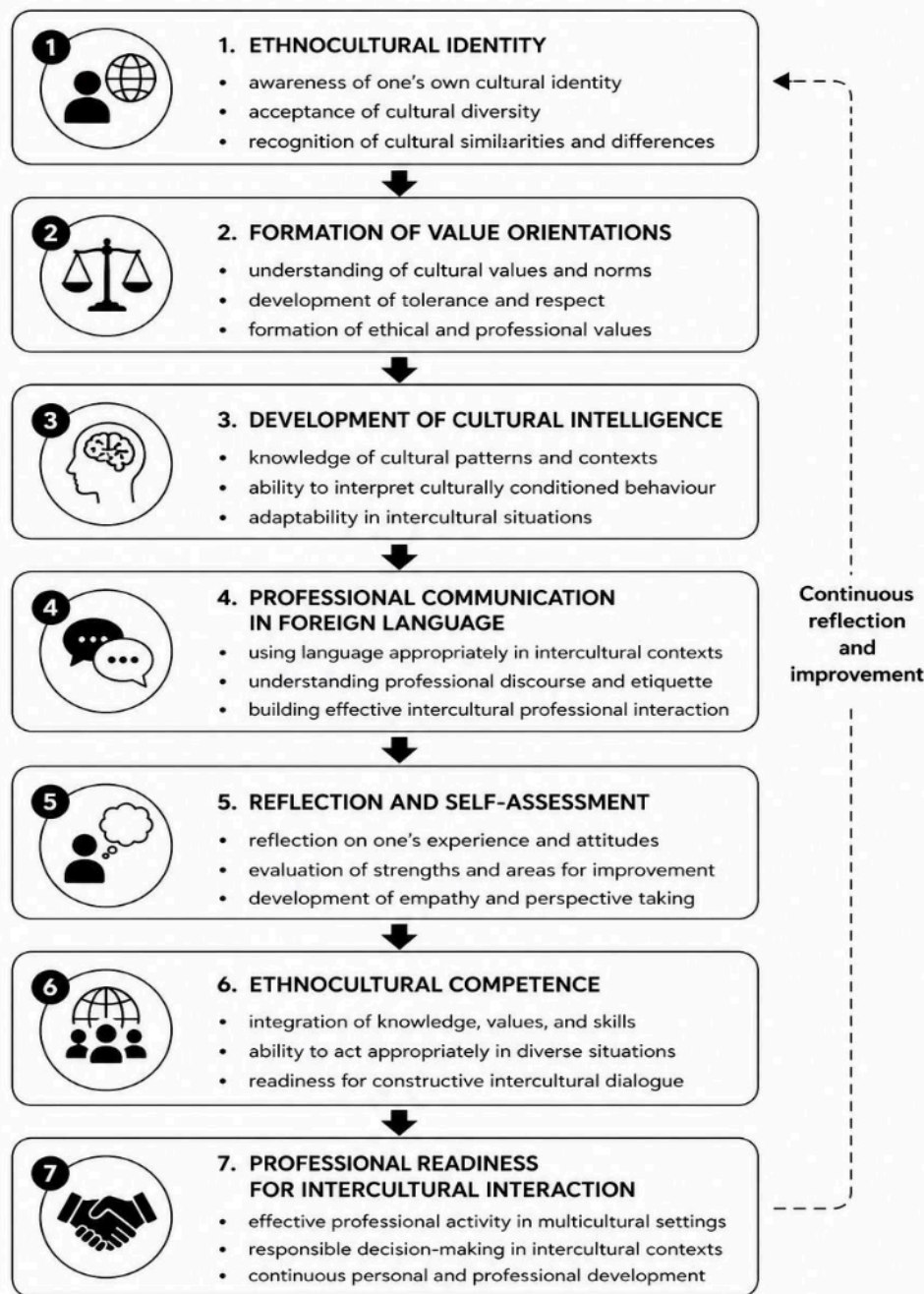


Figure 2. Algorithm for the Development of Ethnocultural Competence of Future Psychologists through Professional Communication in Foreign Language

The practical value of the proposed conceptual model lies in its potential application in the professional education of future psychologists. To examine the feasibility of its practical implementation, the model was piloted during the delivery of two interrelated educational components.

Experimental Part. The conceptual model for developing ethnocultural competence through professional foreign language communication was piloted during the professional education of second-cycle (Master's) students enrolled in the C4 Psychology programme while teaching the educational components *Professional Communication in English* and *Ethnocultural Psychology*.

The pilot implementation involved eight second-cycle (Master's) students enrolled in the C4 Psychology programme during the 2025–2026 academic year. The authors' conceptual model was implemented throughout the teaching of the educational components *Ethnocultural Psychology* and *Professional Communication in English*. The development of ethnocultural competence was examined through pedagogical observation, analysis of students' performance on professionally oriented learning tasks, analysis of learning products (psychological case studies and translation assignments), and observation of students' participation in reflective activities, role-playing exercises, group discussions, and

self-assessment. The results were analysed according to the following criteria: awareness of ethnocultural identity, development of cultural intelligence, intercultural sensitivity, professional reflection, and readiness for professional interaction in multicultural environments.

Table 2. Operationalization of the Components of Ethnocultural Competence in Professional Communication in Foreign Language

Component of the Model	Learning Activities	Expected Educational Outcome
Ethnocultural Identity	Analysis of cultural values; reflective discussions	Awareness of one's own cultural identity
Value Orientations	Ethical dilemmas; intercultural discussions	Respect for cultural diversity
Cultural Intelligence	Comparative analysis of cultural situations; case studies	Ability to interpret culturally conditioned behaviour
Professional Communication in Foreign Language	Role plays; professional dialogue; translation tasks	Effective intercultural professional communication
Reflection	Reflective journals; peer feedback; self-assessment	Development of professional self-reflection
Ethnocultural Competence	Integrated practical tasks	Readiness for professional activity in a multicultural environment

The practical implementation of the proposed conceptual model was carried out in accordance with the logic of its structural components. Each stage of the pilot implementation aimed to sequentially develop ethnocultural identity, cultural intelligence, professional foreign language communication, reflection, and the integration of these components throughout the professional education of future psychologists.

The first stage of the model's implementation focused on developing students' ethnocultural identity and cultural self-awareness. During the study of the educational component *Ethnocultural Psychology*, Master's students analysed the psychological characteristics of ethnic identity, national values, cultural traditions, the mechanisms underlying stereotype formation, and interethnic perception. Particular attention was devoted to fostering reflection, awareness of one's own cultural identity, and its influence on the professional activity of psychologists. The analysis of scholarly literature, classroom discussions, and reflective activities created opportunities to reinterpret personal experience and develop openness to cultural diversity.

The next stage aimed to develop cultural intelligence, intercultural sensitivity, and professional empathy. To achieve this, psychological case studies, problem-based situations, group discussions, and analyses of behavioural patterns characteristic of different cultural communities were employed. Particular emphasis was placed on discussing authentic professional situations that required consideration of clients' cultural backgrounds, ethical aspects of professional practice, and the psychological mechanisms underlying intercultural interaction. This organisation of the learning process fostered future psychologists' ability to analyse professional situations from the perspective of intercultural competence and to make well-founded professional decisions.

The practical implementation of the acquired psychological mechanisms took place during the study of the educational component *Professional Communication in English*. The course was structured in accordance with contemporary psychological theories, including structuralism, functionalism, behaviourism, Gestalt psychology, cognitive psychology, and cross-cultural communication. This made it possible to integrate professional foreign language education with the analysis of the psychological mechanisms underlying perception, thinking, behaviour, and interpersonal interaction.

The learning process involved professionally oriented communicative tasks in English, analysis of psychological case studies, participation in role-playing activities, simulation of psychological counselling sessions, discussion of ethical dilemmas, translation and interpretation of English-language professional texts, as well as reflective discussions on the influence of cultural context on professional communication. A distinctive feature of the course was the use of authentic materials that simulated real-life situations encountered by psychologists in international professional settings. This contributed not only to the development of foreign language communicative competence but also to the ability to interpret culturally conditioned meanings, anticipate potential communicative barriers, and select effective strategies for professional interaction.

The integration of the content of the two educational components ensured the continuity of ethnocultural competence development. The theoretical understanding of the psychological principles underlying intercultural interaction acquired through the study of *Ethnocultural Psychology* was translated into practical application through professional foreign language communication. At the same time, the experience of professional communication in English stimulated further reflection, deepened students' understanding of the psychological mechanisms of intercultural interaction, and contributed to the development of a coherent professional identity as future psychologists.

The selection of these educational components was determined by their interdisciplinary nature. The integration of psychological education with professional foreign language communication creates favourable conditions for the development of ethnocultural competence as an integrative characteristic of personality encompassing ethnocultural identity, cultural intelligence, intercultural sensitivity, professional reflection, and readiness for constructive interaction in multicultural environments.

The methodological support for the pilot implementation was based on the principles of the competence-based, learner-centred, intercultural, and psycholinguistic approaches. The organisation of the learning process involved the integration of professionally oriented communicative situations, analysis of psychological case studies, work with authentic English-language materials, translation tasks, reflective activities, and group discussions aimed at developing an understanding of cultural diversity in the professional practice of psychologists.

A distinctive feature of the pilot implementation was the integration of the theoretical understanding of the psychological mechanisms underlying intercultural interaction with their practical application through professional foreign language communication. This approach made it possible to trace how the development of ethnocultural identity, cultural intelligence, empathy, and reflection was manifested during the completion of professionally oriented learning tasks and was gradually integrated into the structure of ethnocultural competence among future psychologists.

The practical implementation of the conceptual model was carried out through a system of professionally oriented learning case studies integrated into the educational components *Ethnocultural Psychology* and *Professional Communication in English*. The selection of learning tasks aimed not only to develop professional foreign language competence but also to foster the psychological mechanisms that underpin individuals' ethnocultural competence.

Case Study 1. Analysis of a Psychological Situation of Intercultural Interaction

The first case study was designed to foster ethnocultural reflection and intercultural sensitivity. Master's students analysed a professional situation in which a psychologist worked with a client from a different cultural community. The task required students to identify potential psychological barriers to communication, analyse the influence of cultural values on the behaviour of the participants, and justify the psychologist's professional strategy.

The discussion was conducted in both Ukrainian and English, enabling students to integrate psychological analysis with professional foreign-language communication. This format promoted the development of reflection, empathy, tolerance towards cultural differences, and skills in well-reasoned professional communication.

Case Study 2. Professional Communication in English in the Context of Intercultural Interaction

The second case study simulated a professional psychological counselling session conducted in English. Master's students worked in pairs, assuming the roles of psychologist and client representing different cultural backgrounds. During the role-play, particular attention was paid to the use of professional psychological terminology, adherence to ethical principles of communication, the ability to ask open-ended questions, demonstrate empathy, and take into account the cultural characteristics of the interlocutor.

Following the role-play, a reflective discussion was conducted in which students analysed their own communicative decisions, identified the challenges of intercultural interaction, and proposed alternative strategies for professional behaviour. This form of learning contributed to the development of cultural intelligence, professional reflection, and psychological readiness to work in an international environment.

Case Study 3. Interpreting Culturally Conditioned Meanings in Professional Communication

The third case study integrated psychological analysis with translation activities. Master's students worked with authentic English-language texts containing culturally marked concepts, psychological metaphors, and features of professional discourse. The task required not only translating the text but also explaining potential interpretive difficulties arising from cultural differences and identifying the most appropriate ways to convey meaning in Ukrainian.

Particular emphasis was placed on the collaborative discussion of translation decisions. This enabled students to recognise the interrelationship between linguistic, psychological, and cultural factors in

professional communication and to view translation as a process of intercultural mediation. This approach is fully consistent with the provisions of the proposed conceptual model, according to which professional foreign language communication serves as an environment for the development of ethnocultural competence.

Results and Discussion. The analysis of the pilot implementation conducted with the participation of eight Master's students enrolled in the C4 Psychology programme during the 2025–2026 academic year demonstrated that integrating the educational components *Ethnocultural Psychology* and *Professional Communication in English* creates a coherent educational environment for the development of ethnocultural competence among future psychologists. Unlike the traditional approach to studying academic disciplines, which primarily emphasises the acquisition of discrete knowledge or professional skills, the proposed model was oriented towards developing a system of psychological characteristics essential for effective professional activity in culturally diverse environments.

Observation of the students' learning activities, analysis of their performance on professionally oriented tasks, participation in group discussions, role-playing activities, and reflective exercises made it possible to identify a positive developmental trend across the key components of ethnocultural competence. The most notable changes were observed in students' awareness of the significance of ethnocultural identity for the professional activity of psychologists. Whereas at the initial stage of learning cultural differences were primarily perceived as external characteristics of various social groups, the analysis of educational case studies gradually encouraged students to interpret them through the lens of professional ethics, psychological interaction, and personal responsibility. This tendency is consistent with contemporary psychological approaches to the development of ethnocultural identity, according to which awareness of one's own cultural identity constitutes a necessary prerequisite for constructive intercultural interaction [11].

Positive changes were also observed in the development of cultural intelligence and intercultural sensitivity. Completing professionally oriented communicative tasks in English required Master's students not only to use professional terminology but also to take into account the cultural characteristics of their interlocutors, select appropriate communicative strategies, anticipate potential challenges of intercultural interaction, and identify constructive ways of addressing them. Gradually, students moved beyond the mechanical reproduction of linguistic structures towards the conscious use of communicative resources in accordance with the psychological and cultural context of professional situations. This finding is consistent with contemporary concepts of cultural intelligence and intercultural competence [10].

The obtained results are consistent with the concept of cultural intelligence developed by S. Ang, L. Van Dyne, and K.-Y. Ng, according to which the effectiveness of intercultural interaction is determined by the development of the cognitive, motivational, and behavioural dimensions of cultural intelligence [10].

Particular attention was drawn to the results of tasks involving the translation and interpretation of culturally marked concepts. During the collaborative analysis of translation decisions, Master's students increasingly justified their choices not only on the basis of linguistic norms but also by considering the psychological characteristics of representatives of different cultures. This approach indicates the gradual development of the ability to integrate linguistic, cultural, and psychological knowledge into a unified system of professional thinking. These findings support the contemporary understanding of translation as a process of intercultural mediation that involves not only the linguistic rendering of meaning but also the interpretation of culturally conditioned meanings [20].

Another significant outcome of the pilot implementation was the enhancement of professional reflection. Reflective activities, self-assessment, and collaborative discussions of professional situations encouraged students to become more aware of their own communicative strategies, cultural attitudes, and potential challenges associated with intercultural interaction. Throughout the learning process, Master's students demonstrated a willingness to reconsider their professional decisions, engage in well-reasoned discussions of alternative approaches, and take cultural factors into account when analysing psychological situations. These findings are consistent with contemporary research that identifies professional reflection as an important psychological mechanism in the development of intercultural competence among future specialists [18].

The findings suggest that integrating psychological education and professional foreign language communication has considerable potential to foster ethnocultural competence among future psychologists. At the same time, the results indicate that the effectiveness of this process depends not on the isolated use of interactive teaching methods but on their systematic integration in accordance with the logic of the conceptual model. It is the interrelationship among the development of ethnocultural identity, cultural

intelligence, professional reflection, and foreign language communicative activity that ensures the integrity of the process of professional identity formation.

The pilot implementation also confirmed the effectiveness of the interdisciplinary integration of the educational components. Combining *Ethnocultural Psychology* and *Professional Communication in English* created conditions in which psychological knowledge was immediately applied in authentic professional communicative situations. This approach is consistent with current trends in higher education aimed at developing integrated competencies among future specialists [13]. At the same time, interdisciplinary education contributes to the development of professional readiness for effective activity in multicultural environments [16].

Conclusions. The findings of this study confirm that the development of ethnocultural competence among future psychologists is a complex integrative process determined by the interaction of psychological, intercultural, and professional communicative factors. A comprehensive analysis of contemporary scholarly approaches made it possible to establish that ethnocultural identity, cultural intelligence, intercultural communicative competence, value orientations, and professional reflection do not function in isolation but constitute an interconnected system of psychological determinants that ensures individuals' readiness for constructive professional activity in culturally diverse environments.

The principal scientific outcome of the study is the development of a conceptual model of ethnocultural competence development through professional foreign language communication, which integrates contemporary psychological and interdisciplinary approaches into a unified system of professional education for future psychologists. The proposed algorithm for the practical implementation of the model reflects the logic of the sequential development of ethnocultural competence—from the formation of ethnocultural identity and value orientations to the development of cultural intelligence, professional foreign language communication, reflection, and psychological readiness for intercultural interaction.

The results of the pilot implementation demonstrated that integrating the educational components *Ethnocultural Psychology* and *Professional Communication in English* creates an effective educational environment for the development of ethnocultural competence. The use of professionally oriented case studies, role-playing activities, analysis of intercultural situations, translation tasks, and reflective practices contributes to the development of cultural openness, professional reflection, intercultural sensitivity, and future psychologists' ability to make well-founded professional decisions in multicultural environments.

The practical significance of the study lies in the possibility of applying the proposed conceptual model and its implementation algorithm to modernize educational programs for the professional education of future psychologists, as well as to teach educational components related to professional foreign language communication, intercultural interaction, and ethnocultural psychology. The proposed approach may also be adapted for the education of specialists in other socioeconomic professions whose professional activities require effective interaction in culturally diverse environments.

Prospects for Further Research. Prospects for further research include empirically validating the proposed conceptual model using a larger sample of higher education students from different fields of study, which will make it possible to evaluate its effectiveness across diverse educational contexts. Another promising direction involves developing and validating psychodiagnostic instruments for the comprehensive assessment of ethnocultural competence and its individual psychological components.

Further scholarly investigation is also needed to examine the impact of digital educational environments, international academic projects, virtual intercultural interaction, and artificial intelligence technologies on the development of professional foreign language communication and ethnocultural competence among future specialists. Another important direction for future research is the conduct of comparative intercultural studies aimed at identifying the specific features of ethnocultural competence development across different countries and models of professional education.

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