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PRACTICAL METHODS OF DEVELOPING GLOBAL COMPETENCE IN UKRAINIAN STUDENTS

The article examines the importance of integrating global competence into higher education and presents interactive teaching methods that foster its development. Global competence involves a combination of cognitive, emotional, and civic skills that enable individuals to engage effectively with global and intercultural issues. In light of global trends and Ukraine's educational goals, cultivating this competence has become a critical priority.

The article analyzes various interactive pedagogical strategies – such as structured debates, dynamic discussions, Story Circles, the Development Compass Rose, the Chapati method, the Why-Why-Why chain, Project-Based Learning (PBL), and the Future Workshop Method – as effective tools for engaging students in reflective, collaborative, and action-oriented learning. Drawing on international experience, it highlights how these methods build students' capacity for critical thinking, empathy, cultural awareness, and responsible citizenship.

Each method is examined for its pedagogical value and practical application, with suggestions for adaptation to the Ukrainian higher education context. Each method is designed to be easily introduced in the existing curriculum, either discussing the world news or making predictions about the future based on current global issues. An important role in the development of intercultural competence, as one of the key components of global competence, and in overcoming cultural stereotypes is played by the use of the Story Circles method. The article emphasizes the importance of student engagement, real-world relevance, and intercultural dialogue in learning environments. It also outlines directions for future research, including the need for empirical validation and exploration of digital innovations to enhance global competence education.

Key words: *global competence, action-oriented learning, critical thinking, intercultural awareness, higher education institutions.*

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ПРАКТИЧНІ МЕТОДИ ФОРМУВАННЯ ГЛОБАЛЬНОЇ КОМПЕТЕНТНОСТІ УКРАЇНСЬКИХ СТУДЕНТІВ

У статті розглядається важливість інтеграції глобальної компетентності в систему вищої освіти та подаються інтерактивні методи навчання, що сприяють її розвитку. Глобальна компетентність охоплює поєднання когнітивних, емоційних і громадянських навичок, які дозволяють особам ефективно взаємодіяти з глобальними та міжкультурними проблемами. З огляду на глобальні тенденції та освітні цілі України, розвиток цієї компетентності стає актуальним завданням.

У статті аналізуються різноманітні інтерактивні педагогічні методи – зокрема структуровані дебати, динамічні дискусії, метод «Коло історій», «Компас розвитку», метод «Чапаті», ланцюжок «Чому-чому-чому», проєктне навчання (PBL) і метод «Семінар майбутнього» – як ефективні інструменти залучення студентів до рефлексивного, колаборативного та дійового навчання. Спираючись на міжнародний досвід, автори показують, як ці методи розвивають у студентів критичне мислення, емпатію, міжкультурну обізнаність і відповідальне громадянство.

Кожен із методів розглядається з погляду педагогічної цінності та практичного застосування, із пропозиціями щодо адаптації до українського контексту вищої освіти. Методи легко інтегрувати в існуючі навчальні програми – як у формі обговорення світових новин, так і у вигляді прогнозування майбутнього на основі актуальних глобальних викликів. Важливе місце в розвитку міжкультурної компетентності, як однієї із складових глобальної компетентності, та подолання культурних стереотипів є використання методу «Коло історій». У статті підкреслюється важливість залучення студентів, практичної значущості та міжкультурного діалогу в освітньому процесі. Також окреслено напрями подальших досліджень, зокрема потребу в емпіричному підтвердженні ефективності описаних методів та вивченні можливостей цифрових інновацій для розвитку глобальної компетентності.

Ключові слова: *глобальна компетентність, дійове навчання, критичне мислення, міжкультурна обізнаність, заклади вищої освіти.*

Problem Statement. In the context of increasing globalization and interdependence among nations, integrating global competence into the educational process of higher education institutions has become a critical priority. This integration serves several vital purposes. It prepares students to function effectively in international environments, enabling them to navigate cultural differences, meet global standards, and respond to cross-border challenges. Furthermore, it fosters the development of essential skills such as critical thinking, cultural awareness, and effective communication – skills that are fundamental to inclusive and dynamic learning experiences and professional success in the global labor market.

Research analysis. Global competence is a multifaceted concept that encompasses cognitive, socio-emotional, and civic dimensions. It has been the subject of scholarly interest both in Ukraine and abroad. Notably, the concept originated and gained momentum in the United States, where it has been extensively studied and supported by influential organizations such as the Organisation for Economic Co-operation and Development (OECD) and the Asia Society (Asia Society/OECD, 2018). Numerous American and European researchers (Balistreri et al., 2012; Boix Mansilla & Jackson, 2011; Hunter et al., 2006; Kjellgren & Richter, 2021) have contributed to the theoretical and practical understanding of how global competence can be integrated into educational systems.

Nevertheless, the concept is rapidly gaining popularity in Ukraine, and more and more Ukrainian educators and academicians (Авшенюк, 2018; Безкоровайна, 2023; Кравченко, Шкільна, 2024; Толочко, Бордюг, 2024; Федоренко та ін., 2023) are showing interest in the process of fostering global competence in teachers and students at primary, secondary, and higher education institutions.

While Ukrainian scholars have increasingly engaged with the theoretical dimensions of global competence, there remains a gap in terms of practical, classroom-level strategies for cultivating it within national institutions of higher learning. With growing recognition of the importance of this competence in the Ukrainian educational context, there is a need to examine effective methodologies that can be adapted to local conditions.

Purpose of the article. This article aims to explore a range of interactive methods that can be effectively used to foster global competence in students. The focus is placed on analyzing the experience and contributions of foreign educators and scholars to identify practical strategies that may be applicable in the Ukrainian context.

Main material. Global competence includes a range of interrelated skills and dispositions that enable individuals to interact successfully across cultures and to engage meaningfully with global challenges. According to the OECD framework, global competence comprises four key dimensions: (1) the ability to critically examine global and intercultural issues such as poverty, inequality, migration, and environmental sustainability; (2) the capacity to understand and value different perspectives and worldviews; (3) the ability to engage in open, respectful, and constructive interactions with people from diverse backgrounds; and (4) the readiness to take responsible and collaborative action toward sustainable development and collective well-being. These dimensions are interconnected and collectively form the foundation of global competence.

In response to these imperatives, many higher education institutions in the United States and Europe have adopted pedagogical strategies that move beyond traditional instruction. Instead of solely delivering factual knowledge, educators seek to involve students in experiential and interactive learning processes that emphasize comparison, reflection, analysis, and problem-solving (Reimers, 2009: 5). The scholarly contributions of American educators (Deardorff, 2020; *Educating for Global Citizenship*, 2014) underscore the value of active, student-centered learning in the development of global competence. Among the most effective methods identified are discussion-based approaches (e.g., debates, Story circles, the ‘Why-why-why?’ method, the Development Compass Rose, and Chapati method), cooperative and project-based learning, service learning, and game-based strategies such as role-playing and “Predicting the future” technique.

Based on the experience of the foreign educators we examined the selected examples of how these interactive methods can be implemented in Ukrainian higher education to cultivate students’ global competence.

Debate and Discussion. Structured debates are a particular classroom discussion format that is increasingly used in both secondary and higher education to raise students’ awareness of global and intercultural issues, as well as to help them practice communication and argumentation skills. In this format, students are assigned to a team supporting or opposing a controversial view, such as: “The Internet should be censored” or “Hosting the Olympics is a good investment.” Often, students are asked to take a side opposite to their personal views (Asia Society/OECD, 2018: 24).

A variant of this method is dynamic debates, which help students learn to express their views with justification, defend them, listen to others’ perspectives, and potentially revise their views during the debate. This

dynamic involves physical movement around the classroom. The instructor places a sign reading “Agree” (or a related image, such as a thumbs-up) on one side of the room, and “Disagree” on the other. After the instructor reads a statement, students must choose the side that matches their beliefs. Then, the instructor asks someone to justify their choice. After hearing opposing arguments, students are given the chance to change sides if they have changed their opinion.

Organized discussions help students learn to express their own opinions, back them up with evidence, listen for understanding, and be open to changing their minds when presented with new information. Students can express disagreements, biases, and culturally influenced beliefs in classroom discussions. To stimulate discussion, instructors often use videos, images, or texts that provoke thought. Students then offer their arguments, comment, and present differing viewpoints. Reflective dialogue encourages active listening and thoughtful responses. Through such exchanges, students realize there’s not always a single right solution to a problem. They learn to understand why others hold different views and to reflect on the origins of their own beliefs (Asia Society/OECD, 2018: 24).

Although students should be free to ask questions and express their views, the instructor may guide the discussion to achieve learning goals. For example, if the goal is to enhance intercultural competence, the instructor might ask guiding questions such as,

‘What causes communication failures?’ and prompt students to explore why cultural diversity may lead to tension or misunderstanding.

A variation of this method is discussing current events. In this way, students learn about world and local events and how these relate to what they are studying. Discussing global events in context helps students show commitment to sustainable development and develop a sense of responsibility for global issues. Surveys also show that discussing world events and global issues in class can foster students’ self-awareness and self-efficacy regarding global challenges (Round Square & Research School International, 2019: 24). These discussions can also occur as part of extracurricular activities such as speaking clubs, conferences, exchange programs, social projects, and academic competitions. All of these activities enhance adaptability, the ability to see other viewpoints, openness to diversity, respect for people from different cultures, attitudes toward immigrants, and awareness of intercultural communication.

Story Circles. Dr. Darla K. Deardorff (Executive Director of the Association of International Education Administrators, UNESCO Chair of Intercultural Competences at Stellenbosch University in South Africa,

and research fellow at Duke University in North Carolina) developed a method that fosters intercultural competence and understanding and is easy to adapt to any classroom (Asia Society/OECD, 2018: 24).

The story circle method is used in higher education institutions worldwide to help students practice key intercultural skills, including respect, cultural self-awareness, and empathy (Deardorff, 2020). According to the procedure, the instructor divides the group into circles of five or six students. Each person introduces themselves by sharing a few biographical details. Then, each student shares a 3-minute story about the first time they noticed differences among people – such as skin color, clothing, language, religion, etc. Other students listen without interrupting or commenting. Once all stories are shared, students take turns reflecting on what stood out most from each story. The instructor then poses questions such as: ‘What themes did we notice?’, ‘What surprised us?’, and ‘What did we learn?’ Groups then come together for reflection and summary. As a final task, each student writes an essay on how their perspectives changed and how this will affect their future interactions with others. Professor Deardorff (Deardorff, 2020) notes that using this method worldwide, she has seen how profoundly students’ attitudes toward peers changed after just one story circle session.

Thus, the story circle method can be applied in multicultural groups or with international students to create a supportive learning environment, overcome cultural stereotypes, and foster intercultural communication.

Development Compass Rose. This method can be used with any learning material – whether a photo, article, or story. The Development Compass Rose is a tool for exploring and discussing various topics and guiding the conversation effectively. It is based on a schematic compass where instead of the traditional North, South, East and West, the four main compass points represent: Natural/ecological questions, Economic questions, Social and cultural questions, Who decides? Who benefits? (i.e. political questions). Students, working in large or small groups, ask questions related to a given topic/image/subject, and then categorize those questions according to the compass directions. This promotes deeper discussion and inquiry. The method develops students’ critical thinking, collaboration skills, and discussion culture. It can be applied even with limited resources and in any academic discipline, adjusting the focus areas as needed.

Chapati Method (from Hindi, meaning ‘thin round bread’). This method explores various aspects of today’s challenges at the local, national, and global levels, promoting awareness of the interconnected-

ness of all areas of human activity. It involves drawing three overlapping circles on a board or paper, representing the local, national, and global levels. In the center, where the circles overlap, students write the topic to be discussed. They analyze how the issue relates to each level, discuss in groups, and record their insights in the appropriate circle. This method builds global awareness, highlights interdependence, and fosters an understanding of cause-and-effect relationships in human activity.

The 'Why-Why-Why' Chain. This method helps students identify the root causes of a phenomenon, fostering an understanding of links between local and global events. The instructor defines the problem, then prompts students to suggest potential causes, repeatedly asking "Why?" to delve deeper. Students are encouraged to extend these cause-effect chains independently after brainstorming. To further promote problem-solving, creative thinking, and active citizenship, students may also be asked to propose solutions to the issues under discussion.

Project-Based Learning (PBL) offers students the opportunity to work collaboratively on authentic, real-world projects that would typically require professional skills and approaches. This method fosters essential competencies such as planning, effective communication, respect for diverse perspectives, conflict resolution, and adaptability. As such, PBL is a powerful pedagogical strategy for cultivating global competence. It can be adapted across various educational contexts, age groups, disciplines, and thematic areas. Notably, students from different countries can collaborate on joint projects through platforms like iEARN, which are specifically designed to facilitate intercultural exchange (OECD/Asia Society, 2018: 24).

Effective collaboration in PBL requires that students feel safe and supported, and that the project tasks and goals are clearly defined. To maximize the impact of project-based learning and ensure alignment with its educational goals, the Global Education Center (<https://www.globaleducationcenter.org/>) recommends using the 'SAGE' criteria: Student Choice, Authentic Experience, Global Significance, and Exhibit to a Real Audience (OECD/Asia Society, 2018: 25–26). Each element is essential to a meaningful PBL experience:

Student Choice: Learners should have a degree of autonomy in determining how they complete their projects. This promotes a sense of ownership and accountability while encouraging educators to clearly communicate expectations. Empowering students through choice enhances motivation and engagement.

Authentic Experience: Projects should mirror real-world challenges and processes, reflecting the ways

globally competent professionals address complex issues outside the classroom.

Global Significance: Topics should have global relevance, encouraging students to apply disciplinary knowledge to real-world problems. This approach cultivates students' commitment to meaningful global engagement and problem-solving.

Exhibit to a Real Audience: Students should present their work to an authentic audience and receive constructive feedback, reinforcing the value of their efforts and providing opportunities for reflection and growth.

A compelling example of this approach is found at the University at Albany, State University of New York (<https://www.albany.edu>), which partners with the virtual PBL platform Riipen. This collaboration enables faculty to integrate real-world projects into their courses by connecting with regional, national, and international partners. The platform supports a wide range of academic disciplines and delivery modes (face-to-face or remote, undergraduate or graduate). All projects are developed and implemented jointly with external collaborators. For instance, Communication students may work with a financial services company to audit internal communication processes, while Education students might develop career readiness resources in partnership with a youth enrichment organization.

Ultimately, collaborative project-based learning strengthens students' logical reasoning and teamwork skills. By engaging in shared tasks, students come to understand that successful collaboration requires respect, active listening, openness, and empathy – qualities that are integral to the development of global competence.

The Future Workshop Method is a gamified instructional strategy that engages students in envisioning and critically evaluating future scenarios, encouraging them to explore potential solutions to anticipated global challenges. This method can be effectively integrated into discussions surrounding the Sustainable Development Goals (SDGs). After being introduced to the SDGs, students are guided to examine progress toward a selected goal at local, regional, and global levels.

Working in groups, students are tasked with inventing fictional news headlines they might encounter between the years 2030 and 2050. In the next phase of the activity, they categorize these headlines into four future scenario types: (1) probable and desirable, (2) probable and undesirable, (3) improbable but desirable, and (4) improbable and undesirable. Special attention is given to the second and third categories – students are prompted to discuss how undesirable

outcomes may become likely if no preventive actions are taken, and how desirable but unlikely futures will remain unattainable without intentional intervention.

Subsequently, groups select one or more of the headlines that reflect current or emerging global challenges. Through collaborative analysis, they identify actionable strategies to address these issues, thereby transforming abstract concerns into tangible problem-solving opportunities.

This gamified approach not only enhances students' analytical and critical thinking skills but also promotes global citizenship. It fosters a sense of personal and collective responsibility, deepens students' awareness of the consequences of inaction, and emphasizes the importance of proactive, collaborative efforts in creating a more sustainable and equitable future.

Conclusions. In the face of growing globalization and increasing interconnectedness of societies, the integration of global competence into higher education has become a strategic necessity. This article explored a range of interactive pedagogical methods that can be effectively employed to cultivate global competence among university students. These methods promote not only cognitive development but also emotional intelligence, intercultural awareness, and civic engagement.

The findings demonstrate that interactive and student-centered approaches encourage reflection, dialogue, collaboration, and problem-solving, all of which are foundational to global competence. These methods are flexible, adaptable to various academic disciplines, and applicable in both in-person and online settings. Importantly, they can be contextualized within the Ukrainian educational environment, enriching national pedagogical practices while aligning them with global standards.

By adopting such approaches, educators can better prepare students to thrive in diverse and dynamic global contexts. Implementing these strategies will support the development of socially responsible, empathetic, and globally competent graduates who are equipped to respond to the challenges of the 21st century.

Future research should focus on evaluating the effectiveness of these interactive methods through empirical studies in diverse Ukrainian higher education settings. Longitudinal studies can track the impact of such methods on students' global competence development over time. Furthermore, exploring the integration of digital tools and AI-assisted platforms within these interactive strategies may offer new opportunities for scalable and personalized global competence education.

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