

+Communication Training of Specialists Using Multimedia Technologies in the Cross-Cultural Space

Svitlana Yakymenko¹, Svitlana Sichkar², Iryna Denysiuk³, Kateryna Shapochka⁴,
Tamara Torchynska⁵, Svitlana Teslenko⁶, Antonina Chychuk⁷

¹ Doctor of Pedagogical Sciences, Professor of Elementary and Preschool Education Department, V. O. Sukhomlynskyi National University of Mykolaiv, Ukraine

² Candidate of Philological Sciences. Associate Professor of the Department of Applied Linguistics and Journalism, Pavlo Tychyna Uman State Pedagogical University, Ukraine

³ Senior Lecturer of the Department of Applied Linguistics and Journalism, Pavlo Tychyna Uman State Pedagogical University, Ukraine

⁴ Candidate of Pedagogical Sciences, Associate Professor of Elementary and Preschool Education Department, V. O. Sukhomlynskyi National University of Mykolaiv, Ukraine

⁵ PhD in Pedagogy, Docent, Associate Professor of Methodologies and Innovative Technologies in Primary School Department, Pavlo Tychyna Uman State Pedagogical University, Ukraine

⁶ Candidate of Pedagogical Sciences, Sykhomlynsky Mykolayiv National University, Ukraine

⁷ Doctor of Pedagogical Sciences, Associate Professor, Professor of Pedagogy and Psychology Department, Ferenc Rakiczi II Transcarpathian Hungarian Institute, Ukraine

Summary

The article highlights the theoretical foundations of communication training of specialists. The structure of communicative competence of training specialists is considered. The complex of communicative knowledge and skills that makes up the communicative competence of a specialist is determined. The article proves that in the context of globalization and the inclusion of Ukrainian education in a single European educational space and in order to preserve the national identity, the experience of Transcarpathia as a multiethnic region is especially important. The need to update the content and forms of organizing training by means of multimedia technologies in a multiethnic environment motivates increased requirements for the active application of already accumulated pedagogical experience, adaptation of the leading ideas of the past to modern requirements and challenges. Training a specialist using multimedia technologies who is ready to interact with representatives of other cultures, exchange cultural values, and broadcast cultural meanings is a priority task of higher education, and its solution contributes to the effective organization of the space of intercultural interaction in Transcarpathia. The necessary principles for creating an intercultural space are outlined, and the importance of creating a positive character of relations between students, representatives of different cultural groups, especially the intercultural majority and the cultural minority is emphasized. In a higher education institution, it is important to form a teacher as a person who is a native speaker and amulet of national culture and spiritual values.

Keywords:

communication, multimedia technologies, education, training of specialists, university, intercultural space, Transcarpathia, Ukraine, multiethnic environment.

1. Introduction

The education system is designed to prepare people in a timely manner for living conditions and professional activities in an automated information environment.

Informatization of society is one of the dominant trends in the development of civilization in the XXI century. The constant replenishment of various information concerning all aspects of life exacerbates the contradiction between the need for effective use of information, on the one hand, and the real intellectual capabilities of a person, his reaction to the constantly growing number of messages, on the other. In these conditions, the widespread use of various means of informatization and computer technology is of particular importance, which significantly increase the intellectual capabilities of a person, contribute to the rapid adoption of optimal decisions in various situations – not only industrial, but also domestic [6].

Modernization of the system of training specialists by means of multimedia technologies is possible only in the general direction of higher education reform. There is a need to create all the necessary conditions for the advanced continuous nature of modernization and development of education. This orientation should contribute to the economic growth of the state and the solution of social problems in society, further training and development of talented and capable young people [4].

The features of the functioning of legal, organizational, financial, economic, information and communication

mechanisms for managing the training of specialists are highlighted. The main of them are: training of specialists, which is a complex hierarchical system with its connections, which belongs to the organizational and functional type of organizational management systems; the process of interaction between the subject and object of management of training specialists has two levels; the regulatory and legal basis of the legal mechanism for managing the training of specialists is extensive and does not have an order; the information and communication component of training specialists plays a significant role in the introduction of continuing education in the field of training as the main means of interaction between the levels of education and the coordinating body [4].

The XXI Century is traditionally called the era of communication. This statement, despite its categorical nature, reflects a bold attempt to determine the place of communicative knowledge in the field of human social sciences. The importance of a person's communicative competence for modern society cannot be overestimated. The formation of communicative knowledge, skills and abilities of a future specialist by means of multimedia technologies is in the field of view of both foreign and domestic researchers.

The ability to communicate is vital for specialists in any field of activity. Future specialists need to be taught how to build communication, interact with various communication partners, and be able to influence words, intonation, and gestures. Today, it is important to realize that many of a person's failures are due to the inability to communicate, unwillingness to listen and hear another, ignorance of how to build relationships with other people. It is about low communicative competence of future specialists. Professional features of a specialist in any field provide for his special education, broad erudition, and constant improvement of his scientific and professional training by means of multimedia technologies. Applying this approach, it can be argued that he should not only bear the status of an official or subordinate endowed with certain powers, but also have the necessary erudition, have a wide range of professional knowledge, skills and abilities, including the ability to communicate with people [20].

Current trends in globalization lead to a rapid development of contacts between representatives of different cultures. Ukrainian society consists of a number of communities that have different ethno-cultural, linguistic, and confessional characteristics and cherish their own cultural traditions. The coexistence of different ethnic groups in certain conditions contributed to the development of social experience, certain norms of relationships. The presence of cultural differences within the same environment cannot but affect the education system.

The geographical location of Transcarpathia is peculiar compared to other regions of Ukraine, as it borders several countries – Slovakia, Hungary, Romania and Poland.

Consequently, the educational space of Transcarpathia is located at the crossroads of cultures, where languages, views, customs, behaviors, and social structures of representatives of different ethnic groups intersect [9].

The purpose of the study is to find out the features of communicative training of specialists by means of multimedia technologies in the cross-cultural space.

2. Analysis of recent research and publications

The problem of training specialists to work with students in the intercultural space of Transcarpathia was dealt with by researchers: M. Bilak [1], who studied the formation of intercultural education; T. Palko, A. Ivats [14], etc. devoted their works to the development of intercultural competence of teachers; O. Fizeshi considered the actualization of education of Transcarpathia in the conditions of its reform [3].

T. Molnar was engaged in training future specialists for multicultural education of students, outlined the necessary principles for creating an intercultural space of primary schools in Transcarpathia [9].

Kotiash, I., Shevchuk, I., Borysonok, M., Matviienko, I., Popov, M., Terekhov, V., Kuchai O. in the article examine that the practice of multimedia technologies in the educational process of higher education institutions permits to move from a passive to an active way of implementing educational activities, in which the student develops the main participant in the learning process. [5].

Shunkov, V., Shevtsova, O., Koval, V., Grygorenko, T., Yefymenko, L., Smolianko, Y., Kuchai, O. exposes the pedagogical objectives of multimedia learning technologies: rise of all levels of the educational process, refining its productivity and quality; application of the social order produced by the informatization of modern society (training of specialists in the field of informatics and computer technology; training of the user of multimedia technologies); building of an open education system that optimizes the dynamics of the trajectory of self-education; systematic combination of subject areas of knowledge; progress of creative potential of the student, his ability to communicative actions; creation of skills in forming and conducting experimental research activities; culture of educational work; change and creation of information culture of students. The usefulness of the use of network and multimedia technologies in the training of future teachers depends on the level of conceptual development of pedagogical tools used in the organization of educational and cognitive activities of students; from the degree of adaptability of the educational and information environment of training a modern specialist to his professional environment; from the level of readiness of students to perform professionally-oriented tasks with the help of network and multimedia technologies. [17].

Kuchai, O., Skyba, K., Demchenko, A., Savchenko, N, Necheporuk, Y., & Rezvan, O. examine the role of multimedia education in the formation of the information society. The information sphere is qualified both as a separate sector of the economy and as a factor in the modernization of education [7].

3. Research methods

To achieve this goal, at different stages of scientific search, the following methods were necessary: analysis, synthesis, comparison, generalization, systematization, which were aimed at studying normative legal acts, scientific literature, internet resources, which made it possible to find out the state of development of the chosen problem, ordering the results obtained.

4. Results and discussion

Training of specialists is based on the acquisition by applicants for higher education of a high level of their professional competence, which provides for the possession of effective means and methods of training, the use of multimedia technologies. This training requires the formation of personal qualities of a professional, such as the desire to constantly update knowledge, willingness to take responsibility for their actions, to act adequately in appropriate situations, applying in practice the acquired knowledge and skills, to possess the skills of coordinated teamwork, using multimedia technologies.

Providing future specialists with modern high-quality professional training is a problem, the solution of which requires the introduction of a number of innovations in the educational process of universities [15].

The communicative competence of training specialists can be considered as a complex education, the structure of which includes:

1) cognitive component - knowledge of verbal and nonverbal means of communication, knowledge of the features, structure, functions of professional communication using multimedia technologies;

2) the motivational and value component is the readiness to implement communicative competence in professional communication;

3) volitional component - providing the ability to influence listeners, manage their attention;

4) emotional component – the ability to manage your emotions in the process of communication;

5) behavioral component – the ability to implement communicative competencies directly in the context of professional and business communication [21].

The complex of communicative knowledge and skills that make up the communicative competence of a specialist, researchers include the following:

- knowledge of the norms and rules of communication (business, everyday, holiday, etc.);

- a high level of speech development, which allows you to freely transmit and perceive information in the process of communication;

- understanding nonverbal communication language;

- ability to come into contact with people, taking into account their gender, age, socio-cultural, status characteristics;

- ability to behave appropriately to the situation and use its specifics to achieve their own communication goals;

- the ability to influence the interlocutor in such a way as to win him over to your side, to convince him of the strength of his arguments;

- the ability to correctly assess the interlocutor as a person, as a potential competitor or partner and choose your own communication strategy depending on this assessment;

- the ability to evoke a positive perception of one's own personality in the interlocutor.

All these characteristics should be inherent in specialists of any industry, so communicative competence is an integral part of professional training of specialists, and the use of multimedia technologies is mandatory [18].

The concept of "multimedia" has a powerful educational potential, it is a new information technology that allows you to clearly manage a large amount of diverse information presented on one electronic device, allows the integrity of complex perception and is aimed at cognitive development of a person.

There are two approaches to understanding multimedia. According to the first one, multimedia is a teacher's toolkit that operates with various devices to transmit learning content. According to this concept, multimedia is considered a carrier of information that transmits content. Representatives of the second approach see multimedia as a feature that reaches the user, highlighting the functions of multimedia, that is, the fact that it is an instrument of human cognitive development. This concept outlines a strategy for using multimedia to enhance individual information processing tools in practice. The following areas of application of multimedia technologies are identified: interactive training; information kiosks; electronic brochures; interactive presentations; interactive Internet.

The use of multimedia technologies in educational activities is traditionally divided into active and passive principles of student interaction with the computer. Active - these are interactive multimedia tools that predict the active role of a student who independently selects departments within a particular topic, outlining the sequence of their study; passive multimedia products are developed to manage the process of presenting information (lectures, presentations, workshops). During such training,

students develop the ability to perceive information from the screen, transcode the visual image into a verbal system, evaluate the quality and apply selectivity in information consumption, and so on.

With the development of the Internet, a new type of multimedia tools focused on Web Technologies has appeared which can be used in the process of classroom and independent work of students. Multimedia software tools contribute to improving the effectiveness of open educational activities, such as:

- viewing audiovisual information;
- theory training using practical exercises;
- pedagogical control and measurement of learning performance;
- working with dictionaries of concepts and terms;
- interactive communication and discussion of the material with the teacher.

The teacher presents students with theoretical material, using text and graphic screens, animated inserts, video clips, demonstration and illustration programs. Students can scroll through pages with information forward or backward, view the material from the beginning or from the end, and find the desired section by content.

The use of multimedia technologies makes it possible to:

- improving the effectiveness of learning by influencing all types of sensory perception of the student using multimedia functions of computer devices;
- training of students of different levels of academic performance, individualization of the learning process;
- development of cognitive aspects of learning and formation of a systematic interpretation of the material.

There are two main areas of practical use of multimedia technologies in education:

- creation of autonomous multimedia programs and training complexes distributed on electronic media for use in the educational process with pre-installation on workstations or local network servers;
- using the capabilities of telecommunications and other technologies to combine several multimedia projects and create a multimedia environment that has a flexible and scalable structure [6].

In the context of globalization and the inclusion of Ukrainian education in a single European educational space and in order to preserve the national identity, especially important is the experience of Transcarpathia as a multiethnic region, which for the last hundred and fifty years was part of different states and managed to preserve its ethnic diversity due to the spread of schools in which children from an early age were involved in the study of their native language, culture, history, traditions, while maintaining a tolerant attitude towards numerous ethnic groups that have lived in Transcarpathia from time immemorial. A characteristic feature of the educational processes that took place in the region during the study

period is not only a tolerant attitude towards representatives of different nationalities, but also active inclusion in the study of the language and assimilation of their culture, because traditional in Transcarpathia is the knowledge of two or three languages, which was also provided within schools. Consequently, the need to update the content and forms of organization of education in schools in a multiethnic environment motivates increased requirements for the active application of already accumulated pedagogical experience, adaptation of the leading ideas of the past to modern requirements and challenges [3].

Historically, Transcarpathia is one of the largest multi-ethnic, original regions of Ukraine, where more than 100 ethnic communities live. According to the All-Ukrainian population census of 2001, there are 1010.1 thousand Ukrainians (80.5 percent), 151.5 thousand Hungarians (12.1 percent), 32.1 thousand Romanians (2.6 percent), 14.0 thousand Roma (1.1 percent), 5.6 thousand Slovaks (0.5 percent), 3.5 thousand Germans (0.3 percent), as well as 1,540 Belarusians, 565 Jews, 518 Poles, 490 Armenians, etc. The multinational composition of the population of Transcarpathia caused its multi-confessional nature. Today, there are about 40 confessions, trends, and 1.5 thousand religious organizations in the region. Confessions played an important role in the development of education in the region. Before the First World War, the founders of all schools in the region were mainly various religious organizations. In the period between the Two World Wars (The period when Transcarpathia became part of Czechoslovakia), the state assumes the function of maintaining educational institutions, but the church remains the founder of a large number of schools [14].

Today, there are 51 Public Associations of national communities and ethnic groups in Transcarpathia, including 11 Hungarian, 15 Roma (13 societies and 2 associations), 4 Slovak, 4 Romanian, 2 German, 2 Jewish, etc. Polish, Armenian, Belarusian and Azerbaijani communities each have one association. And recently, another public society was registered - "Hellas", which united the Greeks of Transcarpathia. A unique network of educational, cultural and artistic institutions has been created in the region, which has made Transcarpathia a basic region in ensuring state policy and social guarantees for representatives of national minorities. In Uzhgorod, there is a Center for cultures of National Minorities of Transcarpathia, in addition, in Mukachevo - the center of German culture "Palanok", in the village of Solotvyno, Tyachiv district - the center of Romanian culture and in Uzhgorod - the center of Roma culture "Romani Yag". Languages of national minorities are taught in 128 general education schools in the region. According to official data of the Transcarpathian Regional State Administration, out of 359 registered printed periodicals in the region, 30 are published in the languages of national minorities [8].

The problems of intercultural communication in the multiethnic information space (on the example of the analyzed region) prove that the path to a democratic life structure should be accompanied primarily by a qualitative change in the properties of organizational structures: from the hierarchical organization inherent in a totalitarian society through a competing and individualistic one to a consolidating type of organization in a democratic society. Multimedia technologies contribute to high-quality communication training of specialists in the cross-cultural space [2].

The problem of multiculturalism and multiethnic nature is also extremely relevant for the multinational region of Ukraine – Transcarpathia. Thus, according to the Department of Education and Science of the Transcarpathian Regional State Administration, out of 668 schools in the region, 128 study in the languages of national minorities. Including - 66 with Hungarian, 12 – Romanian, 1 – Ukrainian-Slovak, 31 – with Ukrainian and Hungarian, 2 – Ukrainian, Romanian, etc. Sunday Schools with Roma, Jewish, and Polish languages of instruction are open for non-numerous minorities. The network of educational institutions is constantly being improved and rebuilt. With this in mind, one of the priority tasks of local authorities is to further strengthen the historical and traditional atmosphere of interethnic harmony, tolerance of cohabitation and a high level of mutual understanding between representatives of different national groups, and specifically address their requests for preserving national identity [13].

Nowadays, there is a situation in the country where the cultural diversity that really exists is underestimated, and sometimes perceived as a brake on the path of national consolidation. Despite the actual cultural, ethnic and religious diversity in the country, the majority of the population does not want to accept the world in all its diversity. For many decades, superstitions and stereotypes about different groups of the population have been formed. A large number of internally displaced persons are encouraged to look for effective tools for adaptation and socialization in the regions of Ukraine of people who differ in their linguistic, religious, cultural and other characteristics. The development of civic education and systematic targeted work to unite the country, develop interregional ties, integration processes and cooperation are also extremely relevant. The answer to these challenges can be attention to regional features and their broad representation in the national context, as well as a systematic integrated approach to getting acquainted with the environment. The formation of civic, cross-cultural and social competencies of children is also an important component of personal development and preparation for the realities of life in a rapidly changing world due to the possibilities of using multimedia technologies in the cross-cultural space [13].

The problem of organizing socio-cultural life in an intercultural environment is one of the most urgent for modern humanity, and one that concerns the existence of various civilizations, countries, ethnic and social groups and, finally, each individual. The conditions of the present as the main requirements for a modern teacher determine knowledge of the basics of multicultural education, such as: the formation of skills and readiness to live in a multiethnic environment, the development of a culture of interethnic communication, the development of the individual as a subject of their national culture, the development of the ability to resist racism, the preservation of a variety of cultural values, etc. [9]. The personality of the future teacher is a carrier and conductor of the idea of cross-culture, which will not be able to effectively carry out pedagogical activities in difficult socio-cultural conditions without proper training by means of multimedia technologies [10].

We share the opinion of A. Kuchai [6] that the use of multimedia creates a multisensory learning environment, taking into account the multisensory features of learning. The involvement of all the senses increases the level of assimilation of the material compared to traditional methods. Training using audiovisual means of complex information processing is the most intensive form of education; educational material prepared by specialists is focused on the individual abilities of students. Individual dialog communication using video, graphic, text and music-speech inserts is so intense that it facilitates the learning process as much as possible; the medium helps to expand the possibilities of information impact on the user and absorbs the student directly in the learning process [12].

Multimedia systems are now successfully used in the field of education and professional training. A special place is occupied by computer-based educational multimedia systems that allow you to deepen your knowledge, reduce the duration of training, and increase the number of students per teacher. Improving the effectiveness of training in a modern higher educational institution is impossible without introducing the latest forms of organizing the educational process. According to research by leading teachers and psychologists, one of the ways to implement this is to use information and communication technologies. The teacher, using ICT, is able to intensify the educational process, make it more visual and dynamic.

A number of multimedia tools should be used in the educational process of Higher Education. The introduction of modern achievements in the field of multimedia technologies in education really facilitates the work of teachers, increases motivation to learn, optimizes and increases the efficiency of the educational process. An increase in the mental load in higher education classes encourages the search for ways to keep students' interest and activity at the required level for a long time throughout the entire period of study. The use of multimedia

presentations created using ICT stimulates students' interest and curiosity, motivates them to self-education [11].

As M. Semikin emphasizes, it is especially important for future teachers to "be able to work with culturally different people, correctly understand human differences, be tolerant of others, and be able to confirm cultural pluralism in society with their personal deeds and words" [16].

Training a specialist who is ready to interact with representatives of other cultures, exchange cultural values, and translate cultural meanings is a priority task of higher education, and its solution contributes to the effective organization of the space of intercultural interaction in Transcarpathia [9]. Ukrainian schools, where representatives of different peoples with different national cultures, customs, psychological way and mentality study together, are characterized by a multiethnic character, which explains the significance of problems associated with overcoming certain features and difficulties caused by the relationship of participants in the educational process. Increased attention to the problems of tolerance and respect for various ethnic groups and peoples living in the territory of multiethnic Transcarpathia is due to the manifestation of various conflict situations and is determined by a certain loss of public interest in educating the younger generation in educational institutions, due to the lack of readiness of a modern teacher for professional activity in a multicultural environment. The implementation of curricula, the quality of educational services, and the upbringing of students depend on the teacher and his personal characteristics. Since culture becomes a source of spirituality only in the hands of a spiritual person, the main task of domestic education is a thorough multicultural training of teachers of the humanities profile, responsible for the formation of the younger generation's interest in other cultures and tolerant attitude towards representatives of other nationalities, which can be improved through the use of multimedia technologies [1].

Based on the historical and pedagogical research of Transcarpathian schools conducted by A. Fizeshi in the second half of the XIX - beginning of the XXI century, as well as on the analysis and generalization of constructive retro experience of their activities, the main directions of its actualization in the context of modern reform of education in Ukraine, including primary: the development of regulatory support for schools in accordance with the documentary base of European states; the diversity of the network of primary education institutions by types and forms of ownership; expanding access to the creation of schools by individuals, local communities and religious organizations with the mandatory condition of compliance with educational standards; ensuring the possibility of national minorities obtaining primary education in their native language; strengthening local history component in the curricula and programs of primary schools; special

attention to national, civil, patriotic, moral and religious education, etc. [3].

T. Molnar outlined the necessary principles for creating an Intercultural School space in Transcarpathia:

- humanism and democracy, which implies equality, openness to the perception of humanistic, intercultural values, the desire for mutual understanding, respect for the rights of a person representing national minorities;
- continuity, which determines the process of forming an intercultural dialogue as a single multi-stage educational process that begins in preschool age, develops in primary school age and continues throughout a person's life;
- cultural conformity, which determines the organic unity of intercultural education with the history and culture of representatives of national minorities, their language, folk traditions and customs, ensuring spiritual unity and continuity of generations, etc.

It is important to create a positive relationship between students and representatives of different cultural groups, especially the cross-cultural majority and the cultural minority. Students should be introduced to examples of successful interaction with national cultures and communities that form the common cultural heritage of Ukrainian society by means of multimedia technologies. It is important in this process not to demonstrate the advantages of one culture over another, but to learn about the culture and traditions of different peoples in a single paradigm, focusing on positive mutual influence and similarities between them. This approach is particularly relevant for pedagogy against the background of linguistic, ethnic, religious and regional diversity of society.

Studies of intercultural space in different microdistricts of the city cell (Mukachevo) give grounds to assert that it affects the ethical experience of a student, namely: students living in historically long-established areas are better informed, interact more actively with different institutions, so, a significant role in choosing a school is played by the socio-cultural environment of these microdistricts; the further away the school is from the Cultural Center, the more active children's participation in the life of a national minority should be; knowledge and consideration of the cultural and educational potential of the microdistrict is necessary when modeling the cross-cultural space in a particular institution. And in a higher education institution, it is important to form a teacher as a person who is a native speaker and amulet of national culture and spiritual values. Cultural orientation is an important property of the teacher's personality and determines his ideological positions, creative potential, system of values, beliefs, tastes, value-emotional attitude to himself, to colleagues, to the science, the subject of which he teaches, to cultural and spiritual achievements, lifestyle, etc. This approach will improve the use of multimedia technologies in the cross-cultural space [9].

Conclusions

The communication mechanism by means of multimedia technologies in the cross-cultural space of training specialists is extremely important for the functioning of all levels of educational institutions. It is investigated that information flows fully ensure the functioning of the entire complex education system in educational institutions of any sphere. It is established that the training of specialists, which is based on the principles of continuing education, should be considered as an integral system in which educational programs are systematized with the help of communication tools and there is a relationship at all levels of Education [4].

In the context of globalization and the inclusion of Ukrainian education in a single European educational space and in order to preserve the national identity, the experience of Transcarpathia as a multi-ethnic region is especially important. The need to update the content and forms of organization of education in schools and institutions of higher education in a multiethnic environment motivates increased requirements for the active application of already accumulated pedagogical experience, adaptation of the leading ideas of the past to modern requirements and challenges.

Training a specialist using multimedia technologies who is ready to interact with representatives of other cultures, exchange cultural values, and broadcast cultural meanings is a priority task of higher education, and its solution contributes to the effective organization of the space of intercultural interaction in Transcarpathia. The necessary principles for creating an Intercultural School space in Transcarpathia are outlined. The importance of creating positive relationships between students and representatives of different cultural groups, especially the intercultural majority and the cultural minority, was emphasized. In a higher education institution, it is important to form a teacher as a person who is a native speaker and amulet of national culture and spiritual values.

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