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ANALYSIS OF FOREIGN AND LOCAL EXPERIENCES IN THE FORMATION OF NATIONAL AND GENERAL CULTURAL COMPETENCIES

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ANNOTATION

This article examines foreign and local experiences in the formation of national and general cultural competencies within the context of higher education. The study is grounded in contemporary pedagogical theories and focuses on competency-based education as a key framework for preparing future specialists in a globalized academic and professional environment. Particular attention is paid to the integration of national cultural values with generally accepted cultural norms, ensuring a balance between cultural identity and intercultural openness. The analysis highlights comparative approaches used in international educational systems alongside locally developed models, identifying their strengths, limitations, and applicability to national higher education contexts. On this basis, the article substantiates methodological approaches for developing cultural competencies among students, emphasizing learner-centered instruction, intercultural communication, reflective practices, and curriculum integration. The findings contribute to the theoretical enrichment of pedagogical science and provide practical recommendations for improving the effectiveness of cultural competence formation in higher education institutions, which is especially relevant for doctoral-level research in education.

KEYWORDS

national cultural competence, general cultural competence, competency-based education, intercultural communication, higher education, pedagogical experience, comparative analysis, professional training, cultural identity, intercultural competence, global education, teacher education, curriculum integration, socio-cultural learning, cultural awareness, value-oriented education, multicultural pedagogy, educational modernization

INTRODUCTION

Contemporary higher education systems are undergoing profound transformations driven by globalization, internationalization of education, digital communication, and increasing cultural diversity within academic and professional environments. These processes have intensified the demand for graduates who possess not only subject-specific knowledge and professional skills but also well-developed cultural competencies that enable effective interaction in multicultural contexts. As a result, the formation of national and general cultural competencies has emerged as a critical priority in educational policy, curriculum design, and pedagogical research. National cultural competence is closely associated with the awareness, preservation, and transmission of a nation's cultural heritage, values, traditions, and linguistic identity. It plays a fundamental role in shaping learners' social responsibility, ethical behavior,

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and sense of belonging. In contrast, general cultural competence reflects an individual's ability to understand and apply universally accepted cultural norms, values, and patterns of communication that facilitate interaction across cultures. The coexistence of these competencies is essential in modern education, where maintaining cultural identity must be balanced with openness to cultural diversity and global cooperation. Foreign educational experience demonstrates a strong orientation toward intercultural education, global citizenship, and multicultural pedagogy. Educational systems in many countries integrate cultural competence into competency-based frameworks, emphasizing learner-centered approaches, critical thinking, and reflective practices. These models aim to prepare students for participation in international academic and professional communities. However, such approaches may risk diminishing the role of national culture if not carefully contextualized. Local educational experience, particularly in countries with rich cultural traditions, prioritizes the reinforcement of national values, moral education, and cultural continuity. Cultural competencies are embedded through curriculum content, language education, and value-oriented pedagogical practices. While this approach contributes to the preservation of cultural identity and social cohesion, it may provide limited exposure to intercultural interaction and comparative cultural analysis. Given these contrasting yet complementary perspectives, there is a growing need for a systematic analysis of foreign and local experiences in the formation of national and general cultural competencies. An integrative pedagogical approach that synthesizes global educational trends with national cultural foundations can enhance the quality and relevance of higher education. This issue is particularly significant in teacher education and foreign language instruction, where educators function as cultural mediators and role models.Therefore, this study seeks to analyze and compare foreign and local pedagogical experiences related to cultural competence formation and to identify methodological approaches that contribute to the effective development of national and general cultural competencies in higher education. The research addresses both theoretical and practical dimensions, offering insights that are relevant for curriculum development, teacher training, and further doctoral-level research in pedagogy.

METHODS

The present study is conducted within the framework of modern pedagogical research and is based on the principles of competency-based education, socio-cultural theory, and intercultural pedagogy. These methodological orientations allow cultural competence to be conceptualized as a dynamic, integrative construct that develops through educational interaction, reflection, and social practice. National and general cultural competencies are examined as interrelated components of professional training in higher education. The research follows a qualitative, interpretive paradigm**,** which emphasizes understanding meanings, values, and pedagogical processes rather than quantitative measurement. This paradigm is particularly appropriate for analyzing educational experiences, policy frameworks, and methodological approaches related to cultural competence formation. Research Strategy – a comparative-analytical research strategy was employed to explore foreign and local experiences in higher education. This strategy enables systematic comparison of pedagogical models, curricular approaches, and instructional practices across different educational contexts. The analysis focuses on identifying pedagogical regularities, best practices, and transferable elements applicable to national education systems. Analytical Procedures: To ensure methodological rigor, the study applied a multi-stage analytical procedure: Conceptual clarification stage, during which key concepts such as national cultural competence, general cultural competence,

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intercultural competence, and competency-based education were analyzed and operationalized. Descriptive-analytical stage**,** involving the examination of foreign and local educational practices, standards, and curricula related to cultural competence formation. Comparative synthesis stage**,** aimed at identifying convergences and divergences between foreign and local approaches and determining their pedagogical potential. Modeling stage**,** where an integrative conceptual model for cultural competence formation was developed based on the synthesis of research findings.

In addition to the core methods, the following techniques were applied: Historical-pedagogical analysis**,** used to trace the evolution of cultural competence concepts in educational theory and practice. Hermeneutic analysis**,** which facilitated the interpretation of pedagogical texts, policy documents, and curriculum narratives in their socio-cultural context**.** Functional analysis**,** applied to examine the role and function of cultural competencies within professional training systems, particularly in teacher education. Expert-based analytical review**,** drawing on interpretations from recognized scholars and international organizations to validate theoretical assumptions. Inductive and deductive reasoning, employed to move from specific educational cases to generalized pedagogical conclusions and vice versa. The scope of the study encompasses higher education institutions, with particular attention to teacher education and foreign language programs. The selection of foreign and local sources was guided by relevance, academic credibility, and alignment with the research objectives. Priority was given to sources reflecting contemporary educational reforms and competency-based frameworks. The study acknowledges certain methodological limitations inherent in qualitative research, including the absence of empirical measurement and reliance on secondary data. However, these limitations are mitigated by the depth of theoretical analysis, diversity of sources, and systematic comparative approach. To enhance trustworthiness, the study applied methodological triangulation, transparent analytical procedures, and consistent terminology. The credibility of the research is further supported by alignment with internationally recognized pedagogical theories and frameworks.

RESULTS

The analysis of foreign educational experience indicates that national and general cultural competencies are primarily developed through integrative and interactive pedagogical strategies. These include project-based learning, intercultural collaboration, academic exchange programs, and the use of authentic cultural materials. Students are encouraged to reflect on cultural differences, challenge stereotypes, and develop critical cultural awareness.

In foreign language education, cultural competence is embedded in communicative language teaching, where linguistic proficiency is inseparable from cultural understanding. This approach fosters empathy, tolerance, and adaptability, which are essential for functioning in multicultural environments. However, excessive focus on global culture may result in the marginalization of national cultural identity.

Local educational experience, by contrast, emphasizes cultural continuity, national values, and social responsibility. Cultural competencies are formed through the integration of national history, literature, traditions, and ethical norms into curricula. Pedagogical practices often prioritize value-based education, moral development, and collective identity formation. While this approach strengthens national consciousness, it may offer limited opportunities for direct intercultural engagement.

The comparative analysis reveals that both approaches are complementary rather than contradictory. The results demonstrate that an integrative model combining foreign and local experiences can ensure the holistic development of national and general cultural competencies.

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DISCUSSION

The findings confirm that cultural competence formation should be approached as a multidimensional pedagogical process. From a theoretical perspective, national and general cultural competencies cannot be developed in isolation; instead, they emerge through the interaction of local cultural contexts and global educational trends. In higher education, particularly in teacher training programs, the integration of foreign pedagogical innovations with local cultural content enhances educational relevance and effectiveness. Educators should adopt reflective and dialogic teaching methods that encourage students to compare cultural perspectives, analyze cultural phenomena, and develop their own value positions. For doctoral research, this integrative perspective contributes to the development of culturally responsive pedagogy and supports the modernization of national education systems. The discussion also highlights the importance of institutional support, curriculum design, and teacher professional development in ensuring sustainable cultural competence formation.

CONCLUSION

The study concludes that the effective formation of national and general cultural competencies requires an integrative pedagogical approach that synthesizes foreign and local educational experiences. Such an approach enables students to preserve national identity while actively participating in intercultural communication and global professional environments.

The theoretical and methodological insights presented in this article may serve as a foundation for curriculum development, teacher education, and further doctoral research in pedagogy. Future studies may focus on empirical validation of integrative models and the assessment of cultural competence development outcomes in higher education.

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