

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДНІПРОВСЬКИЙ ДЕРЖАВНИЙ
АГРАРНО-ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ОБЛІКУ І ФІНАНСІВ**



**ЗБІРНИК ТЕЗ
науково-практичної конференції**

**«ОБЛІКОВО-ФІНАНСОВЕ, ІНФОРМАЦІЙНЕ ТА МОВНО-
КОМУНІКАЦІЙНЕ ЗАБЕЗПЕЧЕННЯ СТАЛОГО РОЗВИТКУ
АГРАРНОГО СЕКТОРУ: ПЕРСПЕКТИВИ ТА РЕАЛІЇ»**

18-20 березня 2025 року



Дніпро 2025

УДК 336 : 338 : 378 : 631 : 657 : 658

Організатор конференції:

Факультет обліку і фінансів Дніпровського державного аграрно-економічного університету

Схвалено до друку Вченою радою факультету обліку і фінансів ДДАЕУ (протокол № 6 від 25 березня 2025 р.).

Збірник містить матеріали за такими тематичними напрямками:

1. Фінанси, банківська справа, страхування та фондовий ринок.
2. Облік, аудит, оподаткування та управління фінансово-економічною безпекою.
3. Інформаційні системи і технології.
4. Мовно-професійна підготовка фахівців: лінгвальний, соціальний, когнітивний, комунікативний, культурний аспекти.

Обліково-фінансове, інформаційне та мовно-комунікаційне забезпечення сталого розвитку аграрного сектору: перспективи та реалії: збірник тез науково-практичної конференції 18-20 березня 2025 р. Дніпро: ДДАЕУ, 2025. 112 с.

*Матеріали друкуються в авторській редакції.
Відповідальність за зміст представлених тез несуть автори.*

© ДДАЕУ, 2025

<i>Vasylieva N.</i>	
Optimization models of audit in agriculture	67
<i>Дмитрієва В.</i>	
Сучасні технології інформаційного дизайну	69
<i>Здоровий Є.</i>	
Використання штучного інтелекту в навчальному процесі: переваги та недоліки	71
<i>Карамушка Ю.</i>	
Впровадження хмарних технологій в освітньому процесі: виклики та перспективи	73
<i>Козенкова В.</i>	
Використання цифрових технологій API в аграрному бізнесі	75
<i>Колісник О.</i>	
Штучний інтелект в інформаційній освітній галузі	78
<i>Мороз С.</i>	
Використання аналітичних платформ для сталого розвитку аграрних підприємств	80
<i>Нужна С.</i>	
Використання Big Data та штучного інтелекту для управління ризиками в агробізнесі	82
<i>Шрамко І.</i>	
Використання Business Intelligence в бізнес-процесах аграрного сектору України	85

**МОВНО-ПРОФЕСІЙНА ПІДГОТОВКА ФАХІВЦІВ:
ЛІНГВАЛЬНИЙ, СОЦІАЛЬНИЙ, КОГНІТИВНИЙ,
КОМУНІКАТИВНИЙ, КУЛЬТУРНИЙ АСПЕКТИ**

<i>Стасюк Т.</i>	
Розвиток мовно-вербального інтелекту фахівців	87
<i>Chornobai V.</i>	
Online learning environment: teacher-student interactions	90
<i>Kazakevych O.</i>	
EML approach in English teaching	93
<i>Pantileienko K.</i>	
Gender competence of teachers: essence and components	95
<i>Rezunova O.</i>	
Effective methods for the development of students cross-cultural competence at English lessons	97
<i>Stukalo O.</i>	
Interactive technologies in the preparation of future specialists for professional communication	99
<i>Назаренко О.</i>	
Особливості навчання академічного письма на магістерському рівні	101

EFFECTIVE METHODS FOR THE DEVELOPMENT OF STUDENTS CROSS-CULTURAL COMPETENCE AT ENGLISH LESSONS

*Olena REZUNOVA, Candidate of Pedagogical Sciences, Associate Professor,
Associate Professor of Philology Department
Dnipro State Agrarian and Economic University, Dnipro, Ukraine*

In today's globalized world, the need for individuals to communicate effectively across cultural boundaries is more important than ever. The ability to understand and navigate cultural differences has become a critical skill in personal, academic, and professional contexts. One of the key environments where cross-cultural competence (CCC) can be developed is in the classroom, particularly in language learning settings.

Cross-cultural competence refers to the ability to interact effectively with people from different cultural backgrounds. In the context of language learning, it involves not only acquiring the language but also understanding the culture and values of the communities where the language is spoken. The development of CCC helps students overcome cultural barriers, enhances their communication skills, and promotes greater empathy and understanding among individuals from diverse backgrounds.

The ability to operate effectively in cross-cultural settings is particularly vital in a multicultural and interconnected world. English, as a global lingua franca, is spoken by people from all over the world, each with its own cultural nuances. Therefore, when learning English, students must gain more than just linguistic proficiency; they must also understand the cultural contexts in which the language is used. English language teachers can play a crucial role in fostering this competence through various teaching strategies, namely:

1. Incorporating Cultural Content into Lessons

One of the most effective methods for developing CCC in students is integrating cultural content into English lessons. This can be achieved by using authentic materials such as literature, news articles, music, movies, and advertisements from English-speaking countries. These materials not only expose students to the language but also introduce them to the cultural norms, values, and social contexts that shape the way language is used.

2. Encouraging Intercultural Communication

Another method for developing CCC is through intercultural communication activities. This can involve exchanges with native speakers or students from different cultural backgrounds. Technology, such as video conferencing or online language exchanges, can facilitate such communication, allowing students to practice their English skills while engaging with diverse perspectives.

Teachers can set up activities like role-playing exercises where students take on different cultural identities and scenarios that require them to adapt their language and behavior accordingly. These exercises provide opportunities to discuss cultural differences in a safe and structured environment, helping students better understand how language and culture are intertwined.

3. Using Task-Based Learning

Task-based learning (TBL) is another effective teaching strategy for promoting cross-cultural competence. In TBL, students complete tasks that simulate real-life situations, often involving problem-solving, decision-making, and collaboration. For example, students could work on tasks that require them to solve problems related to cross-cultural scenarios, such as negotiating with people from different cultural backgrounds or understanding cultural misunderstandings.

By engaging in TBL, students are able to develop not only their language skills but also their cultural awareness and adaptability. This approach encourages active learning, critical thinking, and the application of knowledge to real-world contexts, which are key components of cross-cultural competence.

4. Promoting Cultural Self-Reflection

Cross-cultural competence is not only about understanding other cultures but also involves reflecting on one's own cultural identity and biases. Teachers can encourage students to explore their cultural backgrounds, values, and beliefs and compare them with those of others. Self-reflection activities, such as journaling or group discussions, allow students to become more aware of their own cultural lenses and the ways in which these perspectives influence their communication styles.

5. Integrating Global Issues and Current Events

Discussing global issues and current events from various cultural perspectives is another powerful way to develop cross-cultural competence. By engaging with topics such as global conflicts, social justice, environmental issues, or economic inequality, students can explore how different cultures approach these challenges. Through discussions, debates, and projects, students learn not only about the world around them but also how to communicate their ideas respectfully and effectively in diverse cultural contexts.

Teachers can guide students to explore the cultural dimensions of various issues, considering factors like history, politics, and values. These activities help students see the interconnectedness of global events and the role of culture in shaping responses to these challenges.

Creating a classroom environment that values diversity and promotes inclusivity is crucial for the development of cross-cultural competence. Teachers should actively encourage respect for different cultural perspectives and foster a safe space where students feel comfortable sharing their experiences and viewpoints. This inclusive environment sets the stage for open dialogue and cultural exchange, allowing students to learn from one another in a supportive setting.

The development of cross-cultural competence is an essential goal in today's language education. English lessons offer a unique opportunity to foster this competence by integrating cultural content, encouraging intercultural communication, using task-based learning, promoting cultural self-reflection, discussing global issues, and fostering an inclusive classroom environment. By employing these methods, teachers can help students not only master the English language but also acquire the cultural skills necessary to communicate effectively in a globalized world.