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personal observation techniques; modeling assessment rubrics and organizing innovative classroom activities) that will raise students' motivation and activate their understanding of cultural values. Teaching culture may include learning its different aspects from different angles and the concept of culture will be better introduced through showing connections between students' own culture and the target culture and through multiple teaching and learning strategies. Some scholars suggest that the learning process can be based on the so-called 5-dimensional model (Michael Page). That is, incorporating in the teaching content such issues as "the self as cultural", intercultural learning, the elements of culture, culture-specific learning, and acquiring strategies for culture learning.

This learning content involves critical thinking and will provide opportunities for students to acquire content knowledge and understand themselves as part of their own culture and value other cultures and become interculturally competent.

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CROSS-BORDER COOPERATION IN HIGHER EDUCATION

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Cross-border cooperation (CBC) is a collaborative process of creating neighbourly relationships between local communities and authorities on either side of a border, aiming to overcome exsisting problems and foster harmonious development

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of neighbouring communities. Its success should be based on clear objectives and the readiness of both stakeholders to cooperate. (David Giband; Kevin Mary, 2018)

The Council of Europe is the leading European Organization supporting cross-border co-operation in strengthening good governance, building durable democratic institutions and reinforcing capacity at the local level (*Cross-border Cooperation Toolkit*, Daniele Del Bianco, John Jackson, 2012).

Cross-border collaboration is part of the administrative landscape in European border areas (Perkmann, 2003). They allow cross-border cooperation amongst bordering local and regional authorities and highlight new dynamics in former peripheral territories (Darnis, 2015).

Higher education and research are taking a growing role in cross-border contexts. In promoting cross-border partnerships, parties of academic cooperation aim to build European-sized campuses, thus fostering international attractiveness at the UE border communities. Cross-border areas and their universities now play a specific role in the strengthening of the European higher education space (David Giband; Kevin Mary, 2018).

Higher education plays an exceptional role in preparation of highly skilled and socially engaged people. In the period up to 2025, half of all jobs are expected to obtain high-level qualifications. Gaps in high-level skills are already evident. Driven by digital technology, jobs are becoming more flexible and complex. According to the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on a Renewed EU Agenda for Higher Education “people’s capacities to be entrepreneurial, manage complex information, think autonomously and creatively, use resources, including digital ones, smartly, communicate effectively and be resilient are more crucial than ever”.

Europe, just like any other community, needs highly skilled specialists who can develop the cutting edge technologies and find solutions to urgent issues on which its future prosperity depends. (*Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee*, 2017)

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Encouragement of a European research and higher education area and the impetus for cross-border territorial collaboration are major European Union (EU) political issues (Enders et al., 2005). Sponsored by EU programmes, they are structural elements of the EU cohesion policy and of its competitiveness strategy. The Europe 2020 strategy places higher education as one of the five goals of the EU strategy for employment and growth.

The EU has a successful record of supporting higher education through policy cooperation and funding programmes. As part of the Europe 2020 strategy and the strategic framework for European cooperation in education and training, it was agreed that 40 % of young people should pursue a tertiary education qualification or equivalent by 2020. Supporting this target, since 2011, the Modernisation Agenda for Higher Education has provided strategic direction for EU and member state activities to attain the following goals:

a) **Build evidence about what works in higher education** (in education, research, innovation and the design of systems) through studies, expert groups and analysis and monitoring of benchmarks and indicators;

b) **Support cooperation, mutual learning and targeted policy advice** between governments and authorities responsible for higher education;

c) **Strengthen the capacity and outputs of higher education institutions** by funding innovative cooperation projects between institutions and their partners and, through European Structural and Investment Funds, investment in infrastructure, facilities, skills and innovation projects. European Investment Bank projects have also supported investment in higher education infrastructure, including through the European Fund for Strategic Investments;

d) **Support international mobility of students, staff and researchers** as a way for them to develop their experience and skills;

e) **Strengthen collaboration** between higher education, research and business.

The positive impact of EU activities, and the international dimension they bring, has been acknowledged by member states, social partners and the higher education sector. Still, Europe's higher education systems face certain challenges:

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1) **A mismatch between the skills Europe needs and the skills it has:** many parts of the EU are experiencing shortages in certain high-skill profession , both in terms of qualifications and the quality of the associated skills. At the same time, too many students graduate with poor basic skills (literacy, numeracy, digital) and without the range of transversal skills (problem-solving, communication, etc.) they need for resilience in a changing world.

2) **Persistent and growing social divisions:** people from disadvantaged socio-economic and with a migrant background remain far less likely to enter and complete higher education; academics and graduates are too often perceived as detached from the rest of society; and gender segregation by field of study is still pervasive.

3) **An innovation gap:** higher education institutions are often not contributing as much as they should to innovation in the wider economy, particularly in their regions. The performance of higher education in innovation varies strongly between EU regions.

4) **The different components of higher education systems do not always work together seamlessly:** funding, incentive and reward mechanisms in higher education are not always configured to reward good teaching and research, innovation, social inclusion and engagement. Cooperation with schools, vocational providers and adult learning is often limited (*Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee. 2017*).

In terms of priorities for action, it is time to give new direction to EU support for higher education. This will address the four challenges above by focusing on four corresponding priorities for action, supported by EU-level activities:

- tackling future skills mismatches and promoting excellence in skills development;
- building inclusive and connected higher education systems;
- ensuring higher education institutions contribute to innovation;
- supporting effective and efficient higher education systems.

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What people choose to study in higher education depends on personal motivation, good guidance and the availability of attractive learning and career options. Career opportunities ultimately depend on employers and the wider economy, but education and training have a crucial part to play here.

To meet the Europe's need for high-level skilled specialists in key areas requires action. First, more people need to be attracted to the fields of study that prepare students for jobs where shortages exist or are emerging (*Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee*. 2017).

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***PARTICULARITIES OF CROSS-CULTURAL COMMUNICATION
IN TEACHING FOREIGN STUDENTS***

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The problem of cultural barriers and the development of problems of inter-cultural communication today is one of the urgent tasks in teaching foreign languages, since the interaction between different cultural regions is included in the spectrum of global problems of our time. In the context of Ukraine's entry into the world organizations, and, consequently, into the orbits of different cultures, it is important to pay attention to the qualitative side of inter-cultural processes and communicative openness, as well as to take into account the main difficulties that may arise as a result of intensive cross-cultural contact.

Cross-communication is a specific process of interaction between people belonging to different cultures and languages. Communication is a process of active interaction, so communicants must be included in the joint activities to which they are motivated by their needs and interests. However, the process of interaction between two or more partners within different lingo-cultures is complicated by certain obstacles that are physiological, speech, behavioral, psychological and cultural ones. They are caused by differences in mentalities and national characters; differences in language pictures of the world; communicative asymmetry; actions of cultural stereotypes; differences in value orientations; divergence of cultural and linguistic norms; differences in presuppositions and background knowledge; unequal