

Efficiency of Arts Education in the Context of Formation of Intercultural Communication Skills: Case-Study and Statistical Analysis of the Results

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Abstract

The research aims are to explain the teaching methods and strategies contributing to formation of intercultural communication skills, to outline the challenges in the context of intercultural training, and to draw the pattern for development of intercultural communication skills among future specialists in the field of arts and culture. This study adopted an experimental methodology that observed the effects of teaching interventions (independent variables) on the level of intercultural communication skills among students (dependent variables). The experiment was realized through the qualitative tools (questionnaire and observation techniques). The experiment was conducted in five stages between September 2023 and January 2024. A total of 94 students (49 students from the experimental and 45 from the control group) and 14 external stakeholders served as a sample. The results showed that intercultural communication skills are formed through teaching methods and strategies oriented towards the increase in students' diverse cultural background, including openness to cultural diversity, cultural empathy, social initiative, emotional stability, intercultural interaction and communication style, cultural creativity. Considering these teaching methods and strategies found that the pattern for development of intercultural communication skills among future specialists of arts and culture involves experimental learning, real life experience and cultural immersion activities, communication activities, curriculum improvement, creation of technology-based environment, implementation of regular feedback and assessment.

Keywords: intercultural competence, intercultural communication, future specialists in the field of arts and culture, teaching interventions, pattern

1. Introduction

In the rapidly changing, digitally globalized environment, intercultural communication is characterized by the speed, accessibility, and global connectivity, enabling people to interact across geographical boundaries (Trynyak et al., 2020). It also reflects the evolving nature of communication practices, as new technologies and platforms continue to shape how people engage in information exchange in everyday life (Coll-Rubio and Carbonell, 2024). Importantly, contemporary communication has a profound impact on various spheres, particularly healthcare enabling telemedicine and shaping healthcare policy (Titkova, 2022). Moreover, intercultural communication has transformed the economic landscape, facilitated global trade (Losheniuk et al., 2023; Sapotnitska et al., 2023), or implemented global business initiatives (Mozgovyy et al., 2023; Sayed, 2023). In education, intercultural communication has revolutionized teaching and learning through expanding access to quality education, promoting lifelong learning, and forming postmodern knowledge (Rudenko and Kharkov, 2023). According to Atkočiūnienė and Siudikienė (2021), modern communication has brought innovation and creativity and facilitated new forms of artistic expression, collaboration across disciplines and institutions, and the development of new technologies and industries. Music art has been affected as well through democratization of music production and distribution (Fryberger et al., 2022). Modern communication technologies transforming a musician's mission have intensified the way how they interact with other and create new musical styles blending different cultural influences and archetypes (Serhaniuk et al., 2021). Currently, effective communication has proved its importance for the conduct of war, helping military forces to coordinate operations, gather intelligence, and influence the course of the conflict through propaganda and diplomacy (Horbyk,

2022; Synchak et al., 2023). Today in Ukraine, in the conditions of a full-scale war, communication skills are particularly important when the information technologies and elements of distance learning are widely used (Huda, 2023).

The recent findings insist that globalization has facilitated increased cultural exchange between different societies that has resulted in cultural hybridization, where elements of different cultures blend together to create new forms of expression and identity (Danilyan et al., 2022). At the same time, it has also emphasized the importance of cultural diversity (Mayhand, 2020). Consequently, many communities are making efforts to preserve their cultural heritage in the face of globalization, leading to a renewed interest in traditional arts, crafts, and languages. From a scientific perspective, we are confident that there is a solid connection between arts and communication, as both categories rely on the transfer of ideas, emotions, images (Tabuena, 2022), and music compositions (Serhaniuk et al., 2021). Artists use a number of communication tools such as symbols, metaphors, and imagery to convey complex ideas or evoke specific emotions among the audience (Thellefsen and Friedman, 2023). It is worth noting that arts is greatly influenced by cultural and social contexts reflecting the values, beliefs, and experiences of a particular culture or community (Silva, 2021). In the context of intercultural interactions, arts serve as an instrument for cultural exchange, help bridge cultural divides, reflect cultural and religious identity (Fedyushina and Jones, 2023). Bondarenko (2021) stresses that the delimitation of cultural space caused by globalization and digitalization has led to producing major artistic innovations such as fusion of music style, incorporation of traditional musical instruments, musical digital transformations, or exchange of musical ideas. Some findings declare about transnational character of contemporary music art (Gómez Gálvez, 2020). Presently, we observe the national revival of music art which searches nationally characteristic means of music expression (Bondarenko, 2021). Moreover, art play a role in conflict resolution by promoting peacebuilding, healing, and religious understanding (Nikolsky and Yugan, 2019).

All this confirms the necessity for artists to possess high level of intercultural competence since the exposure to different cultures and traditions inspire artists and fuel their creativity. Additionally, intercultural communication skills enable artists to effectively bring their works to diverse audiences around the world (Zhang, 2022). Some scholars suggest that arts education fosters intercultural communication skills due to its unique characteristics (Chen, 2022) and using innovative teaching methods and strategies (Chen and Yu, 2021; Pedroso et al., 2023). Syrotkina et al. (2022) state that arts education is focused on the development of emotional intelligence which is crucial for effective intercultural communication. Students of arts specialities are taught to develop a deeper understanding and appreciation of cultural diversity (Whitbread and Leung, 2019). Future musicians are required to understanding different cultural norms and engage the audience using intercultural communication skills. Zhang and Su (2023) suggest that intercultural communication skills help musicians incorporate new styles and sound into their music and, therefore, strengthen the integration between national music and popular music. Educational programs in the field of arts include components responsible for formation of cultural awareness, creative expression (Fatimah et al., 2023), collaboration, critical thinking, and language competence (Corbisiero-Drakos et al., 2021). According to Fleming (2023), intercultural training facilitates personal growth, cognitive development, communication, aesthetic learning. Besides, effective arts education contributes to cultivating of students' abilities to experiment, take risks, and develop their unique artistic voice.

The study on the efficiency of arts education positively impacts the advancement of knowledge in the field. Also, the examination of intercultural communication skills as a component of professional competence among future artists is oriented towards formation of cultural sensitivity, enhanced creativity and innovation (An et al., 2022; Corbisiero-Drakos et al., 2021). These skills are particularly important for implementation of collaborative art projects where artists may need to work with individuals from diverse cultural and artistic traditions and, obviously, they will have to communicate accurately using intercultural mechanisms. Therefore, the analysis of efficiency of arts education in the context of formation of intercultural communication skills and selection of certain teaching methods and strategies to increase the level of intercultural communication among future artists is of a great research interest and determines the purpose of this investigation.

2. Literature Review

Intercultural competence is increasingly recognized as important tool due to the growing globalization and integration processes (Hoff 2020). It enables individuals to engage meaningfully with diverse perspectives, fostering effective communication, adaptability, and innovation (Zhang, 2022). In the scientific literature intercultural competence is explained regarding trait-based (Aksin, 2023), skill-based (Hoff, 2020; Moroz and Demianenko, 2022), and contextual approaches (Huang, 2023). For instance, the first one, trait-based approach defines intercultural competence as a set of

traits or characteristics that individuals possess (Schelfhout et al., 2022). According to this approach, intercultural competence is a stable attribute that influences how people interact with others from different cultures (Aksin, 2023). Skill-based approach suggests that an individual with a high level of intercultural competence has specific skills that are necessary to effectively communicate and interact with representative of other cultures (Moroz and Demianenko, 2022). The approach sees intercultural competence as a pedagogical and psychological category that can be formed and improved through training (Holubnycha et al., 2019). At the same time, contextual approach describes intercultural competence as a dynamic process that requires adapting to different cultural contexts (Huang, 2023). Thus, it can be argued that intercultural competence is a complex concept that involves a combination of personal traits, skills, and an understanding of cultural context. Developing intercultural competence demands both self-awareness and a willingness to learn and adapt to new cultural experiences. In the context of arts education, intercultural competence enables students to engage with diverse cultural influences, enriching their creative practice and promoting cross-cultural understanding (Chen, 2022; Whitbread and Leung, 2019).

Intercultural communication skills are a fundamental component of intercultural competence and relate to the ability to communicate with individuals effectively and appropriately from diverse cultural backgrounds (Moroz and Demianenko, 2022). These skills are not actually basic language proficiency but involve a range of various abilities particularly conflict resolution, collaboration, respect for cultural differences, and adaptability. It was found that intercultural communication skills are associated with cultural awareness (Dávila-Romero, 2022), cultural knowledge (Jiang et al. 2022), cultural sensitivity, and communication competence (Corbisiero-Drakos et al., 2021). Figure 1 represent the structure of intercultural communication skills regarding specialists in the sphere of arts and culture.

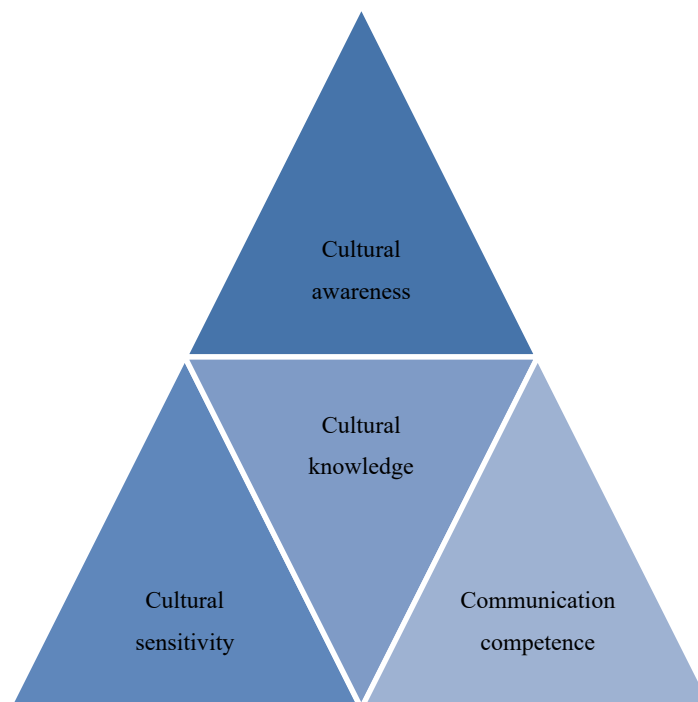


Figure 1. Structure of Intercultural Communication Skills

Source: Author's own development

According to Bahlai et al. (2019), intercultural communication skills are developed within the educational process through various learning activities where students can gain a deeper understanding of cultural diversity and get prepared to effectively communicate and collaborate across cultures. The institutions of higher education where future specialists in the sphere of arts and culture are trained create the supportive educational environment that encourages intercultural learning and fosters the development of intercultural competence (Fleming, 2023). Integration of intercultural content into the curriculum and promoting opportunities for intercultural exchange facilitate students to develop the knowledge, skills, and attitudes necessary to interact within the increasingly globalized world (Malyska et

al., 2022). Besides, the educational process contributes to the formation of intercultural communication skills due to its focus on professional competences, opportunities for practice and application of knowledge and skills, providing feedback and evaluation mechanisms (Fedyushina and Jones, 2023; Hoang Yen et al., 2024). Definitely, the educational process is designed to prepare students for the professional world and, therefore, it is oriented towards the formation of skills that will be highly valued in the professional landscape.

When it comes to organization of efficient arts education, it is necessary to outline the educational principles that are fundamental guidelines that are used to implement the educational practices (Rakhimov and Mukhamediev, 2022). These principles help construct relevant curriculum, introduce effective instruction and assessment techniques, and manage the classroom. The guidelines used to realize the educational programs in the field of culture include the didactic, methodical, linguistic, and psychological principles figure 2 (Appendix A). Didactic principles are typically oriented towards teaching and learning practices. They are necessary to design and implement the teaching methods or strategies (Görmez, 2024), curriculum development, assessment and classroom management techniques (Hoang Yen et al., 2024). At the same time, methodical principles are responsible for the systematic planning, implementation, and evaluation of teaching and learning activities (Görmez, 2024). Methodology ensures that instructional methods or strategies are effective and correspond with the educational objectives to promote sustainable education through intercultural understanding and respect for diversity (Ujoununna and Agbawudikeizu, 2021). Fleming (2023) emphasizes that linguistics principles deal with understanding and applying the concepts related to language acquisition, development, and use within the cross-cultural settings. And psychological principles focus on understanding the psychological aspects of intercultural interactions and form psychological readiness to communication with individuals from diverse cultural backgrounds (Syrotkina et al., 2022).

The educational principles serve as the foundation for developing teaching methods and strategies. The recent findings show that the efficiency of teaching methods and strategies in forming intercultural communication skills depends on their ability to promote cultural awareness, empathy (Fatimah et al., 2023), various communication styles, and collaboration across cultures (Trynyak et al., 2020), preparing future specialists in the field of arts and culture to engage with the cross-cultural challenges (Whitbread and Leung, 2019). The comprehensive analysis of literature sources enabled us to distinguish teaching methods and strategies used to form intercultural communication skills. Table 1 is aimed to analyze these methods and strategies through their effect upon intercultural communication skills.

Table 1. Teaching Methods and Strategies Used to Form Intercultural Communication Skills

Teaching method or strategy	What skills does it form
Mini-lectures, including virtual one (Kokkonen et al., 2022; Palatovska et al., 2021)	cultural awareness, intercultural communication styles, global mindset
Practical sessions (Görmez, 2024)	conflict resolution, intercultural teamwork, language proficiency
Role-play (Prusak et al., 2022; Yuriananta et al., 2023)	communication competence, empathy, critical thinking, leadership, collaboration
Debate and discussion (Bahlai et al. 2019; Caetano et al., 2020)	communication competence, conflict resolution, open-mindedness, cultural sensitivity
Conference modelling (Bahlai et al., 2019; Prusak et al., 2022)	public speaking, cultural adaptation, cultural integration, collaboration
Group projects (interview, preparation of exhibition, etc.) (Yuriananta et al., 2023)	intercultural teamwork, leadership, communication competence, negotiation
Museum visit (Pedroso et al., 2023)	cultural awareness, global mindset, curiosity, cultural intelligence, historical understanding of culture, respect to cultural heritage
Cross-cultural presentations (Liang and Schartner, 2022)	communication competence, intercultural teamwork, creativity, innovation
Cultural immersion activities (Rapanta and Trovão, 2021)	empathy, resilience, adaptability, networking, self-reflection, community engagement
Workshop (Bahlai et al., 2019)	cultural awareness, intercultural communication styles, appreciation of diversity, analytical skills

Source: Author's own development

Today we are sure and can confirm that the use of teaching methods and strategies above-mentioned contribute to the efficiency of arts education and facilitate formation of intercultural communication skills. Therefore, it is necessary to evaluate their effectiveness within the educational process and, on this basis, design the pattern for development of intercultural communication skills among future specialists in the field of arts and culture which is effective in the long term. The pattern is expected to improve the intercultural context of arts education and, obviously, prepare future artists to build intercultural collaboration and to interact with individuals from diverse cultural background successfully. This suggests that the investigation must address the following research questions:

1. What teaching methods and strategies contribute to formation of intercultural communication skills?
2. What are the challenges of arts education in the context of intercultural training? And what techniques should be used to overcome them?
3. What is the pattern for development of intercultural communication skills among future specialists in the field of arts and culture in the long term?

3. Materials and Methods

3.1 Research Design

This study adopted an experimental methodology that observed the effects of teaching interventions (independent variables) on the level of intercultural communication skills among artists students (dependent variables). Due to the experiment, research can determine whether the pedagogical activity directly causes any changes further develop the structured improvements within the educational process (Uygan, 2019). Therefore, the experiment has become an important methodology in the educational research since it facilitates investigation of the effects of specific interventions (teaching methods or strategies, curriculum changes, digital tools, educational discourse, etc.) on students' educational outcomes or specific competences (Bhinder, 2023). The study employed the qualitative tools (questionnaire and observation techniques) to collect and analyze the gathered data. The experiment was aimed at proving that using efficient teaching methods and strategies within the educational process improves the level of intercultural communication skills among future specialists in the field of arts and culture. And, at the same time, completing the educational program at the institutions of higher education means a graduate is ready to carry out his/her professional activities within culturally diverse setting.

The experiment on evaluation of efficiency of arts education in the process of formation of intercultural communication skills was conducted in five stages between September 2023 and January 2024. Step 1 was related to selection of the experimental (EG) and control groups (CG) among arts students and experts in the field of arts and culture. A total of 94 students (49 students from the experimental and 45 from the control group) and 14 external stakeholders served as a sample. Step 2 concerned the description of relevant variables and control of the dependent variable to implement the pattern for development of intercultural communication skills among future specialists in the field of arts and culture within the educational process in the long term. During step 3 we implemented the experiment itself. In the control group the instructors adopted the traditional teaching styles. Alternatively, in the experimental group, teaching methods and strategies oriented towards formation of intercultural communication skills were introduced. Step 4 dealt with investigation of the differences in effectiveness of teaching interventions between the experimental and control groups. Step 5 was oriented towards conducting of statistical analysis resulted in formulation of final discussions and conclusions.

3.2 Participants

94 first and second-year students of five Ukrainian institutions of higher education attended the experiment. All of them were undergoing the educational programs in the field of arts and culture. Also, 14 external stakeholders participated in the survey – artists, curators, art historians, cultural managers, and educators in arts and culture. The experts had at least three years in the field to ensure they had the necessary expertise and are familiar with the peculiarities of organization of educational programs at the Ukrainian institutions. The involvement of external stakeholders enabled to make the survey more objective and comprehensive. Table 2 analyses the participants involved in the research. Respondents were divided into experimental and control groups. Students and specialists in the field of arts and culture were assigned to the experimental and control groups by random selection. Before the experiment, the participants were informed about its objectives and procedures. So, we ensured that the research was organized on the basis of established ethical standards. Additionally, the students were informed about the possibility of withdrawing from the experiment at any time and with no punishment or unpleasant consequences if they decided to do it. All the students participated on a voluntary basis. For this purpose, they were asked if they wanted to take part in the survey in

advance. All 108 participants agreed to participate in the experiment and gave their informed consent.

Table 2. Participants Analysis According to the Educational Programs

Speciality No	Educational program	Quantity	
		EG	CG
013	Primary education (Fine arts)	4	4
014	Secondary education (Music arts and artistic culture)	5	4
014	Secondary education (Fine arts)	3	5
021	Audio-visual arts and media production	6	6
022	Design	9	7
023	Fine arts, decorative arts, restoration	5	3
024	Choreography	6	5
025	Music arts	4	5
026	Performing arts	7	6
	External stakeholders	8	6
	TOTALLY	57	51

Source: Author's own development

3.3 Data Collection

The data was collected under the conditions of the real educational process where subjects and educational tasks were aimed at the formation of increase the existing level of intercultural communication skills among arts students. Instructors implemented a number of teaching methods and strategies which helped students articulate their thoughts and engage in meaningful conversations, practice constructing arguments, model the real-life scenarios where students are able to use their communication skills to navigate various situations, and practice public speaking, organizing their thoughts, and presenting them clearly to an audience. These methods and strategies include the following: mini-lectures, practical sessions, role-play, debate and discussions, conference modeling, group projects and collaborative activities, visits to real-life sites, cross-cultural presentations, and workshops.

To assess the level of intercultural communication skills we applied short form of the Multicultural Personality Questionnaire (MPQ-SF) in pre-test and post-test. The MPQ is a self-report measure designed to assess an individual's intercultural personality (Hofhuis et al., 2020; Summerfield et al., 2021). It consists of several subscales that assess different skills necessary for successful communication with other individuals from diverse cultural background, including openness to cultural diversity, cultural empathy, social initiative, emotional stability, intercultural interaction and communication style, cultural creativity. According to Hofhuis et al. (2020), a 40-item short form provides a reliable alternative to its long version and is considered to be a powerful tool of choice to assess the level of intercultural communication skills when time or space decisive or when participants' drop-out may occur.

Additionally, we used simulated intercultural interactions or role-plays facilitated assessment of arts students' skills to communication within the cross-cultural setting, including the ability to understand cultural differences, adapt their communication style, and resolve possible intercultural conflicts. Instructors observed students' intercultural communication skills based on their behavior, verbal and non-verbal communication, and ability to interact.

3.4 Data Analysis

The data analysis was conducted before (pre-test) and after the teaching methods were implemented (post-test). The special attention as paid towards the analysis of role of the pattern for development of intercultural communication skills among future specialists in the field of arts and culture which is effective in the long term.

ANOVA, or analysis of variance, was used as a statistical technique to analyze the differences between the experimental and control groups. It enabled to compare the effectiveness of different teaching methods or strategies used to form intercultural communication skills among arts students and therefore, it enabled to evaluate teaching

interventions and to build the pattern for development of intercultural communication skills. The effect size was established at the indicator of 0.5, desired α level – 0.05, and the power level must be above 0.70. The collected quantitative data were analyzed using the SPSS tool (Ahmed and Hamara, 2022).

The null hypothesis(H0) was formulated to test the experimental data collected during this investigation and whether the assumed statement of this study is true or not. It addresses the following:

H01: The specific teaching methods or strategies may affect the formation of intercultural communication skills among future specialists in the field of arts and culture.

H02: The teaching interventions do not depend on educational program but oriented towards preparation to cross-cultural interventions.

H03: The efficiency of educational process does not depend on the year of studying.

4. Results

4.1 Pre-test Results

At the beginning of the pre-test, all the students were informed about its structure and explained about its course. The MPQ-SF was aimed to evaluate the existing students' intercultural communication skills and included six subsections: openness to cultural diversity, cultural empathy, social initiative, emotional stability, intercultural interaction and communication style, cultural creativity. In order to avoid any interior or exterior influences, the pre-test was organized in four different classrooms and the students were randomly assigned into each. The pre-tests result for the experimental and control groups are shown in table 3.

Table 3. Pre-test Results

Test section	Group	Mean	Standard deviation
openness to cultural diversity	EG	67,59	0,15 %
	CG	67,27	0,27%
cultural empathy	EG	69,16	0,29%
	CG	68,82	0,11%
social initiative	EG	63,74	0,18%
	CG	63,01	0,23%
emotional stability	EG	59,9	0,22%
	CG	60,4	0,17%
intercultural interaction and communication style	EG	67,8	0,19%
	CG	68,6	0,26%
cultural creativity	EG	70,3	0,21%
	CG	71,2	0,25

Source: Author's own development

4.2 Selection of Teaching Methods or Strategies

On the basis of literature review the teaching methods and strategies were selected. The evaluation of teaching interventions by the institutions' instructions involved in the process of training of future artists shows that they are equally used in the curriculum during first and second year of studying. At the same time, similar teaching interventions were used within different educational programs. The results showed that the most frequent teaching interventions are mini-lectures (34,4 % for the first-year students and 45,1 for the second-year students), debate and discussions (44,3 % and 37,4 % respectively), and workshop (35,5 % and 38,5 %). The outcomes demonstrated that using these teaching methods and strategies may positively affect the formation of intercultural communication skills. Accordingly, the methods and strategies revealed were applied during the experiment to assess the increase of intercultural communication skills among future specialists in the field of arts and culture. Figure 3 shows Teaching

methods and strategies used to form intercultural communication skills in the context of arts education.

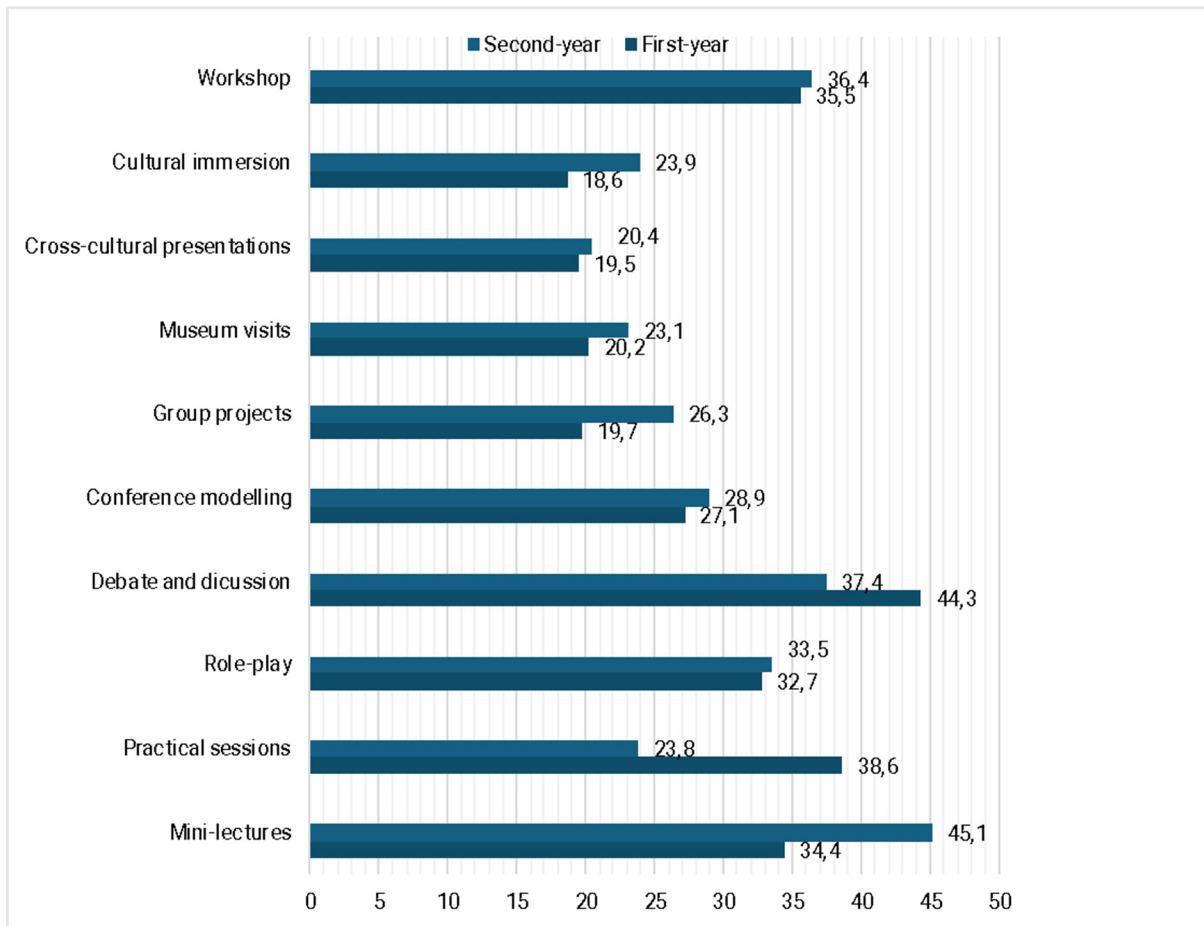


Figure 3. Teaching Methods and Strategies Used to Form Intercultural Communication Skills

Source: Author’s own development

4.3 Challenges Arts Education in the Context of Intercultural Training and Techniques Used to Maximize the Educational Process

At the same time, classroom observations demonstrated that both students and instructor face certain challenges within the educational process when teaching interventions are applied to form intercultural communication skills. The results revealed that these challenges include the following: balancing cultural authenticity with artistic freedom, language difficulties, particularly when communication is realized through foreign language, ethical considerations of the artist’s work and possibility to avoid sensitive cultural topics, access to actual educational resources, creation of technology-based environment, understanding global art market, social and political context, and awareness of continuous professional development for future specialists of arts and culture.

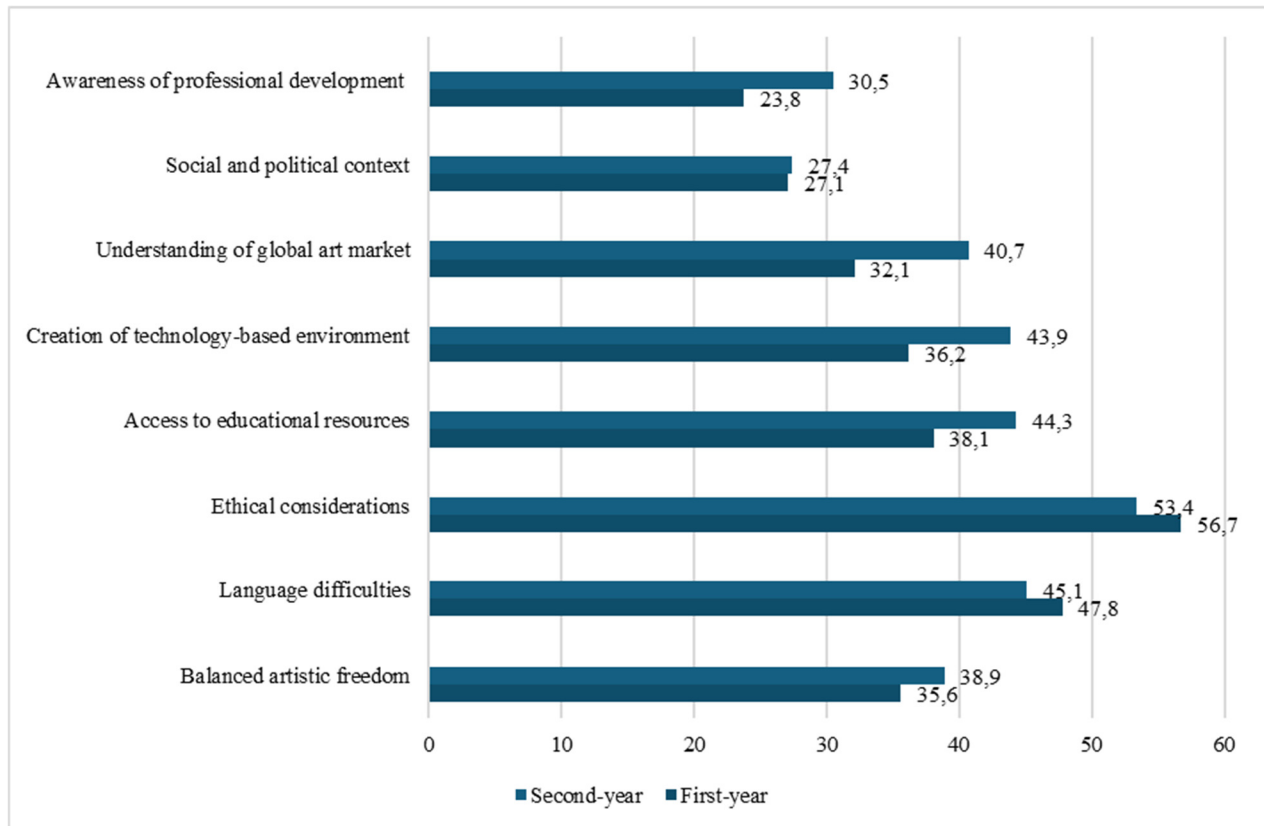


Figure 4. Challenges of Arts Education in the Context of Intercultural Training

Source: Author’s own development

To maximize the educational process and to create a more effective intercultural training program that prepares students to work in the diverse environment, instructors applied the teaching methods and strategies through specific techniques to enhance educational outcomes. To develop the educational program oriented towards long-term effects requires a strategic approach to ensure the program’s sustainability, impact, and relevance over time. Here, the engagement of external stakeholders is very important since they contribute to the improvements of the curriculum significantly. Figure 5 shows possible pattern for development of intercultural communication skills among future specialists in the field of arts and culture in the long term.

The pattern, primarily, include experimental learning oriented towards engagement of students through practice-based activities such as role-playing or simulations. Real life experience helps students to analyze and understand the complexities of intercultural communication and behavior. It requires to use group projects or cultural presentations. Cultural immersion activities provide future artists with knowledge about different cultures and are necessary to enhance their intercultural awareness and competence. Formation of intercultural communication skills is based upon communication activities like debates, discussions, or conference modelling. At the same time, using intercultural dialogues promote understanding, empathy, and cultural awareness among future specialists in the field of arts and culture. We definitely agree that designing a multicultural curriculum will increase students’ cultural understanding and prepare to communicate in the culturally diverse setting. The creation of technology-based environment can facilitate cross-cultural collaboration and communication, enabling students to connect with peers from around the world. Also, digital tools are widely used to organize online lectures, virtual excursions or museum visits. Additionally, providing regular feedback and assessment help instructors monitor students’ progress and identify weaknesses that may cause problem in intercultural communication in future. After incorporating the teaching techniques, we conducted post-test to control the dependent variables.

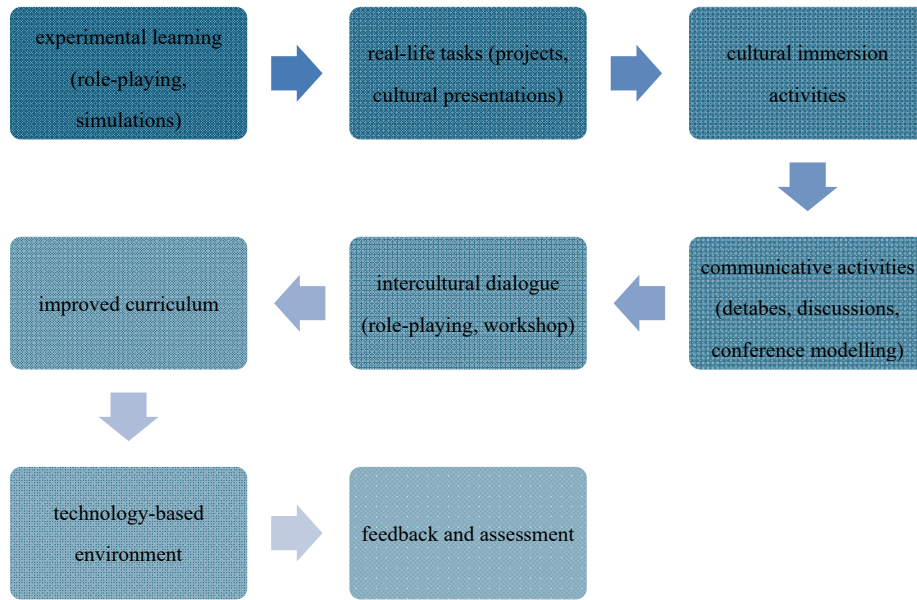


Figure 5. Pattern for Development of Intercultural Communication Skills among Future Specialists in the field of Arts and Culture

Source: Author’s own development

Table 4. Analysis of Teaching Methods and Strategies Contribution for Development of Intercultural Communication Skills

Teaching method or strategy	Group	Intercultural communication skills
mini-lectures	EG	cultural empathy, cultural knowledge
	CG	social initiative, cultural knowledge
role-paly	EG	emotional stability, adaptability, decision making, positive communication style, intercultural interaction
	CG	adaptability, empathy, intercultural interaction, positive communication style, openness to cultural diversity
debate and discussion	EG	cultural empathy, cultural knowledge, openness to cultural diversity
	CG	cultural creativity, social initiative, active listening
conference modeling	EG	active listening
	CG	adaptability, emotional stability, conflict resolution
group projects	EG	adaptability, emotional stability, conflict resolution
	CG	social initiative, decision making
practical sessions	EG	decision making, intercultural interaction, non-verbal communication
	CG	intercultural interaction, active listening, non-verbal communication
study visits	EG	cultural knowledge, openness to cultural diversity
	CG	cultural knowledge, openness to cultural diversity
cross cultural presentations	EG	cultural knowledge, cultural empathy, adaptability
	CG	cultural knowledge, cultural empathy, conflict resolution
cultural immersion activities	EG	cultural knowledge, openness to cultural diversity, intercultural interaction, positive communication style, social initiative
	CG	cultural knowledge, openness to cultural diversity, intercultural interaction, positive communication style, active listening
workshop	EG	emotional stability, adaptability, active listening, decision making, positive communication style, intercultural interaction
	CG	emotional stability, decision making, positive communication style, intercultural interaction, openness to cultural diversity

Source: Author’s own development

Within the analysis of the methods and strategies used, it was found that they are oriented towards the formation of specific intercultural communication skills among future specialists in the field of arts and culture. For example, role-play develops emotional stability, adaptability, decision making, positive communication style, intercultural interaction in EG and adaptability, empathy, intercultural interaction, positive communication style, openness to cultural diversity in CG. At the same time, cultural empathy, cultural knowledge, openness to cultural diversity are enhanced in EG when debate and discussion are implemented, and cultural empathy, cultural knowledge, openness to cultural diversity – in CG. Table 4 presents the detailed analysis of teaching methods and strategies contribution for development of intercultural communication skills according to responses in EG and CG.

4.4 Post-test

The post-test procedure involved the application of MPQ-SF as an assessment tool re to evaluate the outcomes of teaching interventions. The post-test was administered consistently to all participants from the experimental and control groups and included using the same instructions, timing, and conditions for each participant. The results, interpreted in relation to the research question and objectives, showed that teaching methods or strategies selected improve the efficiency of arts education and contribute to formation of intercultural communication skills among students of arts specialities. The post-test results determined that the regularly teaching interventions has a significant effect and maximize the intercultural training at the institutions of higher education (table 5).

Table 5. Post-test Results

Test section	Group	Mean	Standard deviation
openness to cultural diversity	EG	70,41	0,17 %
	CG	67,5	0,11%
cultural empathy	EG	73,8	0,07%
	CG	67,9	0,09%
social initiative	EG	66,1	0,20%
	CG	64,00	0,25%
emotional stability	EG	63,2	0,19%
	CG	61,5	0,15%
intercultural interaction and communication style	EG	69,5	0,27%
	CG	68,9	0,29%
cultural creativity	EG	73,1	0,13%
	CG	72,3	0,21%

Source: Author's own development

4.5 Statistical Hypotheses Verification

In the context of hypothesis testing, statistical methods were applied to calculate p-value. The effect size for H01 in EG was established at the level of 0.51, for H02 – 0,53, and for H03 – 0,57. The decision was to accept hypotheses and agree that efficient arts education enhance the educational process and facilitate the formation of intercultural communication skills among future specialists in the field of arts and culture. Table 5 shows the statistical hypotheses verification.

Compared to the control group, the experimental group showed an increase in the proportion of students who have obtained intercultural communication skills during the experiment. At the same time, it was found that the choice of teaching interventions does not depend on educational program or year of study. The teaching methods and strategies selected were oriented towards preparation of students to intercultural communications equally but were used during different types of lessons or subjects.

Table 5. Statistical Hypotheses Verification

Hypothesis formulation	p-value		Hypothesis decision
	EG	CG	
H01: The specific teaching methods or strategies may affect the formation of intercultural communication skills among future specialists in the field of arts and culture.	0,51	0,37	Accepted
H02: The teaching interventions do not depend on educational program but oriented towards preparation to cross-cultural interventions.	0,53	0,17	Accepted
H03: The efficiency of educational process does not depend on the year of studying.	0,57	0,23	Accepted

Source: Author's own development

5. Discussion

5.1 Overview

The discussion section summarizes the role of efficient arts education for formation of intercultural communication skills and reveals that the readiness to intercultural communication interactions is increased through certain teaching methods or strategies within the educational process. The experiment proves that effective teaching interventions positively affect cultural diversity, cultural empathy, social initiative, emotional stability, intercultural interaction and communication style, cultural creativity that constitute intercultural communication skills.

Firstly, the findings show that the efficiency of teaching methods and strategies used to form intercultural communication skills depends on their ability to promote cultural awareness (Fatimah et al., 2023) and apply various communication styles across cultures (Trynyak et al., 2020). It was also found that selection of effective teaching methods and strategies is a condition for positive pedagogical outcome – preparation of future specialists in the field of arts and culture to engage with the cross-cultural challenges (Whitbread and Leung, 2019). The literature review of foreign and native scholars revealed a number of teaching methods and strategies which are used to form intercultural communication skills. They include mini-lectures (Kokkonen et al., 2022; Palatovska et al., 2021), practical sessions (Görmez, 2024), and role-play (Prusak et al., 2022; Yurianta et al., 2023). Besides, the recent findings describe debates and discussion (Bahlai et al., 2019; Caetano et al., 2020) and conference modelling (Bahlai et al., 2019; Prusak et al., 2022) and effective teaching interventions. According to Yurianta et al. (2023) group projects contribute to formation of intercultural communication skills significantly. Other teaching methods and strategies include: museum visits (Pedroso et al., 2023), cross-cultural presentations (Liang and Schartner, 2022), cultural immersion activities Rapanta and Trovão (2021), and workshop Bahlai et al. (2019). These teaching interventions facilitate the creation of the supportive educational environment that encourages intercultural learning and fosters the development of intercultural competence among future specialists in the field of arts and culture (Fleming, 2023). The questionnaire among the instructors of the institutions of higher education where future artists are trained proved that these teaching methods and strategies are oriented towards enhancement of professional competence of future specialists in the field of arts and culture and, therefore, improve intercultural communication skills. At the same time, despite of equal effect of the teaching interventions their choice depends on the students' needs, educational objectives, and the disciplines taught within the curriculum.

Secondly, it was found that certain challenges are facing the educational process and to implement the educational programs in the field of arts and culture it is necessary to outline them and to find the relevant techniques for their overcoming. Classroom observations demonstrated that these challenges include balancing cultural authenticity with artistic freedom, language difficulties, particularly when communication is realized through foreign language, ethical considerations of the artist's work and possibility to avoid sensitive cultural topics, access to actual educational resources, creation of technology-based environment, understanding global art market, social and political context, and awareness of continuous professional development for future specialists of arts and culture. According to the recent findings the challenges facing the process of professional training of future artists are related to the use of technology-based tools and implementation of rapidly evolving technologies within the educational process (González-Zamar et al., 2020). Sometimes, educational programs in the field of arts and culture can face limited funding that leads fewer opportunities for students to fully develop their skills and creativity (Wilson et al., 2023).

Pizzolitto (2023) states that future artists need to develop a range of skills beyond their artistic abilities, such as marketing, entrepreneurship, and project management, which may not be traditionally included in the curriculum. Also, the special attention is paid towards interdisciplinarity in the context of arts education (Leonido et al., 2023). The findings of Zhang et al. (2022), Nielsen and Hartman (2020) show that interdisciplinary approach is responsible for formation of intercultural communication skills as well.

Thirdly, on the basis of experiment results, the pattern for development of intercultural communication skills among future specialists in the field of arts and culture was designed. It combined the knowledge on the structure of intercultural competence (Chen, 2022; Whitbread and Leung, 2019) and the methodology of teaching the arts disciplines (Hoff, 2020; Moroz and Demianenko, 2022). Considering the teaching methods and strategies selected during the investigation we found that the pattern involves experimental learning, real life experience activities, group projects and cultural presentations. Cultural immersion activities are also considered effective since that provide students with knowledge about different cultures and enhance their intercultural awareness and competence. Additionally, it was decided that the formation of intercultural communication skills is based upon communication activities (debates, discussions, or conference modelling). The pattern requires to improve the curriculum oriented towards intercultural training and create the technology-based environment. Regular feedback and assessment are important elements of the pattern for development of intercultural communication skills among future specialists in the field of arts and culture was designed. The recent findings mostly support this pattern (Atkočiūnienė and Siudikienė, 2021; Yurianta et al., 2023), but some works emphasize that intercultural training of future artist should be built on the principles of inclusivity and equity (Wilson et al., 2023). Moreover, according to Prameswari et al. (2020), development of intercultural communication skills depends on the interior students' motivation and, therefore, the selection of teaching interventions should consider the implementation of personalized learning.

It is necessary to mention that the pattern for development of intercultural communication skills among future specialists in the field of arts and culture should be implemented within different educational programs in the field of arts and culture and it is effective for each year of studying. This means that intercultural communication skills make a dynamic pedagogical and psychological category, and they can be intervened at each course of training.

5.2 Limitations of the Study

The research related to the study of efficiency of arts education for formation of intercultural communication skills faces some limitations which address, firstly, assessment of intercultural communication skills. In some case it can be challenging since a number of measurement tools exist nowadays. All of them contain general aspects of intercultural competence and were not developed for the analysis of the full complexity of these skills among future artists. Secondly, intercultural communication skills are interdisciplinary characteristics requiring collaboration between instructors of different disciplines. We are sure that to make the research comprehensive it is necessary to demonstrate that various teaching methods and strategies correlated with different subject. Understanding these will contribute to enhancement of the efficiency of arts education at the Ukrainian institutions of higher education.

6. Final Considerations

The research was related to the analysis of arts education efficiency and its role within the process of formation of intracultural communication skills. During the research analyzed the structure of intercultural competence and explain its components regarding the specialists in the field of arts and culture. Also, we investigated the teaching interventions used to form intercultural communication skills, and outline the challenges faced by both instructors and students within the educational process. The pattern for development of intercultural communication skills contributed to the professional training of future artists significantly. During the research we came to the following final considerations:

1. Intercultural competence is defined as important tool due to the growing globalization and integration processes. It fosters effective communication, adaptability, and innovation. Intercultural competence is explained regarding trait-based, skill-based, and contextual approaches. It was found that intercultural communication skills are a fundamental component of intercultural competence and relate to the ability to communicate with individuals effectively and appropriately from diverse cultural backgrounds. These skills are not actually basic language proficiency but involve a range of various abilities particularly conflict resolution, collaboration, respect for cultural differences, and adaptability. It was found that intercultural communication skills are associated with cultural awareness, cultural knowledge, cultural sensitivity, and communication competence.

2. Intercultural communication skills are developed within the educational process through various learning activities where students can gain a deeper understanding of cultural diversity and get prepared to effectively communicate and

collaborate across cultures. During the research the educational principles that are fundamental guidelines that are used to implement the educational practices. These principles help construct relevant curriculum, introduce effective instruction and assessment techniques, and manage the classroom. They include the didactic, methodical, linguistic, and psychological principles.

3. It was also found that teaching methods and strategies used to form intercultural communication skills include mini-lectures, practical sessions, role-play, debates and discussion, conference modelling, group projects, museum visits, cross-cultural presentations, cultural immersion activities, and workshop. These teaching interventions facilitate the creation of the supportive educational environment that encourages intercultural learning and fosters the development of intercultural competence among future specialists in the field of arts and culture.

4. On the basis of classroom observations we found that both students and instructor face certain challenges within the educational process when teaching interventions are applied to form intercultural communication skills. The results revealed that these challenges include the following: balancing cultural authenticity with artistic freedom, language difficulties, particularly when communication is realized through foreign language, ethical considerations of the artist's work and possibility to avoid sensitive cultural topics, access to actual educational resources, creation of technology-based environment, understanding global art market, social and political context, and awareness of continuous professional development for future specialists of arts and culture.

5. Considering the teaching methods and strategies selected during the investigation we found that the pattern involves experimental learning, real life experience and cultural immersion activities, communication activities, curriculum improvement, creation of technology-based environment, implementation of regular feedback and assessment.

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Not applicable

Ethical considerations

All 108 participants were informed about the experiment objectives and procedures. It means that the research was carried out according to the established ethical standards. The students were also informed about the possibility of

withdrawing from the experiment at any time and with no punishment or unpleasant consequences if they decided to do it. They participated on a voluntary basis without any external pressure. Before the experiment all the participants gave their informed consent.

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Data sharing statement

No additional data are available.

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