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INTERCULTURAL COMPONENTS OF STUDENT SELF- REALISATION IN INTERNATIONAL VOLUNTEERING

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ABSTRACT

The intercultural communicative components of volunteering were analysed in this article and an accompanying model of the psychological structure of international volunteering as a means of self-realisation of students in international volunteer programmes is introduced. An authors' definition of self-realisation of students in an international volunteer programme is proposed. The peculiarities of intercultural communicative competence were analysed and the fundamental role of this competence as a factor of student self-realisation in an international socio-cultural environment was explored.

Ključne riječi:
volunteering, self-realisation,
international students'
volunteer programme,
intercultural communicative
competence.

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INTRODUCTION

The issue of volunteer activity has received wide social dissemination in the world, and its role in social and cultural development has been highly recognised internationally. Many countries use volunteer resources to ensure implementation of state programmes for youth development towards resolving other important socio-cultural issues. Volunteering allows young people to learn and self-realise through assistance to other citizens and society as a whole. Many social scientists and practitioners comprehensively registering development of the social and economic-political sphere draw their attention to the importance of volunteering as a means of self-realisation in youths (Vainola et al., 1999; Vasylenko, 2001; Hryha et al., 2000; Kapska, 2001; Bezpalko, 2005; Zvereva & Lationova, 2005; Podtykan, 2006; Azarova & Yanitsky, 2008; Ohorchak, 2008; Lyakh et al., 2011; Balashov, 2014; Pasichnyk et al., 2014).

The relevance of volunteering for modern Ukraine is due to several defining features. Firstly, volunteer activities do not depend on state institutions; secondly, new forms of volunteer activities are not clearly expressed in the legislative field of modern Ukrainian realities; thirdly, transformation of the Ukrainian society leads to new qualities during the development of a person, their needs, abilities, potentials, and changes in human relations resulting from new needs and values acknowledged as the main resource for social development; and fourthly, an urgent need appears for the creation of youth-issue focused non-government organisations that could help youths in the creation of a social environment that works to actively resist daily negative pressures from the surrounding socio-cultural environment (Lyakh, 2000).

Essential characteristics of volunteering are altruistic and socially meaningful facets, i.e. execution of duties without expectation of material compensation. Volunteering is a type of socially accepted and recognized activity. It is unselfish social behaviour characterised by an increase in moral and creative levels of social engagement and reflected in socially beneficial actions in order to change the surrounding socio-cultural environment. It is one of the conditions in the intellectual, personal and practical development of a person. Such activity is also characterised by not requiring any special professional skills for its implementation, by its voluntary and socially beneficial nature, absence of motivation for receiving compensation (replacement with other kinds of motivation), significance of results and progressive direction (Azarova & Yanitsky, 2008).

The quasi-professional nature of volunteer activities of students has been described suggesting their incorporation in future professional activities. Volunteering is also considered as an important resource in the socialisation of youths, ga-

ining life and professional experience, development of moral and spiritual values, motivation of altruism, formation of professionally significant qualities, tolerance, empathy, and intercultural communicative competence. In psychological terms, the main topic is the motivation of volunteering which is determined according to the volunteer's needs. For successful self-realisation it is necessary to clearly understand the motives of such activities and the volunteer's skills and abilities (Rudiakevych, 2004).

Volunteer activity is a subject of papers in psychology, sociology, pedagogy, law and other sciences (Vainola et al., 1999; Kapska, 2001; Vasylenko, 2001; Zvereva & Laktionova, 2001; Bezpalko, 2005; Bezpalko, 2009; Azarova & Yanitsky, 2008; Lyakh et al., 2011). These authors have noted a significant impact from the volunteer activities on development and self-realisation of personality, although comprehensive papers on this issue both in theoretical and practical aspects are currently unavailable.

The main spheres of volunteering applications are social, educational, environment protection, legal protection, religious, health care and entertainment. Social scientists define such psychological factors (or determinants) of volunteering as: 1) personal (system of motives, empathy, value-notional system, emotional peculiarities, propensity to activity, self-esteem); 2) communicative-operational (success of activity, style of communication, content and process of education, strategic planning and management); 3) socio-psychological (incentives, public recognition, nature of volunteer activity) (Hryshanov & Tsurkan, 1990).

Volunteering is an important part of development in a national civil society. It helps people to feel the desire for security, freedom, and justice. Volunteering helps to strengthen the feeling of importance of general human values such as selfless assistance to other members of the society, full use of civil rights and freedom, respect for norms and rules, and interaction of community members in the activities of social institutes (Posnova, 2004).

Volunteering in Ukraine is not yet sufficiently developed. Only in 2011 were the main principles of volunteer activity and status of volunteer legally regulated by the legislation. Therefore, it is extremely important to learn the experience of other countries where traditions of volunteering have deeper roots. In particular, it is well-developed in the USA and Western Europe where a fully integrated system of work with potential volunteers in the sphere of social services has been developed and governed by relevant regulations.

The interpretation of content and purpose of volunteering has been highlighted in the Declaration of the International Volunteer Programmes Association, and the best examples of volunteer activities in the world have been analysed. They consider such important components as resources for creating preconditions

for personal self-realisation at individual, social and creative levels. The means of preparation of favourable conditions for self-realisation with the help of socially positive direction, positive public opinion and intensification of the youth volunteer movement have been considered (Vainola et al., 1999).

There are different approaches to development and promotion of volunteering in different countries around the world. Normally the countries are trying to motivate their citizens to such activity in different ways by creating educational programmes for volunteers, helping them receive legal recognition and official status of volunteering, and legally regulating volunteer activities while providing insurance and social support (Zvereva & Laktionova, 2001). It is very important for any developed country to have created an informational system in order to inform society about achievements of volunteers and form a positive public opinion for encouraging the development of volunteering in society (Vasylenko, 2001).

Volunteer work is one of the foundations of moral upbringing of the population in developed countries where a precisely developed system of work with volunteers is functioning. A similar system was functioning in the USSR when volunteering was not called by this term, but was accepted as a natural thing – for example, communist subbotniks. State ideology recognised volunteer work as a public duty to substantiate what there no need was for. Therefore this term did not have any spiritual or moral content (Ohorchak, 2008). It is impossible to foresee when the moral value of volunteer movements in modern Ukrainian society will be restored because pragmatic standards have been gaining particular importance among the population. Promoting volunteering in society as a part of state ideology is very important because it has significant impact on the formation of spiritual and moral, ethical and cultural values in society. The majority of people are not ready for systematic personal participation in volunteer activity although they do perceive it as a very positive phenomenon. »Modern Ukrainian volunteers are mainly elderly people or, conversely, youths, and mostly females. They are the ones who belong to the low income category with and going through a harsh deficit of attention from friends, colleagues, state and commercial institutions« (Podtykan, 2006).

According to Lyakh et al. (2011), most people positively assessing volunteer work, are strictly against their own participation in it and reinforce this by suggesting there is a lack of candidates, that there is a lack of any system of organisation of this type of activity at the level of local governance (town, district), and that there are material difficulties for the majority of those who seek to use their own time for additional earnings, engagement at work or studying etc.

Psychological papers have proved diversity and ambiguity in volunteer motivation, and therefore this raises a question about the compatibility of the leading motives for volunteering with certain requirements such as social significance,

correlation with general human values, objectives and tasks involved in volunteering. Accordingly, the main problematic issues discussed herein are: psychological and pedagogical conditions of self-realisation of students in international volunteer programmes, directions of student self-realisation in these programmes (professional, creative, personal etc.); keeping a certain structure of volunteering motivation, psychological support in the preparation and execution of volunteer activities and the formation of intercultural communicative competence.

Numerous papers describe the peculiarities of the individuals-volunteers, psychological characteristics and psychological determinants of volunteer activities, and the concept of intercultural communicative competence (Kovalchuk, 2010). Assuming that simultaneous convergence of one's own and the community's needs is a feature of volunteering, it is often considered in terms of altruistic and socially beneficial behaviour. Some psychologists consider intercultural communicative competence as the ability to think and act in interculturally appropriate ways (Hammer et al., 2003); as having the knowledge, motivation, and skills to interact effectively and appropriately with members of different cultures (Wiseman, 2002); the ability to negotiate cultural meanings and to execute appropriately effective communication behaviours that recognise the interactants' multiple identities in a specific environment (Chen & Starosta, 1996).

METHOD AND DISCUSSION

The novelty of the paper is in the development of the psychological structure of volunteering as an important tool for student self-realisation in international volunteer programmes; in the authors' definition of self-realisation of the students in the international volunteer programme and the analysis of the structural components in intercultural communicative competence as an important component of student self-realisation in the international volunteer programmes.

The object of this paper is student self-realisation. The main subject considered in the article is the intercultural communicative component of psychological structure as a means of student self-realisation in international volunteer programmes. The main aims of the present paper are to develop an understanding of student self-realisation in international volunteer programmes; describe the psychological structure of this self-realisation and characterise intercultural communicative competence as a means of the student self-realisation. A complex of theoretical methods has been used in this paper, for example: analysis, synthesis, systematisation of existing scientific papers for studying the issues of student self-realisation and intercultural communicative competence and the creation of

the authors' model of psychological structure of volunteering as a means of student self-realisation in international volunteer programmes.

There are many synonyms in the Ukrainian dictionary with the same meaning of providing selfless help. However it should be noted that the value of this term in modern society shall be refreshed and defined in a new way. Volunteering in Ukraine is developing rapidly. The main tasks shall be defined as a determination of the status of volunteers; promotion and support of volunteer activities; organisation of public beneficial help and inclusion of different society institutions and members in volunteer activities on a selfless basis (Ohorchak, 2008). It is possible to recognise the following factors influencing the choices and motivation of the modern volunteer (Table 1) (Hryha et al., 2000).

Table 1. Factors which define choice and motivation of a modern volunteer

	Orientation on result	Orientation on power	Orientation on membership in group
Purpose	Achieve success in situations which need special execution	Influence others	Be with others, enjoy mutually useful friendship
Positive features of character	Orientation on result, personal growth, determination of objectives, taking risk	Formation of own thought, needs for change, use power for benefit of others, well-informed on position	Establish relations, desire to work with others, sensitiveness

Development and intensification of volunteer activity in modern Ukraine has been taking place in several ways that promote learning, development of creativity, self-development, and an increased level of personal self-esteem and self-affirmation. It is possible to identify the following directions of volunteering development in Ukraine (Balashov, 2014):

- International youth exchange programmes which are inherent in many developed Western countries. The main positive features of this type is the presence of transmission of the features and achievements of one's own culture such as history, traditions, language, customs, other kinds of socially-beneficial activities, as well as learning the cultural heritage and values of the exchange country.
- Charitable volunteer work in non-government organisations in order to help certain categories of population in certain activities, education, development, socialization and spiritual formation.

- Periodic charitable assistance to state institutions in the social sphere.
- Volunteer activities which do not always correspond with the profession of the volunteer. This type of activity serves as a result of creative development of the personality, their desire to share knowledge and skills.
- Volunteer activity based on pedagogical approaches which are applied in charitable institutions, social centres, youth organisations.

It has become obvious that the state and certain categories of the population increasingly demand volunteer services. Many specific volunteer organisations have been created recently, and it is necessary to determine the psychological foundations of such activity (Lyakh, 2000).

The Ukrainian state institutions and non-government organisations do not pay enough attention to the support of volunteering in Ukraine. There exist some achievements in this direction such as creation of youth social services centres, but their activities cannot be considered as efficient because of the absence of a unified state concept and a policy of development of volunteering in the country.

Activity is the process aimed at a realisation of a goal. Volunteer activity is being carried out as a system of consecutive actions each of which solves a particular task towards achieving the goal, which is the highest regulator of the activity. The method of executing the activity makes the technical side of volunteering, and the motive and goal determine its direction and conditions of execution. The vector "motive-goal" is the highest regulator of the action and psychological processes, and determines the selectivity of perception of volunteers, characteristics of their attention and memory and ways of processing the information in thought (Kuliutkin & Sukhobskaya, 1996).

Psychological content of volunteer activity has been described with the help of consideration of its external (focus, ways, means and conditions) and internal (needs, motives, goal, personal content, tasks, actions, result for individual and result for society) psychological structures. In order to determine the nature of volunteer activity a psychological analysis in the framework of international volunteer programmes has been implemented (Figure 1).

Realisation of the need for self-realisation in accordance with the fundamental methodological principles of psychology is possible only in meaningful activities and cooperation with other people in certain socio-cultural environments. Participation of youths in international volunteer programmes enables the objectification of the needs mentioned. Thus it is necessary to take into consideration a range of factors which influence the productivity of the process of self-realisation and its end outcome and is considered in both individual and social dimensions.

In this paper the psychological structure of volunteering based on the general structure of activity has been defined. The model of the psychological structure of student self-realisation presented in this paper (Figure 1) is used practically in the international volunteer programmes for increasing student motivation towards volunteering. This has meant consideration of components such as needs, motivation, mechanisms of activity (decision making, planning, control, and correction) and effectiveness for the individual and society.

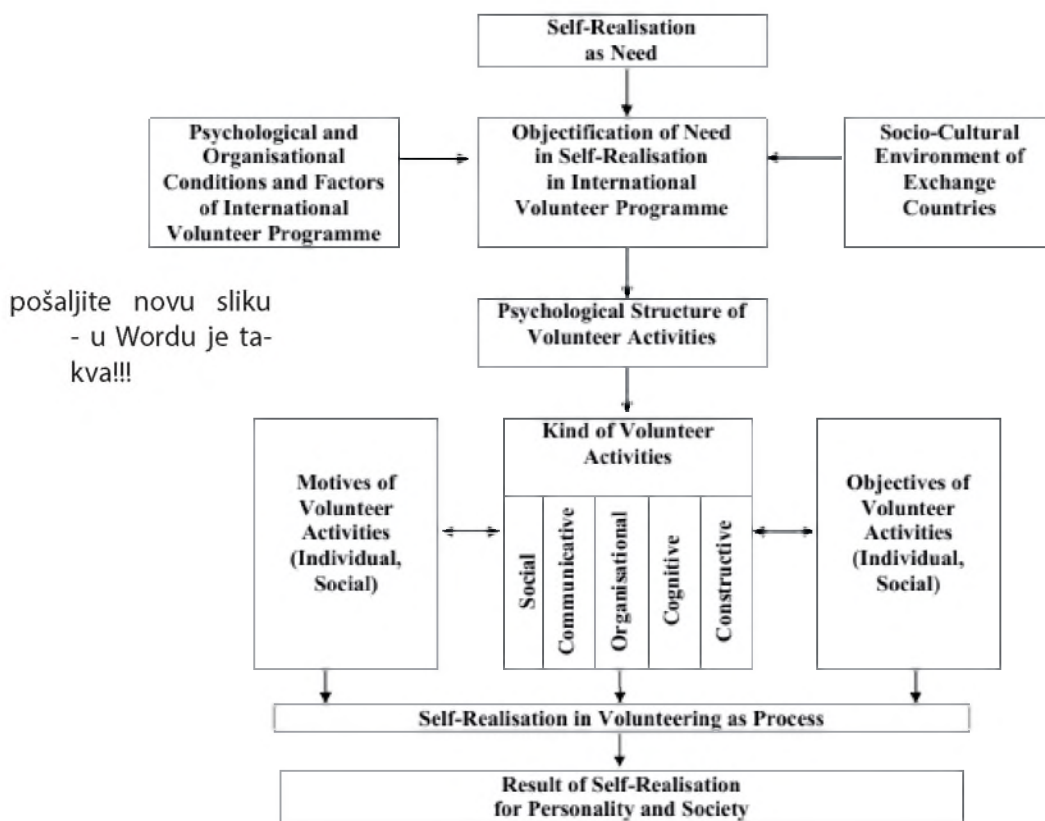


Figure 1. Psychological Structure of Volunteer Activity as a Means of Student Self-Realisation in International Volunteer Programmes

In particular, only systematic and purposely organized volunteer activity with its psychological and pedagogical support and compliance with the psychological and pedagogical principles of organisation of non-formal education is viable. The individual-psychological, group, socio-psychological peculiarities of the participants in volunteering and the peculiarities of the surrounding socio-cultural

environment of the volunteer programme and create the necessary conditions for self-realisation of the volunteers on various levels – individual, social, and creative are also taken into account.

Most often, volunteering is considered in terms of altruistic, socially-active and beneficial behaviour in which the subject simultaneously satisfies individual and social needs. There is diversity and ambiguity in motivation for volunteering. Therefore, it raises a question regarding the compatibility of the leading motives for volunteering with certain sociocultural requirements such as social importance, humanistic orientation, and correlation with recognised human values, objectives and principles of volunteer activities (selflessness, non-profitability, equity, etc.).

There are several approaches to the classification of motives for volunteering in psychological and pedagogical scientific literature. In particular, some authors select such motives as compensatory, beneficial, personal growth, idealistic, expansion of social contacts, etc. (Azarova & Yanitsky, 2008). In general, they highlight the importance of volunteering in the foundation of motives for self-realisation in youths. The activity itself, which is focused on assistance to others on the basis of responsibility for the community, is considered to be a leading motive for volunteering. Accordingly, the main topical issues are: psychological and pedagogical conditions of ensuring the self-realisation of youths in international volunteer programmes; directions of such self-realisation (professional, creative and personal); development of intercultural communicative components of volunteers and keeping the appropriate structure of motivation in volunteer activities (Bandurka et al., 1998).

Volunteer activities in a broader sense are certain actions and deeds of a person which do not bring them any benefits and can nonetheless contribute to improving the welfare of the community or society. It can take any form of altruism: from a traditional form of development of socially beneficial work to the activities focused on solving social conflict and issues.

As Ukrainian legislation determines, volunteer activity is a voluntary choice which identifies personal views and positions. Volunteering is directly connected with self-realisation by its very nature, aims, forms and principles of realisation, because this is a form of active and voluntary participation of a citizen in community life which contributes to both their personal growth and community benefit. Volunteer activity is implemented in the common socio-cultural activity of personality, promotes realisation of basic human needs and a more balanced economical and social development. In their activities the volunteers follow the main principles of volunteering determined by the legislation (Kovalchuk, 2010; Balashov, 2014):

- Recognise a right to associate for all people regardless of their race, religious beliefs, physical conditions, social and material status;

- Respect the dignity of other people and show tolerance towards intercultural communicative differences of ethnical groups;
- Grant free assistance and services individually or as a member of an organised group;
- Recognise the equality of individual and collective socio-cultural needs, contribute to collective satisfaction of those needs;
- Set goals aiming to turn volunteering into a means for personal development, acquiring of new skills and knowledge, improvement of skills and abilities by stimulating imitativeness and creativity in people who have a unique opportunity to be creators and not simply users;
- Stimulate strengthening of a sense of personal responsibility;
- Significantly stimulate the development of family, collective and international solidarity.

The experience of volunteering shows that during inclusion in a volunteer group individuals usually have and seek to develop their own needs, motives and goals. If they are satisfied then they become volunteers. During this process a volunteer should develop interest, energy and appropriate motivation for executing group work (Pettigrew & Tropp, 2006).

Volunteering includes certain activities which are integrated in one single unit on the basis of their goals, tasks and principles. According to the authors' analysis it is relevant to single out the following kinds of activities in the structure of volunteer activity (Balashov, 2014):

- Social (volunteer assistance, realisation of the principle of volunteering, socialisation in a new socio-cultural environment, etc.);
- Communicative (establishing communication with other people at volunteer workplaces, with partners from the exchange country, representatives of the socio-cultural environment etc.);
- Organisational (carrying out different activities outside the workplace, planning of free time, allocation of resources, determination of ways of achieving goals, control and correction of their own duties and activities etc.);
- Cognitive (non-formal education of volunteers, acquiring new knowledge, experience and practical skills);
- Constructive (decision-making, collecting and processing information).

The process of planning volunteer activities ensures efficient organisation and interconnection. A common goal is the factor associated with the group needs, which unites the volunteers of a group in a volunteer programme. Individual internal motives of each volunteer are combined and partially integrated. A joint formal plan of the group activity determines the functional relations between the volun-

teers both within the group and in relation to the socio-cultural environment. We consider volunteering as the activities which combine certain types of activities. They are integrated into one, based on goals and tasks, where the leading type of volunteering is social.

The intercultural communicative aspect of volunteering consists of the establishment of efficient communication with other volunteers and representatives of the socio-cultural environment in the exchange community. Knowledge acquired during the educational process at university and pre-orientation training sessions before the beginning and during the programme help the volunteers in the process of gaining communicative competence. Volunteers have to learn to control their own emotional-volitional spheres and personal conditions. They become active in communication and feel the need for it, develop the ability to listen to others and uphold their own opinions. Also the volunteers attain a certain emotional stability. We define the intensive development of intercultural communicative competence as a very important feature in international volunteer programmes helping participants in their self-realisation.

The socio-cultural environment of the partnering countries is very important in terms of the standpoint of psychological identification and adaptation of the volunteers to the conditions of the community and overcoming any unpleasant and shocking experience of the new culture which can cause a negative assessment of their own culture (so-called phenomenon of culture shock). International volunteers also have a unique opportunity to acquire a certain level of intercultural communicative competence and professional self-determination (Pasichnyk et al., 2014).

Intercultural communicative competence is increasingly becoming a subject in scientific papers. Social scientists from different countries have presented different definitions of its content. Some psychologists have identified the dimension of intercultural communicative competence (Kovalchuk, 2010). They are: capacity to be flexible; capacity to be nonjudgmental; tolerance for ambiguity; capacity to communicate respect; capacity to personalise one's knowledge and perceptions; capacity to display empathy and capacity for turn-taking. In terms of adaptability there are three dimensions of intercultural communicative competence: cognitive dimension (discerning meaning), affective dimension (emotions involved with willingness to accommodate different cultural ways), and operational dimension (behavioural flexibility and resourcefulness in an intercultural interaction).

In the context of the topic of this paper we primarily consider **intercultural communicative competence** as the ability to allow individuals their self-realisation in conditions of intercultural communication. It includes an ability to interact with the representatives of other cultures on the basis of their own values, norms,

stereotypes of behaviour, and to choose communicatively appropriate ways of verbal and non-verbal behaviour at the micro- and macro-level. Some authors also highlight the importance of recording the cognitive (knowledge about the other culture), operational (intercultural communication) and value-emotional (emotions, tolerance, empathy) components of intercultural communication (Kovalchuk, 2010).

Cognitive components of volunteering are formed during the educational days when the volunteers explore different topics ensuring development of personal qualities such as observation, attention, mastering the material about the main principles of volunteer programmes, the peculiarities of the socio-cultural environment of the community where the programme takes place. Such volunteering is characterised by self-development as the enhancement of theoretical and practical experience and the formation of personal qualities.

International volunteering offers unique opportunities for young people and students who are separated geographically to meet, work together and learn from each other, acquire valuable life skills, learn peculiarities of other cultures, and also develop and change their own views of life. It is necessary to note that one of the features of the international volunteer programme is exactly in development of the cognitive component, although the vast majority of volunteer organisations believe that the educational component is an integral component of every programme and this is why we do not prepare any particular educational plan or educational strategy, as it is expected that participants have to automatically first get to know the people for whose benefit their volunteer activities are directed. Also it is very often mistakenly assumed that a volunteer is a »blank sheet of paper« and their previous skills and knowledge are not taken into consideration (Swanger, 2002).

This approach is very often contrary to many educational principles. In contrast to such assumptions, papers demonstrate that a much greater influence on the expected results from participation in a volunteer programme exists even before students perceive it, its goals and objectives, and ways of achieving the goals. Non-formal education of participants in the international volunteer programmes is one of the important components of its successful realisation in an intercultural communicative context (Petrova, 2005).

All information received by the volunteers in the process of their cognitive and communicative activities is partially being transferred into the organisational activity. The volunteer must learn to act as an organiser of a programme, make important decisions about organising volunteer activities for the other group members. Such work requires from them such features as punctuality, accuracy, self-organisation, communicative competence and also skills for working with the newest informational and computer technologies. Volunteers have to acquire skills of un-

constrained behaviour in a new team. It is necessary to develop such components as skills for planning group work, initiative and leadership, efficient behaviour in complicated situations, ability for independent decision-making, conflict resolution skills and ability to compromise. Sensitive and constructive activity includes the development of skills in accumulation and processing information, and making decisions towards the next level. General intellectual potential of youths plays a very important role, as they have to have advanced memory, imagination, thought, perception which they use for accumulation and further processing of necessary information.

Many objective and subjective factors in the self-realisation of the students influence the efficiency of the international volunteer programmes results. Subjective factors are indicators of cognitive, value-operational, emotional-volitional and communicative-behavioural spheres. Psychological readiness of the volunteers to undertaking volunteer activities in every case depends on the personal form of their reaction to the situations which occur in the socio-cultural environment of the community where the programme takes place. Change of behavioural activity of the youths in a programme and maximum approximation to reaching a high level of self-realisation depends on this. The objective factors include the peculiarities of the socio-cultural environment where the programme takes place and organisation of non-formal education for the participants of the volunteer activities.

Self-realisation, as a process in volunteer activity, reflects both on the individual and society in general. According to the fundamental methodological foundations of psychology, the need for self-realisation is possible only in a meaningful communicative interaction with other people in certain socio-cultural environments, particularly during participation of student youths in international volunteer programmes.

On a basis of theoretical analysis we determine the **self-realisation of students in an international volunteer programme** which we define as active bilateral cooperation with the surrounding socio-cultural environment which results in formation of student intercultural communicative competence, increase of their civic engagement, actualisation of their professional self-determination, development of their potential abilities in cognitive, value-operational, and emotional-volitional and communicative-behavioural spheres.

Analysis of the process of volunteering development has demonstrated that an individual's inclusion in the broad field of volunteer activity leads to positive changes of their worldview positions, communicative consciousness of the individual which causes such new personal formations, social and intellectual activity, intercultural communicative competence, social competence, and ability to act in unconventional life situations.

CONCLUSIONS

Theoretical analysis of Ukrainian and foreign psychological, pedagogical, and philosophical literature on the issues of self-realisation, volunteering and intercultural communicative competence provides evidence that the issues are interdisciplinary and inter-paradigmatic, and there is no current common scientific paradigm of theoretical knowledge on self-realisation, intercultural communicative competence of a personality and volunteering.

Self-realisation of a strong personality was viewed as an indicator of a person's activity, and independence from external harmful factors combined with creative work and a sense of love. The issue of self-realisation, development, direction of a person, in psychology is tightly connected with the system of imagination regarding a person as a complicated self-regulating system and the place of self-realisation in the world and in the sense of being human (Pasichnyk et al., 2014). On the basis of theoretical analysis it is concluded that intercultural communicative competence of volunteers in the conditions of the socio-cultural environment and their interaction with a subjective creative potential of the personality significantly influences self-realisation of the personality (Balashov, 2014).

The authors define the psychological structure of volunteer activities which reflects motives, goals and actions; kinds of volunteer activities that determine self-realisation of students by means of volunteering and the result for individual personality and society itself. The psychological components of student self-realisation have been used in the international volunteer programmes for increasing student motivation to volunteering. One of the peculiarities of student self-realisation is the influence of the new socio-cultural environment of the communities where the programmes are taking place. During the programmes the attitude of the students to themselves and the surrounding world changes, the need for acquiring new knowledge and skills becomes apparent while self-esteem, motives and needs develop.

The authors have elaborated the definition of *self-realisation of students in an international volunteer programme* which is defined as active bilateral cooperation with the surrounding socio-cultural environment which results in the formation of intercultural communicative competence in the students, increase of their civic engagement, actualisation of their professional self-determination, development of their potential abilities in cognitive, value-operational, emotional-volitional and communicative-behavioural spheres.

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INTERKULTURALNE KOMPONENTE SAMOOSTVARENJA STUDENTA A TIJEKOM MEĐUNARODNIH VOLONTERSKIH PROGRAMA

SAŽETAK

U ovom članku analizirane su interkulturalne komunikacijske komponente psihološke strukture volontiranja te je uveden pripadajući model psihološke strukture međunarodnog volontiranja kao načina za samoostvarenje studenata tijekom međunarodnih volonterskih programa. Autori su predložili definiciju samoostvarenja studenata tijekom međunarodnog volonterskog programa. Analizirane su specifičnosti interkulturalne komunikacijske kompetencije te je istražena njezina temeljna uloga kao čimbenika u samoostvarenju studenta u međunarodnom socio-kulturnom okruženju.

Ključne riječi: volontiranje, samoostvarenje, međunarodni volonterski program, interkulturalna komunikacijska kompetencija.