



Теорія та методика навчання

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**Педагогічні основи навчання іншомовного ділового міжкультурного
спілкування у вищій школі**

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Анотація. У статті аналізується проблема підготовки здобувачів вищої освіти до ділового міжкультурного спілкування та формування у них іншомовної комунікативної компетентності, визначаються педагогічні основи вдосконалення освітнього процесу, описуються методи та прийоми організації навчальної діяльності згідно з сучасними тенденціями мовної освіти.

Міжнародна співпраця України з іншими державами у різних сферах життя, економіки і культури обумовила актуальність проблеми підготовки кваліфікованих фахівців, здатних вирішувати ділові, політичні, соціокультурні питання на міжнародному рівні та успішно реалізувати процес співробітництва нашої держави з іншими країнами.

Для оптимізації освітнього процесу у закладах вищої освіти України існують певні передумови, які ми пов'язуємо з чинниками, що підвищують ефективність навчальної діяльності та впливають на формування мотивації у вивченні іноземної мови. Урізноманітнення методів і прийомів навчання ділового міжкультурного спілкування, врахування принципу професійної спрямованості завдань, застосування інтерактивних форм роботи та комп'ютерних технологій, створення атмосфери продуктивного пізнання, зміцнення міждисциплінарних зв'язків сприяють вдосконаленню освітнього процесу та дозволяють створити умови, на основі яких у здобувачів освіти виникає особистісний та професійний інтерес до вивчення іноземної мови, зростають пізнавальна самостійність, ініціатива і творча активність.

На основі проблемного підходу є доцільним виконання вправ та завдань, що базуються на критичному міркуванні, на припущенні, на здогадці, на інтерпретації фактів, на умовиводі тощо та передбачають: заданість ситуації, яка пов'язана з міжкультурною взаємодією та сферою майбутньої діяльності здобувачів освіти; природність ситуації спілкування; новизну;



вмотивованість мовленнєвих дій; наявність інструкцій щодо дій з мовленнєвим матеріалом в умовах, наближених до реальної іншомовної комунікації; наявність вербальних опор, які допомагають висловити свою думку та аргументувати судження іноземною мовою.

Необхідність вирішення проблемного завдання активізує мовленнєву, творчу та пізнавальну діяльність здобувачів освіти. У процесі обговорення проблемного питання розглядаються різні точки зору з проблемної ситуації, акцентуються суперечності, моделюються ситуації спілкування. В умовах групової та колективної взаємодії здійснюється постійна зміна режимів діяльності, обмін навчальною інформацією. Значущість інтерактивності у навчанні ділового міжкультурного спілкування полягає в тому, що вона передбачає навчальний діалог як провідну форму організації навчально-пізнавальної інтерактивної взаємодії учасників освітнього процесу з оперативним зворотним зв'язком.

Інформаційні освітні ресурси та комп'ютерні технології є важливим засобом оптимізації навчальної діяльності здобувачів освіти та інтенсифікації процесу навчання іншомовного спілкування. Використання комп'ютерних технологій, створення презентацій, інтерактивних вправ є доцільним для навчання мовного і мовленнєвого матеріалу, проведення тестування щодо перевірки рівня сформованості іншомовної комунікативної компетентності.

Застосування сучасних педагогічних технологій в освітньому процесі створює різноманітний вибір бажаних шляхів у процесі іншомовної професійної підготовки здобувачів освіти до ділового міжкультурного спілкування. Завдяки цьому педагогічний процес зазнає оптимізації на всіх етапах його організації: пред'явлення, засвоєння та закріплення матеріалу, підкріплення інтерактивністю; перевірка рівня знань іншомовного матеріалу.



Ключові слова: іноземна ділова міжкультурна спілкування, професійно орієнтована іноземна мова, методи та прийоми навчання, проблемний підхід, інтерактивні та комп'ютерні технології.

Pedagogical foundations of teaching foreign language business intercultural communication in higher education

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***Abstract.** The article analyses the problem of training higher education students for business intercultural communication and the formation of their foreign language communicative competence, determines the pedagogical foundations of improving the educational process, describes methods and techniques for organizing educational activities in accordance with modern trends in language education.*

International cooperation of Ukraine with other states in various spheres of life, economy and culture has determined the relevance of the problem of training qualified specialists who are able to solve business, political, socio-cultural issues at the international level and successfully implement the process of cooperation of our state with other countries.

There are certain prerequisites to optimize the educational process in higher education institutions of Ukraine, which we associate with factors that increase the effectiveness of educational activities and influence the formation of motivation in learning a foreign language. Diversification of methods and techniques of teaching business intercultural communication, taking into account the principle of professional orientation of tasks, the use of interactive forms of work and computer technologies, creating an atmosphere of productive cognition, strengthening interdisciplinary ties contribute to the improvement of the educational process and allow creating conditions on the basis of which students develop a personal and professional interest in learning a foreign language, increase cognitive independence, initiative and creative activity.

It is advisable to perform exercises and tasks, that are based on problem approach, on critical thinking, assumptions, guesses, interpretation of facts, inference, etc. and provide for: a given situation related to intercultural interaction and the sphere of future activity of students; naturalness of the communication situation; novelty; motivation of speech acts; the presence of instructions for actions with speech material in conditions close to real foreign language communication; the



presence of verbal supports that help to express one's opinion and argue judgments in a foreign language.

The need to solve a problem task activates the speech-thinking, creative and cognitive activity of students. In the process of discussing a problem issue, different points of view on the problem situation are considered, contradictions are emphasized, and communication situations are modeled. In conditions of group and collective interaction, there is a constant change in activity modes and exchange of educational information. The significance of interactivity in teaching business intercultural communication is that it provides for educational dialogue as the leading form of organizing educational and cognitive interactive interaction of participants in the educational process with operational feedback.

Information educational resources and computer technologies are an important means of optimizing the educational activity of students and intensifying the process of learning foreign language communication. The use of computer technology, the creation of presentations, interactive exercises is appropriate for teaching language and speech material, conducting testing to verify the level of formation of foreign language communicative competence.

The use of modern pedagogical technologies in the educational process creates a diverse choice of desired paths in the process of foreign language professional training of education seekers for business intercultural communication. Thanks to this, the pedagogical process undergoes optimization at all stages of its organization: presentation, assimilation and consolidation of the material, reinforcement with interactivity; checking the level of knowledge of foreign language material.

Keywords: *foreign language business intercultural communication, professionally oriented foreign language, teaching methods and techniques, problem-based approach, interactive and computer technologies.*



Problem statement. The spread of global business relations in the world, the new cultural and socio-economic realities of modern Ukrainian society, the processes of reforming the national higher education system and the strengthening of educational ties in the European context have led to an increase in the priority of higher professional education in the system of social values. For the integration of our country into the European economic space, the skills of effective business intercultural communication of specialists in the field of management, marketing, tourism, international relations and international economy are needed. In this regard, the problem of effective foreign language training of students for business intercultural communication in Ukrainian universities has become especially relevant today.

Analysis of recent research and publications. The analysis of psychological, pedagogical and methodological studies devoted to the problem of personality formation as a subject of dialogue of cultures in the process of teaching a foreign language allows us to state that their authors rethink the entire system of language training of students in accordance with the requirements of the Bologna Convention and the realities of economic and political life of modern society. In the scientific works of domestic and foreign scientists, various aspects of the problem of foreign language intercultural communication in the theory and practice of IM education have been investigated (A. P. Shtepura [1], O. B. Tarnopolsky, M. R. Kabanova [2], V. G. Redko [3], M. V. Kolinko [4] etc.), formulated the concepts of personality formation in the dialogue of cultures, native and foreign (L. I. Verkhovod [5], V. F. Zagorodnova [6], Z. M. Korneva [7] and others). The problem of modeling the dialogue of cultures in educational conditions was studied (I. Yu. Chorna [8], O. V. Yaroshenko [9], Imamyartha D. [10] etc.). Despite the different approaches to teaching the language and foreign language culture, scientists emphasize the leading role of culture in the study foreign language and agree that the study and awareness



of common and distinctive features of native and foreign language culture is a prospect for successful participation of the individual in the dialogue of cultures.

Selection of previously unresolved parts of the general problem. The researches carried out, despite their indisputable value, only to a certain extent solve the issue of improving language education and do not exhaust all aspects of the problem of teaching foreign language business intercultural communication in the conditions of modern Ukrainian higher education.

Formulation of the objectives of the article (statement of the task). The **purpose of the article** is to consider the pedagogical aspects of teaching students foreign language business intercultural communication in line with modern trends in language education, to describe methods and techniques for organizing the educational process in a foreign language of professional direction to ensure its maximum efficiency.

Presentation of the main material of the study. In Ukraine, the structure and content of higher education is currently being reformed and modernized, which strengthens the requirements for professional qualities, knowledge and skills, for the level of pedagogical training of foreign language teachers, designed to realize the goals of IM training (practical, educational, developmental, educational) taking into account the requirements of modern society. Methodically correct use of modern educational technologies, the ability to create an atmosphere of productive cognition contributes to the effective formation of relevant competencies students and increasing motivation to study foreign language [11].

The new paradigm of language education is to promote the development of democratic citizenship, to support methods of learning and teaching foreign language that help students form the skills, knowledge and abilities they need to become independent in their thoughts and actions, more responsible and ready to cooperate with other people [12]. Higher education faces a new task – the comprehensive development of the student's individuality (as a subject of activity, as a person), the



development of his abilities, mental mechanisms that play an important role in the formation of the student's individuality as a moral person [12]. Such a reassessment of values puts the priority of the human personality in the center of national education and assigns to the foreign language training of students the task of forming a multifaceted personality of the future specialist in the context of dialogue / polylogue of cultures, able to effectively use foreign language in socio-cultural and professionally oriented communication situations.

Taking into account the current trends in language education, highlighted in the Pan-European Recommendations of the Council of Europe on Language Education, according to which the main goal of teaching foreign language is to promote the development of the integral personality of the language learner and his self-awareness by enriching experience, understanding the differences between other languages and cultures [1, p. 1], it is advisable to teach students of Ukrainian universities foreign language business intercultural communication at the level of European standards.

The current programs with professional foreign language for universities provide for the formation of students' ability to effectively communicate in a foreign language in the cultural diversity of educational and professional environments. For this purpose, in classes with professional foreign language, special attention should be paid to creating students' need for communication for the assimilation of professional and culturally valuable information [13, p. 31-36], to take into account the professional needs of students as much as possible, and the learning process itself should be directed to the acquisition of not only knowledge, skills and abilities, but also certain personality qualities that determine the effectiveness of foreign language business intercultural communication.

In order to achieve high-quality interaction of the above goals at all stages of foreign language preparation of students for business intercultural communication, taking into account age characteristics and norms laid down in the current educational documents, it is necessary to organize the process of teaching foreign language in



such a way that the working capacity of students and teachers increases, labor productivity increases, cognitive independence, initiative and creative activity increase.

The inconsistency of the content of training with the interests and professional needs of students, the use of unjustified teaching methods in the classroom that are not related to real foreign language communication, causes a decrease in motivation, limits independence, initiative and creativity, creates unfavorable conditions for ensuring the effectiveness of the educational process in a foreign language and does not prepare for business intercultural communication.

To optimize the process of foreign language professional training of students in Ukrainian universities, there are certain prerequisites, which we associate with the factors that affect the formation of motivation in the study of IM. Improving the process of teaching foreign language business intercultural communication, diversifying teaching methods and techniques, strengthening interdisciplinary ties allows, firstly, to create prerequisites on the basis of which students have a personal and professional interest in work, and secondly, to form a scientific worldview more effectively, based on the philosophical idea of unity between objects and phenomena.

For the sake of the effectiveness of teaching business intercultural communication, it is necessary to ensure the open nature of the educational process, take into account the goals, motives, interests, strategies in the training of each student and the group as a whole. It is advisable to perform exercises that include: setting the situation that is related to intercultural interaction and the scope of future activities of students; professional orientation of tasks; the naturalness of the communication situation; Novelty; motivation of speech actions; the availability of instructions for actions with speech or speech material in conditions close to real foreign language communication; commentary to familiarize yourself with socio-cultural information; the presence of verbal supports that help to express one's opinion and argue judgments in a foreign language.



According to A. M. Shchukin, effective methods and techniques for ensuring students' speech activity in artificial conditions are: 1) role-playing games, with the help of which educational communication is organized in accordance with the developed plot and roles and inter-role relationships distributed among students; 2) problem situations with the use of speech and thinking tasks, which involve the performance of actions based on critical reasoning, assumption, guess, interpretation of facts, inference, etc.; 3) free (spontaneous) communication, which has the following features in the classroom: its content is not always foreseen, active mobilization of speech and thinking reserves and previous speech experience is necessary [14, p. 66-72].

On the basis of the above, we believe that effective training in business intercultural communication is possible taking into account several important personal, instrumental and methodological pedagogical aspects.

Firstly, it is the *implementation of a problem-based approach* to teaching foreign language communication and *an individual approach* to students' skills of students necessary for the qualitative formation of their foreign language communicative competence. Only if an individual approach is applied to students, it is possible to take into account individual difficulties in mastering foreign language, to reveal and use the psychological reserves of students for educational purposes, to transform them from passive objects of pedagogical efforts into active subjects-participants in the educational process.

The need to develop students' creative potential and critical thinking skills causes the need to implement a problem-based approach to learning. Problem-solving allows you to significantly activate speech and thinking activity and contributes to the formation of communicative motivation. *Modeling* of real situations of business intercultural communication and the use of *interdisciplinary connections* is essential in solving a certain problem, where it is necessary to take into account the peculiarities of professional thinking. It is important to understand that the ability of



students to solve a certain problem lies in their possession, in addition to the language, of a large amount of interdisciplinary knowledge (for example, management, marketing, finance and credit, etc.). Solving a problem problem, students independently acquire new knowledge, skills and abilities (in particular, the ability to work and make decisions in non-standard situations), which is important for effective professional activity.

In the process of solving problem problems, students gain knowledge as a result of their own mental efforts, mobilization of previously acquired knowledge, and the problem task contains a contradiction, the overcoming of which provides students with new knowledge and experience. All this determines the appropriateness of exercises of a problem-search nature. It is necessary to present the problem in business games and creative tasks not stereotyped, but with a certain degree of complexity, motivating the communicative, speech-thinking, creative and cognitive activities of students. The teacher interests and involves students in the discussion of the problematic issue in a foreign language, offers to independently find a way to solve it and thus activates the foreign language speech activity of students. He presents different points of view on a problematic situation, emphasizes contradictions, plays the role of a defender of the "devil" (takes a counter-position), confronts the contradictions of practical activity.

One of the rules for creating a problem situation in the classroom is the condition that the proposed problem task must correspond to the level of knowledge and intellectual capabilities of students in terms of complexity, so that they can fully realize their background knowledge, language and speech potential in the process of discussion or during a business game. Another condition for organizing and discussing the problem is the collective participation of the entire group of students in solving the problem. The widespread use of collective-group forms of work in order to solve problem problems, in our opinion, will contribute to the effectiveness of the educational process with professional foreign language.



Therefore, another important pedagogical aspect is the *organization of pair-group and collective interaction of all subjects of the educational process* by modeling situations of business intercultural communication.

The experience of intensive foreign language training and *interactive technologies* allow us to conclude about the great potential and expediency of using forms of collective educational activity and role-based communication in education. The organization of pair-group and collective interaction of students in the performance of creative, problem-search and communicative tasks implements the principles of interactive learning [15], which is the basis of the latest technologies of IM teaching.

Interactive teaching methods and techniques ("big circle", "aquarium", "brainstorming", "blitz survey", discussion, role-playing and business games, etc.) involve modeling situations of real communication and joint problem solving. In the conditions of group and collective interaction, students actively communicate, working in pairs, small groups, teams, exchanging educational information. The significance of interactivity in teaching business intercultural communication lies in the fact that it provides for educational dialogue as a leading form of organizing educational and cognitive interactive interaction with operational feedback.

The next pedagogical aspect – which is extremely important in the context of reforming the modern education system – is *the organization of independent educational and cognitive activities of students*.

The growing role of independent educational activities of students in the modern education system requires a rational approach to its organization. The tasks of independent work are the assimilation of certain knowledge, consolidation and systematization of acquired knowledge, solving practical problems, performing creative work, identifying gaps in the system of knowledge in the subject, which makes it possible to self-assess achievements in mastering IM and plan their further educational activities. Proper organization of independent work will contribute to



increasing the level of communicative competence in students, the formation of skills and abilities of self-study, formation of a worldview and the development of independent creative thinking, students' awareness of the peculiarities of the educational process and the results of their activities.

It is necessary to help students in forming the ability to master the latest professional information through foreign sources and be a fruitful participant in intercultural communication. It is important to involve them in independent work in the library and on the Internet with information sources, special (professional) dictionaries to deepen foreign language knowledge and prepare a presentation of the educational and research task.

The use of *Internet resources* in teaching foreign language business communication ensures the achievement of goals through an active and creative attitude to the learning process, creates conditions for autonomy, co-creation, intercultural and critical learning. The Internet, firstly, contains an unlimited and inexhaustible number of sources for teaching business communication; secondly, it provides students with the opportunity to communicate in a foreign language in virtual space almost without restrictions (e-mail, e-mail, chats, forums, etc.).

Computer technologies are an important means of optimizing the educational activities of students and intensifying the process of teaching foreign language. The use of computer technologies is expedient for teaching language and speech educational material, testing to check the level of formation of professional communicative competence, implementation of presentations in practical / seminar classes, independently prepared by students in accordance with the tasks set by the teacher.

Along with traditional teaching tools, such *computer educational tools* as: electronic textbook, electronic manual, electronic reference books, computer training programs, multimedia CD courses and distance courses have proven their expediency. Computer equipment provides the perception of information through the



auditory and visual channels, which makes it possible to train and control the assimilation of foreign language in different modes of independent search and at different levels of complexity [16].

The use of new technologies in the classical system of education, undoubtedly, creates a diverse choice of desirable paths in the process of foreign language professional training of students for business intercultural communication. Thanks to this, the pedagogical process undergoes optimization at all stages of its organization, for example, the presentation, assimilation and consolidation of the material; reinforcement with interactivity; regulation of the volume of foreign language material. It is necessary to provide students with the opportunity to receive the necessary consultations, assignments from the teacher and his comments on their implementation via the Internet, to exchange information with other students, to carry out joint educational projects via the Internet with students of their own university, other universities and even with students of other countries whose languages are studied [17].

Conclusions. Summing up the above, we note that the introduction of all these pedagogical technologies in the educational process contributes to increasing the effectiveness of teaching business intercultural communication in a foreign language and the formation of foreign language communicative competence in students, which is necessary for career and professional growth, business development, production, trade, successful international cooperation with business partners.

The article does not exhaust the problem of teaching foreign language business intercultural communication and provides an opportunity to outline the prospects for further development of mechanisms for the introduction of modern technologies for teaching foreign languages and cultures in Ukrainian higher education in line with the main trends in language education.



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