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PEDAGOGICAL CONDITIONS OF TRAINING FUTURE MANAGERS OF FOREIGN ECONOMIC ACTIVITY FOR CROSS-CULTURAL COMMUNICATION

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ABSTRACT. The study reveals the pedagogical conditions of training future managers of foreign economic activity for cross-cultural communication. The analysis of the scientific research in this field has shown that the essence of the pedagogical conditions has not been generalized or systemized yet. On the base of the invariable vectors of the pedagogical process, the pedagogical conditions of training future managers of foreign economic activity for cross-cultural communication are outlined. They are: creating multicultural surrounding in the process of training managers for gaining experience in cross-cultural communication (organization); adaptive gradual management of the educational activity with due regards for personal, professional, communicative qualities of future managers of foreign economic activity (management); subject and subject interaction, directed at the optimal management of cross-cultural conflicts (communication).

1. INTRODUCTION

Globalization as one of the main factors of the world development favours intensification of cross-cultural communication (CCC). It leads to enlarging the scales of economic collaboration among countries. Consequently, the state policy demands highly qualified, communicatively competent, competitive graduates on the European and world labour markets.

Among the typical tasks of managers of foreign economic activity (FEA) are: forecasting and controlling possible conflicts; adjusting to ethical norms and ways of behaviours of representatives from other cultures; tolerance and adaptivity in interactions.

One of the prioritized directions of the state policy of Ukraine is personal orientation of education that gives grounds for planning educational activity in terms of students' needs and interests, their abilities and individual self-realization. So creating conditions for reaching pedagogical goals is the main element of the education management.

The pedagogical conditions of training future managers of FEA for CCC have been out of sight of researchers. This issue demands new approaches to its solution, systematization and generalization. The analysis of the theoretical research, the University documentation base as well as students' practical academic performance give grounds for revealing a range of contradictions:

- between the objective need of the Ukrainian society in managers of FEA capable to work efficiently in cross-cultural surrounding and an insufficient level of their preparation for CCC;
- between the necessity to improve the pedagogical process and insufficient elaboration of ways to train future managers for CCC;
- between the need of future managers to master skills and acquired habits of CCC and the lack of research as for scientifically grounded conditions of their training.

Thus, the outlined contradictions, their insufficient practical and theoretical base have fostered the urgency of the research. The solution to the outlined problem has a vital meaning for each manager-to-be as well as for the society on the whole.

2. LITERATURE REVIEW

In the last decade more and more research is focused on outlining the pedagogical conditions as the key to solving different practical tasks in pedagogy. It demands the specification of the contents of the pedagogical conditions along with the structure of the concept.

A range of explanatory dictionaries provide the following definitions to the term “conditions”:

- 1) particular states that something or someone is in [1, 2];
- 2) different influences that have an effect on a situation [1];
- 3) an arrangement which must exist before something else can happen [1, 3];
- 4) demands set in any sphere [2];
- 5) rules which exist or are set in order to provide effective work of something [2];
- 6) circumstances of the reality, by which something happens [3, 4];

In philosophical dictionaries, the notion “condition” is defined as surrounding or circumstances in which a phenomenon or any process appears, exists and evolves. Hence, conditions are stipulated by coherence with the definite phenomena as well as processes and are to be created for their valuable implementation.

In psychological and pedagogical studies the term “conditions” is explained as a set of processes and relations necessary to form and develop the appropriate object (I. Kharlmov, D. Ushakov). However in pedagogy there is no universal definition of pedagogical conditions shared by scientists in this sphere as well as no well-grounded appropriate theoretical base for their highlighting. We agree with the definition proposed by E. Khrykov who defines the pedagogical conditions as circumstances that stipulate the definite direction of development of the pedagogical process. The essence of conditions implies the result of goal-oriented selection, construction and usage of elements of the educational content, methods and forms [5]. The given above interpretations are grounded by the fact that pedagogical conditions are created by teachers and thus should be explained through circumstances but not factors. Besides, the pedagogical conditions should be perceived as the result of the teacher’s professional activity.

3. METHODOLOGY

The main task of the study was to outline the pedagogical conditions of training future managers of FEA for CCC. To realize this task a range of theoretical and empirical methods were used at different stages of the research. Theoretical analysis, synthesis, generalization, comparison were used to study philosophical, pedagogical, psychological, culture scientific resources. To outline the essence of the pedagogical conditions the methods of modelling and projecting were applied in the research. The methods of diagnosing (questionnairing, interviewing, observing) were used to study the level of students’ preparation for CCC.

To reveal the peculiarities of training future managers the pedagogical paradigms were analyzed. Among them are knowledge, culture, and humanistic ones.

In the base of our research is the sum total of the scientific approaches which reflect national, cultural, social, economic, humanistic, scientific and technical trends of the modern society development. Among the approaches are communicative, dialogical, personality oriented and culture specific ones.

4. DISCUSSION AND RESULTS

The pedagogical conditions are to minimize the contradictions mentioned above and provide a high efficiency of the educational process in training managers-to-be. Our research is grounded on the theoretical and methodological bases made by prof. T. Kolbina, according to which the permanent vectors of the pedagogical process for defining the pedagogical conditions are outlined. They are organization, management, communication [6].

An invariable pedagogical condition of organization concerns projecting a pedagogical system whose main components are goal, principles, content, methods and forms of the educational activity. Thus, we propose the first pedagogical condition of *creating multicultural surrounding in the process of training managers of FEA for gaining experience in CCC*.

Multicultural surrounding is perceived as the atmosphere, which fosters adaptation of individuals to changes, their understanding of interests and values of partners from other cultures. The peculiarities of a multicultural surrounding in higher educational establishments are:

- orientation of the pedagogical process at the cultural development of an individual who is able to interact effectively with business partners in the multicultural world;
- humanization of interpersonal relations of students;
- students' high inner motivation that is accompanied by positive action direction, optimistic mood, emotional enthusiasm;
- stimulating creativity accompanied by activeness, independence, initiative of the subjects of the pedagogical process;
- creating the atmosphere of trust, sincerity, empathy, tolerance.

The efficiency of the created multicultural surrounding of training future managers depends on the essence of the pedagogical system components. As for *the goals*, the mutual activity of a teacher and a student is of a primary concern. Psycho-physiological and socio-cultural peculiarities of students should be taken into account. Defining goals allows to gain the information concerning differences between the necessary and real state of students' preparation and its consequent improvement. *The pedagogical principles* of humanization of the higher professional education, professional orientation of training students for CCC, integrity of the pedagogical process, scientific approach to selection of the content and methods, individualization of studying, cultural conformity, culture dialogue, self-consciousness are the grounds for the optimal training of managers for CCC [7].

According to the defined goals and principles we outline *the content* of training. In the base of the defined components of the content there is a philosophical analysis of the notion "experience", as formation of professional and personal characteristics of students presupposes obtaining specific experience in CCC.

Concerning the structure of communication that reveals interconnected perceptive, communicating and interactive aspects as well as the specificity of the process of CCC we define conceptual and cognitive, motivating and orientating, communicating and activity components of the content of training future managers for CCC [8].

The conceptual and cognitive component directs managers-to-be for gaining knowledge of the CCC process on the basis of multifaceted studying of the object (philosophical, socio-cultural, psychological, linguistic, economic aspects of CCC). The acquired skills and habits in the frame of the motivating and orientating component make the grounds for forming the necessary professional and personal qualities of future specialists. The communicative and activity component makes it possible to acquire practical experience in CCC: from reproducing the well-known ways of activity according to the model to a creative search of knowledge and ways to solve problematic tasks in the professional activity.

Methods and forms of the educational activity are to realize the goals and tasks set at each stage of the studying process. On the grounds of classification of [9] methods and forms for training managers-to-be for CCC vary from explaining and illustrative to heuristic and research ones according to the level of independent students' activity.

So, creating a multicultural environment on the grounds of the described pedagogical system will further changing the educational goals onto an active inner stimulus of specialists' professional formation, their development and consolidating active professional position, creative style of activity, humanistic values.

The pedagogical condition of management concerns the application of the pedagogical technology projected on the grounds of gradual mastering of professional knowledge, acquiring skills and habits. The educational activity in the multicultural surrounding should be realized with

the concern of individual psychological peculiarities, value orientations, professional expectations of students. It should promote the solution to contradictions of the educational process and reaching harmony among all participants of the educational process. Thus, we outline the second pedagogical condition of training future managers for CCC – *adaptive gradual management of the educational activity with due regards for personal, professional, communicative qualities of future managers.*

According to V. Bepalko the levels of acquiring knowledge are classified into the first-hand acquaintance with an object (its recognition and processes during repetitive perception of information); reproduction (copying and using the information for doing specific actions); productive action (search for new information to provide independent activity); creative action (individual construction of the way of activity) [10]. This theory gives us the grounds to outline the permanent stages of the pedagogical technology, namely orientating and motivating, cognitive and informative, transformative and analytical, reflexive and estimating.

The aim of the orientating and motivating stage is to direct students at learning different aspects of CCC, to reveal their knowledge and expectations, to form positive motivation for the educational process. All these will create the optimal conditions for getting experience in CCC in the future professional activity. The usage of visual aids will enable students to involve all analyzers (auditory, optic, motive etc) to the process of perceptions. Thus at the orientating and motivating stage the most efficient is the explanatory and illustrative educational method, i.e. reaching the goal through producing the ready information, explanation, illustration by word, picture, action. The didactic means at this stage are questionnaire, testing, discussing an epigraph to the topic, watching a video clip, composing conceptual maps, association graphs, clusters on the base of the key words.

The goal of the cognitive and informative stage is to give new information as for the objects of studying for its further usage in the process of solving communicative tasks as well as to form the necessary professional qualities of managers-to-be. The explanatory and illustrative method along with the reproductive one are the grounds for effective work in solving creative tasks. At this stage students read professionally oriented texts: detailed (for sorting out the specific information); review, selective, orientating etc.

Successful mastering of the material at the cognitive and informative stage gives the ground for realization of the required knowledge in practice during the transformative and analytical stage. The aim is to generalize and systemize the obtained knowledge on the topic being studied, as well as to work out the strategy of creative application of the acquired knowledge. At the cognitive and informative stage the method of problematic learning prevails. It can be combined with a heuristic one. It presupposes gradual obtaining of experience in CCC, mastering separate stages of solving creative tasks (on the part of students) and partial explanation of new material along with problematic questions and cognitive tasks or experiments (on the part of a teacher). A range of tasks includes giving examples of proverbs and saying related to different cultures, defining the key notions as “culture”, “stereotypes”, “generalizations” with the help of brainstorming ideas, searching and sorting out the information for presentations, holding debates, debriefings, heuristic negotiations, discussions with a device “mistake made on purpose” etc.

The reflexive and estimating stage is the final one in the pedagogical technology. Its aim is to compare the obtained results with the goals projected at the first stage. The analysis and estimation of the own gains and gaps stipulate further working out and improvement of the acquired skills and knowledge. The main methods are heuristic and research ones. The didactic means at this stage presuppose self-management by students of their own educational activity which includes the analysis of means of communication (verbal, non-verbal, para-verbal, extralinguistic), role playing, projects preparation, senken composing, self-estimation of the activity with the help of multicoloured cards “Rainbow of opinions”, answering questions for reflection.

So, gradual acquisition of new material provides deep, conscious knowledge and skills, development of the motivational sphere, formation of professionally important skills in CCC.

According to the humanistic paradigm higher education should provide a change of each student from the object into the subject of the educational activity, democratization and humanization of relations in the system “teacher – student”, specification of the programme and

content of education. Thus, the third condition of training future managers of FEA for CCC is *subject and subject interaction, directed at optimal management of cross-cultural conflicts*. This condition is explained by the fact that among the demands of the modern society to the future manager are not only professional knowledge, skills and acquired habits but also personal, moral qualities of professionals, their ability for self-development, self-perfection, creative management of conflict situations, capability to adapt to a new environment in CCC. The subject and subject relations presuppose equal psychological positions, mutual humanistic directives, activity orientation of the participants of the pedagogical process in interactions. Thus, we consider the subject and subject management of the pedagogical process as an aim-directed interaction of subjects for providing high efficiency of the academic performance.

5. CONCLUSION

The pedagogical conditions are based on the peculiarities of the educational activity, which is stipulated by personal and professional characteristics of future managers of FEA. Among the outlined peculiarities, the content of the components of the pedagogical system is the most significant one as it determines the efficiency of all pedagogical conditions. The result of the realization of the theoretically grounded pedagogical conditions is readiness of future managers of FEA for successful CCC in the conceptual and cognitive, motivating and orientating, communicating and activity components. The outlined conditions further efficient training of future managers for CCC, maximum realization of their abilities, revealing their full creative potential.

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