FORMATION METHODS OF STUDENTS' INTERCULTURALCOMPETENCE

Galina Tretyakova
Financial University under the Government of the Russian Federation – Russia
https://orcid.org/0000-0003-0367-8995
E-mail: gvtretyakova@fa.ru

Vanda Arutyunian
Financial University under the Government of the Russian Federation – Russia
https://orcid.org/0000-0002-8785-7853
E-mail: wandaaru@mail.ru

Olga Ginzburg
Financial University under the Government of the Russian Federation – Russia
https://orcid.org/0000-0001-7737-0032
E-mail: ivolya2000@mail.ru

Karine Apresyan
Financial University under the Government of the Russian Federation – Russia
https://orcid.org/0000-0002-8948-3269
E-mail: kgapresyan@fa.ru

Ekaterina Belozerova
Financial University under the Government of the Russian Federation – Russia
https://orcid.org/0000-0001-5430-274X
E-mail: ebelozerova@hotmail.com

ABSTRACT

Objective: Intercultural education reflects the logic of teaching academic disciplines. The research goal was to verify the form a special information space that can help the student in mastering a new and, most importantly, a different social experience. **Results:** The world studied in the context of intercultural communication is, first of all, a special kind of worldview based on the comparison of initially different phenomena, which provides a unique opportunity for students to develop the ability to understand different logic, style of thinking, forms of behavior. **Conclusion:** The consistency of intercultural education is achieved through the selection and unification of its content, as well as the unity and integrity of methodological principles. This issue will be discussed in this research.

Keywords: Different phenomena; Forms of behavior; Integrity of methodological principles; Intercultural professional competence; Social experience; Style of thinking.

MÉTODOS DE FORMAÇÃO DA COMPETÊNCIA INTERCULTURAL DOS ESTUDANTES

RESUMO

Objetivo: A educação intercultural reflete a lógica do ensino de disciplinas acadêmicas. O objetivo da pesquisa foi verificar de que forma um espaço de informação especial pode ajudar o aluno a dominar uma nova e, principalmente, uma experiência social diferente. **Resultados:** O mundo estudado no contexto da comunicação intercultural é, antes de tudo, um tipo especial de visão de mundo baseada na comparação de fenômenos inicialmente diferentes, que oferece uma oportunidade única para os alunos desenvolverem a capacidade de entender diferentes lógicas, estilos de pensamento, formas de comportamento. **Conclusão:** A consistência da educação intercultural é alcançada através da seleção e unificação do seu conteúdo, bem como da unidade e integridade dos princípios metodológicos. Essa questão será discutida nesta pesquisa.

Palavras-chave: Diferentes fenômenos; Formas de comportamento; Integridade dos princípios metodológicos; Competência profissional intercultural; Experiência social; Estilo de pensamento.

1 INTRODUCTION

The current state of a society is determined by the level of teaching foreign languages in higher education. Given the high integration degree of Russia into the world economic and cultural community, the qualitative changes in international relations, the foreign languages become one of the conditions for the specialist demand in the labor market. Russian students and graduates are really valued for literacy, richness and fluency of speech in a foreign language. However, these new conditions for the use of languages have also demonstrated the shortcomings of the domestic system. Fluency and correctness in the lexical and grammatical aspects do not guarantee mutual understanding and, further, effective joint activity in the process of real professional communication. The problem is that traditional approaches do not sufficiently take into account the specifics of language as a reflection of the system of cultural values on the basis of which specific behavioral models are built. Therefore, in order to ensure adequate training of graduates capable of productive communication, it is necessary to change the focus of training: to teach the students to communicate with representatives of other cultures in the domestic and professional sphere with the focus on the result of such communication. In this regard, the language situation that has developed in the country can be characterized as not very favorable. The reason for this situation, according to E. I. Passov, is the contradiction between the sharply increased need of a society to increase the level of "foreign language literacy", on the

one hand, and an inefficient system of teaching foreign languages that does not ensure the achievement of a specific positive result, on the other (Passov, 1993). Since each person in his numerous social functions will have an individual idea of the achieved result, the goal of teaching foreign languages is not a set of specific skills, but the formation of such a linguistic personality who will need a foreign language "for life", for "communication in real situations" (Safonova, 1996) and who will be able to communicate effectively with the representatives of other cultures. The criterion for the effectiveness of real communication is its productivity, the achievement of mutually beneficial results.

2   METHODS

In order to solve the tasks and verify the initial assumptions of the hypothesis, a set of mutually verifying and complementary theoretical and empirical research methods was used. Among the applied methods of the research are methods of theoretical analysis and synthesis, abstraction and concretization, modeling by analogy, the method of explication of culturally specific meanings; diagnostic methods; methods of observation, questioning and interviewing; methods of testing, monitoring the dynamics (speech and non-speech) behavior, studying and generalizing experience, experimental training.

3   RESULTS

Intercultural professional competence has a complex structure and correlates with a foreign language communicative competence in a very complex way. The formation of intercultural competence occurs not only in the intellectual and cognitive fields, but also affects mental and emotional processes. This situation determines the integrated nature of tasks aimed at the formation and development of the competence of the type under study. The effectiveness of tasks, in turn, is ensured by the application of specific principles of their creation and selection, taking into account both the peculiarities of the phenomenon of culture and the peculiarities of the phenomenon of intercultural communication. Following professor I. I. Klimova, we refer to the components of intercultural competence:

- knowledge (about cultural values, paralinguistic means of communication, norms of communication, facts about culture, language knowledge);

- skills (assimilation of new knowledge, critical assessment, practical application of

knowledge, correlation of events, interpretation of cultural facts);

- mental operations (cognition at the border of cultures, equivalence of cultures, critical view);

- attitude (openness, curiosity, rejection of prejudice, acceptance of culture) (Dubinko, Kluimova, Dubinka-Hushcha, 2020).

In this context that we will consider the ways to form the intercultural professional competence of third-year students of the Faculty of International Economic Relations (Financial university under the Government of the Russian Federation) in the course of their English language training in the disciplines "Foreign Language (Special)", "Professional foreign language", as well as in extracurricular work on the subject. From this point of view, the basic textbooks will be analyzed: "The Business 2.0. C1 Advanced" (Allison, Townend, Emmerson, 2013) and "The Business 2.0." B2/ Upper Intermediate (Allison, Townend, Emmerson, 2012), additional methods of teaching the students in order to form their intercultural competence. One of the possible ways to achieve the appropriate results of this kind of training is modeling in the educational process of intercultural situations in professionally oriented training, business situations that introduce a secondary linguistic personality to the intercultural features of the behavior of representatives of different speech communities. First of all, we will try to highlight the professional blocks of intercultural-communicative speech situations on the example of a textbook "The Business 2.0." B2/ Upper Intermediate /:

The world's best brands in the field of finance. Crowdfunding sites. International trade: Free trade. Contracts and corporate ethics. The role of finance in the development of international trade. Incoterms and customs formalities. Ethical problems in international business. The history and objectives of economic sanctions.

The textbook "The Business 2.0." C1 /Advanced/:

International cooperation in the field of avoidance of double taxation and prevention of tax evasion. Principles of international taxation. The connection of political events and the sphere of economics and finance. Internationalization is the main direction of business development. Global trade/cooperative Internet platforms (Internet platforms for finding business and technology partners).

In addition, at the beginning of the academic year, the students are offered the additional Internet resources (Bany Issa, AlZoubi, Rawashdeh, 2021) so that during the semester in both disciplines, each student could prepare an overview of an authentic article on the topic of the lesson, having previously introduced classmates to new vocabulary, and then offer interesting questions for discussing the article (Gómez-

Galán, et al., 2021) (Table 1).

Table 1. Professional blocks of intercultural-communicative speech situations on the example of the textbook "The Business 2.0." B2/ Upper Intermediate / and "The Business 2.0." C1 Advanced

Textbook and professional blocks	The additional Internet resources
"The Business 2.0." B2/ Upper Intermediate /: The world's best brands in the field of finance. Crowdfunding sites. International trade: Free trade. Contracts and corporate ethics. The role of finance in the development of international trade. Incoterms and customs formalities. Ethical problems in international business. The history and objectives of economic sanctions.	PwC official site. Energy? Utilities and Resources. URL: https://www.pwc.com/gx/en/industries.html TED. Ideas worth spreading. URL: https://www.ted.com/ The World Bank. URL: http://www.worldbank.org/ International Monetary Fund. URL: http://www.imf.org/external/index.htm The Economist. URL: https://www.economist.com/ World Economics. All about economic data. URL: https://www.worldeconomics.com/ www.BBC.com www.wordwall.com www.kahoot.com
"The Business 2.0." C1 /Advanced/: International cooperation in the field of avoidance of double taxation and prevention of tax evasion. Principles of international taxation. The connection of political events and the sphere of economics and finance. Internationalization is the main direction of business development. Global trade/cooperative Internet platforms (Internet platforms for finding business and technology partners).	World finance. The voice of the market. URL: https://www.worldfinance.com/, World economics. All about economic data. URL: https://www.worldeconomics.com/, International monetary fund. URL: http://www.imf.org/external/index.htm, Global finance. Global news and insights for global financial professionals. URL: http://www.gfmag.com/,Institute of global finance. URL: http://instituteglobalfinance.org/The financial Times. URL: https://www.ft.com/

An effective method of forming students' intercultural professional competence is the organization of role-playing games (Abramova, Mashoshina, 2021). Like, for example, with the following task:

One of you will play the role of a representative of a Financial Supervisory Authority. The other student's role is the role of a journalist who writes for "The Economist". The topic of your talk is the Regulatory Fintech ecosystem. Role-play the interview. Below you see some issues for discussion.

1. The relationship between consumers, Fintechs and banks

2. Participation of FAANG (Facebook, Apple, Amazon, Netflix and Google) in the

financial markets

3. Creating a sense of urgency on the market

4. The responsibilities of governmental agencies

5. The worst possible scenario for Fintechs.

It has become a good tradition for third-year students to prepare joint projects on the following topics:

1. Political factors affecting the investment climate in the energy sector.

2. The price of oil and its impact on the economy of different countries.

3. Comparative analysis of taxation in different countries.

4. Progressive tax rate - applicability in Russia

5. Social responsibility strategies in the marketing of an international company.

6. The impact of the globalization of the economy on international taxation.

7. Remote positioning tools of a Russian company for European companies.

8. Mistakes in advertising and marketing on the international market, ways to avoid them.

There is an obvious bias towards the formation of intercultural professional competence of students by means of the studied foreign language, a good basis for creating background knowledge for their future profession.

At practical classes of the discipline "Foreign Language (Special)", we use the technology "Peer Assessment" (Frolova, Rogach, 2021), which also makes a significant contribution to the formation of students' skills to carry out intercultural business interaction, as it develops critical thinking (Saulius, Malinauskas, 2021), prepares them for teamwork. During the lesson, the teacher uses this technology in the "Student-Group" mode. Students evaluate each other' work on a five-point scale according to the following criteria, necessarily arguing their assessment:

1. Relevance to the topic - the evaluator indicates whether the answer corresponds to the specified topic or there have been various degrees of deviation;

2. Adequacy of the managerial decisions - the evaluator either agrees, or partially agrees, or offers his own solution;

3. Consistency - it is indicated how logically the answer is constructed, with the help of which language means;

4. Persuasiveness - it is noted that there are facts confirming this management decision, as well as the use of appropriate language tools;

5. Appropriate usage of the lexical units - how many professional lexical units were used;

6. Accuracy - relevance and correct use of grammatical structures (Table 2).

Table 2. Peer Assessment Criteria.

Criterion	Billed score
1. Relevance to the topic	
The student presents a complete correct answer, presents a proposal / solutions for all points of the task, and a conclusion is made.	**4**
The task is mostly completed. Brief answers to all points are provided.	**3**
The task was partially completed. One or two items are not disclosed.	**2-1**
The task has not been completed or does not match the format.	**0**
2. Adequacy of the managerial decisions	**1**
3. Coherence and cohesion	
The answer is logical, the means of communication are used correctly and in sufficient volume. There is an introduction and a conclusion to the answer.	**3**
The answer is generally logical, there are minor violations in the use of logical communication tools (1-2) or they are used insufficiently. There are minor violations in the logic of the construction of the statement. There is an introduction and a conclusion to the answer.	**2**
The logic of the utterance can be traced, there are several (2-3) violations in the logic of the construction of the utterance, 2-3 errors in the use of logical communication tools. There is no introduction or conclusion (conclusion).	**1**
The answer is illogical, not structured, there are numerous errors in the use of logical communication tools. There is no introduction and conclusion.	**0**
4. Persuasiveness	**1**
5. Appropriate usage of the lexical units	
The dictionary used fully corresponds to the set communicative task, the necessary cliches are used, there are practically no violations in the use of vocabulary (1-2 errors that do not complicate understanding).	**3**
The vocabulary used generally corresponds to the set communicative task, the necessary cliches are used, there are a number of violations in the use of vocabulary (3-4) or cliches are rarely used, lexical errors are practically absent, but the vocabulary used is primitive.	**2**
The vocabulary used mainly corresponds to the set communicative task, there are a number of violations in the use of vocabulary (5 or more), cliches are rarely used. The vocabulary is primitive.	**1**
6. Accuracy	
The grammatical structures used are correct, diverse and correspond to the set communicative task. Practically there are no grammar mistakes (1-2 non - rough mistakes).	**3**
There are a number of grammatical errors that do not complicate understanding (no more than 4), or primitive grammatical structures are used.	**2**
There are a number of grammatical errors that do not complicate understanding (5-6 in different sections of grammar), or simple or primitive grammatical structures are used.	**1**
There are numerous grammatical errors of the basic level (more than 6).	**0**
Final score	**15**

Great attention is paid to the study of proverbs, idioms ("Turn a blind eye to something", "To throw in the towel"," To get off on the wrong foot", "To flow off the handle"), reflecting the national character traits of the native speakers of the language being studied, that according to N.A. Kozlovtseva, contribute to:

- increase motivation to learn a foreign language;

- deep mastery of the knowledge system by students;

- removal of the culturological (national-specific) barrier (Kozlovceva, Tolstova, 2019);

- enriching the communicative and speech repertoire for the implementation of intercultural communication with native speakers and facilitating entry into the space of this culture, comprehension of its values and ideals;

- bilingual bicultural development of the student's personality.

The study of authentic fiction relevant to the course of the discipline is included within two years in the practice of teaching English at the Faculty of International Economic Relations. The list of the works of fiction is the following: "Capital" (by John Lanchester (1996)), "Rich Dad Poor Dad" (by Robert Kiyosaki and Sharon Lechter (2011)), "The Moneychangers" (by Arthur Hailey (1975)). By studying such works, students acquire cultural knowledge about foreign-language society, historic events, traditions, lifestyle of representatives of other nationalities, following such an algorithm:

1. Introduction of intercultural vocabulary and differentiation of linguistic units and speech patterns reflecting intercultural specificity (differentiation of linguistic units and speech patterns reflecting intercultural characteristics, customs, traditions, values, lifestyle and beliefs' characteristic of native speakers of the studied language).

2. Clarification of the details of read material to determine the degree of understanding of the content in order to remove cross-cultural stereotypes, that contributes to understanding cultural diversity, preventing the formation of false stereotypes about the countries of the studied language and about their country, involving a comparative analysis of authentic texts on a given cross-cultural topic, organizing various kinds of discursive activities on the content of the authentic texts and a creative approach to using the received intercultural information in situations of intercultural interaction.

3. Simultaneously the students keep the cross-cultural glossaries according to the following scheme:

a) Cross-cultural lexical unit.

b) Definition.

c) Context.

d) Translation.

The development of foreign-language intercultural professional competence in teaching students of non-linguistic universities is a necessary condition for the preparation of modern Bachelors. These goals are most successfully achieved in extracurricular work in a foreign language. So, on May 19 2021, an intellectual game "Do you know Great Britain?" among third-year students was held at the Faculty of International Economic Relations as a part of the English Language Week. That event was held in English and was organized by the Department of Foreign Languages and Intercultural Communication under the direct supervision of senior lecturer O.V. Meshcheryakova and associate professor G.V. Tretyakova. The players were offered different questions connected with the UK, but the main emphasis was placed on issues related to the professional training of the students, including: "Economics, banking, the financial sector of the UK". And not by chance – those were the questions that the players answered most successfully. The topics "English proverbs and sayings", "The Art of Great Britain" were also successfully highlighted. Students played with passion, answered questions and earned coveted points. From the very beginning of the game, the outcome was unpredictable: the leaders changed several times, because all the students were really striving for victory. However, in the end, both teams won an equal number of points. During the quiz, the participants had the opportunity to apply their cultural and linguistic knowledge, and the organizers had the opportunity to assess their level of training. After all, intellectual play is an integral part of the educational process, one of the forms of generalization and consolidation of the material. It gives each student the opportunity to demonstrate the acquired academic skills and abilities, to show intellectual abilities, to reveal the versatility of their interests and ultimately to form cross-cultural professional competence.

Such approaches have contributed much into implementation of so called "two-degree programs" at the Faculty of International Economic Relations (Financial university under the Government of the Russian Federation). They are aimed at training personnel with knowledge of two foreign languages based on the latest scientific achievements in the field of international activities of companies, banks and exchanges, public administration institutions, as well as an organic combination of the best traditions of Russian higher education with new requirements and challenges characteristic of modern trends in the development of international monetary, credit and financial relations. Particular attention is paid to the convergence of cross-cultural

theory and practice by the graduates while working for different international companies. In the process of studying the compulsory disciplines of such programs, interactive and cross-cultural learning technologies are widely used: business games, creative tasks, discussions on a given topic, presentations. As a part of the educational program, an active research work is being carried out, the main directions of which are studies of problems and new trends in the development of global financial markets, the world monetary and financial system, regional monetary and economic integration, international activities of leading multinational companies and banks. The problems of research work meet the needs of Russian government bodies, companies and banks working in the field of international monetary, credit and financial relations. The two-degree programs are implemented jointly with many universities, such as: Northumbria University Business School (UK), Saxion University of Applied Sciences (the Netherlands).   The survey of 68 participants of these "two-degree programs" (after their returning to Moscow) was conducted concerning the estimation of their skills to participate in intercultural professional communication. The table below illustrates the questions describing the components of intercultural professional communication of two-degree programs' participants and the percentage ration of students' mastering these skills (Table 3).

Table 3. The students' level of proficiency in the skills to participate in intercultural professional communication.

The component of intercultural professional communication	The percentage of students in overcoming these issues (%)
Overcoming the language barriers	83%
Overcoming the differences in culture	94%
The ability to conduct a constructive dialogue based on mutual understanding	86%
Possession of a single professional language and all that set of professional knowledge that is formed in the field of their production activities	92%

 As evidenced in Table 3, the students of the Faculty of International Economic Relations (Financial university under the Government of the Russian Federation) showed high level of intercultural professional communication skills while immerging into language and cultural environment.

The second survey reveals the clarification of the factors that helped the students to acquire the skills for intercultural professional communication. The respondents were

asked to fill the table in order to clarify what helped them to acquire such necessary skills for intercultural professional communication while their studying the discipline "Foreign Language (Special)".

Table 4. Correlation analysis of answers, within the participants of "two-degree programs" in terms of their assessment the formation methods of intercultural professional competence in the course of their English Language Training.

The formation methods of intercultural professional competence	Students' assessment
Professional blocks of intercultural-communicative speech situations	99%
Joint projects on the professional topics	88%
Role-playing games	82%
Technology "Peer Assessment"	76%
Study of proverbs, idioms	74%
Study of authentic fiction relevant to the course of the discipline	94%
Extracurricular work in a foreign language	97%

Based on the results of the experimental slice, as Table 4 illustrates, the teachers' formation methods of students' intercultural professional competence in the course of their English language training turned out to be efficient. Besides, it was once more proved that the graduates of the Faculty of International Economic Relations (Financial university under the Government of the Russian Federation) are in demand both on the Russian and international labor market, for instance in such big international companies, as: PwC (62%), Sberbank CIB (58%), PepsiCo (48%), KPMG (47%), EY (36%), Deloitte (31%), McKinsey & Company (29%).
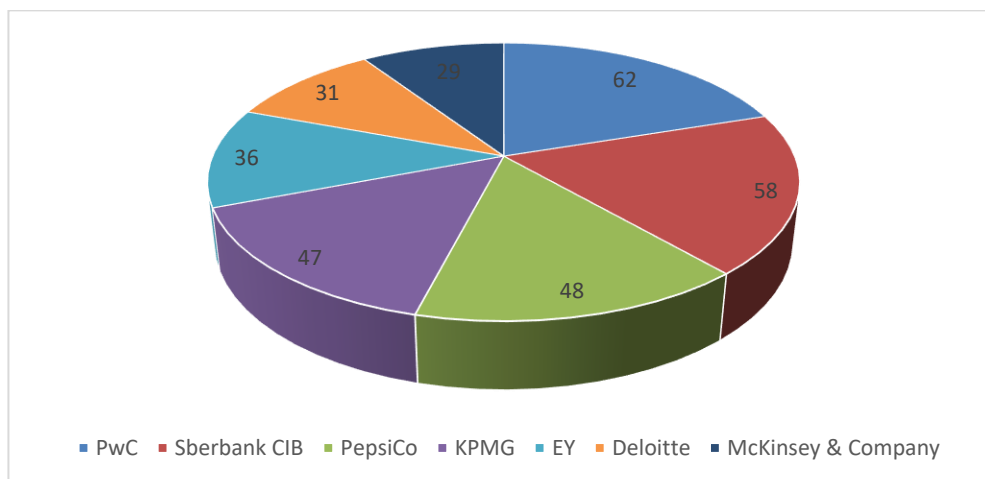
Figure 1. Employment of graduates of the Faculty of International Economic Relations (Financial university under the Government of the Russian Federation) - %.

4   CONCLUSION

So, as we can see the systematic use of professional knowledge, foreign language skills and abilities in the context of cross-cultural and communicative speech situations being worked out with the use of interactive forms, techniques and teaching methods ensures the integration of economic and humanitarian disciplines. This approach will increase the competitiveness of graduates of higher educational institutions. Professional-foreign language communicative competence, being a component of the professional competence of a specialist, allows for adequate and successful daily and professional-business foreign language communication. To achieve high results and effectiveness of training, the learning process should be built in accordance with the methodology based on a structural and functional models that simulates the situation of real professional intercultural interaction of future specialists; based on the use of cross-cultural and communicative speech situations arising in the professional sphere of specialists of this profile; in various types of extracurricular work in a foreign language and various extracurricular activities. When developing foreign-language intercultural professional competence, it is necessary to take into account different didactic materials that can form the basis of further actions under the conditions of intercultural foreign-language communication. For successful results in the formation of students' intercultural competence, an integrated approach is needed, including various situations that simulate the situations of real professional intercultural interaction of future specialists, as well as various types of extracurricular work in English; cultural stereotypes, standard scenarios that will later form the basis for the

graduates actions in the conditions of intercultural professional communication, thereby providing them with extremely high competitiveness.

REFERENCES

Abramova, G.S., Mashoshina, V.S. (2021). On Differentiation Strategies in the EFL Mixed-Ability Classroom: Towards Promoting the Synergistic Learning Environment. European Journal of Contemporary Education, 10(3), 558-573.

Allison, J., Townend, J., Emmerson, P. (2013). The Business 2.0. C1. Advanced. Oxford: Macmillan Publishers Limited.

Allison, J., Townend, J., Emmerson, P. (2012). The Business 2.0. B2. Upper Intermidiate. Oxford: Macmillan Publishers Limited.

Bany Issa, H.M., AlZoubi, Z.H., Rawashdeh, R. M. (2021). Extent of Use of Social Networks by Faculty Members of Hashemite University. European Journal of Contemporary Education, 10(1), 4-17.

Dubinko, S.A., Kluimova, I. I., Dubinka-Hushcha, L.A. (2020). From intercultural competence and cultural intelligence to success in business communication. Functional Aspects of Intercultural Communication. Translation and Interpreting Issues. (pp. 435-445.) Moscow.

Frolova, E. V., Rogach, O.V. (2021). Digitalization of Higher Education: Advantages and Disadvantages in Student Assessments. European Journal of Contemporary Education, 10(3), 616-625.

Gómez-Galán, J., Martínez-López, J. A., Lázaro-Pérez, C., Fernández-Martínez, M. del M. (2021). Usage of Internet by University Students of Hispanic Countries: Analysis Aimed at Digital Literacy Processes in Higher Education. European Journal of Contemporary Education, 10(1), 53-65.

Hailey, A. (1975). The Moneychangers. Doubleday. 472 p.

Kiyosaki, R., Lechter, Sh. (2011). Rich Dad Poor Dad. Cashflow Technologies, Inc. 251p

Kozlovceva, N., Tolstova, N. (2019). Formation of the image of the Russian world as an aspect of sociocultural adaptation of foreigners in the process of teaching the Russian language. Bakhtiniana. Sao Paulo Medical Journal, 14 (1), 82.

Lanchester, J. (1996). Capital. Norton. 527 p.

Passov, E.I. (1993). The Concept of Communicative Teaching of Foreign Language Culture in a Secondary School. Moscow: Communicative Foreign Language Education.

Safonova, V.V. (1996). Sociocultural approach to teaching foreign languages. Moscow: Higher School, Amscort International.

Saulius, T., Malinauskas, R.K. (2021). Involvement of Critical Thinking Education in University Studies: A Qualitative Research. European Journal of Contemporary Education, 10(1), 113-126.