INTERCULTURAL COMPETENCE STRUCTURE COMPONENTS OF THE STUDENTS MAJORING IN ECONOMICS

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Abstract

The article gives the analysis of the definitions of intercultural communication and intercultural competence, defines intercultural competence structure components of the students majoring in economics.

Key words: Intercultural communication, intercultural competence, intercultural competence structure.

Globalization has resulted in international markets, global economies and therefore the issue of mutual cooperation and understanding has sharpened. These challenges arises the issue of intercultural cooperation and therefore intercultural communication.

The definition of intercultural communication comes from the very sense of this term. It means communication between people of different cultural background.

Modern science defines intercultural (cross-cultural, multicultural) communication as interpersonal interaction between groups of people of different cultural background, beliefs, values and manners. Its natural that these people don’t speak common, but foreign languages [2, pp. 36-37].

A. Sadokhin believes that intercultural communication in its process is intercommunication between individuals, representatives of different cultures who have their own language, types of behaviour, values, habits and traditions [6].

According to S. Iconnikova the intercultural communication main function is the relationship correlation between cultures, ethnic groups, classes, layers, national groups and religious organizations and others. to support dynamic unity and integrity of the global socio-cultural environment. This function is realized through the following means:

• establish and maintain a "world view" (notice of facts, events, ideological orientation, etc.);
• create a "common picture" (notice of facts, events, social orientation, which show changes within the ethnic communities); transmission of cultural values [7, p.322].

Intercultural communication is impossible without the cooperation of individuals, contact between them, therefore while clarifying the concept of intercultural competence we will stress its integral component of individual readiness to assume the individual to such a dialogue, a readiness to communication, availability of human desire for such
communication to express their own abilities to culture creation, to show their willingness or ethnicity unwillingness to intercultural interaction.

The term of intercultural competence dates back in the early 1970's, when it started to be viewed as an independent scientific field.

Issues of relating to another culture, its values, overcoming the ethno-cultural centrisms has become relevant in this research. In the context of investigating these problems intercultural competence is considered as "complex analytical and strategic skills, which extend the interpretational spectrum of personality while interacting with a different culture" [4].

V. Furmanova defines intercultural competence as “a set of the background knowledge and the ability of adequately putting it into practice under the condition of a certain cultural context based on a comparison of two and more cultures” [10, pp. 44].

G. Kopyl forms intercultural competence in the students majoring in international economics. The author considers it as an integrative quality of personality that includes of professional motive awareness and intercultural knowledge priorities, skills for professional development and self-improvement. It integrates knowledge and skills of the specialist in international economics that help to perform quickly and efficiently in professional environment under conditions of intercultural dialogue on informational and perceptual (ability to recognize and interpret intercultural aspects and creatively respond to them) and operationally-efficient (intercultural ability to apply knowledge in intercultural business communication) levels [5, pp. 51].

According to A. Frolova intercultural competence is a willingness and ability to communicate in intercultural professional environment, based on the ideas of human values; targeting them in the field of intercultural communication based on empathy that therefore enables to recognize national cultural characteristics of a cultural object to distinguish the general and specific between cultures contacting to achieve mutual understanding [9].

So, having considered the various thoughts on the concept of intercultural communication in the national and foreign literature, we found it possible to note these general characteristics which were common for the majority of contemplate issues of co-learning of language and culture. Most of the researchers agreed that intercultural communication is viewed as mutual, competent, efficient performance and behaviour of the different culture representatives based on the qualitative changes in the inner world of the intercultural communication participants and from the social point of view it determines presence of the formed and developed system of values based on cultural knowledge and experience which promotes intercultural understanding and the achievement of intercultural communication objectives.

Summarizing the concept of intercultural competence and by projecting it on language teaching for professional purposes for students majoring in economics considering modern trends, it is possible to give the following definition. Intercultural competence is the combination of knowledge and skills that helps graduates of the higher economic educational institutions to communicate successfully with foreign business partners as the everyday, and professional levels meeting their business objectives.

A.Knap-Pottohoff concluded that the components of intercultural competence are as follows: affective (empathy, tolerance); specific (knowledge about own culture and cross-cultural background) general (knowledge of culture and communication), intercultural awareness (knowledge about: the dependence of human reasoning of cultural specificity, limits of possible cross-cultural differences, the principles of interpersonal communication strategies aiming at the educational and research strategy of expansion and differentiation the
knowledge about foreign cultures) [3]. Explaining the semantic aspect V. Furmanova offers the following components of intercultural competence:
1. The system of national and cultural concepts.
2. Factorological material that reveals the specifics of a country and people, whose language is studied.
3. Facts concerning the rules of linguistic and nonlinguistic norms of behavior.
4. Strategy and tactics of communication technology. [10].
For students majoring in economics knowledge about the strategy and tactics of communication technology is of primary importance.
S. Ter-Minasova considers that for successful development of intercultural competence symbiosis of the following elements is necessary: linguistic competence (knowledge of vocabulary, grammar and phonetics); background knowledge (knowledge that is typical for the realities of a particular ethnic group); sociolinguistic competence, when language behavior is chosen according to real situations of communication typical for native speakers and socio-cultural competence, which is formed in the context of contact languages culture [8].
M. Donets considers that intercultural competence is the result of complex interactions and a number of competencies:
1) Foreign language communication study is achieved through the formation and development of foreign language communicative competence;
2) The development and activation of inter-professional thinking is achieved through the integration of professional competence;
3) Student awareness of cross-cultural peculiarities of cultures dialogue functioning is possible only under the condition of socio-cultural competence development;
4) Active position in the students’ study process, responsibility for the results of studies through cooperation with a teacher training is made through formation of competence;
5) Permanent lifelong studies is the result of qualitative formation of higher education strategic competence in economic universities [1].
A. Sadohin defines three groups of elements within intercultural competence - emotional, cognitive and procedural. Emotional component includes empathy, tolerance (it forms psychological basis for effective intercultural interaction); cognitive component complies specific cultural knowledge that serves as a basis for adequate interpretation of communicative behavior of another culture as the basis to prevent misunderstanding and ability to change own communicative behavior in an interactive process.
The procedural component includes strategies that are applied specifically in situations of intercultural contact.
We can differentiate 1) strategies aimed at successful passing of such interaction, language call to action, detecting of common cultural elements, willingness to understand and detect signals of incomprehension, using the experience of former contacts, etc., 2) strategies aimed at updating knowledge concerning the cultural diversity of a partner. [6]
L. Znikina defines the following components of intercultural competence: the ability to understand another culture and way of thinking, knowledge of foreign languages, foreign economic activity (applies only to managers), the ability to feel confidence in other groups, knowledge and communicative abilities of another culture, an objective perception of communicative situation, understanding and tolerance of other cultures [2, pp. 28].
Thus, intercultural competence includes not only a certain amount of knowledge about another culture, readiness and ability to choose an appropriate way to communicate with a representative of another culture, but it implies some internal position of the individual to
cultural differences that should be evaluated positively and which allow the participant to be open to intercultural communication system in the dialogue of cultures. So, one should forecast how students’ knowledge of foreign culture and joining to a new culture through the worldview of communicants, reflection of their own values, respectful and positive attitude to people whose language they study, its history, the existing cross-cultural differences, culture, customs and etc. It is due to the fact that only positive relation to these differences can reflect mastering of the necessary willingness to participate in intercultural communication, i.e. a certain level of intercultural competence. Therefore, emotional component includes three interrelated aspects - tolerance, empathy, reflection.

The above mentioned structure can serve as a basis for the formation of ICC in students of economic universities. The main components that are part of intercultural competence can create an adequate image of a partner country. They are not isolated elements but must be seen as different aspects of single concept, because between them there is a certain relationship, and interdependence, their development can be made in tight connection.

**Literature**

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