FORMATION OF CROSS-CULTURAL COMPETENCE OF STUDENTS
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Abstract

The article is devoted to the formation of cross-cultural competence of university students. It is determined that the cross-cultural competence is a combination of knowledge, values, skills, and experience to carry out professional activities in intercultural communication. Intercultural communication involves different levels of the differences between cultural groups. It is revealed that the formation of cross-cultural competence of students in the learning process of university includes the development of the following components: motivational, cognitive, operational.

Key words: cross-cultural competence, knowledge, values, skills, abilities, intercultural communication

ФОРМИРОВАНИЕ КРОСС-КУЛЬТУРНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ

Аннотация

Статья посвящена формированию кросс- культурной компетентности студентов университета. Установлено, что кросс-культурная компетентность представляет собой сочетание знаний, ценностей, навыков, умений и опыта для осуществления профессиональной деятельности в области межкультурной коммуникации. Межкультурное общение включает в себя разные уровни различий между культурными группами. Выявлено, что формирование кросс-культурной компетентности студентов в учебном процессе университета включает в себя развитие следующих компонентов: мотивационный, когнитивный, операционный.

Ключевые слова: кросс-культурная компетентность, знания, ценности, навыки, умения, межкультурная коммуникация

Article

The growth of openness of national economies, the increase of the free movement of people, capital and goods between the countries leads to the need for the graduates of cross-cultural competence. This will enable future professionals to successfully cooperation with foreign partners, to study international experience in various spheres of the economy and introduce it in the professional work in his native country.

The term "intercultural communication", which reflects the characteristic of human relations that arise in this case, was suggested by E. Hall and J. Trager [Trager G., Hall E., 1954]. In developing his ideas on the relationship between culture and communication, they came to conclusion about necessity of learning culture. In this case, it should be noted that communication is not just the language. It is also associated with certain conventions and unwritten rules of how people communicate, to know how to behave in a particular situation. Their set forms a cultural context [Clary-Lemon J., 2009].

The special features of cross-cultural communication include the following:

1. Intercultural communication involves different levels of the differences between cultural groups. When individuals of the two cultural groups communicate, both of them are inherent differences and similarities.

Intercultural communication occurs when the group membership of the cultural factors affect the process of communication at the conscious and subconscious levels. In the cultural
items are included such differences as traditions, beliefs and values. It also includes the use of different divisions of norms, rules and scenarios of interaction in specific situations. To acquire the skills of intercultural communication one should develop an understanding of value differences that exist between the two groups, but at the same time find common at the level of common belonging to mankind.

2. Intercultural communication involves the simultaneous encryption and decryption of verbal and non-verbal messages in the exchange process. Both members are responsible for the synchronization of their conversational process and its consequences. Effective encryption-decryption process leads to a common understanding of values, inefficient to a cross-cultural misunderstanding.

3. Many cross-cultural collisions occur because of the "cliché of good intentions." Members of various cultural communities have different scenarios, such as how to start a conversation, how to maintain or complete. Often, this is done using verbal or non-verbal cliches. However, in cross-cultural communication, they will not always be clear to all participants of intercultural communication process.

4. Intercultural communication is always in a certain context. Deep enough to understand intercultural communication process, should be observed closely the links between the communicative patterns, context and culture. To understand intercultural communication in terms of context, it should be taken into account how distinct cultural values influence the measurement process of symbolic exchange between the interlocutors in the situational interaction. Besides the role of participants, target of interaction, scenarios, timing can affect the tone interaction. Finally, knowledge of the culture, the experience of interacting with it, and the appropriate use of communication skills form a major component of the context.

5. Intercultural communication is always going in the system, with clearly defined boundaries. The process of cultural socialization begins at birth, and within our own culture it is influenced by the components of the environment on the macro and micro levels. At the macro level, a person is programmed to their culture through the family, educational, religious, political, governmental systems and the influence of media on our daily lives. At the micro level, it is surrounded by people who share the same norms, values and ideologies. We are the recipients and custodians of our culture through everyday interaction [Ting-Toomey S., 1999].

So, in the process of cross-cultural competence of students, we must take into account a number of objective factors that affect it, such as:

1) factors related to the cultural tradition (permitted and prohibited types and varieties of communication, as well as the stereotypical situation of communication);

2) factors associated with the social situation and social functions of communication (functional form of communication);

3) factors related to ethnic psychology in the narrow sense, on the specific course of the mediation and mental processes and activities;

4) factors related to the specific denotation;

5) factors determined by the specific language of this community (stereotypes, images, comparisons, etc.) [Leontyev, 1979].

In this regard, many scientists determine three specific educational objectives, closely related to the formation of cross-cultural competence:

1) The development of intellectual tolerance (openness to new ideas, a willingness to question the conventional and traditional, curiosity of mind, the ability to not back down in front of the complexity and ambiguity, understanding and appreciation of the intellectual and
cultural diversity, historical perspective and a cosmopolitan outlook, etc.);

2) formation of a humane worldview (the ability to feel empathy, caring, compassion, respect, communication skills, and cooperation with representatives of other socio-cultural environment);

3) practical skill development of tolerance (the ability to be tolerant of new ideas or activities, willingness to change, to be nimble and flexible in solving problems, willingness to negotiate and compromise, leaving the choices, etc.).

Thus, we can conclude that the major structural elements of the cross-cultural competence:

- cross-cultural literacy;
- ways to respond to situations of intercultural interaction;
- types of ethnic identity;
- value sphere,
- verbal and non-verbal communication;
- religion, customs and traditions, and so on.

Accordingly, they can be grouped as follows:

1) cognitive (includes knowledge of other cultures / groups);
2) intrapersonal (related to the internal state, with the development of the "ego" or self-identity);
3) interpersonal (included in the behavioral skills to get along with one another and tolerant behave in inter-cultural interaction).

Relying on the the above, we have identified the structure of cross-cultural competence of the following components: motivational, cognitive and operational.

Motivational component of cross-cultural competence includes the motives, interests, attitudes, needs and values which drive actions and deeds. Psychologists refer to the explanation in the broad sense of the needs, instincts, passions, feelings and emotions, attitudes, ideals, views, ideas, classifying them as follows: functional needs, material and ideal needs, high social needs, social setting. Thus, the motivational component is characterized by interest in other cultures, tolerance, respect for people of other cultures, the ability to self-control in intercultural communication.

The cognitive component of cross-cultural competence provides for a system of knowledge and ideas that provide effective training students to be successful in intercultural interaction. This is a body of knowledge about intercultural communication, the nature and characteristics of the process, as well as knowledge about the role of culture in human society, about the features of communication processes in a multicultural environment. In addition, this component includes the linguistic and socio-cultural knowledge, knowledge about the features of a professional activity in a foreign cultural environment. The operating component of cross-cultural competence includes the skills needed for future careers in a multicultural society. Operating component requires empathy (in particular, the ability to identify with a culture medium), the capacity for reasoning and logical exposition of his own views, the ability to adequately assess the situation of communication with other cultures.

Future specialist with a high level of development of cross-cultural competence should:

- to possess methods of verbal and non-verbal communication,
- to formulate their opinions clear and accessible,
- to communicate in a foreign language in oral and written form,
- to tolerate with cultural traditions and needs of the partner,
- to overcome prejudices and stereotypes,
- to take into account the national-cultural and religious features of partner’s homeland,
- to be able to hold back their emotions (especially aggression of various kinds),
- to show kindness, tact,
- to arrange dialogic communication and negotiations at different levels,
- to avoid conflicts and resolve them when they occur.

Thus, cross-cultural competence includes features such as behaviors and practices that enable individuals to effectively and meaningfully interact with other individuals, social and cultural environment that is different from their own origins and upbringing. To do this, you need to have the respect of the people, and to the cultural differences between them.

Thus, in our view, cross-cultural communication is characterized by the following aspects:

- household (dialogue of representatives of the various nationalities in everyday situations in places of cohabitation);
- professional (the interaction of different cultures in the performance of professional tasks);
- research (implementation of joint research projects and discuss their findings at scientific conferences and symposia);
- diplomatic (official talks between the delegations of various countries).

On the basis of summarizing the results of research scientists about the nature and structure of cross-cultural competence is determined that the cross-cultural competence is a combination of knowledge, values, skills, abilities and experience to carry out professional activities in intercultural communication. It is revealed that the formation of cross-cultural competence of students in the learning process of university as a multidimensional process includes the development of the following components:

- motivational (professional motives, interests, attitudes, needs, and values),
- cognitive (knowledge and understanding of the system),
- operational (skills, needed for future careers in a multicultural society).

Thus, multiculturalism, which is rapidly growing in the world, defines the goal of higher education to provide training to professionals who can successfully overcome the challenges of professional work and interact with colleagues and clients, who belongs to different cultures. Graduates who has cross-cultural competence, will be able to take rightful place in modern society, to be competitive in the labor market and to contribute to the effective functioning of their employer.

**Literature**


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