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**ФОРМИРОВАНИЕ КРОСС-КУЛЬТУРНОЙ КОМПЕТЕНЦИИ
СТУДЕНТОВ-МЕНЕДЖЕРОВ ПОСРЕДСТВОМ ИЗУЧЕНИЯ
ИНОСТРАННОГО ЯЗЫКА В НЕЯЗЫКОВОМ ВУЗЕ**

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Аннотация. Необходимо признать, что при всей неоднозначности оценок и отношений к процессам глобализации и интеграции в системе высшего образования, данные феномены являются сформировавшейся тенденцией, которая может быть экстраполирована на все сферы социальной, экономической и культурной жизни мирового сообщества. Глобализованная сущность высшего образования представляет обучающимся реальную возможность получить высшее образование в зарубежных странах, как в бакалавриате, так и в магистратуре. Студенты получают возможность расширить спектр изучаемых дисциплин, а также круг профессорско-преподавательского состава, обеспечивающего процесс приобретения знаний и формирования компетенций. Система зачетов и кредитов является сопоставимой, а выдача университетами Европейского приложения к диплому создает основу для накопления освоенных курсов и взаимного признания результатов их изучения различными учебными заведениями. Таким образом, формирующийся специалист получает возможность приобщиться к общемировым ценностям, расширить кругозор, а также собственные знания относительно профессиональных компетенций и условий труда в различных странах мира. В процессе развития профессионального самосознания происходит ориентация будущего специалиста на индивидуальные ценности и поиск лучших условий для собственной трудовой деятельности без учета государственных границ. Однако в процессе общения могут возникнуть определенные проблемы, обусловленные различием культур. Элиминировать данные сложности и призвана кросс-культурная компетенция будущего специалиста. Она рассматривается как многогранная область научного знания не только о языке, но и как средство конституирования языковой парадигмы индивида в условиях мультикультурного общения, а также способ установления взаимосвязи и взаимопонимания языка и культуры. Дисциплина «Иностранный язык», являясь обязательной для всех студентов высших учебных заведений, обладает все возрастающим потенциалом для получения знаний о культуре страны изучаемого языка. Рост потенциала объясняется открытием границ между странами, распространением глобальной сети Интернет и информационно-коммуникационных технологий. Дисциплина «Иностранный язык» имеет существенное воспитательное значение, формирует гуманистическое отношение к культурному многообразию мира, готовность относиться с уважением к духовным ценностям, идеалам и традициям других культур. В этих условиях особая роль отводится подготовке нового, так называемого, «глобального менеджера», способного разобраться в особенностях работы с представителями разных деловых культур и успешно применяющего свои навыки знания и на практике. Формирование кросс-культурной компетенции особенно актуально, на наш взгляд, для таких направлений подготовки как 38.03.02 «Менеджмент» и 38.03.03 «Управление персоналом», так как выпускники данных направлений подготовки Красноярского ГАУ на протяжении уже более десяти лет успешно трудоустраиваются в международные компании, а также продолжают учебу в магистратурах зарубежных стран.

Ключевые слова: университет, кросс-культурная компетенция, бакалавриат, магистратура, профессиональное самоопределение, картина мира, языковая личность, студент, специалист, менеджер, глобализация, интеграция.

**THE FORMATION OF CROSS-CULTURAL COMPETENCE OF STUDENTS-MANAGERS
BY MEANS OF THE FOREIGN LANGUAGE LEARNING
AT THE NON-LINGUISTIC UNIVERSITY**

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Abstract. It should be recognized that despite the ambiguity of assessments and attitudes to the processes of globalization and integration in the higher education system, these phenomena are a trend that can be extrapolated to all spheres of social, economic and cultural life of the world community. The globalized essence of higher education gives a real opportunity to study in foreign countries, both in Bachelor's and Master's degrees. Students have the opportunity to expand the range of subjects studied, as well as the teaching staff, providing the process of knowledge acquisition and competence formation. The system of credits is comparable, and the issuance by universities of the European diploma supplement provides a basis for the accumulation of the courses and mutual recognition of the results of the study by various educational institutions. Thus, the future specialist has the opportunity to join the global values, broaden horizons, as well as own knowledge about professional competencies and working conditions in different countries of the world. The process of professional self-consciousness development is the orientation of the future specialist on individual values and the search for the best conditions for their own work without taking into account state borders. However, in the process of communication there may be some problems due to cultural differences. The cross-cultural competence of the future specialist is designed to eliminate these difficulties. It is considered to be a multi-faceted area of scientific knowledge not only about the language, but also as a means of constituting the language paradigm of the individual in a multicultural environment, as well as a way to establish the relationship and understanding of language and culture. The discipline "Foreign language", being mandatory for all students of higher education institutions, has an increasing potential to gain knowledge about the culture of the country of the target language. The increase in capacity is due to the opening of borders between countries, the spread of the global Internet and information and communication technologies. The discipline "Foreign language" has a significant educational value, forms a humanistic attitude to the cultural diversity of the world, the willingness to respect the spiritual values, ideals and traditions of other cultures. In these circumstances, a special role is given to the training of a new, so-called "global manager", able to understand the peculiarities of working with representatives of different business cultures and successfully applying their skills and knowledge in practice. The formation of cross-cultural competence is especially important, in our opinion, for such areas of training as 38.03.02 "Management" and 38.03.03 "Personnel management", as graduates of these areas of training of the Krasnoyarsk state agrarian university for more than ten years have been successfully employed in

international companies, as well as continue their studies in Master degree courses of foreign countries.

Keywords: university, cross-cultural competence, Bachelor's degree course, Master's degree course, professional self-determination, world view, language personality, student, specialist, manager, globalization, integration.

Statement of the problem in general and its connection with important scientific and practical tasks. One of the main tasks of modernizing system of higher education is the application of the competence approach aimed at improving the training of future specialists, in our case managers, capable to live in a multicultural space within the framework of humanistic intercultural relations and the dialogue of cultures. In the modern globalized world, interethnic and inter-lingual relations are of great importance and form the basis for the development of the globalizing society. Interethnic and inter-language communication assume an adequate understanding between messages produced by the representatives of two or more different cultures. However, due to the difference between cultures there arise problems with native speakers in the process of communication. Cross-cultural competence helps to eliminate them. This competence is considered to be a complex area of scientific knowledge about the language, the formation of the linguistic paradigm of the individual in terms of multicultural communication and the relationship and understanding of language and culture. The subject "Foreign language" has a significant potential to gain knowledge about the culture of the native country and the country of the studied language, has a significant educational value, manifested in the formation of a humanistic attitude to cultural diversity and willingness to respect the spiritual values of other cultures. In this regard, modern society notes the actualization of a foreign language as an instrument of intercultural dialogue. In these circumstances, a special role is given to the training of a new type of manager – a "global manager" who understands the peculiarities of working with representatives of different business cultures and successfully applies his knowledge and skills in practice. The formation of this competence is especially important, in our opinion, for such areas of training as 38.03.02 "Management" (profiles: "International management" and "Logistics") and 38.03.03 "Personnel management", as graduates of these areas of training of the Krasnoyarsk state agrarian university have shown great success in the employment by international companies. Moreover, due to the changes in the Curricula students of these directions learn English for 4 years and have a better opportunity to master both communicative and cultural skills. *The purpose of the study* is to prove the effectiveness of the formation of cross-cultural competence of students-managers at the non-linguistic university. In the course of the study the following *tasks* are solved: to clarify the content of the concept of "cross-cultural competence"; to identify and justify the pedagogical conditions and measures that ensure the effective formation of cross-cultural competence by means of the foreign language learning; to show the practical experience of Krasnoyarsk state agrarian university on the successful formation of the above-mentioned competence. To solve these tasks the complex of research methods has been applied: theoretical – analysis of psycho-pedagogical, linguistic, cultural, scientific and methodological literature on the problem of research, curricula and programs of agrarian university, systematization of the data, theoretical modeling; and empirical – questioning, testing, observation, conversation, pedagogical experiment, methods of statistical analysis.

Analysis of recent studies and publications where aspects of the problem are shown. A sufficient number of psychological and pedagogical studies are devoted to the formation of cross-cultural competence. Semenova E.V., Semenov V.I., Rostova M.L. consider the methodological and practical essence of cross-cultural competence [1]. Barbazyuk V.Yu., Sysoev P.V., Ter-Minasova S.G. believe that cross-cultural competence cannot be considered outside the processes of globalization and dialogue of cultures [2], [3], [4]. Zhukova T.V., Turchina H.V., Tsyboreva I.N. identify the need for the formation of cross-cultural competence among young

people on different levels of education [5], [6], [7]. The formation of cross-cultural competence is impossible without the formation of communicative competence, deeply studied by the classic of communicative approach Passov E. I. [8]. Significant layer of works by Kolosovskaya T. A. [9], Dallyan N. E. [10], Vereshchagin E. M., Kostomarov V. G. [11] is devoted to the formation of cross-cultural competence of teachers themselves as mediators of cultural knowledge. A special role is given to such a subject as a "Foreign language", through which it is possible to form a cross-cultural competence: Dmitrieva E.V., Terekhova G.V. [12], Smirnova L.V. [13], Suvorova S.L. [14], Buslaeva D.E. [15]. Cross-cultural competence in the opinion of Nedoseka O. N. is the factor of successful education of professional consciousness that undoubtedly leads to the subsequent professional self-determination of future workers of the economic sphere and management: Zunde V.V., Mezentsева E. E. [17], and foreign economic activity Savelyeva I. N. [18]. Methods of cross-cultural competence formation are also studied, for example, by the use of interactive technologies: Dukhanina A.V. [19]. However, there are not so many studies devoted to the formation of cross-cultural competence of students – future managers at non-linguistic universities as well as works devoted to the results of practical experience in the successful formation of this competence. That is why this problem aroused great interest of the author and served the basis for writing this article.

Presentation of the main material of the article. The processes of globalization of the world economy, complex relationships between countries and cultures change the minds of entire peoples and individuals, forcing them to adapt to a new world, often devoid of the usual values and patterns of behavior. Universities and the whole system of higher education in the Russian Federation are also experiencing the influence of these universal processes. Krasnoyarsk state agrarian university conducts a very successful international activity in the framework of the Bologna process and adheres to modern trends of internationalization of education [20]. In this context, foreign language education occupies a special place. Here, more than anywhere else, the requirements of the new format are manifested and often act as challenges of the time. The acute issues of international contacts, intercultural relations, the development of which is stimulated by political, economic factors, as well as the ever-expanding Internet require people to develop a common vision of the problems and the ability to live together. In order to be prepared for such changes, representatives of different cultures need to engage in effective dialogue with each other. Transnational companies are spreading all over the world need more and more specialists from different countries and different cultures. Therefore, scientists distinguish the special component of foreign language education, which acquired the categorization of cross-cultural competence. Cross-cultural competence derives from the phenomenology of cross-culture, which is believed by modern scientists to be a complex area of scientific knowledge of the language, the formation of the linguistic paradigm of the individual in a multicultural world and the relationship and mutual influence of language and culture [1].

The issues of multicultural coexistence of mankind, which are reflected in the intercultural educational space, despite the complexity of their implementation in life, are becoming increasingly inevitable and indispensable. The accentuation of the idea of interrelation and mutual influence of language and culture has recently become generally recognized both in the scientific community and in the professional pedagogical community. Indeed, research in linguistics, methods of teaching foreign languages, cultural studies have shown that in the modern world of multicultural existence, a new type of communication naturally arose,

which is interpreted as cross-cultural communications, which are the process of interaction of subjects (individuals, groups, organizations) belonging to different cultures, in order to exchange valuable, mediated norms and traditions of information with the help of cultural sign systems, rules and techniques. The urgent necessity to form and develop the cross-cultural competence in the students-managers for us arose in 2010 when Krasnoyarsk state agrarian university started the preparation for receiving the accreditation by European Council for Business Education for the managerial programs implemented at the university. ECBE is committed to supporting academic and professional learning institutions in economics, business and related fields. It encourages and supports institutions to commit themselves to continuous improvement: it also creates valuable networking opportunities for institutions interested in internationalizing their curriculum and contacts. These services help to enhance the learning environment and career opportunities for students of business. One of the basic requirements of ECBE was the implementation by the university of ENQA educational standards and as a result the presence of successful graduates and undergraduates that are trained in managerial directions. In our opinion a successful graduate should possess cross-cultural competence in order to adapt and socialize in the global world. The discipline "Foreign language" served us the basis for the necessary competence formation and perfection.

In the context of globalization, cross-cultural communication is a mechanism for the creation of common values and the formation of a single socio-cultural space in which the full existence and development of representatives of different cultures is possible. The language itself language is understood as a sign system, and the primacy of socio-cultural structures above language ones is undisputable. Therefore, for a modern student and future managerial professional, knowledge of only a foreign language without knowledge of a broad socio-cultural context is irrelevant and outdated. In this situation, it is important to talk about the necessity for a deeper and more thorough study of the world of native speakers, their culture in the broad ethnographic sense of the word, lifestyle, national character, mentality. Moreover, this learning should not be something vague; it should be based on the real communication with native speakers and representatives of different cultures. The student is sure to face some difficulties in this competence formation: the dialogue of cultures does not arise by itself, no matter what efforts we make. Comprehending a foreign culture, a person passes through the stages of a conflict of cultures, self-identity, in culture, and then only when some facilitating conditions (training, education) can reach the level of the dialogue of cultures. Moreover, not every teacher of higher education is ready to change educational vectors and transform from the "mentor" to the "facilitator". Nevertheless, the task of forming cross-cultural competence remains one of the leading ones in modern foreign language education.

The discipline "Foreign language" promotes the implementation of the following functions of cross-cultural competence: informational, cognitive, stimulating, comparative. The information function is responsible for ensuring that representatives of different cultures share information and experience in the development of socio-cultural space. The cognitive function implies knowledge of the surrounding world and national and cultural features of the countries. The stimulating function affects the development of national and cultural peculiarities of the country, history, traditions and speech etiquette. The comparative function allows to correlate the knowledge about the culture of the target language with the culture of the native language.

In order to successfully form and improve the cross-cultural competence in students, the Department of "Foreign language" at the Center of International Links and Business at Krasnoyarsk SAU offers the following measures. Firstly, the cross-cultural competence in the professional training of future managers is one of the key means of developing the student's readiness for intercultural communication – the

ultimate goal of language based on the ideas of dialogue of cultures, intercultural tolerance, adequate perception of cultural differences while maintaining a valuable attitude to their culture. The structure of the cross-cultural competence should include the following components: linguistic-cultural, sociolinguistic, socio-psychological, cultural, intercultural, methodological and personal. The task of the educator is to saturate the educational process with fragments of national-specific world picture; knowledge of social relationships necessary for the implementation of individual communication programs; authentic and non-linguistic information about the country of the language; situations of communication as close as possible to the real language and pedagogical environment. Secondly, there should be the transition from the actual understanding of foreign culture on someone who is trying to understand this culture. The university teacher should be interested in the educational outcome, where the personality of the student is dominant as it is established in the student-centered approach proclaimed in ENQA standards. Based on this transition of emphasis, the teacher needs to teach foreign language communication, focusing on the dialogue of cultures as the final ideal result, creating didactic and methodological conditions for this purpose of comparative humanistic-oriented co-study of foreign language and native cultures. Co-education becomes the leading category, and pedagogical and methodical dominants should be the formation of integrative communicative skills of cross-cultural communication, where the orientation to the formation of the personality of students as participants and as future subjects of the dialogue of cultures is leading. Thirdly, the process of the cross-cultural competence formation should involve the interrelated elements: the purpose, objectives, content, methods and means of its implementation, evaluation program and control of the competence formation.

All the above mentioned issues can be realized under the following conditions. First of all, the educational process is based on a generalized didactic model of the cross-cultural competence, revealing its structure, content and logic of its formation including: cultural identity, dialogue of cultures, the focus of the learning process on the formation of the personality of global manager, capable to use the potential of a foreign language, to understand the communicative orientation of learning, to apply this competence in future employment and communication with the representatives of different cultures.

Next, in the process of managerial training inter-subject relations should be implemented. The interrelated teaching of the language and the corresponding culture, the integration of the socio-cultural content of the language and professional training of the manager is achieved through the implementation of interdisciplinary integration at the level of interdisciplinary connections. What interdisciplinary connections are sources of extra-linguistic and cross-cultural socio-cultural information, providing the necessary information from different fields of life, science, literature, the arts, acting as the factor of activation of informative activity of students in mastering the content of the socio-cultural component. Krasnoyarsk state agrarian university introduced such subject as "Country-study" in English into the Curricula of managerial training directions on the 3rd course.

Thirdly, the cross-cultural content orientation of the foreign language should also be realized in the vocational education in the framework of the practical course. The 4th year students-managers learn such subject as "English for professional purposes" which includes authentic texts on specialty aimed at providing students with a certain amount of knowledge, terminology and a set of skills taking into account their specific needs in the use of a foreign language for their future professional activities in accordance with a certain area of training.

Further, it is necessary to provide technological support for the formation of cross-cultural competence with the help of interactive pedagogical technologies of socio-cultural and intercultural content aimed at the formation of intercultural-

al consciousness of the future managers through language and culture awareness. All the disciplines connected with the foreign language learning are provided with the electronic means of educational purposes on the LMS Moodle platform. This platform allows the teacher to develop a very flexible course and adapt it to the needs of students with the aim of cross-cultural competence formation.

Next, it is absolutely indispensable to combine the theoretical knowledge and practical application of the received knowledge. Krasnoyarsk SAU does its best to attract students from abroad and organize their joint learning. Now, we have students from Tajikistan, Mongolia, China, Egypt, Iraq and other countries. Our practice has shown that when Russian students plunge into the atmosphere of "real communication", when they are forced to speak English and interact with foreign group-mates, the cross-cultural competence is not only formed but perfected. Foreign professors from Hungary, the UK, the USA, China, Mongolia, Germany, and Holland who are professionals in economics, management and logistics are annually invited to conduct lectures and seminars and participate in round-table discussions. During the lectures students-managers receive specialized knowledge and they are also welcomed to ask questions about the cultural peculiarities of the countries from which the professors have come.

Also, the teaching of English at Krasnoyarsk SAU involves not only the training of speaking, writing, reading and listening but also the development of speech etiquette skills. The students-managers will be able to master the cross-cultural competence provided that they know the features of speech etiquette of the country of the target language. Speech etiquette helps to understand the perceived information more accurately, as the students know the realities and are able not only to apply them, but also to recognize them in speech. The perfection of students' self-presentation skills is achieved by taking part in the scientific conferences and Olympiads in the foreign language. It is wise to include specially selected or modeled socio-culturally marked situations in the learning process and to implement them using such learning technologies as role-playing games, including games on the theme of "Intercultural meetings with foreign businessmen", "Discussing contract terms", "First meeting and acquaintance with foreign representatives"; discussions; problem and search tasks aimed at the assimilation of language-cultural vocabulary; implementation of creative projects of cross-cultural content; performance of individual and group tasks; intercultural interviews; analysis of ethno-cultural situations; intercultural trainings.

We consider it interesting to familiarize our students with the classification of stereotypes (such as auto/hetero-stereotypes, meta-stereotypes, national stereotypes, intentional/spontaneous stereotypes and others) that will help them understand the behavior and eliminate misunderstanding with the foreign representatives. Of great interest for students are meta-stereotypes (in other words, the stereotype about the stereotype). This term refers to a person's ideas about the stereotypes of another group relative to his own and includes, the expected stereotypes, for example, what, in the opinion of Russians, Germans think about them.

In conclusion, we can say that the development of cross-cultural competence is becoming one of the priority goals of higher education. In this direction, the following measures can be recommended: improvement of educational programs, establishment of interdisciplinary connections, training of teachers and specialists in intercultural society, formation of additional skills in the field of intercultural interaction, expanding the functionality in the professional sphere and, above all, in the pedagogical sphere. The student should possess the set of qualities necessary for intercultural understanding and effective mutual understanding: cognitive qualities such as knowledge about the content of cultural differences, norms and values of both native and other cultures and the need for their constant replenishment; ethno - social qualities such as speech culture, education, recognition of

customs and traditions of another culture (ethno - etiquette), the ability to constructively solve ethno-social problems, possession of ethno-verbal culture; personal qualities such as positive attitude and internal motivation for interpersonal contact with people of a different culture, recognition and respect for cultural differences, tolerance, openness, conflict resistance, stress resistance, assertiveness, spontaneity, etc.; creative qualities, such as original intelligence, huge creative potential, concentrated, logical thinking, the manifestation of a justified willingness to adequate risk, creative potential, etc.; reflective qualities such as readiness for intercultural communication, comparison with other people; an adequate assessment of own sensibility, competence, their own actions, behavior, internal state and relationships with people of another culture; the ability of understanding the intercultural process and overcoming stereotypes; communication qualities such as communication skills, promoting intercultural dialogue in the conditions of interaction, suggesting a sufficiently high level of proficiency in the language means, reflecting, ensuring the possibility of adequate cross-cultural communication on the basis of cultural literacy in accordance with the object and context of communication. The experience of Krasnoyarsk SAU proved to be very successful and it is substantiated by the following facts: the training direction 38.03.02 "Management" was credited by ECBE in 2014 and re-accredited in 2017 after the work of European commissioners with our students and assessment of their intercultural adaptation level. The graduate of this training direction Karpunina A. is successfully employed in the world-famous hotel group "Hilton". She was invited to the interview with the commissioners in order to show her level of cross-cultural competence and she was assessed as highly-qualified specialist and graduate. More than 20 students (Sobol A., Novoseltseva K., Smirnova E., Shagalov A., Kaisina V. and others) started their training in the Master courses and working abroad after receiving the European diploma supplement issued by the university. This gives the foundation for further work on the development of cross-cultural competence of students in future.

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