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## МЕЖКУЛЬТУРНАЯ ПОДГОТОВКА БУДУЩИХ ЭКОНОМИСТОВ В УСЛОВИЯХ ЭЛЕКТРОННОЙ ИНФОРМАЦИОННОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ ВУЗА

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**Аннотация.** Современная образовательная политика рассматривает современного выпускника высшего учебного заведения как личность, не только обладающую конкретными компетенциями и знаниями, а также способную к сотрудничеству и конструктивному поликультурному диалогу, взаимодействию с представителями разных культур. Нет сомнения в том, что современная высшая школа, главными ориентирами которой выступают демократизация и гуманизация, делает значительный акцент в пользу подготовки студентов к межкультурному взаимодействию. В обозначенном контексте подготовка личности к межкультурному взаимодействию, как эффективному диалогу с представителями других культур и национальностей, становится одним из основных требований к гражданину поликультурного государства. Огромный потенциал для этого заложен в электронной информационной образовательной среде вуза, которая в условиях реализации современных документов в области высшего образования видится современным целенаправленным компонентом образовательного процесса, формирующим мотивацию и потребность в учебе, позволяющим переосмыслить и развить коммуникативные навыки обучающихся.

**Ключевые слова:** межкультурная подготовка, будущие экономисты, электронная информационная образовательная среда, иностранный язык, смешанный тип обучения.

## INTERCULTURAL PREPARING THE WOULD-BE ECOCOMISTS IN CONDITIONS OF ELECTRONIC INFORMATION EDUCATION SYSTEM OF UNIVERSITY

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**Abstract.** The modern educational policy considers a modern graduate of a higher educational institution as a person who not only possesses specific competencies and knowledge, but also is capable of cooperation and constructive multicultural dialogue, interaction with representatives of different cultures. There is no doubt that the modern higher school, whose main guidelines are democratization and humanization, puts a significant emphasis on preparing students for intercultural interaction. In this context, the preparation of an individual for intercultural interaction, as an effective dialogue with repre-

representatives of other cultures and nationalities, becomes one of the main requirements for a citizen of a multicultural state. A huge potential for this is laid in the electronic information educational environment of the University, which in the context of the implementation of modern documents in the field of higher education is seen as a modern purposeful component of the educational process, which forms the motivation and need for study, allowing students to rethink and develop their communication skills.

**Keywords:** intercultural preparing, future economists, electronic information educational environment, foreign language, mixed type of education.

## INTRODUCTION

The relevance of the problem of preparing future economists for intercultural interaction in the conditions of electronic information educational environment of the University using the technology of ternary representation of educational information is caused by the need for:

- formation of the personality of a future economist who is able to navigate professionally significant cultural values in order to carry out an effective dialogue with representatives of different cultures and Nations, which is conditioned by the social order and modern legal norms in the field of education of the Russian Federation;

- development of theoretical and methodological basis for effective training of future economists for intercultural interaction in the conditions of electronic information educational environment of the University using the technology of ternary representation of educational information;

- building and testing a system and pedagogical conditions that ensure a productive process of preparing future economists for cross-cultural interaction in the electronic information educational environment of the University.

The main concepts of this study are consistent with the "Model of Russian education for the innovative economy for the period up to 2020" and do not contradict the content of the priority national project "Education 2019-2024". It should be noted that the above-mentioned documents are aimed at ensuring and maintaining high-quality innovative development and global competitiveness in all areas of the Russian Federation's economy.

The analysis of psychological and pedagogical literature in the process of studying the essence and principles of intercultural interaction allowed us to identify the following contradictions: between the requirements of the state and society for graduates of economic faculties with a high degree of professionalism, a high level of foreign language proficiency, the ability to carry out effective international activities in the field of Economics and the insufficiently high level of their professional training in the field of foreign languages and, as a result, between the need to organize the process of preparing future economists for intercultural interaction in the electronic information educational environment of the University and the lack of theoretical development of this problem and the availability of methodological and technical tools.

Due to the above contradictions, it becomes obvious that future economists need to prepare for intercultural interaction in the electronic educational environment of the University, since it is consistent with the basic requirements of digitalization and virtualization that currently face the Russian education system; it will increase the quality of training and interest of all participants in the educational process and, as a result, increase the level of foreign language proficiency and readiness for effective intercultural dialogue.

We believe that the process of preparing future economists for cross-cultural interaction in the conditions of electronic information educational environment of the University is provided:

1. the availability of an information pedagogical system developed in accordance with the basic principles of system, activity, cultural and information approaches;

- a set of pedagogical conditions: the use of features of the circulation of educational information through the assessment of the degree of information saturation of the educational process and the characteristics of mechanisms for receiving, transmitting, recognizing, converting and

storing educational information in a foreign language;

- using the technology of mixed foreign language teaching (Blended Learning) using the technology of ternary representation of educational information (visual modality, auditory modality, kinesthetic modality).

## METHODOLOGY

Research problem:

1. to conduct a historical and pedagogical analysis of the problem of preparing future economists for intercultural interaction in the conditions of electronic information educational environment of the University and determine its current state;

2. to develop a system for preparing future economists for intercultural interaction in the electronic information educational environment of the University and identify the pedagogical conditions for its effective functioning;

3. to present and test in the process of professional training of future economists educational and methodological support that provides for the preparation of future economists for intercultural interaction.

It is obvious that when considering the EIEE (electronic information educational environment) of the University from the point of view of the methodological apparatus of pedagogy, we can distinguish an information approach, the main principles of which are aimed at studying the informational nature of pedagogical phenomena, assessing the degree of saturation of educational information, etc. In our research the evaluation of information is important in terms of the ability to measure the amount of educational information provided in a foreign language in the process of preparing future economists for intercultural interaction and assumes:

- 1) assessment of structural changes in the developed pedagogical system for preparing future economists for cross-cultural interaction by calculating the length of the minimum program that allows you to translate one set of States into another (competent measurement of information);

- 2) assessment of changes in the amount of diversity of the source (teacher) and receiver (students) of cross-cultural educational information in a foreign language as a result of its transmission (competent processing of information);

- 3) assessment of the information receiver's vocabulary replenishment in a foreign language by the amount of semantic (semantic) and pragmatic (axiological) information received (competent assessment and determination of a single volume of educational information in accordance with the level of language development and the possibility of interchange between all participants in the educational process).

## RESULTS

Processing of cross-cultural educational information in a foreign language in the logic of our research involves changing it by selecting it from the point of view of expediency, usefulness and effectiveness through filtering, compression and editing. In order to assess the quantitative and qualitative indicators of the educational information presented from the standpoint of the information approach, it is also advisable to use a mathematical apparatus that ensures the effectiveness, manageability and predictability of the pedagogical process.

It should also be noted that the research of modern scientists has various disciplinary lines of reasoning about the ternarity of thought processes. Ternarity is manifested in the modality and various formats of information signals, in the three-level representation of the semantics of communication messages, in the three-fold repetition of the studied material.

The ternary format of information representation is the most comfortable for perception and contributes to the efficiency of thought processes.

In modern pedagogical science, considerable experience has been accumulated in preparing students of different profiles for intercultural interaction, forming and developing tolerance to representatives of other cultures, intercultural communication competencies, and educating younger generations in a multicultural world. However, the issue of preparing future economists for cross-cultural interaction in the ternary representation of educational signals in the educational environment of the University remains poorly developed today.

#### CONCLUSIONS

Scientific novelty of the research is included in:

1) defining the theoretical and methodological basis of the research—a synthesis of system, activity, cultural and informational approaches, the main principles of which ensure the integrity and functionality of the research process;

in the development of an information pedagogical system for preparing future economists for intercultural interaction in the conditions of an electronic educational environment of the University, implemented taking into account General pedagogical and specific principles (communicative partnership and cooperation, inclusive culture, facilitation);

3) identification of complex of pedagogical conditions of effective functioning of the developed system, including: use properties of electronic information educational environment of the University and of the peculiarities of the circulation of educational information by determining the degree of informational saturation of training and methodological support of research and effective use in the educational objectives of mechanisms, transmission, recognition, transformation, and storing the received learning information technology a ternary representation of the educational information (visual modality, auditory modality, a kinesthetic modality);

4) development of a criteria-based diagnostic tool for assessing the readiness of future economists for cross-cultural interaction.

The theoretical significance of the research is as follows:

1) presenting the historiography of the problem, substantiating the role of effective intercultural interaction for the professional activity of economists;

2) clarifying the concept of “intercultural interaction”, “preparing future economists for intercultural interaction”, “electronic information educational environment of the University”, “ternarity”, “mixed learning”;

3) determining the features of the circulation of educational information in a foreign language and describing the developed pedagogical system in the language of information theory, assessing the degree of information saturation of the educational process.

Practical results of the research are presented:

1) special programs of the course “BusinessEnglish: Blended Learning” (curriculum, a system of master classes, tasks and cases, visual and didactic printed and electronic distance materials), which provides effective and targeted training of future economists for intercultural interaction in the conditions of the University’s EIEE;

2) defining and characterizing the levels and criteria of readiness of future economists for intercultural interaction;

3) development of methodological recommendations for the Institute of Economics and management of UrFU to prepare future economists for intercultural interaction in the conditions of the UrFU EIEE.

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