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Семена Кузнеця»**

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У збірнику наведено матеріали V науково-практичної конференції «Економічний розвиток і спадщина Семена Кузнеця». Представлено теоретичні та практичні результати наукових досліджень і розробок вчених щодо проблем економічного розвитку, циклічної динаміки соціально-економічних процесів, модернізації системи освіти, соціального розвитку суспільства, використання сучасних інформаційних технологій в управлінні системами, моделювання бізнес-процесів.

Матеріали публікуються в авторській редакції.

*За достовірність викладених фактів, цитат та інших відомостей
відповідальність несе автор.*

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INTERCULTURAL COMPETENCE THROUGH TEACHING FOREIGN LANGUAGES

In the current context, characterized by a growing globalization of the world economy, more and more people today benefit from international mobility, professionally or academically. This international mobility is essentially linked to intercultural interactions. In order to succeed, fully understand and make themselves understood by those who involved, intercultural and language skills are essential.

In recent decades, general education has focused on developing skills in the learner, so that he is able to solve diverse tasks in the real world. The aim is to provide it with necessary tools to deal successfully with socio-cultural situations that require its participation. In the classroom, the lecturer offers students tasks close to what they should be doing in the real world allowing them to mobilize their personal or cognitive resources. To promote skills development, intercultural communication situations are proposed allow learners to appreciate the types of situations they will face as users of the target language in the workplace.

Knowing how to communicate and act professionally is not only learn the correct grammar, lexicon or phonology, it is also mastering the totality of the interaction according to the logic of the professional sector [1]. The reconciliation of language and professional practice was achieved by moving the purpose of our approach.

While the provision of training should be seen in the light of the wide-ranging changes in the world of work and language teaching, it is also a matter, in view of the promotion of languages and cultures in the economy, to consider the application and adaptation of training to the specific and evolving needs of the labor market. Our reflection on the adaptation of our teaching content has centered around two axes aimed at matching teaching to the skills sought: the approximation of language and professional practice and the approximation of the teaching of the language of vocational training.

The aim is to ensure that language teaching is integrated with specialist training, enabling professional activities to be carried out in all their dimensions and then evaluated as such. Moreover, to meet these new objectives, it is important to offer training in English/French to carry out professional tasks/actions in the field of specialization through an integrated pedagogical approach in language/discipline where language is both the object and the means of learning [2]. Learning a language cannot be limited to knowledge of the language and to a linear progression giving priority to isolated/decontextualized elements presented in an increasing order of systemic complexity and not communicative complexity. On the other hand, the elements of the language must be worked by ensuring that they are applied in context; it is now a question

of moving from knowledge to know-how, from declarative knowledge to the necessary skills mobilising this knowledge to communicate effectively.

Simon Kuznets Kharkiv National University of Economics and Department of Tourism offer Bachelor degrees focused on the learning English and especially French aiming to train specialists in the field of tourism. The foreign language courses provided by the Department of Foreign Languages and Intercultural Communication are thus part of a four-year study plan in French and English in which the transmission and progressive construction of concepts/knowledge. In addition to this, the European Commission has also made a number of proposals aimed at improving the linguistic and cognitive skills of students through transversality and interdisciplinarity between languages and disciplinary content.

The development of students' abilities to communicate effectively in professional situations, to demonstrate autonomy, initiative, and critical thinking, or the development of social and relational capacities, are the priority [3]. The development of the students' professional skills in English/French is based on knowledge transfer operations constructed in different languages and in different subjects. It is not a question of replacing teachers in the studied subjects but of focusing on the relationship between text and content, and, in particular, through collaborative work with teachers in non linguistic disciplines and with professionals in the field to understand the functioning and professional postures of the sector, to understand how this function influences the language discourses and practices of the specialty field. The teacher should be able to compensate weaknesses and build strengths, open-mindedness, language proficiency, broad culture and high-interest framework [4].

The lecturer, from this angle, aims at mastering discourses in a professional context and involves the articulation of linguistics, different subjects in the field of specialization and the mode of reasoning and professional action. Since creating Master's degree diplomas in France "Tourism, Leisure and Heritage", the University has offered a foreign language option, annual for the first three years and 1 semester in the fourth year of studies for the Bachelor level. At the level of this option the students, recruited mainly at the regional level, can choose French as their second foreign language.

In this context, decision-making regarding the supply of French depends on factors of several levels internal to the institution. These factors vary, concerning primarily the University's language policy, the dynamics and the power of relations between the departments; they also concern the intuitive perceptions that these different actors have of languages, their role in professional practice

and economic impact, language skills on the performance of Ukrainian companies.

Indeed, the overall trend in the number of students enrolled in French can be explained by the constant interest in tourism. Considering level B1, for certain skills, as indispensable for professional interaction in the field of tourism speciality, we had to make a strict selection of contents, build thematic progressions, lexical and grammatical according to their recurrence in the discourses of the field and from the analysis of the professional practices requirements and knowledge. We have adapted our language courses to make them more effective using various strategies such as knowledge transfer, cross-understanding based on their knowledge of other languages and their field of specialization which, for these future professionals, makes sense and becoming motivating factor. Our thematic progress usually starts from the most specific in the first year, to the least specific in the third year.

The Bachelor degree level in Tourism, for example, starts by offering a programme focusing on reception and reservation situations, in accordance with Language for specific purposes (LSP) approach and, as part of the module on gastronomy, the art of dining and hospitality in the restaurant. In the third year, on the other hand, students should reflect on the customer relationship management aimed at resolving complaints and complaints. They develop and apply in parallel the intercultural aspects of the interpersonal conflict relationship and applying this knowledge. It goes without saying that the proposed skills must meet the student's objective of acquiring general training in one or more disciplines, aimed at preparing him or her for professional activities. We focus on what is problematic for students and adapt textbooks, documents and tasks to their cognitive reality. We work at skills by focusing on oral activity and relying on the sense of specialty, their interests, their career plans and their knowledge of professional reality and developing sensitivity to intercultural and professional skills (teamwork, communication, decision-making and social skills).

By means of these guiding principles of coherence, selection and adaptation [5], skill building is accelerated and learning gains efficiency, speed, autonomy and, hopefully, sustainability for their future.

After the study carried out by the Department of Tourism in Kharkiv region in cooperation with the municipality, the necessary skills in tourism sector were defined, appreciated by the business world. These include oral and written skills in more than one foreign language, managing telephone communications, processing and transmuting information, research and analysis from various sources, managing and updating generic software and specific applications, processing foreign language correspondence, managing e-mails, scheduling, organizing meetings, preparing trips, self-study and others.

The objective of developing intercultural competence is thus firmly established. Many researchers cite Byram [6] to clarify the components of the skill, or rather "knowledge". This knowledge is broken down according to 5 axes: to know how to be, where the attitude of openness and reflection on the two cultures is appreciated; knowledge in a sense that encompasses the above-mentioned transmissive content with an openness to knowledge of communication processes in the other culture; understanding and learning-and-doing that mobilize the skills to understand the documents or events of the other culture, to acquire new knowledge and act appropriately in situations of extra-lingual communication; commitment that involves skills in critical cultural awareness of both cultures and commitment to negotiate trade-offs for oneself or with others, compromises that go beyond simply agreeing on references to basic crop standards, aiming at constructing new objects acceptable to the various parties, located between cultures, in other words "intercultural".

We have considered here, from an economic perspective, the demand for languages knowledge envisaged from the point of view of professional competence as the bearer of economic value and as the skills that the learner must build in order to be profitable in a labour market. This does not mean that any reference to culture is excluded but they will be selected according to a specific objective in accordance with the specialist sector needs (especially tourism sector). These new requests also make it possible and even facilitate access to the francophone or anglophone world, through profession, for example, the study of gastronomy and the art of table, cultural heritage and tourism. It is a question of teachers training in special fields and proposing teaching units by justifying the relevance and suitability of these language training courses by researching results on the economic impact of using these language skills. It is clear that today an intercultural dimension in language teaching is essential.

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