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**Pedagogics**

## **STAGES OF PEDAGOGICAL TECHNOLOGY OF INTERCULTURAL DISCOURSE COMPETENCE FORMATION**

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The globalisation and free trade worldwide have increased demands for the knowledge and skills in the area of intercultural interaction and transaction. Intercultural discourse competence is one of the capabilities that need to be possessed by workers and professionals who want to be competitive in the business and industries on the international level. This paper aims at discussing the stages of pedagogical technology of intercultural discourse competence formation of the future specialists in economics.

The following stages of pedagogical technology for intercultural discourse competence formation are considered: orientation-motivational, cognitive-discourse, discourse-creative, value-reflexive.

1) At the orientation-motivational stage the following is carried out:

- informing students of the purpose, principles, content, methods, forms of the learning process;
- motivating students to study a certain topic or discipline; inspiring a persistent professional interest in the subject of study;
- developing students' positive attitude towards knowledge acquisition in intercultural discourse competence as the basis of their future professional activity;
- forming subject-to-subject interaction among participants of the pedagogical process.

The following methods are used: questionnaires (to formulate general and specific goals, awareness of the importance of the task); testing (to identify the level of existing knowledge, skills and abilities of students); discussion of the epigraph to the topic; video analysis; compilation of conceptual maps and sociograms based on key concepts.

2) The cognitive-discourse stage is characterised by:

- critical mastery of the educational material;
- performance of tasks for reconstruction and reproduction (actions according to the sample);
- formation of mainly individual skills and abilities.

The purpose of the cognitive-discourse stage is to form new knowledge in the field of intercultural discourse in order to acquire skills for their further use in the process of solving communicative tasks, as well as development of the necessary personally and professionally significant qualities (Kolbina, 2008).

The goals of this stage include: acquisition of knowledge in the categories of intercultural discourse; discourse tools; formation and development of skills of rapid and flexible application of knowledge of intercultural discourse in a variety of educational and professional situations; development of skills in finding, selecting and processing information; developing a style of active communicative behaviour of future specialist in economics by establishing eye contact with the audience, the ability to find convincing means of argumentation, as well as appropriate use of non-verbal means of communication. At this stage, the leading methods are: the method of brainstorming, the method of situational learning, as well as the method of simulation (role-playing games).

3) The discourse-activity stage is realised through:

- practice of acquired skills and abilities through individual and group interaction;
- formation of the ability to analyse and apply interdisciplinary links;
- development of skills of transferring the received knowledge from theory to practice;
- performance of research and creative tasks;
- formation of the ability to share their own experience;
- the prevalence of self-education over that provided by the teacher.

The implementation of this stage is due to the application of communicative-activity approach (Khachatryan, 2020). It allows organising students' research work, during which they become the subjects of their own activities and independently find solutions to communicative tasks (choose the appropriate communicative behaviour, speech and communication style). In this way, the future specialist in economics use the acquired knowledge creatively in professional activities, develop it, try to solve complex problems independently.

Within the discourse-activity stage the acquired knowledge is applied in practice together with performance of productive activities. Therefore, future specialists in economics are proposed to do research works on project development; problem solving situations of intercultural discourse (case study); report preparation for presentation at a scientific conference. It is at this stage that one of the main goals of educational activities in preparing future specialist in economics for intercultural discourse competence is achieved – fluency in various intercultural discourses and adequate response to atypical communicative situations due to intercultural differences and individual characteristics of the interlocutor.

Thus, the discourse-activity stage is characterised by the transition from direct management of student activities by the teacher to co-management on the basis of subject-to-subject interaction, which allows future economists to acquire the skills of tolerance and empathy.

4) Value-reflexive stage (Klarin, 1998) is realised through:

- formation of skills to analyse and evaluate the work done at current and final stages of the learning process, to find and correct mistakes, to offer other possible solutions to the problem;

- development of reflection on the formed knowledge, skills and abilities;

- modelling of prospects for further self-development.

The value-reflexive stage involves analysis of methods of educational and professional activities, evaluation and self-evaluation, summarising the results in the form of tables, comparing the results with the goals that were set at the introduction stage. At this stage the co-productive activity participants are able to formulate reflective questions on the relevant topic.

Obviously, the effectiveness of a future specialist in economics is not determined by the total number of points scored during the training, but by their ability to quickly deal with a problem or a specific situation, provide solutions. Undoubtedly, the discourse-activity and value-reflexive stages are the leading ones in the educational activity, as they are closest to the ultimate goal – the formation of the intercultural discourse competence.

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