

Principles Underpinning the Development of Cross-Cultural Business Communication as Part of Master's Degree in Pedagogy

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Abstract. Professional activities of a teacher under the conditions of globalization and IT development of the society have determined stricter social and educational requirements for language training of students doing a Master's degree in pedagogy. The development of new generation Federal State Educational Standards (FSES) and professional standards resulted in the need for cross-cultural business competence (CCBC). This goal can be achieved, if a number of requirements are fulfilled, in particular the justification and identification of CCBC development principles. The goal of this article is to identify the principles behind CCBC development as part of a Master's degree in pedagogy; to study the foreign language curriculum in view of the application of these principles; exploration of the foreign language curriculum in view of the application of these principles. In Theory section the theoretical and methodological approaches to the development of communication, and therefore, cross-cultural competences, are reviewed; the analysis of research and publications is presented that considers aspects of the issue and forms the foundation for the article's authors. The results of the research justify the educational purpose of learning foreign languages; CCBC structure in the Master's degree curriculum is presented; the CCBC development principles and the foreign language curriculum in view of the application of these principles. The conclusion includes the justification of theoretical and practical value of the article.

1. Introduction

Professional activities of a teacher under the conditions of globalization and IT development of the society have determined stricter social and educational requirements for language training of students doing a Master's degree in pedagogy. The development of new generation Federal State Educational Standards (FSES) and professional standards resulted in the need for students to develop cross-cultural business competence (CCBC). This goal can be achieved, if a number of requirements are fulfilled, in particular the justification and identification of CCBC development principles and a business language curriculum in the the context of implementing the relevant principles.

2. Goal

The goal of this article is to identify the principles behind CCBC development as part of a Master's degree in pedagogy; to study the foreign language curriculum in view of the application of these principles; exploration of the foreign language curriculum in view of the application of these principles.

3. Theory

The CCBC development, in particular, selection and systematization of curricula is influenced by the integration, communication and social and cultural approaches.

The integration approach provides for the integration of goals for studying degree-specific subjects and foreign language goals. The integration of curricula is seen as a process and a result of the development of knowledge and skills, and respectively, methods and future professional activities. Integration carries out educational and development functions in the educational process. The development function determines the improvement of professionally relevant qualities, holistic and comprehensive personal development of a student doing a Master's degree in Pedagogy.

For example, M Berulava defines the integration of general and professional training as follows: "... the process and result of the interaction between its structural elements, that lead to more consistent and comprehensive knowledge, better professional training and stronger motivation for studying general subjects" [1].

In the context of the integration approach recommendations, every academic subject is incorporated into an integral professional training system and the general system of cross-cutting collaboration.

Considerable integration capacity of foreign language allows to use it as an information basis for CCBC development. At the same time professional communication competence elements correspond to the foreign language competence components with an additional professional sub-language aspect.

The integration of foreign language training with business, economics and management elements allow to see CCBC as part of professional competences of a future Master in Pedagogy. With the social and economic dimensions, foreign language training becomes comprehensive, consistent and holistic.

The overview of the modern research allows us to come to the conclusion that the integrated approach to language training is widely employed. Education methods that take into account cross-cutting links are covered in a number of research papers on professional language training in a higher education institution (E. Komarov, Z. Perepelkina, O.Varnikova [2], E.Voevoda [3], I.Makashina [4], N.Popova [5]).

The communication approach concerns the development of foreign language communication competence, while the *social and cultural approaches* stress the development of a cross-cultural competence.

The history of the communication approach (up to the mid-1980s) demonstrated that the cross-cultural communication skills on the cross-cultural level must be developed purposefully, otherwise communicators are in advance "hard-wired" to misunderstand and conflict one another [6].

Various research shows variations of cultural aspects of language training [7-9]. They share a common trait, as they regard cultural studies as a theoretical and practical aspect of language pedagogy. This means that social and cultural knowledge and skills are developed in the process of educational communication in foreign language parallel to language knowledge, skills and expertise [10-13].

The interconnected communication and cross-cultural development of students is oriented towards the following: speaking a language in real-life situation of cross-cultural communication; becoming part of a language environment of native speakers; understanding and acceptance of a different way of life and behaviour with a view to reject the persistent stereotypes [14-16].

The social and cultural approach to education determines rational ways to develop social and psychological knowledge and skills that are important for successful cross-cultural communication [17].

The social and cultural approach addresses the problem of selection and structuring academic information from the point of view of its cultural aspects to achieve goals and objectives of the present research. "It is important to clearly understand how much cultural knowledge and skills ... can really contribute to the enrichment of social and cultural outlook of a student and prepare her or him to the cross-cultural communication ... when fulfilling functions of a cultural dialogue subject" (V. Safonova) [18].

4. Research results

CCBC is the academic goal of the research, as it provides the disciplinary content of all general and professional competences on the Business Foreign Language curriculum.

For example, Degree "Digital Pedagogy" (degree 44.04.01 Pedagogy Education) sees CCBC as part of the following competences [19]:

- YK-4. The student can use modern communication technologies, including those in foreign language(s) for academic and professional communication;
- OIK-7. The student can plan and organize the collaboration of subjects of academic relations.

On the basis of the analysis of the relevant research, we define CCBC as a complex integrated unit that includes cross-cultural competence (CCC) and its links to foreign language communication competence (FLCC) of student doing a master's degree in pedagogy (V.Safonova [20], G.Elizariva [21], M.Evdokimova [22], etc.).

The overview of scientific research allows the authors define the cross-cultural competence (CCC) as a sum of cross-cultural aspects that are present in every section of foreign language communication competences (FLCC). Cross-cultural aspects correspond to key foreign language competences but are not exactly similar, as they have specific cultural meanings (linguistic and behavioral ones) and additional social and psychological elements.

Traditionally the following key elements are identified: (V. Aitov [23], Z. Konnova [24], O.Gorina [25], H.N. Seelye [26], S.J. Savignon [27], J.A. Van Ek [28]):

- language/linguistic – to master knowledge about the studied language; productive language and speech problem-solving;
- speech – ability to express thoughts with language means, to produce meaningful statements;
- discourse – ability to work with information, interpret it and produce statements (discourses) in various styles.
- ability to use communication strategies for overcoming language gaps, lack of communication experience;
- social and cultural – knowledge of national and cultural aspects of verbal behaviour of native speakers; ability to communicate according to social norms and values of the target culture;
- social and psychological – ability to communicate with others, use relevant strategies to achieve communication goals.

In the context of professional education, the authors focus on language, speech, discourse, social, psychological and cross-cultural elements. The cross-cultural competence as cross-cultural aspects of FLCC is shown in Table 1 [29].

The authors share the opinion that CCBC development is closely associated with the development of a secondary or bicultural language personality (I.Khaleeva, N.Galskaya, N.Gez, G.Elizarova, M.Evdokimova [30], Y.Karaulov [31], etc.).

So, CCBC development as part of a master's degree is closely connected to the development of meaningful traits or qualities of a cross-cultural professional language personality. These qualities include:

- willingness to communicate with foreign colleagues;
- need for language and cross-cultural knowledge and expertise;

– wide range of knowledge and skills that ensure the ability to participate in cross-cultural communication; improve your CCBC.

Table 1. Cross-cultural competence.

Key competences	Cross-cultural aspects
Language/ linguistic	Knowledge of means of expressing values, cultural business communication norms at vocabulary level; speech etiquette units selection; speech act structure (requests, complaints, excuses) and means of communication.
Speech and discourse	Skills: – using speech etiquette units, speech acts and means of communication according to the conditions of business communication and social factors; – identifying social and cultural aspects of information (verbal behaviour patterns, communication norms and behaviours, traditions, customs, etc.), interpreting the relevant universal cultural values: independent personality, authority distance, result-oriented approach, low cultural context, etc.;; – writing standard business and professional texts that adequately represent speech patterns and communication means of the corresponding business culture (fax, business request letters, answers to requests, orders; contract negotiations, loan payment reminder, business negotiations by phone, CVs, accompanying letters, etc.).
Social and psychological	Skills: – make unconscious culture-related actions consciously; – overcome negative ethnocentric reactions (uncertainty and anxiety), linked to attributes; – positively view different outlooks as the basis of cultural behaviour variations; – empathy skills of seeing and understanding a situation from the point of view of your culture and as a cross-cultural communicator.

The analysis of scientific publications on communication and cross-cultural competences (V.Safonova, I.Khaleeva, N.Galskaya, N.Geiz, G.Elizarova, etc.) helped us to identify ***principles of CCBC development*** as part of a master's degree in pedagogy, for example:

– *continuity* principle provides for the interconnection and interdependence of professional training (bachelor's degree) and CCBC development (master's degree) with regards to standard requirements (Federal State Educational Standards, professional standards);

– *integration* principle that is implemented through the connection of foreign language with business and economics fundamentals, aimed at broadening professional horizons and enhancing professional knowledge that is part of CCBC development in master's degrees in pedagogy;

– *multi-level* principle – foreign language training is provided on all levels in higher education institutions (bachelor's and master's degrees) through curriculum systematization oriented toward the development of certain levels of CCBC (A2, B1);

– principle of academically relevant *culture curriculum* (according V.Safanova) – in our opinion, the selection and systematization of the information basis with enough social and cultural data, that when absorbed and assimilated, provides for efficient development of CCBC;

– information *authenticity, module and openness principles* are covered below, where the specific aspects of curriculum systematization are explored;

– *targeted monitoring skill development principle* is implemented through analysis, interpretation and understanding of phenomena of a different culture in the process of perception and understanding of business information from original (authentic) sources;

– *cultural dialogue* principle (V.Safanova [8]) is implemented through academic conditions for learning about values of various business cultures of the foreign and mother tongues in the context of their contrast and comparison analysis;

– principle of *acceptance of another culture* as equal and unique determines the development of an ability to accept cultural differences, tolerance and empathy and is implemented through interpretation and comparison of the foreign and mother tongue's cultures;

– principle of *acceptance of mother culture* is associated with understanding values, critical attitude towards the mother culture; "preservation of the ethnic identity" (I.Khaleeva) [32]; it is implemented through interpretation, understanding and comparison of foreign and mother culture phenomena;

Curriculum systematization in the context of *continuity principle* between social, cultural and profession-oriented training (bachelor's degree) and foreign language business communication training (master's degree) provides for the integration of foreign language training with the basics of business and economics in accordance with the relevant norms and regulations.

Subject working programmes (SWP) are developed on the basis of and in accordance with the Federal State Educational Standards (master's degree) and professional standards. The overview of labour functions allows to identify the place and role of foreign language business communication in the activity system of a future Master, justify and systemize the curricula, namely the information activity basis. For example [33]:

3.1.1. Labour function. Education process organization Necessary skills:

– organize conferences, exhibitions, professional contests ...;

– renovate education and training facilities..., select education equipment and file procurement application...

3.2.1. Internship organization.... Necessary skills:

– to conduct quantitative and qualitative assessments of incoming material resources, file technical support and maintenance applications for education and training equipment and monitor the quality of the work done;

– to share successful professionals' knowledge and (or) corporate culture of partner organizations with students.

So, professional and qualification qualities of a master's degree in pedagogy calls for a certain level of foreign language business communication.

CCBC development as part a master's degree in pedagogy in the context of the *integration principle* is implemented through overlapping of a professional information field (business communication) and text speech patterns. So, CCBC development as part of a master's degree is closely connected to the development of meaningful traits or qualities of a cross-cultural professional language personality.

The integration is implemented through external cross-cutting links between a foreign language, social and economic studies and economics and management. The analysis of integration technology development in the US and Canada allows us to say that among the three models of content-based instruction (D.Brinton) in a higher education institution, the authors implement the theme-based language training. Such training is feasible in a non-linguistic higher education institution of any type, and topics can be selected in accordance with professionals interests of students doing their master's degrees [34].

So, the curriculum meets the requirements for the activity information basis, for example: it has value for the development of non-biased views of business and professional communication; it includes sufficient amount of terms and concepts that support speech and discourse competences (within CCBC) of a student doing a master's degree in pedagogy.

In accordance with the *multi-level* principle, the selection and systematization of curricula is done in accordance with the complexity of language/speech material and are oriented towards the development of a corresponding level of CCBC of a student doing a master's degree in pedagogy.

We set B1(threshold expanded level) as the target CCBC level for students doing their master's degree [35]. This level is achieved during the development of YK-4, OPIK-7. Based on the Model curricula [36] and research data (E.Baranova, E.Pankratova [37], S.Tsvetkova [38]), the authors identified the following list of "know, be able to, have a command of", which is compulsory for every student doing a master's degree after completing "Business Foreign Language" course.

Know(YK-4, OPIK-7):

- special aspects and phenomena that are most common in the business and economy sub-languages (business vocabulary, terminology, basic grammar forms and structures; classification of professional texts);
- basic realities of business and economy environment that are important for cross-cultural business contacts;
- speech behaviour patterns and national and cultural traits of native speakers in business environment.

Be able to(YK-4, OPIK-7):

- find, analyse and process valuable information from original sources and Internet; compare the most significant business communication phenomena of the foreign language culture and mother culture;
- produce texts in oral and written form; exchange important information in the business communication situations covered by the curriculum; use speech behaviour patterns that correspond to the social situation;
- to accept and recognize cultural differences; to show tolerance and empathy to reach a compromise and effectively influence the partner.

Have a command of(YK-4, OPIK-7):

- strategies and technologies for effective organization of educational activities, self-assessment strategies;
- CCBC development strategies that ensures the effective selection of an individual education course;
- business communication means, including linguistic and speech ones, in accordance to the common etiquette.

According to the principle of academically relevant *culture curriculum*, the social and cultural aspects of input information (facts and values) are oriented directly towards the development of a cross-cultural competence (cross-cultural aspects of the main CCBC competence).

At the same time, the fact-based aspect of cultural studies curriculum is oriented towards knowledge of linguistic and cultural context, real-life information on modern companies, the stories of leading international companies, the development of international trade, business relations, etc.

Value aspect helps to show to a student national and cultural traits of native speakers and the most important business phenomena of foreign language and mother cultures. Understanding and interpretation of original information sources includes acceptance and assimilation the following values:

- speech patterns that are relevant in a social situation (speech etiquette units; speech acts, their structure and meaning; means of communication);
- value-oriented business culture norms (in the context of their contrastive-comparative analysis);
- international business etiquette standards, various means of establishing business relations.

Mother culture environment provides examples from the world around, through perception and generation of speech patterns that reflect phenomena of the mother culture.

According to the business language training *authenticity principle*, the information is used from original sources created by native speakers (printed press, Internet).

Authentic sources of business information provides students doing their master's degree with an access to materials that show the language in the form accepted among native speakers. Authenticity helps to understand realities of foreign culture and demonstrates a language in its natural social and cultural context.

Module principle means that curricula are divided into modules that ensure the comprehensive implementation of all the above-mentioned principles and their introduction into the educational process.

A *module* in our research is a logically complete academic unit and the relevant implementation methods that are oriented towards CCBC development as part of a master's degree in pedagogy.

Module education is characterised by the openness of the methodological system, which allows to:

- create conditions for effective independent work, selecting individual education course;
- organize timely current control and evaluation of midpoint control.

The principle of information openness provides for the use of various additional information sources besides textbook materials as an education environment.

4. Conclusion

The theoretical and practical value of the article results from the fact that it has presented the principles behind CCBC development as part of a Master's degree in pedagogy; to study the foreign language curriculum in view of the application of these principles; foreign language curricula are explored in view of the application of these principles.

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