Cross-cultural Communicative Competence of Specialists at the Innovative University Cluster in the Logic of Their Language Training Quality Improvement

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Abstract— **Main essential items and basic components of a specialist cross-cultural communicative competence development within the productive realization of the language interactive adaptive training technologies (LIATT) have been revealed in the paper. We treat cross–cultural economist communicative competence as their capability and preparedness for various intercultural communicative interactions in social and professional environment and being one of the meaningful aspects of its professional competence. We consider the content of cross-cultural communicative competence as a set of key, basic and special competences. The key competences possession by today's economist assumes the awareness of intercultural differences and features as the necessary guides to coexistence in multicultural professional community; the capability for social adaptation, rethinking and change of their attitude, taking into account socio-cultural context; foreign language linguistic, communicative and socio-cultural competences as a means of socialization and professional communication; ability and preparedness for self-assessment of personal achievements and reflection in the context of intercultural interaction, for empathy and tolerance The efficiency of cross-cultural communicative competence formation and development at the innovative university cluster "Moscow technological university" (as an integrator of education, science and production in the system of modern innovative professional personnel training) was defined by the state of its multicultural educational environment; the level of corresponding methodical maintenance and professionally oriented adaptive technologies productivity of foreign language training. Criteria, conditions, principles and ways of its effective formation, development and self-development have been specified and presented.**

Keywords— cross-cultural communicative competence, adaptive training technologies, innovative university cluster, professional communication, multicultural educational environment.

I. INTRODUCTION

Engineering personnel quality is becoming one of the key factors of the state competitiveness and, that is essentially important, a basis for its technological and economic independence [1]. Irrelative of training directions and specialties of professional personnel it is required that each graduate needs to have the competences allowing him to use different sources of information resources both in Russian and foreign languages, communicate in multicultural environment, enter professional contacts with foreign partners, build their professional career based on the appropriate competences formation and development [2, 3, 4, 5, 6] .

We treat cross–cultural economist communicative competence as their capability and preparedness for various intercultural communicative interactions in social and professional environment and being one of the meaningful aspects of its professional competence [7, 8, 9]. University cluster is an integrator of education, science and production in the system of modern innovative professional personnel training.

The efficiency of cross-cultural communicative competence formation and development at the innovative university cluster ―Moscow technological university‖ was defined by the state of its multicultural educational environment; the level of corresponding methodical maintenance and professionally oriented adaptive technologies productivity of foreign language training.

2. SPECIALIST CROSS-CULTURAL COMMUNICATIVE COMPETENCE MODELING

We consider the content of cross-cultural communicative competence as a set of key, basic and special competences. The key competences possession by today's economist assumes the awareness of intercultural differences and features as the necessary guides to coexistence in multicultural professional community; the capability for social adaptation, rethinking and change of their attitude, taking into account socio-cultural context; foreign language linguistic, communicative and socio-cultural competences as a means of socialization and professional communication; ability and preparedness for self-assessment of personal achievements and reflection in the context of intercultural interaction, for empathy and tolerance [10, 11, 12, 13, 14, 15, 16]. Of the

basic competences we did the emphasis on students mastering interactive adaptive technologies of linguistic training in the innovative cluster "Moscow Technological University", intercultural communication style, ability and preparedness for cooperative behavior [17]. Knowledge, abilities and skills aggregate on cultural differences differentiation at intercultural interaction; cultural identity awareness; capability and preparedness for making independent decisions at immediate intercultural interaction, mastering of cooperative style of foreign socio-professional interaction have been considered as special competences.
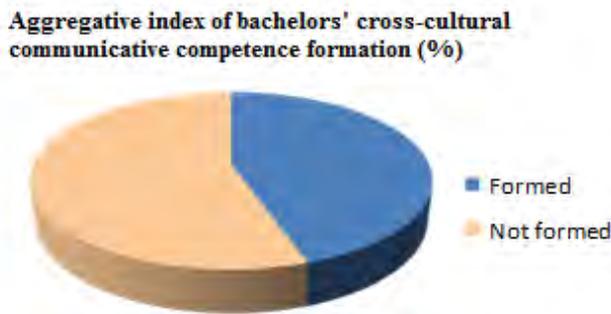
Figure 1. Aggregative index of cross-cultural communicative competence of bachelors of the first year of training (results of diagnostic test at the beginning of the term, on average in ‑Business Informatics" direction)

Cross - cultural communicative competence criteria manifest themselves as:

C1 – the motivational - cognitive criteria which are revealed through theoretical knowledge, forming foreign language linguistic, interactive-and- communicative as well as socio-cultural competences;

C_2 – the analytical-technological criteria revealing through the following skill-indicators: to estimate adequately one's verbal and nonverbal behavior in the situation of a foreign language verbal interaction; to estimate adequacy of communicative mutual perception; to be aware of the ways of self-improvement in the field of foreign language communication; to foresee the partner's reaction to your verbal and nonverbal behavior in the situation of foreign language intercultural communication;

C_3 – the socio-cultural criterion which are revealed through the following skill- indicators: to take in cultural traditions, world ideology, behavior, participants speech while communicating and use them in foreign language communication; to perceive adequately the communicator's reaction and reconstruct intercultural interaction in accordance with it;

C_4 – the integrative – personal criteria which can be defined by the following indicators: person's valuable and semantic area improvement, actualization of the necessity for self-development and intercultural interaction by means of a foreign language.

By means of the developed diagnostic methods and methodologies the empirical research has been carried out and its outcomes have been statistically processed to specify

(when measuring skill-indicators level which characterizes motivational-cognitive, analytical-technological, socio-cultural and integrative-personal criteria of cross-cultural communicative competence) three levels of their development that bachelors of the first year of training in the ‑Business Informatics" direction had. These have been determined by the results of expert assessments on a six-point scale with high level being (65 and more), medium (41-64) and low (40 and lower). According to these indicators groups of students with high, medium and low grades (of the integrated assessment) of cross-cultural communicative competence, reflecting various degrees of the realization of its structural and functional aspects as well as the efficiency of interactive adaptive technology usage for foreign language linguistic training have been differentiated.

The results of the level assessment of the stated competence that bachelors of the first year of training in the «Information systems and technologies" direction have (41 students, groups BIB 1-15 and BIB 2-15) are presented in Figure 1.

It has been shown that the majority of bachelors of the first-year of training did not demonstrate the necessary level of cross-cultural communicative competence formation specified in the Federal State Educational Standard of Higher Professional Education 3+.

3.   TECHNOLOGICAL MAINTENANCE FOR STUDENTS' CROSS-CULTURAL COMMUNICATIVE COMPETENCE FORMATION AND DEVELOPMENT AT THE UNIVERSITY CLUSTER

Interactive adaptive technologies of training (IATT) developed as a part of the research and based on the global integration, interdisciplinarity, open and active information interaction among students and a great number of information resources, must be considered as an effective tool for the formation of both professional engineer competence and their dynamic adaptation to new cross-cultural communicative interactions developing in accordance with the world's requirements [18, 19, 20, 21, 22, 23].

IATT design based on the principle of information, communication and cross-cultural interaction, definition of qualitative and quantitative indicators characterizing the parts interaction in the system – man- technology – cross-cultural communication. Interactive adaptive technologies of training (we consider them being the ones of the prioritized in the structure of linguistic training in the innovative university cluster) realize the following principles:

1) The valuable-focused one manifesting itself in the mutual activity during foreign language cross-cultural and socio-professional communication;

2) The communicative systems compatibility, namely, language, information and socio-cultural.

3) The information optimality that is the concentration of the interaction on the main activity aspects: qualitative or quantitative lack of information violates the normal line of interaction;

4) The intercultural adaptation (mastering of intercultural level values makes the adaptation to new socio-professional communication conditions easier)

5) The communicative activity directed towards interaction provides a student involvement in multilayer information environment where the intercultural interest agreement takes place;

6) A student's choice (according to his language level) of an individual program of his development and self-development in multicultural educational environment of the innovative university cluster.

The usage range of the interactive and adaptive modules as well as the developed didactic complexes included the following modes: systematic, autonomous and integrated. The systematic one assumed the use of adaptive modules in self-study; the autonomous mode referred to a reference-information module and the integrated one was based on integrative foreign language linguistic course.

A significant factor in confirming the effectiveness of IATT were the results of the survey of bachelor experimental groups. So, to the question: "Do you think learning Special English by the IATT tool is effective?" 85% of respondents answered "yes", 10% - "were undecided", 5% - answered "no". In this case rating and self-assessment of the progress on the training completion for 90% of respondents was significant, 7% of them had a small progress and, unfortunately, only 3% of the respondents remained at the initial level of foreign language training.

Among the preferred IATT components the didactic methods of cross-cultural communication real situations modeling and appropriate to their forms - international intellectual quests (80%); consideration of individual
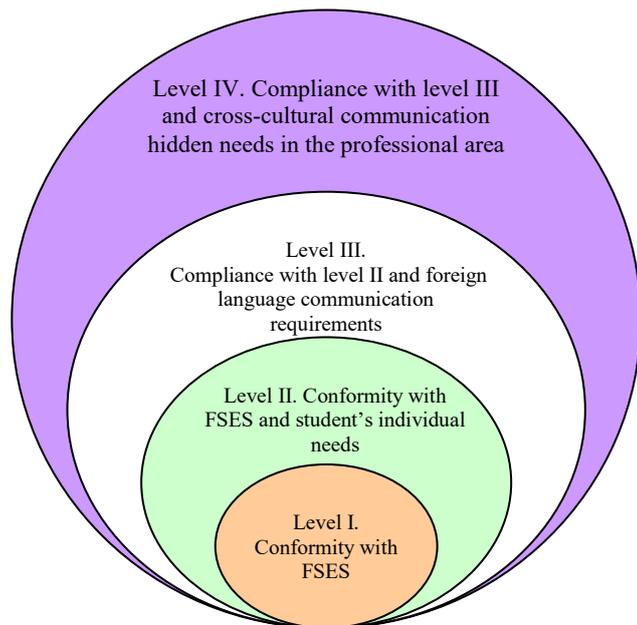
language skills (70%); testing and problem self-solving in foreign language communicative interaction (65%); control and evaluation rating of academic achievements (80%) have been highlighted. Final (at the end of the second course) assessment of cross-cultural communicative competence of bachelors in "Business Informatics" training direction showed a positive trend: four levels of its formation have been differentiated (Figure 2).

The first level was characterized by compliance with the requirements of the Federal State Educational Standard of Higher Professional Education 3+ in the direction of training; the second one was characterized by conjunction with the individual requirements of a bachelor; the third one was characterized by the second level of the conformity and the foreign language communication requirements; and, finally, the fourth (above professional) level corresponded to the third level and cross-cultural communication hidden needs in the professional area.

4. CONCLUSION

In short, one of the greatest challenges in learning foreign languages at the innovative university cluster "Moscow technological university" has become getting and keeping students excited about their learning. Major success of training has been achieved through the adaptability of variable language courses, which allowed students to access such modules at their convenience so getting the ability to learn at their own pace. This paper has suggested the ways of a specialist cross-cultural communicative competence forming and developing and meeting recent challenges of multicultural educational and production environment.
Maintaining student interactivity has provided the foundation for group problem solving, project management thus sharing knowledge and competence.

Broad multi-perspective implementation of IATT in the linguistic training at Moscow technological university has allowed:

• To realize in the dialectical unity the integration and differentiation of the material providing the development of multilevel variation programs providing profile differentiation in the linguistic training;

• Let students make independent argumentative choice of an individual adaptive module of the foreign language training program in accordance with their entrance test level and provide them with individual progress within the program;

• To use adaptive modules as a scenario for foreign language linguistic program tools creation;

• To direct teachers' work towards the enhancement of consultative and coordinative function in the management of students educational and cognitive as well as cross-cultural communicative activities;

• To enrich multilevel diversified foreign language students' training at the expense of the developed and successfully realized IATT didactic complexes («A Step to Micro-and Nanoelectronics», «How to Defend a Diploma in English». «Mission to Boost Green Built Earth», «Feel Free in


Figure 2. Levels of cross-cultural communicative competence formation of the first-year bachelors trained in "Business Informatics" direction after their linguistic course completion.

characteristics and individual progress, the starting level of

Your Business English», «Computer Review», «Starting Computers and IT» and others).

Finally, the students with high level of cross-cultural communicative competence have demonstrated better system, strategic and critical thinking and analysis, higher potential in interdisciplinary work, responsibility, creativity and ethics, personal involvement.

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