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CONCEPTUAL GROUNDS OF PEDAGOGICAL RESEARCH OF CROSS-CULTURAL COMMUNICATION EXPERIENCE FORMATION OF UNIVERSITY STUDENTS

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ABSTRACT. The conceptual model of cross-cultural communication experience formation of university students as the invariant model for training specialists of all types has been developed. The research is realized both at the theoretical and practical levels and is stipulated by the determined contradictions that confirm its urgency. The research of cross-cultural communication formation is based on the studied approaches as well as the leading pedagogic paradigms. Their application is proved by the theoretical theses. They serve as grounds for projecting the conceptual model of cross-cultural communication formation of university students, which is characterized by structural and functional components. The model proposed by the author is invariable for specialists' preparation in any sphere and essential for the pedagogic process organization on the scientific grounds.

1. INTRODUCTION

The increase of communication significance in the modern post-industrial information society, in particular such its specific form as cross-cultural communication (CCC) as well as the rise in demands for social and moral qualities of specialists in different spheres, require urgent innovative changes in the system of the professional education of Ukraine. Training students for productive professional communication in the process of CCC has to become an integral part of it. Realizing the recent challenges, while studying in higher educational establishments students strive to acquire the basic experience of CCC in the sphere of future professional activity. It will provide their competitiveness at the labour market along with professional and personal self-realization owing to mastered knowledge in the essence of the CCC process and analysis parameters of cultural peculiarities of potential business partners, formed value orientations, acquired communicative and speech skills, habits of social interaction on the base of subject to subject relations.

2. LITERATURE REVIEW

Theoretical issues and ways of forming CCC experience are partly studied in works of Ukrainian and foreign scientists: O. Berdichevskiy, T. Bilous, I. Bim, O. Bistrai, I. Vorobiova, N. Galska, N. Gez, T. Grushevitskaya, P. Donets, G. Yelizarova, N. Yeluchina, Y. Pasov, V. Popkov, O. Sadokhin, G. Auerheimer, P. Bock, J. Berry, L. Bredella, W. Delanoy, K.-Z. Flechsig, M. Friedenthal-Haase, M. Gemende, E. Hall, E. Hirsh, G. Hofstede, A. Knapp-Potthoff, M. Liedke, Y. Poortinga, M. Segull, S. Sting and others.

The analysis of scientific works in the given sphere has proved that only separate aspects of the problem of forming CCC experience are studied thoroughly enough, mostly philosophical and linguistic ones. Thus, *the aim of the article* is to define conceptual grounds of the system pedagogical research of forming students' CCC experience that is necessary for solving problems both at the theoretical and practical levels.

The urgency of the problem is confirmed by a set of contradictions revealed on the basis of studying the real state of the pedagogical process organization for university students and theoretical elaborations of scientists as for its optimization. They are:

- modern sociocultural conditions connected with swift expansion of CCC of business partners from different countries due to globalization and internationalization, and slow pace of reformation of Ukrainian higher education because of lack of scientifically grounded pedagogical research in CCC experience formation;
- the need of the Ukrainian society for specialists with a high level of the formed CCC experience, and the absence of the entire concept of forming CCC experience as well as worked-out conceptual bases;
- aspiration of future specialists to acquire CCC experience necessary for creative self-realization in the sphere of future professional activity, and the current state of their preparation in higher educational establishments;
- the necessity to master knowledge by future specialists concerning the process of CCC, obtain a high level of professional communication, develop professional and personal qualities important for social interaction with representatives of other cultures, and absence of the pedagogical technology of CCC experience formation;
- striving for optimization of the pedagogical process of CCC experience formation in higher educational establishments and an insufficient level of its didactic provision;
- outlining the advantages of the personally oriented approach, and reproductive methods of the educational activity prevailing over creative ones that significantly limits students' abilities to develop their subject qualities necessary for effective professional communication in CCC situations;
- proclamation of the humanistic paradigm priority in the professional education and principles of the pedagogical communication on the dialogical grounds, and authoritarianism display in organizing and realizing the pedagogical process of CCC experience formation.

3. DISCUSSIONS AND RESULTS

The scientific research of any problem requires specification of its conceptual bases and principles as well as the ways of realization of the achieved results in the pedagogical practice. In research by M. Chapayeva and Y. Vorobiova the category characteristics of the pedagogical methodology are outlined, namely:

- universality that runs through all levels of the pedagogical activity, inherent in all theories, pedagogical traditions, paradigms;
- instrumentality that is revealed in the activity-oriented character of methodology directed at cognition and transformation of the pedagogical theory and practice;
- reflexivity that is considerably characteristic for the pedagogical activity as there is always a need for its correction with the aim of accomplishing better results;
- axiological essence (it is expressed through a world-outlook position of researchers and revealed through their choice of definite ways of activity); integrative essence (the pedagogical methodology combines theory and pedagogical practice) [3, p. 80-81].

Let us give a generalized definition of methodology proposed by N. Bordovskaya and A. Rean: in the base of any scientific research there is the most general system of principles and means of its organization that is grounded on a researcher's world-outlook, their philosophical position and views. This system, that defines the ways of accomplishing and building theoretical knowledge as well as means of practical organization activity, is methodology itself [2, p. 24].

The importance of working out the methodological bases of the pedagogical process of CCC experience formation is stipulated not only by the necessity of the theoretical research of this problem and comprehension of its connection with others but also by tasks to reveal the ways of its solution in the practical activity of teachers.

The concept of the research is based on understanding that CCC experience formation in higher educational establishments is an integral part of the professional preparation of future specialists in the process of which there is a thorough development of a student as a creative personality. The aim-directed formation of CCC experience of university students on the grounds of the defined theoretical and methodological as well as technological bases will provide the quality increase of their vocational training, ability for social interaction on the base of subject to subject relations, professional and personal growth, suitability for uninterrupted self-education in CCC issues.

Solving the tasks of higher education as for achieving the appropriate level of personal and professional preparation of students for CCC causes the necessity of the complete pedagogical process realization directed at mastering knowledge by students as for different aspects of CCC, development of their skills to realize CCC, breeding the professionally significant personal qualities.

Proceeding from the fact that during their study in higher educational establishments future specialists should acquire CCC experience in their professional sphere, the educational activity has to be projected regarding the regularities and peculiarities of the CCC process in the real life. To implement the elaborated concept it is necessary to give the theoretical and practical provision for the main vectors of the multifaceted pedagogical process: its organization on the base of projecting components of the pedagogical system of students' CCC experience formation; its aim-directed management due to the introduction of the corresponding technology, the system of didactic resources at each of its stages; stimulation of the dialogical communication of subjects of the educational activity that makes it possible for teachers and students to exchange mutually both in the intellectual and spiritual sphere, as well as to interact efficiently.

According to our concept, the theoretical grounds of the researched problem are the fundamental laws of cognition of the essence of social and pedagogical phenomena along with the humanistic views of scientists in different spheres that are consonant with the ideas of the anthropological approach in pedagogy.

The research of the problem of CCC formation is based on a set of approaches, whose application expediency is explained by the following theoretical theses:

- the system approach provides logic of doing scientific research, makes it possible to define the essence of the educational activity in CCC experience formation, elaboration of the corresponding model, the pedagogic system of CCC experience formation, the system of didactic resources etc;

- the factor approach as a universal tool for the analysis of conditions that influence any person's activity, is used to determine the urgency of the problem, reveal the peculiarities of the CCC process in the sphere of the professional activity of future specialists and the specificity of CCC experience formation, ground the content and pedagogic principles, elaborate the technology of CCC experience formation of university students;

- the culture-related approach orientates at formation of a student as a subject of conscious and expedient activity, a bearer of information and knowledge, culture values and language; promotes outlining the content of CCC in the vocational training, the communication nature of participants of the pedagogical process, organization forms of their interaction, estimation criteria of levels of CCC experience formation;

- the activity-oriented approach towards determining the essence of the pedagogical process gives the possibility to organize and realize the educational activity in CCC experience formation in correspondence to its social essence – as cooperative productive activity built on the base of subject-to-subject relations of its participants;

- the technological approach makes the grounds for realization of the elaborated pedagogical system of CCC experience formation of future specialists; outlining the stages of the pedagogical technology in accordance with the activity regularities gives the possibility to take into account the psychological peculiarities of mastering the educational material by students that favours revealing their essential efforts in the process of CCC experience formation;

- the cybernetic approach makes it possible to manage the educational activity of future specialists at each stage of the pedagogical technology of CCC experience formation; gives the possibility to define the corresponding system of didactic resources that in combination with the dialogical communication creates conditions for transforming students from the level of the direct management from a teacher's part through co-management to the level of self-management of their professional and individual development.

Studying the literary sources in different scientific fields, guidance by the leading paradigms of the pedagogic science (knowledge, culture and humanistic ones) have allowed to determine the theoretical grounds of the research that involve ideas, theories, concepts, main categories and notions which make the base for the detailed study of the researched problem. On the grounds of their thorough analysis the following theses are formulated:

- the educational activity, in CCC experience formation in particular, is a multifaceted process that requires organization, management and communication of its subjects (the organization of the pedagogical process is necessary for preplanned influence on students' personalities, management – for their educational activity, communication on the dialogical bases – for mutual exchange of information, emotions and spiritual values between its participants);

- for realization of the pedagogical process of CCC experience formation it is necessary to project the pedagogical system, determine and describe in detail each of its components (subjects, pedagogic aims, principles, content, methods, means and organizational forms of studying); the projected components have to reflect the essence of CCC as a real life process and also take into account the peculiarities of a specialist's activity in the sphere of the future profession;

- the analogue of modelling the content of CCC formation of students has to be a social experience in the sphere of professional activity, which they acquire thanks to knowledge mastering, value realization of national and other cultures, acquiring skills of professional activity in CCC situations; the guidance for the content choice is cultural universals, the source of its formation is national peculiarities of culture of other people, the way of mastering is communicative activity with due regards to peculiarities of the CCC process that are realized on the base of comparing realities of foreign and native cultures;

- components of the CCC contents have to reproduce the elements of the culture common to all mankind as a universal phenomenon and the way of social experience transmission: cognitive (presupposes mastering the system of knowledge of another culture); emotional and value-oriented (is a base of forming a person's world-outlook thanks to acquired value orientations in the world and interpersonal relations of people); communicative and behavioural (reveals the ways of communicative activity at different levels);

- the pedagogical technology of CCC experience formation that is social in its essence has to reflect the invariable stages of a person's activity, the educational one in particular (orientation, cognition of the object of studying, its transformation and estimation); its realization has to create the optimal psychological and pedagogical conditions for intellectual and mental growth of a specialist's personality, development of skills of social interaction in solving personal and professional problems;

- culture formation of professional communication in the process of CCC is possible by the terms of organization and realization of subject-to-subject interaction of participants of the pedagogical process (a teacher and students, students and their counterparts).

On the base of studying theoretical sources for solving pedagogical problems of CCC experience formation a conceptual model is elaborated, in which the logic of doing the system pedagogical research is reflected. The proposed model is invariable, it can be used for preparation of specialists of any profile for CCC. The model is characterized by structural and functional completeness. In its composition there are the following components:

- factors of influence (multicultural world, globalization in the economic sphere, social needs for specialists, students' needs to master CCC experience, the level to which the problem of CCC formation is researched) and contradictions summoned by objective, subjective, personal and human factors;

- the pedagogic conditions of CCC formation of students: the pedagogic system as a system of organization, management, communication among subjects in the direct and reverse directions; means of improvement of the pedagogical system with the goal of its optimization; the technology of CCC formation (its stages: orientating, cognitive, transformative, reflexive and corrective);
- the means of the pedagogical process diagnosis; the ways and means of optimization of the pedagogical process;
- the result of students' CCC experience formation (cognitive, emotional and value-oriented, communicative and action-directed); the indices of CCC formation: knowledge quality of students, the level of CCC, personal qualities (tolerance).

The logic of doing the system pedagogical research of CCC experience formation reproduces the stages of cognition of the object in any scientific sphere and reflects the level of abstraction passed through by the scientific cognition: phenomenological, analytical and synthetic, prognostic, axiomatic [1, p. 68-69]. At the phenomenological level there is an exterior descriptive outline of facts or phenomena, object catalogue composition, verification of their qualities and properties. At the analytical and synthetic level with the help of the generally accepted pedagogic terminology the essence of the object that is studied, is cleared up (its properties, qualities, regularities of functioning). At the prognostic level the basic processes and phenomena are modelled, the functioning peculiarities of the specific object are defined. The axiomatic level is characterized by outlining values of the researched object with the application of interdisciplinary scientific notions of a high level of generalization, determining the improvement ways of its further studying.

As for the specific pedagogical process of CCC experience formation it is foreseen that at the phenomenological level the factor approach is used with the aim of grounding the urgency of scientific research on the base of revealing the existing contradictions, the aspect analysis of CCC is held as a phenomenon of the objective reality (philosophical, culture-specific, psychological, linguistic). At the analytical and synthetic levels it is expedient to make structural and function analysis of students' educational activity using the active approach towards research of the pedagogical process of CCC experience formation.

At the prognostic level it is necessary to make different models (of the pedagogical process of CCC experience formation, pedagogic system and its components, technology etc), that reproduce the peculiarities of the studied objects, allow to research the regularities of their functioning and determine the didactic conditions of their realization. At the level of practical application of the created models it is obligatory to check experimentally the elaborated theoretical theses and assess the achieved results of students' educational activity. At the axiomatic level the pedagogical process of CCC experience formation is considered as an interdisciplinary object that allows to ground the means of improvement of the pedagogic system components with the aim of its optimization.

4. CONCLUSION

It is necessary to do the system scientific research of CCC experience formation of future specialists at the meta-level, as it has to reflect regularities, stages and ways of human activity namely the following ones: orientation as for the object of studying (a factor approach towards revealing contradictions that stipulate the urgency of the researched problem, aspect analysis of the process of CCC experience formation); the cognitive stage (a system analysis of the CCC process and educational activity, factor approach towards peculiarities of the educational activity of students-economists, activity-oriented approach towards organization of the pedagogical process, culture-specific approach towards outlining the content); transformation of the object of cognition (a technological approach towards realization of the pedagogical process, a cybernetic approach towards management of students' educational activity); the reflexive and corrective stage (diagnosis of the educational activity results and determination of further ways of the pedagogical process optimization of CCC experience formation).

In the proposed conceptual model of CCC experience formation which is invariable for specialists' preparation of any profile, the logic of doing system scientific research is reproduced. The model of CCC experience formation as an idealized object with a definite level of abstraction is the base of a system theoretical research and a subject of cognition at the empirical level. Its projection is essential for organization of the pedagogical process on the scientific bases.

Structural and functional completeness of the pedagogic research is provided by the combination of the methodological approaches (factor, system, culture, technological, cybernetic ones).

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