

INNOVATION IN PROFESSIONAL TRAINING OF UNIVERSITY UNDERGRADUATES IN UKRAINE WITHIN THE CONTEXT OF NEW EDUCATIONAL REALITIES

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Abstract: The actuality of the study is proved with the fact in the conditions of strengthening globalization trends, internationalization of the economy, education and culture, the processes of Ukraine's integration into the intercultural space and the expansion of its economic ties, the issue of increasing the professional level of modern university undergraduates is acute. Ensuring the innovative development of the higher education, bringing it to the level of European and world quality is possible under the conditions of modernization of the training of university undergraduates, aimed at educating specialists capable of effective cross-cultural interaction with foreign partners and clients, presenting skills and knowledge at the international level, studying innovative experience of foreign countries in certain professional field. A methodical process of gathering and analyzing specific information to provide solutions to relevant educational questions and evaluate pedagogical outcomes and results implied theoretical and case study methods. This method of research, which is actually combined research, encompassed collecting data of a sensitive nature. In our survey, combined research can be described as a multipurpose quantitative data collection method. The results of the pedagogical survey concluded that the following components of professional training of university undergraduates were identified: motivational-valuable, cognitive-knowing, and cross-cultural-behavioral.

Keywords: case study method; combined research; undergraduates; intercultural communication; professional training; modern university; professional development.

1 Introduction

Institutions of higher education have the main task of adapting to the requirements of the globalization era. It is worth emphasizing that a modern competitive university must constantly take into account modern changes in society in relation to cultural, scientific, and technical development, in order to be able to 'find itself' in the realities of today.

Cultural-educational and scientific-technical integration is determined by the potential opportunity to achieve significant success in the integration process in these directions. They cover the fields of higher education, retraining of personnel, science, culture, art, technical and technological spheres [5; 10; 11].

The integration process in the relevant directions in Ukraine consists in the implementation of European norms and standards in education, science and technology, the dissemination of Ukrainian cultural, scientific, and technical achievements in the European Union. In the final result, such steps will contribute to the improvement of European cultural identity in Ukraine and integration into the European intellectual, educational, as well as scientific and technical environment [6; 7].

The modern demands placed on specialists by employers and consumers of different social services are determined by competition in the labor market. That is why the professional training of specialists in this field should be aimed at ensuring a high level of their theoretical and practical skills, readiness to carry out professional, as well as communicative interaction with consumers of all services. Academician N. Nychkalo expresses the opinion, cited even by various authors, that one of the most important aspects of professional education in Ukraine is the substantiation and research of the cultural foundations of professional education [15; 23].

The purpose of the article is to study theoretical, as well as practical grounds of intercultural communication skills and professional preparation of university undergraduates in modern educational environment.

In particular, the main tasks of the ongoing study are to single out three core components of professional training of the university undergraduates: motivational-valuable, cognitive-knowing, and cross-cultural-behavioral application. Consequently, the presence of these components in future professional activity will intensify the working process and make it more efficient, resourceful, and competitive.

2 Materials and Methods

The methodological basis of the study is a set of principles and approaches that determine the methodological guidelines of cross-cultural education of Master's students the field of tourism, including: the principle of unity of theory and practice; principle of certainty; the principle of specificity, the principle of cognizability, the principle of objectivity, principle of causality, principle of general development. It also implies the principle of general communication, the principle of dialectical contradiction, the principle of dialectical negation, the principle of historicity, the principle of systematicity, the principle of unity of analysis and synthesis, the principle of the unity of the historical and the logical, the principle of going from the abstract to the concrete, the principle of determinism and historicism, objectivity. In the study, we focused on the integration of the following approaches:

- Systemic, which enables the study of the components of cross-cultural education and their interrelationships and creates the basis for the development of recommendations for improving the training of specialists in the field of tourism in Ukraine;
- Performing, which consists in a value attitude to the subject-oriented organization and management of students' educational activities, contributes to the restructuring of the procedural and technological aspect of the educational process with the aim of mastering the skills of professional and practical activity in its holistic perception by its participants;
- Personally-oriented, which involves the formation and development of personal qualities of future specialists in the field of tourism, taking into account their motives, abilities, activity, intelligence, individual psychological and functional needs; directs the training of future specialists in the field of tourism to the students' motivated acquisition of cross-cultural knowledge, abilities and skills for future professional activity in the conditions of European integration;
- Synergistic, based on scientific ideas about the world as an interaction of complex systems, providing conditions for self-organization of future specialists in the field of tourism during adaptation to real professional activity in the new conditions of European integration processes;
- Competence-based, which is decisive in the process of formation of practical competences (in particular, communicative, foreign language, information ones) of specialists in the field of tourism, taking into account the specifics of their professional activity, necessary for effective participation in the labor market and for the purpose of self-improvement throughout life;
- Cultural, which represents one of the system-forming approaches and enables an objective comparative-pedagogical analysis of the processes taking place in European society in general and in education in particular (see Figure 1) [3; 13; 19; 20].

Moreover, in the frame of ongoing pedagogical survey, case study method was applied. Case study method was used to find more information through carefully analyzing existing cases. It

was included into research to gather empirical evidence for investigation purpose. It is a method to investigate a problem within its real life context through existing cases, for example professional training outcomes of university undergraduates.

We had to carefully conduct analysis, making sure the parameter and variables in the existing case are the same as to the case that is being investigated. Using the findings from the case study, conclusions can be drawn regarding the topic that was being studied [19].

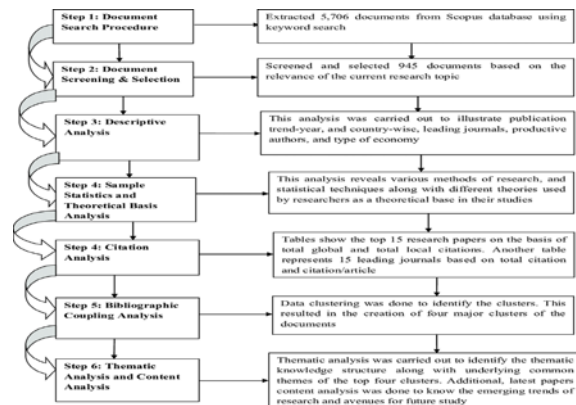


Figure 1. Steps of ongoing scientific research

Both Ukrainian and foreign scientists pay attention to the questions of theoretical research in the category of “cross-cultural competence”. Among them, the works of E. Hall, R. Levis, G. Hofstede, F. Trompenaars, K. Girtz, and Y. Koivisto made a significant contribution to the research. Among Ukrainian scientists, interesting studies were conducted under the authorship of N. Meshko, O. Buryak, and M. Ryzhenko [32; 36].

According to the definition of S. Ting-Tuma, a professor at California State University, who specializes in the study of issues of human communication research, the concept of “intercultural communication” serves to denote the process of communication between members of different cultural communities. In addition, the scientist notes that this term also includes the group interaction of a number of factors: beliefs, values, norms and scenarios of their interaction [38; 39]. We are impressed by the opinion of T. Novinger, who notes that intercultural communication is a transactional, symbolic process that involves establishing a connection between people of different cultures. Moreover, as M. Bennett aptly noted, people during intercultural interaction must accept different culturally conditioned ways of thinking and behaving, even if they may not like them [10; 13].

In general, adequate intercultural communication is a process that involves full mutual understanding of partners during communication, that is, the information, thought, idea conveyed by one communicator is correctly understood, comprehended by others, and, therefore, he can correctly react, act, give correct, expected answer, reaction. Adequate mutual understanding is one of the integral components of the process of intercultural communication.

Ko et al. claim that intercultural communication must necessarily be conditioned by the interaction of partners of different national cultures, during which, in accordance with established norms, information, images of consciousness, samples of culture, activity are exchanged and mutual understanding is achieved. It follows that with the help of the described process, individuals from two different cultural communities agree on a common meaning in a communicative situation [16].

The conducted study proves that the majority of scientists insist on the need to focus on the close connection between language and culture in the process of studying the problems of intercultural communication (O. Sadokhin, R. Porter, L. Samovar, S. Ter-Minasova, E. Hall) (see Figure 2) [19].



Figure 2. Ten strategies for effective cross-cultural communication

Foreign language classes become the bridge that helps future specialists find ways to understand and cooperate with speakers of another language, representatives of another culture, traditions, and customs. It allows regulating cultural and linguistic contacts in an intercultural environment. Some works cite S. Ter-Minasova, who emphasizes that in order to learn a foreign language as a means of communication, it is necessary to create an atmosphere of real communication, to establish a connection between teaching foreign languages and life (see Figure 3) [17; 20].

Interpersonal Skills	Team Effectiveness	Cultural Uncertainty	Cultural Empathy
<ul style="list-style-type: none"> Ability to acknowledge differences in communication and interaction styles Ability to deal with misunderstandings Comfort when communicating with foreign nationals Awareness of your own cultural conditioning Basic knowledge about the country, culture, and the language of team members 	<ul style="list-style-type: none"> Ability to understand and define team goals, roles, and norms Ability to give and receive constructive feedback Ability to discuss and solve problems Ability to deal with conflict situations Ability to display respect for other team members Participatory leadership style Ability to work cooperatively with others 	<ul style="list-style-type: none"> Ability to deal with cultural uncertainty Ability to display patience Tolerance of ambiguity and uncertainty due to cultural differences Openness to cultural differences Willingness to accept change and risk Ability to exercise flexibility 	<ul style="list-style-type: none"> Ability to see and understand the world from others' cultural perspectives Exhibiting a spirit of inquiry about other cultures, values, beliefs, and communication patterns Ability to appreciate dissimilar working styles Ability to accept different ways of doing things Non-judgmental stance toward the ways things are done in other cultures

Figure 3. Core intercultural skills by S. Ter-Minasova

Scientific studies on cross-cultural communication carried out by English scientists R. Benedict, M. Bennett, M. Byram, E. Hirsch, and L. Storti indicate the strengthening of the cross-cultural component of individual elements of education - national, regional educational systems, that is, in the process of cross-cultural interaction, the formation of a new international educational environment is taking place, where the national interests of its participants could be realized in the most effective forms, and modern searches for solutions to problems of vital importance for human civilization as a whole could be carried out [3; 13].

Therefore, the comprehensive training of university undergraduates for cross-cultural interaction, aimed at understanding the logic and norms of the contexts of other cultures, is necessary and promising, taking into account the processes of increasingly dynamic integration of national educational spaces (see Figure 4).

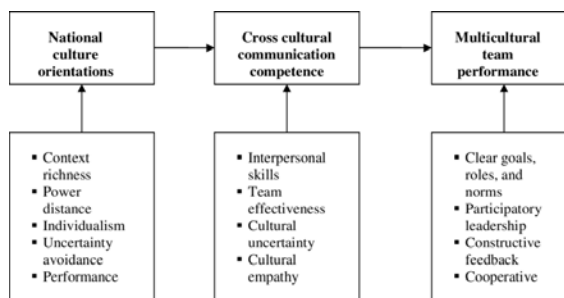


Figure 4. University undergraduates' competencies in cross-cultural messaging

The problem of the influence of social demand on the content of programs of specialists professional training, the issue of the connection of professional education with the labor market are the sphere of scientific interest of such scientists as K. Bidwell, K. Galbraith, C. Kasipar, S. Kleiner, Z. Rahim, M. Tien, L. Haddad, R. Hermes. The review of sources shows that the problem of professional training of specialists is sufficiently developed in modern scientific literature. The authors of a number of scientific surveys conducted a thorough analysis of research and publications on this topic, distinguishing different approaches to defining the concept of "professional training" (L. Biryukova, I. Glazkova, N. Demeshkant, V. Kuleshova, L. Polishchuk, O. Tomashchuk, A. Adamu, M. Bello, I. Danjuma, G. Moody [4; 10; 13; 24; 32].

The analysis of scientific research in the field of professional training of specialists confirms the relevance and multifacetedness of this problem. However, it should be noted that only some researchers conceptually approach the definition of the concept of professional training of university specialists.

The opinion of Vasylyshyna, related specifically to the field of tourism education, deserves attention: it implies understanding of the professional training of future specialists as a process that reflects scientifically and methodically based measures of higher educational institutions aimed at forming, during the training period, the level of professional competence and personal competence sufficient for successful work in all areas of the tourism sphere, taking into account the modern requirements of the labor market [36].

Based on the dictionary definition of professional training, Wahid et al. note that the training of a specialist involves not only mastering knowledge and developing skills in some area, but also the formation of personal culture [38].

This position is confirmed by the opinion of the Turkish scientist J. Avdzikurt (sited by Ko et al. (2013)), who emphasizes that the statement regarding the need to orient the professional training of specialists to the operational needs of the certain sector, taking into account the importance of developing interpersonal communication skills and relations with clients, is generally recognized (see Figure 5) [16].



Figure 5. Professional training – path to future success

3 Results

Based on the above presented analysis of the national and European modern researches, it is appropriate to highlight the following components of the training of the university undergraduates in the educational system of Ukraine, such as: motivational-valuable, cognitive-knowing, and cross-cultural-behavioral.

The motivational-valuable component implies the presence of a positive and tolerant attitude to intercultural interaction, awareness of the importance of the moral and spiritual values of own culture and the culture of other nations, the presence of interest in the cultural characteristics of other countries and interest in successful communication, which in turn determines the emergence of sustainable motivation to implement intercultural interaction. In addition, a high level of formation of mental processes of perception, attention, thinking, and emotional manifestations is important.

Motivation is a driving force that encourages activity and gives direction to this activity, which is aimed at achieving the set goals. Modern psychology considers motivation as a complex combination of driving forces of behavior, which is revealed to the subject in the form of needs, interests, goals, ideals and directly determines the activity of the individual. The specified component of readiness for intercultural communication includes the concept of tolerance [22; 27].

Tolerance in the context of intercultural communication is, first of all, a respectful attitude to the diversity of cultures in the world, to the cultural characteristics of the communication partner, to those different from one's own norms of behavior and expression of opinions. Tolerance involves the ability of communicators to perceive certain facts from another culture, especially if they differ from the norms and customs of their own culture, which leads to the desire to understand and accept a different point of view without conflict (see Figure 6) [24; 28].



Figure 6. Undergraduates' skills in motivational-valuable component fulfillment

Moreover, intercultural communication, as a two-way process, presupposes the presence of a tolerant attitude and a desire for mutual understanding in all participants of intercultural communication. The motivational-valuable component of readiness for intercultural communication contains two components: motivational and valuable, the content of which can be revealed with the help of certain characteristics:

- 1) A desire to cooperate with representatives of other cultures and expand communicative contacts; interest in studying the cultural characteristics of different countries, their traditions, language, history; the desire to create a positive emotional atmosphere in communication, to understand the interlocutor; resistance to conflicting intercultural situations and the ability to predict a positive solution to them;
- 2) Self-awareness as a representative of a certain culture; understanding the national characteristics of own culture; respectful attitude towards other cultures and cultural characteristics of their representatives (tolerance); recognition of the importance of spiritual and moral values of other peoples (see Figure 7) [3; 4; 29].

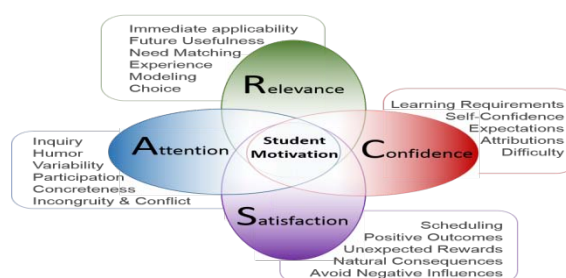


Figure 7. Undergraduates' motivation outcomes

The cognitive-knowing component contains a set of knowledge about intercultural communication, the essence and peculiarities of this process, as well as knowledge about the role of culture for

man and society, about the peculiarities of communication processes in a multicultural environment, about the place of intercultural communication in certain professional area [9].

In addition, this component assumes the presence of linguistic and sociocultural knowledge and special knowledge about the peculiarities of management. The structure of the cognitive component contains several main groups of knowledge, which are revealed by a number of characteristic components, and which the future tourism manager should possess (see Figure 8) [32; 39].

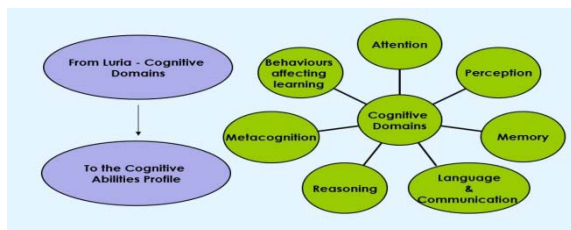


Figure 8. Cognitive domains of the cognitive-knowing component

Moreover, cognitive component implies the following:

- 1) Knowledge of the peculiarities of intercultural communication: knowledge of the content of the concept of "intercultural communication"; individual components of this phenomenon (concepts of culture and communication, their relationship, the place of language in this process); knowledge of the peculiarities of the communication process; communicative strategies and communication styles; techniques of verbal and non-verbal communication [16; 19].
- 2) Sociocultural knowledge about: elements of different cultures and their features (history, customs, traditions, language, norms of behavior); social norms of behavior determined by a certain culture; national and cultural features of speech behavior of representatives of other cultures and own culture; stereotypes and their impact on the communication process [16; 24].
- 3) Linguistic knowledge: knowledge of the grammatical structure of a foreign language; lexical composition of the language used for intercultural communication; semantic features of foreign language lexical units, their cultural component; linguistic stylistic techniques; awareness of the connection of lexical units with the cultural values of the people [13; 17].
- 4) Knowledge of the specifics of the manager's activity and the role of intercultural communication in it: knowledge of the basic concepts of management area, the regulatory and legal framework for the development of management in Ukraine; tasks and functions of the manager and their understanding; management strategies; basic concepts of management; technologies for the development and organization of international tourist routes; norms of business etiquette and rules of business communication (see Figure 9) [4; 8].

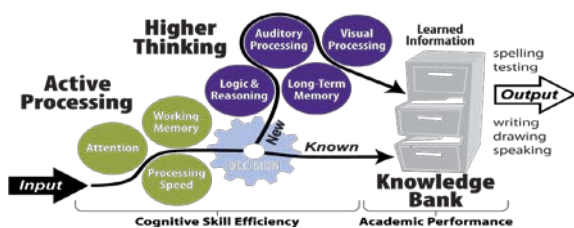


Figure 9. Skill formation process of the cognitive-knowing component

Thus, the main groups of knowledge that we have highlighted, which the future specialist should possess, create a cognitive base of communication - a leading activity in chosen area.

The cross-cultural-behavioral component of readiness for intercultural communication involves the specialist's possession of communicative competence and certain skills, which allows the specialist to successfully carry out professional activities, professional-business and interpersonal communication.

Communicative competence represents an integral component of professional activity and includes the ability to use a foreign language to achieve professionally significant goals [8; 9].

The structure of the communicative-activity component of readiness for intercultural communication includes a communicative component, which is revealed by linguistic and sociocultural skills, as well as a group of professional skills that the university undergraduate must possess:

- 1) Communication skills: use of verbal and non-verbal communication techniques; compliance with the norms of business communication; the ability to create a positive atmosphere of communication and work (empathy);
- 2) Linguistic skills: discursive (ability to formulate statements, correctly convey the content of own statement to the interlocutor); communication in a foreign language in oral and written forms; creating a dialogue in a foreign language based on acquired linguistic knowledge;
- 3) Sociocultural skills: analysis of interlocutors' cultural differences; tolerant attitude towards the cultural characteristics of the communication partner; the use of sociocultural knowledge in communication; the ability to take into account the influence of stereotypes and national and cultural features of the country in the development of tourist routes and the implementation of intercultural communication; the ability to restrain own emotions, to show benevolence, tact;
- 4) Professional skills: organizational skills; ability to use management strategies; prediction and resolution of conflict situations; the use of technology for the development and organization of international tourist routes (see Figure 10) [11; 23; 29].



Figure 10. Skills of cross-cultural-behavioral component

4 Discussion

Thus, based on the analysis of the developed literature of foreign and domestic researchers regarding the essence of intercultural competence, as well as the core three components of the university undergraduates' professional training, we conclude that to achieve effective intercultural communication, knowledge and skills are necessary components, but not exhaustive ones [24]. Knowledge and skills in the context of intercultural interaction should be combined with openness, flexibility of thinking, as well as with a motivated desire to carry out effective communication and successfully build relationships [27].

R. Mason (2006) cites the opinion of The German researcher A. Knapp-Pothoff, who considers intercultural competence as a complex of analytical and strategic abilities that expand the interpretive spectrum of an individual in the process of interpersonal interaction with representatives of another culture [19].

We share the opinion of Seeberg and Minick (2012) regarding the demarcation in Western anthropology, the consideration of intercultural competence that takes place in two aspects: as the ability to form someone else's cultural identity, which involves knowledge of the language, values, norms, and standards of behavior of another communicative community [32]. Other researchers understand intercultural competence as a set of sociocultural and linguistic knowledge, communication skills, with the help of which any subject of culture can successfully communicate with speakers of other cultures at all levels of intercultural interaction [16; 18].

Investigating the psychological features of intercultural competence, N. Antonyuk interprets it as a leading integrative component of professional activity, which manifests itself in intercultural sensitivity, communicative technology, the ability to self-control and self-regulation [1]. In turn, O. Bezkorovajna believes that intercultural communication involves a set of background knowledge and the ability to adequately apply it in the conditions of a certain cultural context based on the comparison of two or more cultures [3]. Also, D. Matsumoto in the book "Psychology and Culture" reveals the factors that characterize intercultural competence, most of which relate to the individual's personal characteristics [3; 11].

Considering the structure of intercultural competence, V. Hudykunst proposed a model of intercultural competence, which consists of three basic components: motivational factors, knowledge factors, and skill factors [12; 17]. The first component involves the needs of the participants in the interaction and their mutual attraction, social ties, self-concept and openness to new information. The second component, that is knowledge factors, consist of expectations, shared information networks, awareness of more than one point of view, knowledge of alternative interpretations, and knowledge of similarities and differences. The third component includes the ability to empathize, be tolerant of ambiguity, adapt communication, create new categories, modify behavior, and gather relevant information (see Figure 11).

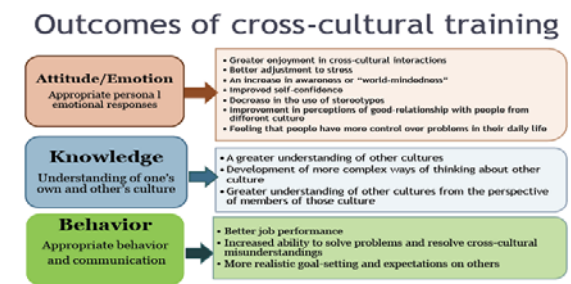


Figure 11. Professional outcomes of University undergraduates regarding intercultural competence

5 Conclusion

The result of professional training of modern university undergraduates is their readiness to interact with representatives of other systems of cultural orientation and is based on respect for other cultural values, implies the ability to recognize, respect and effectively use differences in perception, thinking, and behavior of own and another culture in intercultural contacts. Moreover, it provides for the observance of principles, values, norms, and rules related to the conditions determining for a certain situation in order to achieve the intended goal. It is an independently implemented ability determined by acquired knowledge and life experience, values and abilities developed as a result of cognitive activity and educational practice (see Fig. 12).

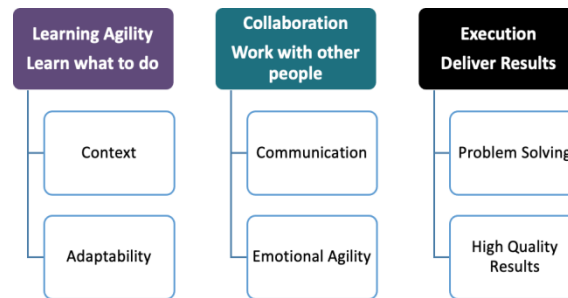


Figure 12. General Overview of Professional Training Results

In overall, generalizing the ongoing research, the three discussed components of professional training of university undergraduates were identified: motivational-valuable, cognitive-knowing, and cross-cultural-behavioral. However, all three of them cannot limit the professional development of the university undergraduates' multi-competency. As a result, the professional advancement of the university undergraduates is always in ongoing stage that should be constantly changed and improved along with external global modifications.

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Primary Paper Section: A

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