LANGUAGE AND CULTURAL TRAINING OF FUTURE ECONOMIC PROFILE SPECIALISTS: ASPECTS OF COMPETENCE

Abstract. The article examines the importance of linguistic and cultural competence for future specialists in the field of economics in the context of modern education. The author proposes the concept of linguistic and cultural competence, which includes knowledge of the historical and cultural context, aspects of country studies and social responsibility. It has been studied that future specialists should not only understand other cultures, but also be conscious representatives of their own culture. The article outlines the components of linguistic and cultural competence, including understanding of national and cultural differences and tolerant communication with representatives of other cultures. The importance of awareness of personal cultural identity and its influence on ways of perceiving the world is also emphasized.

The fact that both language and culture are forms of consciousness that reflect a person's worldview can be considered a methodological basis for the study of linguistic phenomena in an extralinguistic aspect. In addition, language and culture are related by two of their ontological properties: the ability to develop and its necessity, as well as a symbolic character.

As an intercultural communication, it is important that future specialists of the economic profile not only understand another culture, but also realize themselves as a part of Ukrainian culture and that they act as true representatives of their native culture. Each nation has its own system of feelings and social stereotypes, which is the basis of its worldview and perception of the world. Linguistic and cultural characteristics of the individual, in turn, are related to the socio-cultural level of intelligence, in which two structural components are distinguished: the archetypal component, that is, intellectual structures that represent the a priori categories of knowledge of a person as an ancestral being, as a bearer of the historical experience of mankind; and the ethnic component, represented by cognitive structures that are determined by the peculiarities of the individual's national cultural space, which leaves an imprint on the ways of categorizing reality by representatives of different cultures.
Keywords: future specialists of the economic profile, socio-cultural component, linguistic and cultural competence, speech competences, foreign language culture.

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МОВНО-КУЛЬТУРНА ПІДГОТОВКА МАЙБУТНІХ ФАХІВЦІВ ЕКОНОМІЧНОГО ПРОФІЛЮ: КОМПЕТЕНТНІСТЬ

Анотація. У статті досліджується важливість лінгвокультурологічної компетенції для майбутніх фахівців економічного профілю в контексті сучасної освіти. Автор пропонує концепцію лінгвокультурологічної компетентності, яка включає знання історико-культурного контексту, аспектів країнознавства та соціальної відповідальності. Досліджено, що майбутні спеціалісти мають не лише розуміти інші культури, а й бути свідомими представниками своєї культури. У статті окреслено складові лінгвокультурної компетентності, зокрема розуміння національно-культурних відмінностей та толерантне спілкування з представниками інших культур. Також підкреслюється важливість усвідомлення особистої культурної ідентичності та її впливу на способи сприйняття світу.

Методологічною основою дослідження мовних явищ в екстрагліпіс- тичному аспекті можна вважати той факт, що і мова, і культура є формами свідомості, які відображають світогляд людини. Крім того, мову і культуру пов'язують дві їх онтологічні властивості: здатність до розвитку та її необхідність, а також символічний характер.

Для міжкультурної комунікації важливо, щоб майбутні спеціалісти економічного профілю не лише розуміли іншу культуру, а й усвідомлювали себе частиною української культури та виступали справжніми представниками рідної культури. Кожен народ має свою систему початтів і суспільних стереотипів, яка є основою його світосприйняття і світосприйняття. Мовно-культурні характеристики особистості, у свою чергу, пов’язані з соціокультурним рівнем інтелекту, в якому виділяють два структурних компоненти: архетипний компонент, тобто інтелектуальні структури, які репрезентують априорні категорії знання людини, як родова істота, як носій історичного досвіду людства; та етнічний компонент, представленний когнітивними структурами, які визначаються особливостями національного культурного простору особистості, що накладає відбиток на способи категоризації дійсності представниками різних культур.
Formulation of the problem. The need for the formation of linguistic and cultural competence in future specialists becomes key in the modern world, oriented towards globalization. Effective functioning in this environment requires specialists not only to have specialized expertise, but also to develop competencies that promote adaptation and flexibility. Today, the trend of forming general education skills is clearly manifested, as they contribute to the development of flexible skills. Researchers and teachers determine that the formation of these competencies is no less important for professional training. In the modern multicultural context, the problem of simultaneous formation of professional and linguistic and cultural competences is becoming relevant. This requires a new approach based not only on the acquisition of knowledge of a foreign language and professional skills, but also on the formation of a relationship to linguistic and cultural phenomena, the development of flexibility and personal experience of adaptation in various cultural environments.

Analysis of recent research and publications. The conceptual theoretical and methodological principles of the competence approach and the possibilities of its implementation in the education system are considered in the scientific works of a number of authors, including A. Andreev, V. Antipova, V. Baidenko, V. Bolotov, V. Vvedensky, S. Goncharenko, O. Dakhin, Khutorsky, V. Shadrykov and others. The direction of higher education aimed at the development of students' speaking competences in all aspects, improving their speaking skills and the ability to express their thoughts clearly and effectively, as well as the priority connection of the learning content with their future professional practice, is the basis of our research, on which should be based on the entire educational process in any field [1–5].

The purpose of the article is to substantiate the linguistic and cultural training of future specialists in the economic profile in the aspect of highlighting competence.

Presenting main material. Training future specialists in the economic profile for effective communication is an urgent task in modern education. Until recently, traditional methods such as teaching norms, rules and communication skills through imitation of social roles were mostly used to meet the requirements of communication culture. However, these methods have become less effective due to globalization, urbanization, the growth of intercultural interaction, and scientific and technological progress [1, 2].

Observations show that the teaching of the Ukrainian language for economic students is often limited to theoretical material and correct writing, without paying enough attention to the development of speech culture in the economic sphere and socio-cultural aspects of speech competence. This calls into question the effectiveness
of training future specialists in this direction. Therefore, it is important to focus on
the socio-cultural component of speech training, to understand its nature and
potential for the individual and society [3, 4].

In the course of our scientific research, we used a number of methods,
including the analysis of philosophical, psychological-pedagogical and literary
sources, to develop and analyze the conceptual-categorical apparatus and determine
the level of theoretical and practical treatment of the problem of the formation of
linguistic and cultural competence in specialists, which affects the development of
flexible skills in representatives of various industries.

The definition of the essence of the term "linguistic and cultural competence"
is especially important for our research. In a general sense, this term is considered
as a complex and multifaceted phenomenon in the life of a person, his socialization,
education, training and upbringing [2, 5].

In the context of a retrospective analysis, the researchers indicate several socio-
historical prerequisites for the use of the concept of "linguistic and cultural competence"
in modern pedagogical science, which have been formed since the beginning of the
current century and continue to develop. These prerequisites include cultural and
historical aspects, theoretical approaches and practical aspects that contribute to the
development of this concept and its application in pedagogical practice.

Mastering linguistic and cultural competence in modern conditions involves
not only the assimilation of basic knowledge. In the context of growing mobility and
increasing migration processes, it becomes important to develop the ability to adapt
to new speech and socio-cultural situations. This is reflected in the need for the
formation of adaptation skills to various communicative and cultural contexts, as
opposed to the previous approach, which involved simple teaching of speech life in
ordinary situations.

It is believed that the linguistic and cultural approach in science appeared in the
early 90s of the last century. The term "linguistic culture" first became widespread in
the last decade, thanks to the research of Yu. Stepanov, A. Arutyunova, V. Vorobyov,
V. Maslova, V. Teliya and other scientists. The main feature of this approach and the
science itself is the study of how language embodies and expresses culture in its means
and units [3, 4].

Modern linguistic and cultural studies focus on the analysis of the cultural
semantics of language signs, which is formed during the interaction of two different
codes - language and culture. It is important to consider that each language
personality is simultaneously a cultural personality. Thus, the language is a
reflection of the cultural and national mentality of the people. This leads to the
emergence of a "cultural barrier" between representatives of different languages and
cultures, even if all language and speech norms are observed.

Some researchers define linguistic and cultural competence as a system of
knowledge about culture expressed in a certain national language, as well as a set of
special skills in using this knowledge in practical activities. In general, this is the speaker's or listener's knowledge of the system of cultural values expressed in language [1, 5].

According to the views of the Council of Europe on language education, the key in the interpretation of socio-cultural goals and content in pan-European documents is the emphasis on the individual, on the national and cultural environment, that is, on the one played by the native environment, and on the role that experience and ideas formed in native culture, play a role in the process of learning a foreign language culture. Important factors include the socio-political context in the home country; historical-cultural, socio-economic, aesthetic and ethical standards of the student's native socio-cultural environment; peculiarities of socialization in the native country (by means of interpersonal communication, mass media, religion, and others); individual factors, such as age, level of awareness of the culture of the countries and peoples being studied, interests and needs in mastering a foreign language.

The fact that both language and culture are forms of consciousness that reflect a person's worldview can be considered a methodological basis for the study of linguistic phenomena in an extralinguistic aspect. In addition, language and culture are related by two of their ontological properties: the ability to develop and its necessity, as well as a symbolic character. O. Selivanova singles out more common features of language and culture [1, c. 214]:

- their fixation of the peculiarities of the worldview of the group to which they belong;
- they have individual and collective forms of existence;
- normativity of their sign systems;
- mutual connectivity and determinism;
- evolution.

According to logic, linguistic and cultural competence, which develops on the basis of a linguistic and cultural approach, includes knowledge of historical and cultural, local lore material, as well as the ability to show tolerance, that is, respect and understanding for the socio-cultural characteristics of representatives of other cultures; understanding of social responsibility, namely responsibility for one's behavior as a citizen of the Ukrainian state [2, 4].

In the context of intercultural communication, it is important that future specialists of the economic profile not only understand another culture, but also realize themselves as part of Ukrainian culture and that they act as true representatives of their native culture. Each nation has its own system of feelings and social stereotypes, which is the basis of its worldview and perception of the world.

Linguistic and cultural characteristics of the individual, in turn, are related to the socio-cultural level of intelligence, in which two structural components are distinguished: the archetypal component, that is, intellectual structures that represent
the a priori categories of knowledge of a person as an ancestral being, as a bearer of the historical experience of mankind; and the ethnic component, represented by cognitive structures that are determined by the peculiarities of the individual's national cultural space, which leaves an imprint on the ways of categorizing reality by representatives of different cultures [5, p. 155].

The task of ethnolinguistics is to study the reflection of ethnic consciousness, mentality, national character, material and spiritual culture of the people in language and speech activity (Table 1). Ethnolinguistics is primarily a linguistic branch, on the other hand, it uses all the cultural information of a certain people, also recorded in other sign systems, to analyze the ethnocultural semantics of language and speech.

### Table 1.

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Today, both directions are in the stage of formation and are inextricably linked, even often solve common problems and questions, have some common basic provisions and sometimes use the same research methods.

Thus, each culture has its own unique system of thinking, behavior and emotions, and also takes into account the great importance of traditions, rituals and geographical location. It is important to consider that the process of borrowing elements of one culture from another is not always mechanical or automatic, but is often accompanied by a rethinking and a new interpretation of these elements. Scientists (I. Bakhov, S. Bohdan, O. Horoshkina, N. Holub, S. Karaman, O. Lyubashenko, M. Mikhalkchenko, M. Pentylyuk) claim that the main cause of misunderstandings in intercultural communication is not only the difference of languages, but and inadequacy of the world perception of communication participants. Each culture has two levels: external, which is obvious, and hidden, which is determined by cultural meaning and affects people's way of thinking and behavior [1, 3].

That is why the speech component and other expressed aspects may be quite obvious, their cultural and sociocultural significance may remain invisible to those who do not understand essential, externally invisible aspects of culture, such as values, orientations, thinking and norms. This can lead to misunderstandings or misinterpretation of speech behavior. Values are objective and determined by people in their activities, reflecting their attitude to events, phenomena and society. They influence the choice of language means, speech style, communicative actions and the way of thinking that affects behavior. Norms based on the moral code make cultural values generally accepted standards of behavior in a certain society and serve as standards of expected behavior. In fact, culture itself cannot be seen; its manifestations become noticeable only through behavior, actions, judgments, reactions and speech style [1, 3].

The implicit level of foreign language culture creates complexity in the process of learning a foreign language and culture. It is easy to see that people try to judge others by the standards of behavior they know from their own culture. Therefore, it is important to pay attention to this aspect of communication, explore it and try to understand another culture from the point of view of its representatives.

Therefore, the linguistic and cultural competence of future specialists in the economic profile, as a key aspect in the modern educational space, implies [3, 5]:

- knowledge of historical and cultural material, including historical and cultural heritage and ethno-cultural context;
- understanding of lexical units with national and cultural semantics;
- ability to use written language;
- the ability to navigate in a multicultural world, showing tolerance and respect for representatives of other cultures;
understanding the peculiarities of the behavior of people from other cultures and the ability to adequately evaluate their actions, putting oneself in their place;
knowledge of the linguistic features of other socio-cultural environments and the ability to build relationships with people from different cultural spheres, demonstrating diplomacy to promote dialogue between cultures.

Textbooks and manuals on the Ukrainian language for future specialists in the economic profile do not sufficiently reflect the socio-cultural aspect. Their content does not meet modern needs in the field of economics, as it is not sufficiently adapted for this audience of students. Textbooks are mostly limited to well-known facts aimed at the general public. A survey of economic profile students confirmed that they feel the need for more socio-cultural information, especially regarding interesting geographic objects (economically beneficial), historical figures and events, as well as contemporary priorities [2, 3].

In our opinion, in the conditions of the formation of a new approach to teaching the Ukrainian language for specialists in the economic profile, it is worth paying more attention to linguistic and sociocultural aspects in textbooks and scientific-methodological complexes. This means an in-depth study of country studies and socio-cultural contexts to expand students' knowledge of the country, its cultural and social features. This approach will contribute to better learning of the Ukrainian language and the development of professional speech competence of future specialists in the economic profile. These aspects can be embodied in textbooks and manuals at the level of vocabulary, subject and texts [1, 4].

Requirements for the content of educational texts that take into account the sociocultural aspect were formulated by such authors as E. Vereshchagin, V. Kostomarov, I. Drozdova, S. Karaman, G. Onkovich, N. Ostapenko and others. These requirements include criteria such as country studies credibility, relevance, content typicality, historical relevance, professional significance, communicative potential, etc. This list can be expanded by adding such criteria as informativeness, reliability of facts, their importance for understanding the modern development of the country, focus on forming a positive image of Ukraine, accessibility, emotionality, etc. [2, 4].

An effective means of forming the socio-cultural competence of future specialists in the economic profile is the wide use of technical teaching aids in the educational process, such as excerpts of television programs, audio recordings of songs and fragments of artistic works performed by native speakers, video materials with socio-cultural information about the country and native speakers, computer programs; visual materials, such as reproductions of artists' paintings, visual materials of a pragmatic nature, for example, postcards, posters, etc.
All these tools can be effective if they are systematically and purposefully used in the educational process, as well as rationally combined during students' educational and extracurricular activities.

**Conclusion.** Taking into account the above, we understand the concept of "linguistic and cultural competence" as an important ability that includes knowledge of historical, cultural and country studies aspects, understanding of the ethnocultural context of the country, the manifestation of tolerance, respect and understanding of the socio-cultural features of representatives of other cultures, as well as the conscious identification of social responsibility for one's behavior as a citizen of Ukraine. It is the unexpressed level of linguistic and cultural competence that is the source of difficulties in the process of learning speech culture. It is obvious that people tend to judge others by the standards of behavior known to them from their own culture. It is important to pay attention to this aspect of interaction, its research and opportunities to understand another culture from the point of view of its representatives.

As for further perspectives in solving this problem, we see them in the study of interactive pedagogical methods that will contribute to the formation of linguistic and cultural competence as a key aspect of the training of future specialists in the economic profile in the process of their professional training.

**References:**

**Література:**
