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LINGUISTIC AND CULTURAL COMPETENCE OF FUTURE SPECIALISTS IN ECONOMIC SPECIALTIES IN THE CONTEXT OF AN ACTIVITY-BASED APPROACH

Abstract. The article identifies and describes the main methodological approaches used in the professional education of a higher education institution (HEI) in order to form the linguistic and cultural competence of future specialists in economics: competence-based, activity-based, systemic, cultural, interdisciplinary.

Today, the qualification characteristics of modern specialists in economics are rapidly changing. In this regard, high qualification characteristics of graduates of educational institutions, their initiative, creativity and creative thinking in solving non-standard tasks, the ability to self-education; the ability to establish business contacts with foreign partners; qualified professional activity in a foreign language environment are becoming increasingly important.

The peculiarities of linguistic and cultural competence of future economic specialists can be considered within the scientific system of assumptions and knowledge, so it makes sense to distinguish a set of theoretical and methodological approaches that reflect the current level of scientific research in this area. This is evidenced by current research on the methodological approaches chosen by the authors (systemic, activity-based, competence-based, cultural and interdisciplinary). Since in the current situation of educational processes in higher education institutions, no methodological approach can be applied in isolation from other approaches, it is advisable to focus on the interconnection of methodological approaches.

The complex combination and use of the analysed provisions creates prerequisites for a deep understanding of the essence of linguistic and
cultural competence of future specialists in economics. Taking into account such methods and approaches will make it possible to form the professional competence of a future specialist in economics, develop the necessary skills, abilities and knowledge, professional and individual qualities in order to form a competitive highly qualified professional in the labour market.

**Keywords:** linguistic and cultural competence, methodological approaches, systemic approach, activity-based approach, competence-based approach, cultural approach, interdisciplinary approach.

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**МОВНО-КУЛЬТУРНА КОМПЕТЕНТНІСТЬ МАЙБУТНИХ ФАХІВЦІВ ЕКОНОМІЧНИХ СПЕЦІАЛЬНОСТЕЙ У КОНТЕКСТІ ДІЯЛЬНІСНОГО ПІДХОДУ**

Анотація. У статті визначено та охарактеризовано основні методичні підходи, які використовуються у професійній освіті вищого навчального закладу (ВНЗ) з метою формування лінгвокультурологічної компетентності майбутніх фахівців економічного профілю: компетентнісний, діяльнісний, системний, культурологічний, міждисциплінарний.
авторами методичних підходів (системного, діяльнісного, компете-
tентнісного, культурологічного та міждисциплінарного). Оскільки в
сучасній ситуації освітніх процесів у ВНЗ жоден методичний підхід не
може бути застосований ізольовано від інших підходів, доцільно
акцентувати увагу на взаємозв’язку методичних підходів.

Комплексне поєднання та використання проаналізованих
положень створює передумови для глибокого розуміння сутності
лінгвокультурологічної компетенції майбутніх фахівців-економістів.
Врахування таких методів і підходів дасть змогу сформувати
професійну компетентність майбутнього фахівця-економіста, розвинути
необхідні вміння, навички та знання, професійні та індивідуальні якості
з метою формування конкурентоспроможного на ринку праці
висококваліфікованого фахівця.

Ключові слова: лінгвокультурологічна компетентність, методичні
підходи, системний підхід, діяльнісний підхід, компетентнісний підхід,
культурологічний підхід, міждисциплінарний підхід.

Problem statement. During Ukraine's economic transformation
towards full-fledged market relations, the country requires competent
economists who can operate effectively in both the domestic and
international arenas.

It is essential to have highly qualified specialists, particularly in non-
commercial fields given the country's integration into the global community,
especially in economics. The changing requirements for modern economists,
particularly in the field of economics, necessitate the development of new
teaching methodologies in higher education for objective reasons.

The practice of binding students to one institution throughout their
studies has been adopted by most higher education institutions. Today's
requirements necessitate student mobility, allowing students to spend part of
their academic year or semester at another university. The management of
student knowledge typically occurs during one semester, however, students
require continuous cognitive monitoring and control over their level of
knowledge acquisition.

In other words, the process of learning can be simplified to the
memorization of knowledge within a specified timeframe, which ultimately
defeats the purpose of student learning. Consequently, the students' low level
of independent learning is a contributing factor to the poor quality of their
education. Additionally, there is no integration of synchronous and
asynchronous learning methods. On the other hand, traditional classroom
education consists of lectures, seminars, workshops, and other forms of
instruction. Meanwhile, over two-thirds of class time is allocated to independent asynchronous learning. Self-study methods employed by students are evaluated only indirectly. Meanwhile, over two-thirds of class time is allocated to independent asynchronous learning. How students study during this period is not directly assessed, and there is evidence of ineffective use of the allocated class time. Opportunities to enhance learning quality can be found through the creation and utilization of contemporary educational technologies that integrate synchronous and asynchronous learning.

Furthermore, the qualification traits of present-day economists are undergoing transformation. In these circumstances, the following qualities have become increasingly important: a high level of university education, the ability to take initiative in problem-solving, a strong sense of creativity and innovative thinking, the capacity for self-education, proficiency in establishing business relationships with international partners, and the ability to perform expertly in a foreign language setting.

**Analysis of key research and publications.** The analysis of sociological, pedagogical, cultural, and economic literature indicates that scholars have always been interested in the formation of professional competence. However, the topic has gained particular relevance in our country during a period of significant changes. The formation of professional competence and its various aspects have been investigated by numerous scientists, who have taken different philosophical and methodological approaches to the subject. Experts in the field include V. Andrushchenko, Y. Afanasyev, V. Bondarenko, G. Vasyanovych, D. Jola, O. Dubaseniuk, I. Zyazyun, V. Kremen, M. Mikhalchenko, P. Saukh, and many more. The study of various types of professional competence has been explored by scholars such as M. Bogatyryova, I. Vorobyova, V. Safonova, V. Topalova (socio-cultural competence), O. Vyshnevska (business culture), R. Hryshkova, N. Ihnatenko, and V. Kalinin (formation of foreign language socio-cultural competence), and V. Liventsova (culture of professional competence). Liventsova, Savenkova, and Cherevko conducted a study on the culture of professional communication and communicative competence of future managers during their professional training. Similarly, Volkova and Zamkova explored the foreign language communicative competence of future specialists in economic fields and the formation of professional qualities of future managers in foreign economic activities through the process of learning foreign languages. Yatsyshyn investigated the motivation to learn a foreign language among students in the training of specialists at the University of Economics.
The utilization of IT technologies to train future economists is a topic which has been explored by several scholars, including V. Bykov, R. Hurevych, M. Kademia, O. Kobernyk, M. Koziar, V. Khomenko, M. Lazarev, V. Sydorenko, S. Tkachuk, L. Shevchenko, and others.

Nevertheless, an analysis of the scientific literature reveals that the matter of forming competencies in future economists remains inadequately discussed.

The purpose of this article is to analyze and describe the peculiarities of the processes of forming the professional competence of future economists and its components using IT technologies.

Summary of the main material. Professionals who perform their activities at a high level and achieve specific results, while realizing their individual potential, are considered professionally competent. The level of professional competence is determined by the ratio of professional knowledge and skills in real-life activities and by professional attitudes and psychological qualities. Subject-specific terminology may contribute to the precision of the discourse. Competence can be understood as a set of psychological qualities. It refers to the mental state that enables a skilled professional to utilize their knowledge and abilities to properly execute their job responsibilities.

Therefore, professional competence can be measured based on the correlation between the objective standards of one's professional duties, outlined in regulatory documents, and the individual competence of the employee.

Training future professionals in a specific field demands the application of various methodological approaches in higher education institutions. Methodology is considered a comprehensive system of theoretical knowledge that serves as a guiding principle for scientific knowledge, as well as the methods and instruments for executing scientific research (Smith, 2012).

Since methodology is used to study various processes and phenomena, the theoretical issues of contemporary education are intimately linked to the advancement of methodology in the area of future professionals' competency.

The approach to education in higher institutions can be viewed as a lens through which societal values and beliefs are reflected, with the subject serving as a conduit for social consciousness. It entails a comprehensive and coordinated system for all aspects and participants of pedagogical interaction, namely teachers and students, on a global scale. [2, p. 97].

Based on relevant scientific research and studies, it is reasonable to examine the phenomenon of linguistic and cultural competence in future
economic specialists within the scientific assumptions and knowledge system. To reflect the current level of scientific approaches, a selected set of theoretical and methodological approaches should be utilized. This is supported by an exhaustive examination and assessment of the chosen methodological approaches: systemic, activity-based, competence-based, cultural, and interdisciplinary. In today's higher education learning environments, it is not feasible to adopt a singular methodological approach in isolation from other approaches; instead, it is recommended to emphasize the interconnectedness of methodological approaches.

Among the approaches used by teachers to enhance the development of linguistic and cultural competence in future economic specialists, we have selected the systematic approach. This method utilizes the key concept of "system", defined as a unified and coordinated set of elements working together to achieve common goals. "A specific group of interconnected elements with unique qualities make up the system's content, while the natural connections between these elements form the system's internal structure" [3, p. 584].

A has formulated the primary guidelines for the systematic formation of linguistic and cultural expertise. In the context of training future specialists in economics, Pidhorbunskih presents linguistic and cultural competence as a systemic integral quality. The process of forming this competence is a subsystem of professional training in higher education institutions that can be implemented by considering general didactic principles of professional pedagogy. The effectiveness of this process depends on the organization of systemic influences on the preparation of students for professional activities in economic specializations and the creation of special pedagogical conditions (Pidhorbunskih 7, p.57). However, it lacks the capacity to investigate the activity-based aspects of issues that arise when using the activity approach [7, p. 59].

The systemic approach, due to its broad applicability and generalizability, enables the examination of the linguistic and cultural competence development of economic specialists.

According to the activity-based approach, academic disciplines and educational practice must consider the future professional activities of graduates. Proponents of this approach argue that activity is central to the learning process, and the ultimate objective of education is to shape the behavior of future professionals. A. Leontief stated that human life consists of a "system of activities that replace each other" [5].

The formation of linguistic and cultural competence can be considered an educational activity with parameters characterized by the activity
approach's main provisions. The parameters include multiculturalism within society, the subject's status as an attitude towards the interaction of diverse cultures and subcultures, and the existence of subject-subject and subject-object relations within the process of intercultural communication at a pedagogical university. This activity assumes openness and universality as a system, with a research activity featuring an artificial and circular structure whose content is determined by free.

For a thorough and comprehensive examination of this issue, the competency-based approach should be consulted. This approach embodies an innovative educational process that aligns with the general concept of educational standards adopted by most developed countries, and it facilitates the transition to a professional competency-based system that can adapt to changing conditions when designing educational content and quality management systems for the educational process.

Researchers recommend understanding the competency-based approach as a process for learning, aimed at developing and forming general cultural, general professional, and key (universal) competencies within individuals. This process generates professional competence, which represents the integral nature of an individual, combining general cultural and professional competencies, key competencies, and work experience.

Thanks to the competence approach, the linguistic and cultural skills of students pursuing economic fields in higher education can be regarded as the primary outcome of professional pedagogical education. These skills are integral across all subjects, encompassing both general and specialized courses, and are essential for students to successfully navigate all levels of professional training. The use of the competence approach reveals the substantive features of linguistic and cultural competence for future economic specialists. These features comprise a system of personal and professional qualities, components, and functions [7, p.64].

The implementation of educational programs that consider interdisciplinary connections and the combination of traditional and modern teaching methods represents one of the most promising steps towards this goal. The interdisciplinary approach provides the foundation for implementing the principles of activity, interactivity, independence, integration, spontaneity, and creativity.

As a means of organizing scientific knowledge, interdisciplinarity connects scientific disciplines, methods, and techniques to provide solutions to complex scientific and technical problems. It is characterized by an integrative and interdisciplinary ethos rooted in the transfer of research methods between fields.
Each discipline is woven into the overarching fabric of interdisciplinary interaction, with a focus on specialized education.

In the realm of fostering the linguistic and cultural proficiency of future economic experts, the potential for interdisciplinary collaborations stem from variations in syllabus details and educational goals. Teaching specialized disciplines typically aims to acquire theoretical knowledge and practical skills within the subject matter. Conversely, IT technology-driven teaching targets the development of language and communication competence, as well as foreign language information processing and studying skills.

Modern learning technologies ought to possess flexibility, a capacity to respond rapidly to societal and labor market alterations, and an ability to enhance the training of upcoming professionals. Moreover, the arrangement of the educational process necessitates democratic practices that guarantee equal access to education for all. Additionally, these practices need to consider the interests and individuality of each student.

The implementation of an open educational environment in academic institutions offers possibilities for utilizing technology in education, facilitating efficient training, exchanging electronic information resources between educational participants and organizers, and enabling remote communication among educational organizers [3, p. 62].

First- and second-year students pursuing professional education in economics should select straightforward tasks when conducting laboratory workshops. Specifically, students in these courses engage in experimental practice studying computer technology, and their calculations and projects are carried out during specialized courses, including Computer Graphics, Computer Design, and Special Informatics.

Thus, participants in the educational process have the chance to independently obtain necessary knowledge, information resources, and ICTs. Working in an open educational environment is a way for students to express themselves creatively, as it is more comfortable for them to conduct research and implement experimental work in a digital environment than in traditional conditions. Universities are generating portals, such as virtual and e-universities, to provide students with opportunities for independent course study, professional competency development, and attain a second higher education. Smart university portals offer various models of online education.

Higher education institutions are revolutionizing their learning environments, offering students the chance to utilize advanced technological devices, collaborate with colleagues, and engage with webinars and telecommunication undertakings. In this setting, educators serve as
consultants, guiding students in their work and correcting errors in their activities. Students, or cadets, also benefit from access to digital libraries, information repositories, and telecommunication resources.

The introduction of innovations and technology in education is necessary as contemporary professionals must possess computer literacy and ICT skills for their work. They utilize computers, apply ICT in their tasks, speak foreign languages, create new knowledge, process and receive information, implement new advancements in production, and enhance their competitiveness in the job market.

An interdisciplinary approach to developing linguistic and cultural competence among aspiring economics specialists offers several benefits, such as fostering participants' internal drive to engage in meaningful learning activities and achieve personal and professional growth, acquiring discursive professional competence, and simulating genuine contexts of professional activity in the university setting [9; 10].

Conclusions and Prospects for Further Research. The analysis of the primary methodological approaches implemented in university-level professional education to cultivate the linguistic and cultural proficiency of future specialists in economic fields reveals that each technique contributes significantly to this undertaking. It is essential to acknowledge that the examination of such a multifaceted and intricate matter as linguistic and cultural competence cannot be restricted to a singular viewpoint. Only a comprehensive combination of scientific approaches' provisions can become a prerequisite for developing a deep comprehension and awareness of the nature of linguistic and cultural competence of future specialists in economic specialties. This will enable determining the fundamental position in specifying pedagogical conditions for forming linguistic and cultural competence of economics' future specialists.

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Література:


