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Formation of cross-cultural communication experience of future managers

Olena Oleksenko

Department of Foreign Languages and Translation,
S. Kuznets Kharkiv National University of Economics, Kharkiv, Ukraine

E-mail address: ooo2014@ukr.net

ABSTRACT

The research is based on a range of scientific approaches such as communication and activity-oriented, dialogue-centered, personality-directed, culture-oriented and technological. The stages of the pedagogic technology of forming cross-cultural communication experience are outlined. They are orientation and motivation, cognitive and informative, transforming and analytical, reflexion and estimation. In accordance to each stage, some of the didactic means of preparation of future managers of foreign economic activity for cross-cultural communication are elaborated and characterized. During the outlined stages students develop their motivation for improving cross-cultural communication abilities, obtain skills for reflexivity of their own and others' communicative activity, get knowledge in different aspects of cross-cultural communication, acquire communicative skills, in particular those concerning managing cross-cultural conflicts.

Keywords: preparation; formation; experience; cross-cultural communication; future managers of foreign economic activity; didactic means

1. INTRODUCTION

The goal of the new social demand is stipulated by preparation of communicatively competent and competitive managers of foreign economic activity at the labour market. In conditions of intensification of cross-cultural collaboration managers are required to master

and introduce quickly and efficiently the innovative technologies as well as to use the native and foreign experience in managing organizations, to reach mutual understanding with business partners from other countries.

While interacting with representatives of other cultures, partners do not understand the reasons of each other's behaviour and frequently make false attributions. To prepare future managers for effective interaction we propose to use trainings in cross-cultural communication, the gradual implementation of which promotes professional experience formation.

By estimating quality of professional education, such parameters as knowledge, skills and communicative habits are taken into account. The aim of preparation is to stimulate interest to other cultures, rouse empathy and ability to perceive the surrounding world from another person's view.

Pilot research was carried out to reveal the peculiarities of manager training. The base of the research was S. Kuznets Kharkiv National University of Economics, Department of Foreign Economic Relations. 64 participants took part in the research among the second- and third-year students majoring in management of foreign economic activity. The research consisted of two sections: the first one comprised questionnaires and tests for bringing out basic knowledge of students as for the cross-cultural communication essence (its content, structure, functions) while in the frame of the second section students composed an essay on the topic "Significance of Cross-Cultural Communication in my Professional Training".

According to the results of the research, 88 % of respondents understand the cross-cultural communication essence, realize its significance in the future professional activity. 45 % of respondents admitted the lack of their preparation in the professional sphere. Among the components which they consider to be of paramount importance in the process of preparation for cross-cultural communication students named the following (Table 1):

Table 1. Components of Preparation for Cross-Cultural Communication (Research Results).

Components	Quantity of Students
Knowledge of: <ul style="list-style-type: none"> • language of business partners; • history of countries of business partners; • cultural peculiarities / culture dimensions: traditions (giving presents), customs distance between communicators, appearance, cuisine etc; • business etiquette: greetings, meetings, exchanging business cards, negotiations, business correspondence; • means of overcoming language barriers. 	82 %
Personal Qualities: <ul style="list-style-type: none"> • sense of humour; • self-assurance; • tolerance; • self-balance; 	53 %

<ul style="list-style-type: none"> • respect to business partners; • interest in others; • ability to resist conflicts in cross-cultural communication. 	
<p>Skills and Habits of:</p> <ul style="list-style-type: none"> • verbal and non-verbal cross-cultural communication; • usage of paralinguistic means during cross-cultural communication; • active listening, asking correct questions; • reacting adequately to a partner's behaviour and adjusting one's communicative actions to it. 	45 %

So the majority of students realize completely the core essence of knowledge in preparation for cross-cultural communication as a precondition for successful professional activity. Still a significant number of future managers do not pay proper attention to acquiring definite skills and habits as well as to formation of professionally important personal qualities. The received results give us the possibility to assume that underestimation by students of skills, habits and personal qualities in professional cross-cultural activity stems from the lack of preparation for cross-cultural communication.

2. LITERATURE REVIEW

Formation of cross-cultural communication experience is carried out in the frames of professional preparation of future managers of foreign economic activity. The analysis of the reference books has proved that the term “preparation” is considered both in statics and dynamics. The static explanation is peculiar for dictionaries. Thus, it is defined as fund of knowledge, skills, habits etc. acquired in the process of studying and practical activity [1]. “To prepare” is to make or get (something or someone) ready for something that will happen in the future [2], to do something beforehand for arrangement, organization of something, to teach, to give the necessary knowledge of something, with the help of preliminary information to dispose someone to perceive something [3]. “Prepared” is a characteristic feature of someone who is ready mostly due to experience or studies; or the one who has reached the necessary mastery and is able to perform the corresponding functions. The terms “prepare”, “make ready”, “get ready” mean to reach the specific goal [4].

The considered definitions give grounds to state that preparation is activity. The aim of the professional preparation is formation of educative and cognitive activity: its motivation, definition of goals, choice of the appropriate means to achieve the goals, specific actions, getting a result, its estimation etc. Still, the result of the professional preparation is mastering professional activity. So there is a contradiction between the aim of studies and the results of the professional preparation. To overcome this contradiction cross-cultural communication experience should be formed during the educative process.

The aim of the article is to outline the stages of formation of cross-cultural communication experience of future managers of foreign economic activity and specific didactic means to achieve the educational goal.

3. METHODOLOGY

In the base of the research there are theoretical and methodological theses concerning formation of cross-cultural communication of future economists, outlined in the monograph by T. Kolbina [5]. The combination of scientific approaches highlights a national, cultural, social, economic, scientific and technical, humanist and other tendencies in development of the modern society. One of the approaches applied for organization of future manager preparation for cross-cultural communication is *communication and activity-oriented* [6-8]. A student's activity in the socio-cultural context is influenced by interconnected external (objective and subjective) and internal (personal and human) factors which serve as means of communication of an individual and the surrounding world [9]. This activity is directed due to a definite goal.

The dialogue-centered approach stipulates the possibilities of future managers' preparation in forming their aptitude for dialogue in interactive behaviour, revealing their unique and responsible position. In the frame of the dialogue approach philosophers [10-12] emphasize subject-to-subject relations of partners in the process of communication. Striving for self-perfection serves the grounds for empathy and tolerance that lead to recognition of equality for all cultures. Participants of the pedagogic process have to perceive the dialogue as exposure of free communication that results in peaceful co-existence and interaction of individuals. Thus, the dialogue approach has to define the essence and sense of knowledge, the aim along with the content and forms of the educative activity.

The personality-directed approach [13-16] emphasizes an individual's consciousness, life experience, creative potential. It presupposes subjective activity and autonomy as for the personal activity. This is based on the idea of self-development and self-realization of a student as a creative personality along with horizontal relations between participants of the pedagogic process.

The essence of *the culture-oriented approach* [17,18] lies in understanding the educative process in the context of the culture appropriate environment. Communication is considered as culture of activity whereas future managers' culture of activity lies in professional communication. It is vital for future managers' preparation in realizing the objective processes happening in the world, understanding cross-cultural communication role as one of the most important forms of interaction of different cultures representatives both on the interpersonal and international levels.

The application of *the technological approach* in future managers' preparation assumes the usage of the pedagogic technology in the educative process. The indications of the technological approach are precise goals formulation, system construction, science application, conceptual base, reproductivity, diagnostic nature, efficiency, motivation orientation, informativeness, optimality [19,20] and a phased procedure of its achievement [21]. The technological approach provides conformity of the activity results to the set of the appropriate goals.

4. RESULTS AND DISCUSSION

The communication structure presented by the coherent aspects such as perceptive, communicating and interactive ones, along with the peculiarities of the process of cross-

cultural communication gives grounds for defining the main components of the content of training future managers of foreign economic activity for cross-cultural communication. They are value and motivation, concept and gnosiology, communication and behaviour. Within each component the basic criteria of evaluation of preparation of future managers of foreign economic activity for cross-cultural communication are elaborated. Their availability is proved with the help of the definite indices (Figure 1).

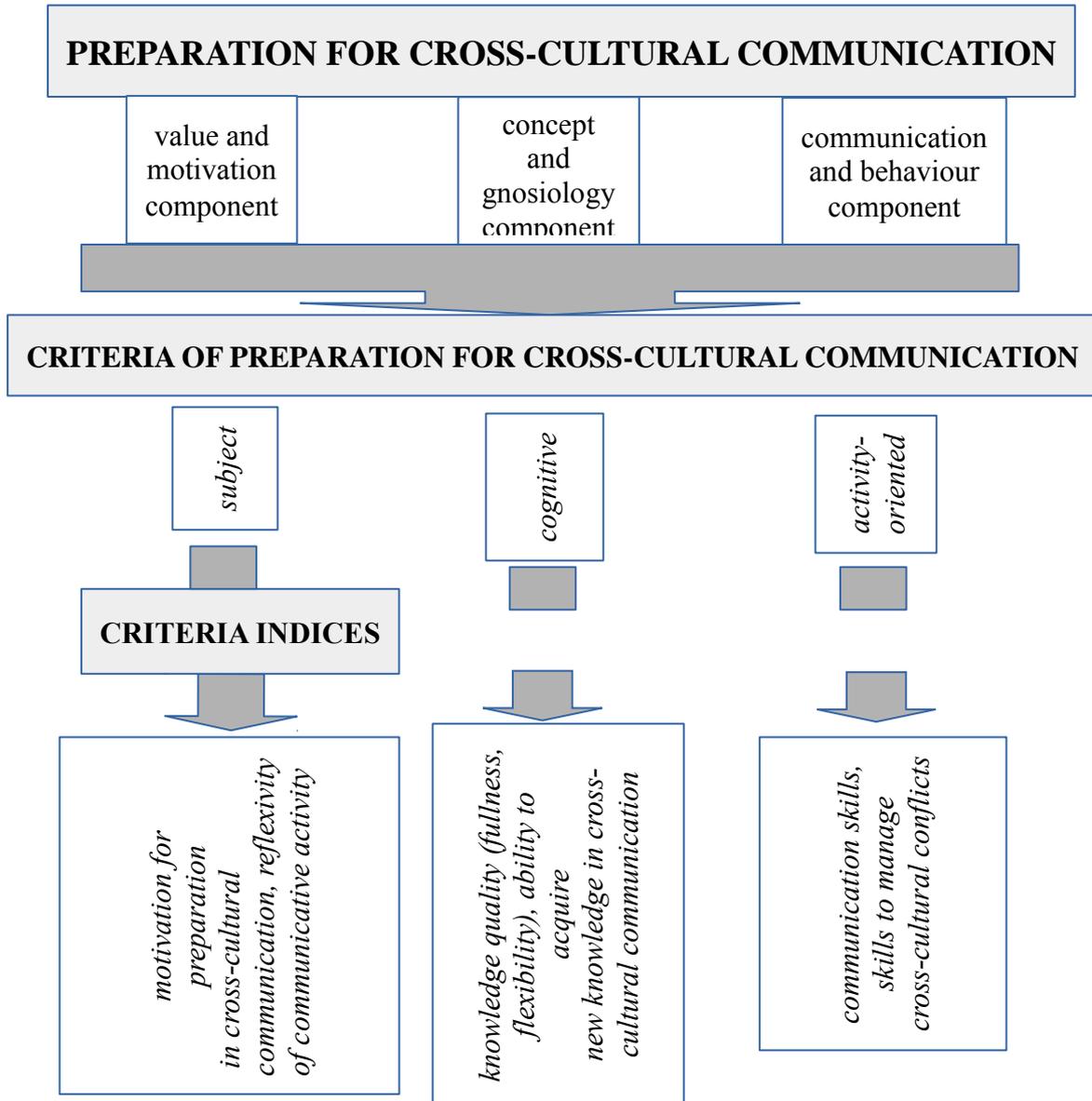


Figure 1. Criteria and Indices for Assessing Student Preparation for Cross-Cultural Communication.

The concept and gnosiology component is defined by the cognitive criterion according to which the efficiency and quality of mastered by students knowledge are assessed. The indices worked out within the cognitive criterion are knowledge quality (i.e. fullness and

flexibility) and ways of acquiring new knowledge in cross-cultural communication. On the base of the value and motivation component a subject criterion is elaborated to evaluate the necessary professional and personal qualities of future specialists. It is represented by the indices of motivation for cross-cultural communication preparation and reflexivity of communicative activity. Within the communication and behaviour component an activity-oriented criterion is developed with the index of communicative skills and the index of skills to manage cross-cultural conflicts. On the base of the assessment criteria and indices the levels of future managers' preparation for cross-cultural communication are differentiated into low, satisfactory, sufficient, high. The level characteristics are worked out and generalized in descriptions.

The characteristics of the outlined criteria, indices and levels, together with the elaborated questionnaires, express-methods and other approved pedagogic tools allow to assess student preparation for cross-cultural communication at the primary stage, and to reveal the insufficiently developed or absent components and to complete them through extra training at the next stages of the educative activity. The indicated parameters correspond to the requirements of the professional preparation of specialists in higher educational establishments and provide the efficiency of the entire pedagogic process.

Thus, preparation of future managers of foreign economic activity for cross-cultural communication is gradual formation of experience that presupposes their mastering system knowledge as for the peculiarities of the cross-cultural communication process, acquiring skills and habits of cross-cultural communication, as well as development of their professionally significant qualities with the aim of successful cross-cultural communication in the professional spheres [22].

Readiness for cross-cultural communication is a result of professional preparation for cross-cultural communication that is characterized by complete and operative knowledge as for the peculiarities of the process of cross-cultural communication, flexible skills of its usage, high level of reflexion and motivation for cross-cultural communication as well as developed professionally significant qualities necessary for successful cross-cultural communication [23].

Successful formation of cross-cultural communication experience is possible under conditions of gradual mastering of educative material. At the stages of the pedagogic technology of carrying out trainings it is expedient to use the definite methods of teaching: visual, verbal, explanatory and illustrative, practical, problem and research-oriented.

On the base of the invariable stages of the pedagogic technology we propose to use trainings in cross-cultural communication on the basic topics such as “Stereotypes and Generalizations”, “Cultural Dimensions”, “Non-Verbal Communication Across Cultures”, “Culture Shock”, “Cross-Cultural Conflicts in Business”, “Strategies for Managing Professional Cross-Cultural Communication” etc.

These trainings have been implemented and approved with the 3-rd and 4-th year students majoring in management of foreign economic activity. Each topic of the training consist of the invariable stages of the pedagogic technology.

On the first day of trainings students write letters to themselves. To do this each participant gets an envelope with the title and date of training and a sheet of paper. Participants mark their envelopes. It is advisable to indicate at least a name and a surname in order to streamline handing in envelopes at the second stage of the activity and intensify responsibility of participants for their words.

Participants write down their expectations from the training on a separate sheet of paper in a free form: skills they would like to master, theoretical data to get, questions to ask the trainer, things to share with groupmates. Besides, it is necessary to formulate specifically personal and professional goals of participating in the training, e.g. enlarge the sphere of professional contacts, develop vocational competence.

Nobody except the participants themselves has an access to their letters. Thus the content of the letter is familiar only to its author and does not suggest discussions in a group (if the person himself / herself wouldn't raise this question).

When the letters are written, they are put into envelopes and safely sealed with scotch. The trainer would keep them till the second part of the activity, by the end of the training course. The participants get their letters and read again. They are suggested to answer the following questions:

- Have all your expectations come true?
- Did you manage to behave as you planned?
- Did you get the answers to all your questions?
- Did you manage to share with the group the knowledge you started the training with?

Some of the participants wished to write one more note "What I will do in a new way". Unlike the letter in a sealed envelope, one could read it again any time and it may be of a great help in the professional cross-cultural communication.

At the end of each training participants get a set of four cards (green, blue, yellow and red) to write on. Each card corresponds to the following issues:

- the green one: "Your feelings from work";
- the blue one: "Your most valuable acquisition of today";
- the yellow one: "Your expectations concerning the next training";
- the red one: "Changes you would like to implement in the process of the next training".

Participants deal with the issues anonymously on the cards and hand them in to get feedback from the trainer next time.

The aim of the educational activity at *the orientating and motivating stage* is to direct students at learning different aspects of cross-cultural communication, reveal their real knowledge and expectations, form positive motivation for the process of studying. It creates the optimal conditions for gaining experience in cross-cultural communication in the future professional activity. Visual aids do not only favour such psychological processes as perceiving information, memorizing, thinking, but also serve as grounds for activating student mental activity, deepening penetration into the essence of objects of studying. The usage of verbal means helps to include all activators to the process of perception (audial, visual, kinaesthetic). Thus at the orientating and motivating stage the most successful is explanatory and illustrative methods of teaching (achieving the goal through producing the ready information, explanation and illustration by word, picture, action).

So at the orientating and motivating stage we suggest to use such didactic means as:

- questionnaires, tests;
- discussion of epigraphs to the topic;
- watching a video clip to the topic;
- making mind-maps, association diagrams, clusters, collages on the base of key terms etc.

For example the epigraph to the topic “Stereotypes and Generalizations” is a fragment from R. Kipling's poem “We and They”:

*All good people agree, / And all good people say,
All nice people, like us, are We / And everyone else is They.
But if you cross over the sea, / Instead of over the way,
You may end by (think of it!) / Looking on We / As only a sort of They.*

While analysing the epigraph students come to conclusion that culture deals with the way people live and behave in the social and organizational context, cultures distinguish members of one group from another, results in a complex integration of values, attitudes and behaviours. Thus learners differentiate cultures into personal, national and organizational and outline their specific features.

Comparing culture to an iceberg [24] students analyse its visible aspects (the top of the iceberg) and invisible ones (the underwater part). On the base of the acquired knowledge they compose mind-maps as for the notions cross-cultural communication encompasses (Figure 2). Working in groups according to the aspects of the conceptual maps learners outline stereotypes as for the definite nationalities. The task of the partner group is to guess the nationality.

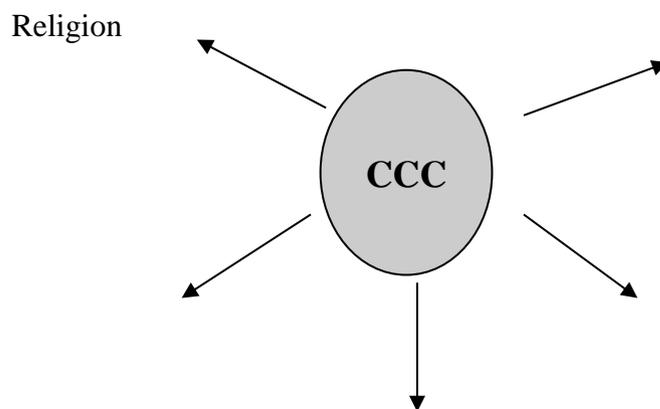


Figure 2. Mind-Map of Cross-Cultural Communication.

The flower of a camomile with multicoloured petals serves as the base for drawing associations concerning colours meanings in different cultures.

The means of collaging gives the possibility to concentrate at a definite concept and visually demonstrate correlation to it with different situations. Thus in the centre of a poster a drawing is placed that reflects the stages of cultural shock (Figure 3) [25]. After reading and auditing of the material where the essence of culture shock is revealed students individually find the material which corresponds to its content, and place it around the centered drawing.

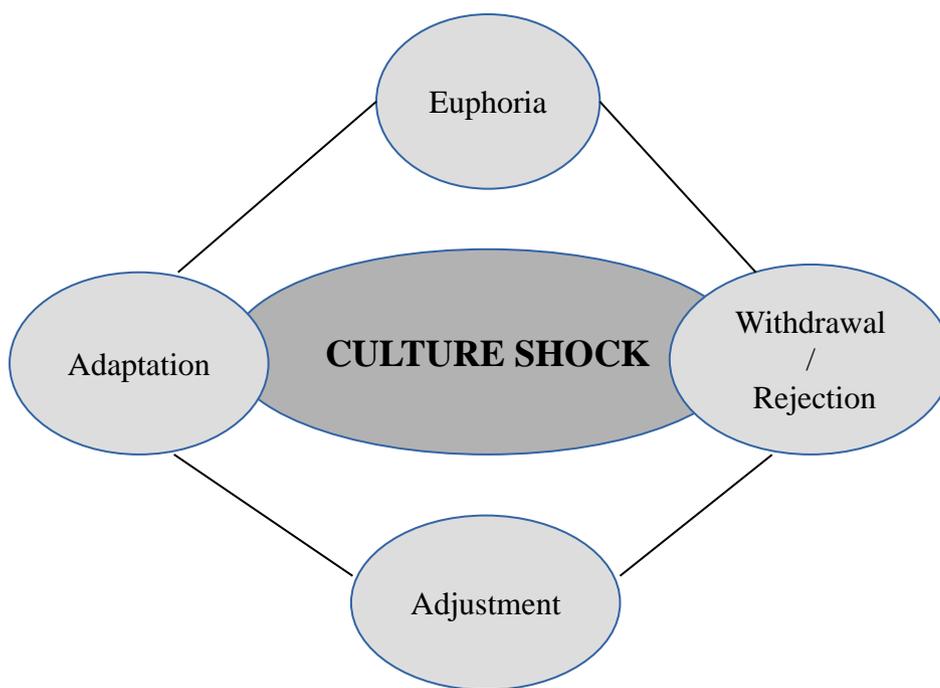


Figure 3. Stages of Culture Shock

The indicated didactic means help participants of the pedagogic process to adapt to the studying activity. Questioning of future specialists is carried out with the help to reveal their general and specific goals, expectations from practical classes, the level of realization of the problem significance, the degree of acquaintance with the principles of cross-cultural literacy, international norms and rules of regulating economic activity etc. Students' testing is carried out with the goal to reveal the level of both practical knowledge, skills and habits of future managers and gaps in definite aspects of topics being studied. The obtained result of questionnaires and tests is a valuable orientation for a teacher and learner as the didactic means are selected and adapted on their base. Working out the key terms, discussion of an epigraph and video clip make it possible for students to understand their personal level of preparation for studying the topic, its significance, necessity to improve the real knowledge as well as to raise interest and motivation for studying. Making conceptual maps, association diagrams, clusters furthers deepened penetration of students into the essence of main terms, formation of system thinking.

The goal of *the cognitive and information stage* is to give new information as for the objects of studying for its further usage in the process of solving communicative tasks as well as to form the necessary professional qualities of future managers. During the cognitive and information stage we use explanatory and illustrative along with the reproductive methods of studying (tasks for reproducing ways of actions after the pattern in changeable situations). The application of explanatory and illustrative together with reproductive methods are the conditions of successful creative activity of students. At this stage we use:

- professional texts reading of different types: detailed (for picking out the exact

information), review (for general understanding of the content), selective (for obtaining specific information), orientating (for pointing out the main bridge sentences);

- comparison of proverbs of different cultures with the corresponding explanations and illustrations;
- recognition of types of national cultures with the help of given descriptions;
- classification of national cultures under the common characteristics;
- analysis of internal and external displays of culture on the grounds of metaphoric parallel between culture and an iceberg etc.

For instance comparison of proverbs of different cultures with the corresponding explanations and illustrations helps to realize different aspects of material and spiritual culture in a more profound way. The conclusion is drawn about the links between the content of a proverb and national character. Thus, in America “The first bird catches the worm” while in China “The first bird in the flock is the first to be shot”. Remark “Watch your step” could be understood literally as well as metaphorically implying moral life direction.

The topic “Cultural Dimensions” emphasizes values, attitudes, models of behaviour which define cultures. Different parameters of culture (monochronic vs polychronic, high context vs low context, individualism vs collectivism, hierarchy vs equality, the level of uncertainty avoidance, masculinity vs femininity, past vs present / future oriented) are analyzed in terms of the way they affect communicators' values, beliefs, attitudes, behaviours etc (Figure 4). This figure was based upon [26,27]. Thus students come to conclude that managers need to develop deep understanding of cultural dimensions to communicate effectively in professional cross-cultural settings.

While studying the topic “Non-Verbal Communication” students compare behaviours across cultures. Thus in Western cultures, eye contact is considered to be a sign of attentiveness and honesty. North Americans may assume that a person who will not meet their gaze is evasive and dishonest. In many parts of Latin America, keeping eyes lowered is a sign of respect. Puerto Rican children are taught not to meet adults' eyes, the Japanese are taught to look at the neck. In Korea prolonged eye contact is considered rude and the lower-ranking person is expected to look down first. In Muslim countries, women and men are not supposed to make eye contacts at all.

In the topic “Cross-Cultural Communication in Business” future managers get acquainted with the Thomas-Kilmann model and analyze behaviour styles in conflict situations (Figure 5) [28].

Doing tasks in groups along with the team work in discussing different ways of solving tasks rouse positive feelings of empathy and approval, develop humanistic directive at communication, readiness for cross-cultural communication. Mastering theoretical and practical issues at the cognitive and informative stage stimulates successful realization of the acquired knowledge in practice during *the transforming and analytical stage*. The goal is to generalize and systematize the obtained knowledge on the topic as well as to work out the personal strategy of its creative application. At the transforming and analytical stage the method of problem-solving learning prevails. It can be combined with a heuristic one that presupposes getting gradual creative experience, mastering separate stages of solving creative tasks on the part of a learner and partial explanation of new material along with problematic questions and cognitive tasks or experiments on the part of a teacher.

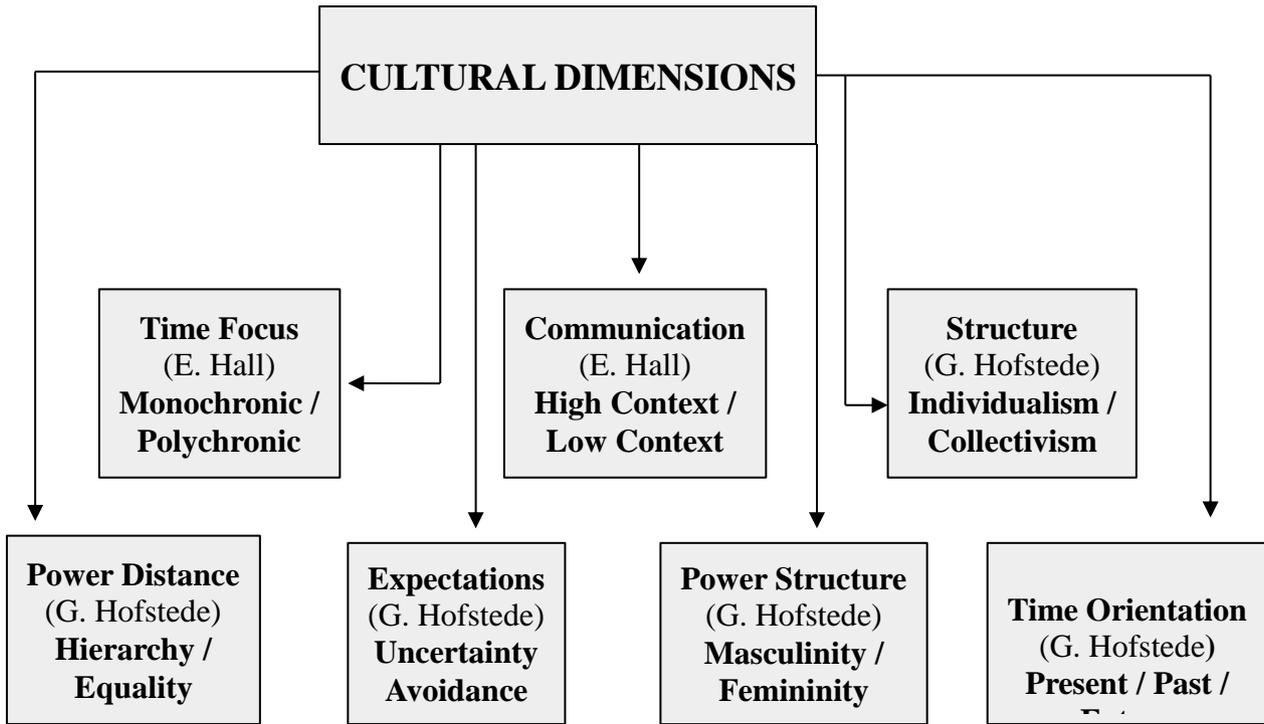


Figure 4. Cultural Dimensions

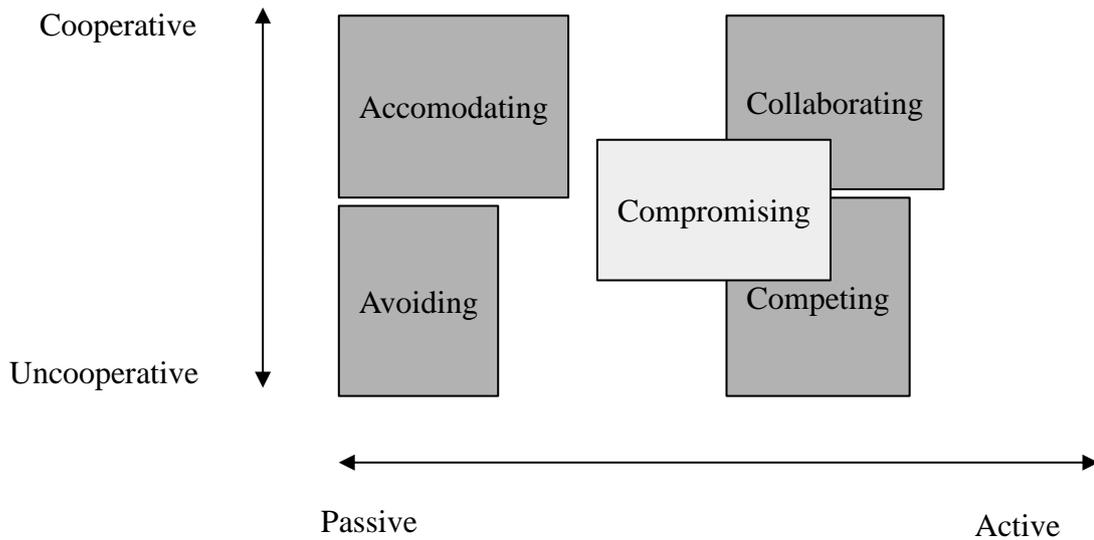


Figure 5. Thomas-Kilmann Model of Behaviour Styles.

Students analyze and work out educative material on their own using the acquired knowledge in cross-cultural communication by doing the following tasks:

- giving examples of proverbs and sayings related to definite national cultures;
- giving definitions to the core notions (such as “culture”, “stereotypes”, “generalizations”) using the method of brainstorming ideas;
- searching and sorting out the information for presentations;
- conducting debates, debriefings, heuristic negotiations aiming at reaching consensus and solving professional problems;
- discussing essential professional issues with a means of “mistake made on purpose”;
- preparation of presentations, public performances with the aim to ground the personal view on the outlined problem;
- writing business letters, resumes, annotations etc.

For example after searching for information concerning the sub-topic “Types Of Greetings Through Cultures” students are suggested to play “Merry-Go-Round”. They form two circles: internal and external, with the same number of participants. During the activity each person from the internal circle interacts with each person from the external circle greeting each partner demonstrating any non-verbal greeting ranging from contactless greetings (waving, nodding, making a reverence) to contact ones (hugging, clapping hands). Using greetings specific for different social and ethnic groups such as a pioneer salute or Japanese bow are appreciated. The recipients respond to their partners the same way they are greeted.

After studying behaviour styles in conflict situations during the cognitive and information stage the reasons of cross-cultural conflicts such as social, natural and cultural, psychological, linguistic ones are outlined. Psychological reasons are exposed in distrust to a business partner, stereotyping, prejudices, ethnocentrism etc. Analysis of psychological conflicts helps future professionals to realize the importance of managing their personal psychoemotional states and communicative behaviour, direct thoughts in the non-conflict course, understand goals of the professional interaction, find common features which unite business partners from different cultures. Social reasons are revealed in divergence of value orientations, needs, aims, communication etiquette, management styles, models and norms of behaviour that unify a business activity.

Discussion of the social reasons of cross-cultural conflicts in the educational process stimulates gradual formation of social responsibility of future managers, comprehension of peculiarities of running business among representatives of other cultures. National and cultural reasons are manifested in neglecting or ignorance of national and cultural identification of business partners (specific features of world perception, namely manners, customs, traditions, values, beliefs, cultural realities), absence of mutual respect and tolerance, refusal to recognize interdependence of cultures. Preliminary studying of national symbols, customs and traditions of business partners is the base for effective cross-cultural interaction. Understanding cultural globalization in the process of which managers often are obliged to review traditional principles and values of their culture, fostering tolerance to partners furthers eliminating the reasons of cross-cultural conflicts.

Incorrect interpretation or misunderstanding the means of verbal and non-verbal communication, code systems of communicators are among linguistic reasons of cross-cultural conflicts. Studying examples of linguistic reasons of cross-cultural conflicts promotes

understanding of importance of the right usage of verbal and non-verbal means of communication, systems of signs and symbols in relations with business partners [29].

Here are some examples of cross-cultural conflicts which students classify according to their reasons:

- The agreement between a Spanish and Mexican firm as for selling to the latter a huge amount of corks for champagne failed. The Spanish firm dyed them wine-colour, that is a colour of mourning for Mexicans.
- A golf-ball manufacturing company packaged golf balls in packs of four for convenient transportation to Japan. The deal failed as the pronunciation of the word “four” in Japanese sounds like the word “death”, thus the items packaged in fours are unpopular.
- Proctor & Gamble used a television commercial in Japan that was popular in Europe. The ad showed a woman bathing, her husband entering the bathroom and touching her. The Japanese considered this ad an invasion of privacy, and inappropriate behaviour.
- General Motors had a perplexing problem when they introduced the Chevy Nova in South America. Despite their best efforts, they weren't selling many cars. They finally realized that in Spanish, “nova” means “it won't go”. Sales improved dramatically after the car was renamed the “Caribe”.

At the transforming and analytical stage of preparation of future managers of foreign economic activity for cross-cultural communication the direct management of a student's activity by a teacher is switched into co-management on the base of subject-to-subject relations that allows future specialists to involve themselves more actively into the process of quality management of their own educative activity.

The final stage of the pedagogical technology is *the reflexive and estimating* one. It is directed at comparison of the obtained results with the goals projected at the first stage of the technology. Analysis and assessment of personal gains and gaps provoke further elaboration and improvement of the acquired skills and knowledge. Heuristic and research methods (problematic situation or difficulty that needs creative search, new knowledge and ways of action) are the main ones at the reflexive and estimating stage. The research method presupposes stimulating students for individual work as for collecting facts, their systematization and analysis. The didactic means at this stage contemplate self-management by students of their own educational activity which includes:

- analysis of means of communication (verbal, non-verbal, para-verbal, extralinguistic);
- role playing;
- projects preparation;
- sen-ken composing;
- self-estimation of the activity with the help of multicoloured cards “Rainbow of opinions”;
- drawing conclusions in the form of diagrams, graphs, tables;
- answering questions for reflection etc.

At this stage a role game “A Fair Shake” (adapted from an activity by Peter Isackson, International Communication for Business Management, France) is conducted. The aim of the game is to help participants experience how it feels to have one's identity redefined, to

experience how it feels to change a “conventional” gesture like shaking hands, to recognise cultural discomfort in general and comfort with physical contact specifically. At the first round participants circulate in the room shaking their right hands with the nearest partner presenting their first names and repeating what they hear. At the second round participants create new names consisting of an adjective starting with the first letter of their first name and a noun starting with the last letter of their first name (e.g. Vivid Diamond for Vlad). They move around the classroom again shaking their left hands and exchanging new names.

Before debriefing they write down as many names from the second round as they can remember. Thus they reach the conclusion that people are focused on their new names to such a great extent that they listen less effectively to others. There are different cultural ways to introduce oneself and they influence the way speakers perceive each other and communicate afterwards. Changing “natural” behaviour (e.g. using the right hand instead of the left hand) can feel awkward and take considerable effort to remember how to do it “right”. Others can have an advantage because their left hand is their dominant hand. Since non-verbal behaviour stems from our cultural common ground, people of various cultures use different systems for understanding gestures, postures, silence, emotional expressions, physical appearance, touch and other non-verbal cues.

A similar game “First Impressions” (*adapted by D. M. Stringer, Patricia A. Cassidy from an activity by P. Cassidy, Collaborative Connection, Seattle*) may be held at this stage in the process of learning the topic “Non-Verbal Communication Across Cultures”. Each participant gets a different card with a pattern of non-verbal behaviour. While interacting with partners as for their professional activity peculiarities, they have to stick to the proposed communication pattern. For example one of the participants has to promote the “smiley-face syndrome”, another has to “bubble over” exaggerating enthusiasm when learning about other people, another has to maintain approximately 16 inches of personal space, moving forward when their partners back up. This activity helps to introduce a group icebreaker, to help learners experience the power of non-verbal cues and explore culturally specific differences in non-verbal communication; to expand awareness of non-verbal models.

On the grounds of the outlined didactic means students formulate hypotheses, use analogies, analyze the completed work in detail, correct mistakes, discuss alternative variants of solving tasks. A positive result of successful going through the previous stages of the educational activity is proved by skills to construct models of adequate behaviour in situations of cross-cultural conflicts, prioritizing over a compromising strategy and collaboration, ability to stimulate feelings of humaneness, tolerance, empathy.

5. CONCLUSION

So, it is proved that the gradual formation of cross-cultural communication experience of future managers provides consistency, variability and individualization of the pedagogic process. During the specified stages of the pedagogic technology the role of a teacher changes according to the stated tasks. He / she acts as a coordinator, consultant, assistant, observer, equal partner. By transition from one stage to another depending on the level of material difficulty and students' needs, separate stages can be more or less extended. For each stage of the pedagogic technology (orientation and motivation, cognitive and informative, transforming and analytical, reflexion and estimation) the specific didactic means are

elaborated. The suggested didactic means favour the optimal combination of the cognitive, emotional, communicative and activity-oriented components, provide deep, deliberate mastering of knowledge, skills and habits, formation of professionally important personal qualities, development of the motivational sphere of students. All this makes a creative atmosphere for collaboration and healthy competitiveness in the whole pedagogic process of a higher educational establishment.

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