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Training future managers intercultural professional interaction competence in higher education establishment

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ABSTRACT

The mini-research deals with the nature, structure and functions of managers' intercultural professional interaction competence as a form of social interaction. Managers are the leading element in the social interaction "businesses - society", on the one hand, they bear the burden of social responsibility, on the other, they have to sacrifice their individual values to meet the requirements of their companies and company's owners and make professional decisions that conflict their personal ones. It may lead to "moral schizophrenia" [1, p. 25], because managers lack knowledge of social problems, skills of a decision-maker, and experience in this field. The analysis of the scientific research in this field has shown that the term "intercultural competence" is mostly conceptualized as an individual's capacity to interact with people who represent different cultures. But the term "intercultural professional interaction competence" has not been defined yet. The nature, structure and functions of the phenomenon have been identified on the multidisciplinary approach base as the following: it is a joint productive activity based on agent-agent relations; it is a form of social responsibility; the nature of intercultural professional interaction is communication that has the multilevel structure; each level of the structure has its aim, function, means of interaction that influence the communicating strategy of conversational partners and, therefore, the outcome of intercultural professional interaction. The article highlights pedagogical conditions of training managers intercultural professional interaction as one of managers' professional competence, such as: 1) creation of intercultural professional communicative learning environment; 2) facilitating communication; 3) students' self-managed and autonomous learning. The principles specific for training will-be managers the professional intercultural interaction are the principle of the rationality in the relationships and the harmonization of the relationships.

Keywords: intercultural professional interaction; competence; pedagogical conditions; intercultural professional communicative learning environment; facilitating communication; training future managers; social responsibility; students' self-managed and autonomous learning; pedagogical process; higher educational establishment

1. INTRODUCTION

As globalization intensifies, it is becoming necessary for managers as company leaders to establish strong professional intercultural relationships with a culturally diverse set of social actors such as business partners, suppliers, clients as well as employees. Nevertheless, Ukrainian higher professional educational establishments do not refer to intercultural interaction competence as a managers' professional one and, as a consequence, managers do not perform effectively with members of different cultures as they lack knowledge, skills, and experience in this field. Thus, there are some contradictions:

between the demand of the Ukrainian society in highly trained managers capable of working with members of multicultural society and the insufficient level of training managers for intercultural interaction competence;

between the current managers' training programs and the lack of appropriate training programs in intercultural interaction;

between the managers-will-be needs to acquire intercultural professional interaction competence and teachers' unreadiness for training students;

between the current students' professional competences training and the lack of scientifically based methodology of students' training for intercultural professional interaction.

2. LITERATURE REVIEW

The tool used by economists to investigate the role of culture in professional interactions is the gravity model [7], which comprises such a variable as cultural differences between countries in trade. Ukrainian experts on intercultural management often use the Hofstede Model of "cultural matrix" to explore culture both on the macro level (the level of different countries) and micro level (the level of organizations and individuals). Evidently, the results of these investigations are quite disputable, however, they are helpful to predict the future direction of the national economy development. Today, even very small firms have the capability to be global. The marketing slogan «Sell the culture» may direct the national economy of Ukraine to the production and sale of goods and services that convey intercultural differences and are of special interest to consumers in foreign countries. It apparently brings about professional interactions among culturally different people [5].

As Petrushenko states underestimation of intercultural interaction impact on domestic business can cause failure in international cooperation, slow economic and social progress in developing significant and meaningful changes in the whole country as well as its particular regions and companies. The scientist analyzed statistics on the dynamics of foreign trade of

Ukraine for the past decade and estimated that culturally similar environments have such countries as Romania, Bulgaria, Russia, Greece, Poland, Portugal, Spain. Thus, Ukrainian managers are biased in favour of business cooperation with these countries. Nevertheless, according to the research of the scholar, collaboration with the countries whose culture differs significantly from the Ukrainian one (Denmark, Ireland, Austria, Britain, Finland, Israel, Switzerland, the USA) will provide higher level of the national economy competitiveness and performance [16]. However, Ukrainian managers are reluctant to do business with countries which culture differs to an important degree because it requires from managers at all levels an understanding of cultural diversity and skills of leveraging it which managers lack.

Other issue under discussion of scholars is homogeneity of the cultural composition of workforce that is considered to be a pitfall and a hindrance to the enterprise development process as it puts to additional expenses to adapt the product or service to local markets [10].

Though managing multicultural workforces is even more difficult than working with people from different cultures; it can mask the true reasons for a company's ineffective performance and lead to disastrous results. Individuals are typically members of several subcultural groups which means they have multiple cultural identities (national, regional, sub-organisational, etc.) [6] and work in different contexts (institutional, organizational, occupational, etc.). The proportion of people of mixed cultural identities in the workplace is constantly growing and, consequently, it increases the demand for managers operating effectively with members of bicultural (groups having two nationalities) and multicultural (groups representing three or more nationalities) groups for the benefit of the company. Working with groups composed of diverse members without commonly agreed or shared cultural values, attitudes, beliefs, and behavioral assumptions and communicating with them in a lingua franca which is not their mother tongue can raise problems to managers as they draw on contextual knowledge of professional interaction traditionally practiced in Ukraine which is not quite often tenable. These are factors tending to produce negative results on intercultural professional interactions. The role of managers in mediating between and within cultures becomes vital for company's performance.

Undeniably, the business collaborative processes require to build multicultural teams to solve problems and respond rapidly to market changes and customers' needs to deliver tailored products and services globally. So, managers' tasks are to recognize cultural differences and treat people from all cultures with respect to develop attitudes they want their employees to take as a kind of stance for team and company success. The most effective way to perform these tasks is to create an organisational climate that supports cultural diversity of a team. However, according to the findings of the Ukrainian scientists O. Ivashyny and S. Ivashyny, the Ukrainian managers' score of such dimensions of the Hofstede Model of "cultural matrix" as "Individualism versus Collectivism" and "Masculinity versus Femininity" has been growing approximately by 21 and 32 points respectively over the last decade [17]. As a result, Ukrainian management is prone to revert to more autocratic forms of control and operate in and with teams in a highly individualistic manner. It means managers might actually be quite conflicted and, as a consequence, even block the teams' efforts at both problem solving and relationship building. A tool to make managers compromise their own position for the sake of team consensus is to appeal to their social responsibility as a special form of interaction. A pilot survey carried out in Kharkiv National University of Economics named after S. Kuznets (Ukraine) in 2013 included 308 students of the first, second, third and fourth years of study of the faculty of Marketing and Management. Data collected from the

students showed that they ranked the ability to have strong interpersonal skills and sense of social responsibility in the first positions of the lists (about 83% of students). The difficulties caused problems to the students in the process of intercultural professional interaction were associated mostly with their ability to manage interaction, for example, the process of initiating interaction was deeply problematic to 67% of students requiring great mental, emotional efforts even if they had a good command of a foreign language.

3. METHODOLOGY

The main task of the study was to investigate the nature, structure and functions of the phenomenon “intercultural professional interaction”. The study has been based on the multidisciplinary approach that includes analysis, synthesis, generalization, comparison of philosophical, psychological, cultural, linguistic perspectives of the phenomenon. The main approaches applied in the study are the ones used in terms of communication, activity, culture, resources as well as agent-oriented approach.

4. DISCUSSION AND RESULTS

From the philosophical standpoint, intercultural professional interaction is examined as a system that requires concept analysis, morphological analysis, functional analysis and historical analysis of the phenomenon in statics and dynamics.

Concept analysis provides a description of the concept as an integrated system of relative categories, that is, its structure, components, their links. The term "interaction" is a universal philosophical category of the fundamental conceptual apparatus of modern theoretical thinking. All human activity in the world is based on different interactions, thus, the fundamental meaning of interaction is a means of cognition, a tool of action, a way of organizing life; a special type of relationship between the people in which each individual acts upon other individual or individuals, causing him or them to change; the only condition for the harmonious development of nature and personality [1,14]. As the mentioned definitions state, there is not a single approach to the term “interaction”, however, it can be concluded that the category of "interaction" as a philosophical category embraces such concepts as influence, a special type of relationship, change, development.

Culture is notoriously difficult to define. According to the systematic approach, the human being is the agent and object of culture, who in the process of creative activity makes scopes of material and spiritual culture. Communication is the link that connects all the components of culture and sociocultural processes together. Thus, communication is the basis of human interaction, especially professional intercultural interaction. It means that intercultural professional interaction requires from future managers proficient level of communication skills.

Historical analysis examines genetic (the dynamics of the phenomenon and its development) and prognostic aspects of the analysis. According to historical analysis, intercultural professional interaction is socio-cultural activities of a human being as a social actor. As any human activity, intercultural professional interaction is a specific kind of individual’s active attitude to the world, the aim of which is to change and transform the

world through assimilation and development of existing forms of culture. The gradual process of internalization of the culture forms causes the gradual development of the individual and externalization of his or her actions based upon knowledge. This process represents the process of socialization or enculturation of the individual to culture and predicts his or her ability to be an accepted member of the society.

Therefore, training future managers for intercultural professional interaction should be based on Galperin's theory of internalization and externalization of cognitive activities, that is, the individual's socio-cultural knowledge assimilation (internalization) gradually takes over his or her behavior patterns (externalization) and makes sense of them [11].

According to morphological analysis, the structure of intercultural professional interaction comprises the following main components: an agent, an object, instrument(s) and an activity itself [9]. The agent of an activity may be an individual, a social group, a separate society or humanity as a whole. The object of an activity can be presented by thing(s) and final product(s) of an activity. Instrument(s) of intercultural professional interaction are means of verbal and nonverbal communication. In terms of quality, intercultural professional interaction is a creative (productive) activity that is a synthesis of transforming activity, cognitive activity, value-orientation activity, communicative activity. Aforementioned activities require from will-be managers creativity, communicative skills, cognitive skills, knowledge of cultural value systems.

Thus, the structure of intercultural professional interaction includes: 1) a minimum of two interlocutors who have self-comprehension and knowledge how to use the rules of semiotic systems (e.g. language); 2) an intercultural professional interaction context which the participants comprehend and interpret; 3) discursively-related messages represented by texts of culture which transmit the meaning of the context by linguistic means. Texts of culture can be: verbal ones (oral, written, media texts: paper, electronic, audio, video); nonverbal ones (artifacts, behaviors); discursive practices; 4) the motives and purposes motivating participants to communicate; 5) the direct transfer of discursively-related messages and participants' cognition of text material forms (oral, written, printed, etc.). Thus, the content of communication are procedures with text construction and text reconstruction accompanied by the processes of thinking, imagination, comprehension, interpretation of text content and text meaning.

Intercultural professional interaction participants as agents of culture produce cultural texts that contain information about their culture and reflect peculiarities of their national culture. Thus, the text is a cultural information system, rather difficult to comprehend and interpret if participants do not share the same culture. The text is a means of communication, which mediates the experience inheritance and through the text students can acquire intercultural interaction competence-the ability to initiate, manage, terminate intercultural professional interaction, the ability to compensate or balance their imperfect knowledge of a foreign language, the ability to choose the appropriate communication strategy and so on. Hence, the task for teachers is to train students for translation. Christiane Nord's model of the text analysis in translation is designed to help teachers and students to improve their ability to comprehend the text. The model consists of external factors (the sender of a text, the sender's intention, a text recipient, the recipient's presuppositions (or expectations), place, time, motive, text function) and internal factors (the subject matter or the main topic of a text, content, presuppositions, the structuring of a text, non-verbal elements, the choice of lexis, sentence structure, suprasegmental features) [2].

The success or failure of professional intercultural interaction as a joint activity depends on its participants' initiative determined by his or her values. Sagatovskiy emphasizes that values are the causes of different behavioral patterns, i.e. an individual acts differently in similar situations as his or her values are axiological dominants mediating human response to reality, influencing the way of thinking and, consequently, affecting the outcome of intercultural professional interaction [15]. The system-making center of any mutual activity are axiological dominants represented by the agents' common social or professional values. Hence, willingness and preparedness for professional intercultural interaction is determined by one's values affecting his/her world-view and cultivation of personal or professional attributes, the attribute of social responsibility as well.

Social psychologist Shalom Schwartz proves that participants of intercultural interaction at the individual level, including professional one, demonstrate common (universal) values that are inherent in every person, regardless of his or her national culture. These value constructs are the following: conservatism, self-enhancement, openness to change, self-transcendence [12].

In our view, despite the difference in terminology, Schwartz's value constructs reflect the values of the individual's spiritual sphere, whose core is individual's conscience interrelated with the main components of spirituality: mind, will, feelings that form such spiritual values as the Truth, Goodness, Beauty. According to Bell, for modern human society such values as the need for self-realization and knowledge are values of social priority [4]. In particular, the value construct "conservatism" demonstrates the ability of human being to co-exist in a multicultural society, to monitor, evaluate and reflect his own behavior. The value construct "self-transcendence" indicates human desire for personal professional success, certain social status and prestige in society and wiliness for management of natural resources and people according to social standards. The value construct "openness to change" is evidence of human activity, independence, the desire to reveal individual's own creative potential. The value construct "self-enhancement" reveals the uniqueness of each individual and the significance of individual's motives, values, desires, feelings in the construction of his own life and the choice of status and role.

Philippe Rosinski names the following categories with their dimensions that can cause frustration to managers working with international team or in the international context: sense of power and responsibility (control/ harmony/ humility), time management approaches (scarce/ plentiful; monochronic/ polychronic; past/ present/ future), definitions of identity and purpose (being/ doing; individualistic/ collectivistic), organizational arrangements (hierarchy/ equality; universalist/ particularist; stability/ change; competitive/ collaborative), notions of territory and boundaries (protective/ sharing), communication patterns (high-context/ low-context; direct/ indirect; affective/ neutral; formal/ informal), modes of thinking (deductive/ inductive; analytical/ systemic). Nevertheless, the most common mistake managers make is to fail to appreciate the uniqueness of their interlocutor and to build an authentic relationship with him/her [3].

Thus, future managers are to be oriented on universal values and uniqueness of their interlocutor to avoid communicative failures in the process of intercultural professional interaction.

From psychological perspective, the universal factors that accompany each level of intercultural professional interaction include: purposes; common rules about the standards of behavior in specific situations; social role accepted by participants in this interaction culture

model; a set of basic actions - basic verbal and nonverbal forms of participation in the interaction; sequence of behavioral acts (for example, the adopted procedure for changing roles of the speaker and the listener); cognitive categories such as concepts, knowledge that ensure understanding of the situation (for example, the social status of other participants, the concept of social structure, etc.); physical environment whose elements are the boundaries of communication situations (room, building etc.), quality physical environment that affect the senses (color, noise, smells, etc.), props (such as a computer, projector, desks, etc.), spatial conditions (the distance between people and objects); language and speech (vocabulary appropriate to the situation of interaction, turns of speech, intonation, etc.); communication barriers; intercultural interaction competence of participants – the ability to communicate and relate effectively with the representative of different culture.

Thus, intercultural professional interaction is an agent-agent communication process of establishing professional relationships. Intercultural professional interaction is a terminal, dynamic, instrumental and semantic-symbolic activity, the means of which is a sign system (verbal and non-verbal communication). Intercultural professional interaction has a multi-level structure consisting of interchange of information, meanings, influence, and knowledge and three aspects: personal-semantic one, behavioral one, communicative one. The result of intercultural professional interaction is the change of emotional, intellectual, behavioral spheres of personality, hence the development of the individual.

According to Panferov, intercultural professional interaction as an agent-agent communication process has the interaction levels, communication means or interaction channels, purpose and function (refer with: Table 1) [13].

Table 1. Interaction Levels, Channels, Purposes, Functions.

Interaction Level	Communication Means or Interaction Channels	Purpose	Function
affiliation	verbal and nonverbal communication	community formation	communicative
mutual manifestation	verbal and nonverbal information	adoption of practices	informative
mutual cognition	thinking, imagination	self-concept development	cognitive
relationship	emotions, feelings, moods	building of relationship	emotive
interaction coordination	mindset, will, needs, motivations	organization and management of relationship	conative
mutual influence	imitation, contagion, infusion, convincing	personality development	creative

The problems participants are encountered with on each level of intercultural professional interaction are connected with the use of communication means or interaction

channels. Use of language is contextual and depends on several factors, such as: participants' roles in intercultural professional interaction (e.g., addresser, addressee) and their social roles (e.g., boss, subordinate), and their social status; the time and place of the interaction; style of communication (e.g., direct, indirect); the formality of the situation (e.g., formal, informal); the conversational topic (e.g., negotiations, meeting); the situational domain (e.g., tables, chairs, laptops).

Some communications problems encountered by intercultural professional interaction participants are due to managers' adopted manners of their domestic countries: cognitive styles (e.g., particular or universal thinking), value system, negotiation strategies so on. Therefore, the feedback of each participant is important to monitor the process of intercultural professional interaction and to become aware of the thoughts and feelings of others and respond appropriately. Empathy can help participants to influence interlocutors and achieve consensus by perceiving other people's feelings and thoughts accurately. Nevertheless, future managers ignore empathy and focus only on verbal or nonverbal sources of information. The survey conducted in Kharkiv National University of Economics named after S. Kuznets (Ukraine) revealed that some students confused such notions as "empathy" and "sympathy", part of students thought that "it not the job of a manager to respond compassionately to other people's feelings and emotions". As a result about 45% of students do not understand their feelings and emotions and consequently cannot "read" another's ones and take another's perspective. Thus, training future managers for intercultural professional interaction as a face-to face interaction should also be focused on students' display of emotions via facial expressions to support empathy and facilitate other participants' feedback and influence their opinions.

Will-be managers also require skills of argument-based communication, i.e. skills of generating arguments to support their speech with relative evidence, facts, data, etc.; skills of formulating and justifying explanations from evidence; however, more importantly, are skills of making new mutual senses of the intercultural professional interaction which can be shared by the participants. The appropriate communication model in intercultural professional interaction is a dialogic model intended to collaborate common senses of participants with respect to their cultural uniqueness. The common senses are understood only in the context of intercultural professional interaction and are joint efforts of its participants to attain the goals of intercultural professional interaction.

Thus, argument-based communication is constructed on sense-making dialogue which fosters an understanding of the meanings and dimensions of culture. The production of sense-making dialogue requires highly developed skills of interaction management displayed through initiating, stimulating and terminating interaction.

From the linguistic standpoint, sense-making dialogue consists of micro-dialogues depending on the intercultural professional interaction levels and the strategy of its participants. The initiating stage comprises of the following:

Empathetic dialogue (expressive-rhetorical strategy). Participants express their respect to each other guided by the empathy "platinum rule" which states: "treat others as they want to be treated" that means "take the role or attitude of the other". Each participant must try to experience the situation as it is experienced by the other participants, it helps to create comfortable working atmosphere and puts trust in their relations.

Dialogue – presentation (regulatory-controlling strategy). Participants introduce themselves and, if necessary, their colleagues; it indicates contribution of those who are party to discussion and their taking turns.

Heuristic dialogue (informative and semantic strategy). Seeking information about other interlocutor will minimize risks of conflicts associated with cultural concepts; confer status of participants upon each other and the extent to which they are engaged in discussion and their intentions of the intercultural professional interaction outcome.

Dialogue-interpretation (informative and semantic strategy) bridges the gap between languages and cultures helping participants to make themselves understood by clarification of key issues and focusing on them. To address another participant or use a few words in his or her own language is conducive to successful discussion. The stimulating stage of intercultural professional interaction includes dialogue-engagement, dialogue-debate, dialogue-argumentation. Dialogue-engagement (sense - regulatory strategy) is aimed at building long-term business relations based on interpersonal and intrapersonal orientation between the participants.

Dialogue-debate (sense - regulatory strategy) is focused on give-and-take of compromise by both parties. Hence, participants' values are challenged in the sense of questioning whether their common values are suitable for a particular situation of interaction to reach the common goal. Dialogue-debate determines the outcome of intercultural professional interaction as it is a prerequisite for further mutual work. If participants fail to achieve consensus through reasoned debate, that is harmony of their opinions or actions, interaction terminates. Therefore, they should be guided by the principles of rationality and harmonizing relations and apply the rules of them in the process of intercultural professional interaction. The principle of rationality means that individuals measure the responses of each other in terms of a framework based on correct and valid reasoning and gather information prior to responding evaluatively. The principle of harmonizing relations is aimed at minimizing conflicts by bringing different interests, opinions or ideas of participants into consonance before they can come up with a good compromise.

To apply the aforementioned principles into the process of intercultural professional interaction one should follow the following rules:

a) no matter how many participants are engaged in intercultural professional interaction, participants should keep to his or her habitual *modus operandi* of interaction;

b) idealization or a portrayal of other participant as an ideal interlocutor serves as a condition for defying stereotypes;

c) decipherment of symbols, that is to convey meanings of non-verbal communication (mimics, jests, eye contact, general appropriate tone, etc) according to the epistemological formula of communication: symbol - sign - values - sense - attitude - behavior – personality.

Dialogue-argumentation (sense - regulatory strategy) produces the statements and reasoning in support of mutual work and provides facts used as evidence to show future benefits for both parties.

The terminating stage of intercultural professional interaction:

Dialogue – approval (regulative-controlling strategy) demonstrates participants' willingness to receive other party's beliefs, ideas, opinions, explanations, actions, etc, as adequate, suitable and favorably regarded by interlocutors. Thus, participants are encouraged

to tolerate cultural differences as their joint professional efforts are given to accomplish a mutual project. Dialogue-reinterpretation (sense-making strategy) provides clarification that follows from the removal of ambiguity of the sense of words, ideas, concepts, situations, etc. which accept new or different meanings from a participant's viewpoint. Clarification removes obstacles to understanding and makes intercultural professional interaction less confusing and easier to be comprehended by both parties. As a result, participants adapt to the demands of the situation of intercultural professional interaction with no apparent personal or interpersonal consequences of individual's uneasiness.

It should be noted that intercultural professional interaction as a social interaction in the business context is a form of social responsibility that demands from its participants – will-be managers the formation of the attribute of social responsibility.

We can assume that the attribute of social responsibility exercised by managers in intercultural professional interaction can be examined in the relationship: “context-norm/rule-value-behavior” where the context is the particular situation of professional manager's activity (for example, concluding contracts with a business partner to produce cheap but health harmful packaging for baby foods); the rule/norm is a requirement under which the individual performs actions to achieve specific goals (e.g. maximize company's profits by using cheap but health harmful packaging); the value is the desirable, trans-situational goal that serves as a guiding principle in one's life which directs one in his/her decisions, choices, and behavior as well as regulate and modify relationships between individuals, organizations and societies in social interaction (e.g. values as Truth or Profit); behavior is verbal and nonverbal patterns of conduct of the agent of responsibility based on his/her awareness of the possible positive or negative effects of one's actions and responsibility to the society in the future (e.g. breach of the contract or other alternatives).

Training students-future managers for social responsibility as a social interaction should be based on problem-based learning. Merrill point out five phases of learning process such as: 1. Learners engage in solving real-life problems; 2. Existing knowledge is activated as a foundation for new knowledge; 3. New knowledge is demonstrated to the learner; 4. New knowledge is applied by the learner; 5. New knowledge is integrated in the learner's world [8].

According to M. David Merrill, universal methods of instruction are based on problem-centeredness, activation, demonstration, application, and integration. The “first principles of instruction” facilitate learning and serve as criteria to evaluate students' progress appropriate to each principle: 1. The problem-centred principle demonstrates the degree of a student's self-efficacy and locus of control in solving the problem; 2. The activation principle indicates a student's level of relevant prior knowledge or experience; 3. The demonstration principle points out a student's ability to compare alternative representations of the problem; 4. The application principle shows a student's ability to self-management in applying newly acquired knowledge or skill to solve problems; 5. The integration principle demonstrates a student's knowledge and awareness of a problem, his/her ability to handle with the like problems [8].

The concept “pedagogical conditions” is notoriously difficult to define as scientists demonstrate various scientific approaches to the mentioned scientific phenomenon. Despite the terminological ambiguity and vagueness of the concept, scientists are unanimous in the following characteristics of the phenomenon [20]:

pedagogical conditions are the component of the pedagogical system, and are also the component of the integral pedagogical process;

pedagogical conditions are the set of purposeful influenceable measures of educational resources and educational processes on all components of the integral pedagogical process;

internal components of pedagogical conditions foster the development of a student's personality while external components of pedagogical conditions are tools to create a procedural component of the pedagogical system, that is an environment in which learning more easily could occur;

implementation of pedagogical conditions in the pedagogical system ensures the effective functioning and development of the pedagogical system and also improves students' educational performance and increases productivity at the individual and the organizational levels of the pedagogical system.

Since pedagogical conditions encompass all sorts of interventions, they specify the educational process at the macro level (the design of curricula and programs) and the micro level (the design of lessons and modules). It implies that pedagogical conditions are directed at three key aspects of training, such as: management of the integral pedagogical process, organization of the pedagogical system and provision of the delivery system, that is messages and strategies that will be included in the instruction and, therefore, in communication between students and teachers. Thus, pedagogical conditions perform three main functions: managing, organizing, facilitating.

According to their functions, pedagogical conditions are classified as [19]:

organizational pedagogical conditions – management of procedural aspect of the educational system organization through a series of measures to ensure the purposeful, planned development of the educational process;

psychological pedagogical conditions – provision of educational interventions on personality development of educational process agents (teachers and students) as one of the factors increasing the efficiency of the educational process;

designing pedagogical conditions - purposeful selection, design and implementation of program content, forms, methods, means of pedagogical interaction to achieve teaching objectives to ensure the effective solution of educational problems.

A new paradigm of instructional design is intended to support learning in all its varieties and forms and create the learner-centered instructional design model. The driving force of this model that provides positive influence on a student's personality development and his or her academic performance is the interactions or communication between the instructor–learner, learner–learner.

Thus, the first pedagogical condition to train will-be managers intercultural professional interaction is a psychological pedagogical condition that provides facilitating communication between the student-teacher and student–student. Facilitating communication is based on a new type of relationship between all agents of the pedagogical process. The main idea of the concept “facilitating communication” implies that every human being is self-worth, he or she has inherent virtues and capacity for self-management and the desire for personal development. The principle of facilitating communication is the interlocutors' unquestioning positive perception of each other (congruence) and empathy that foster the manifestation of positive, constructive social nature of any person in the process of interaction with other people. Lack of criticism, friendly atmosphere of “student-teacher” and “student–student”

relations promotes students' sustainable motivation for acquiring intercultural professional interaction competence. A student who feels supported by the teacher intensifies his or her learning activities and gradually moves on from surface learning and passive attitude own learning styles and activities.

Facilitating communication performs the following functions:

influential and informative function: interactions influence the formation of students' value orientations as axiological dominants by creating an appropriate learning environment. Facilitating communication as a form of pedagogical interaction is a value-transforming interaction between the agents of the pedagogical process that causes changes in cognitive, volitional, emotional spheres of a personality;

emotive function: the mechanism of socialization of the individual affects the nature of human relationships, thereby activating personal growth;

cognitive function: each interaction requires considerable introspection of an interaction participant and promotes a student's self-reflection by realizing the way other people perceive his or her identity, attributes, behavior, emotions, abilities;

communicative function: a positive attitude towards the other interaction participant creates comfortable conditions for communication, increases the student's self-confidence, establishes trusting relationships between all agents of the pedagogical process;

empathetic function: the teacher's interest in the student's learning problems helps to maintain communication and find solutions to resolve the problems and increase the student's performance;

creative function: "the enhancement of man", treating the student as a unique individual, "ideal interaction partner" helps avoid conflicts and alleviate possible tension between the interlocutors. Teachers use various forms of incentives (approval, praise, encouragement, gratitude); training students is based preferably on problem-based learning that facilitates students' learning and improves their performance.

The second pedagogical condition, a designing pedagogical one, is to create intercultural professional communicative learning environment that provides the conditions for the student's self-development and adapt him or her to the future professional career. The learning environment is considered by Kozyrev in three aspects: philosophical aspect; methodological aspect and socio-psychological one.

The philosophical approach directs the learning environment to disclose the student's general cultural knowledge and activate his or her personal experience.

The methodological approach is aimed to design the educational process as a translator of humanistic values between agents of the pedagogical process. The learning environment is defined as a system of interaction between the pedagogical process agents who are aware of the consequences of their communicative actions on other participants.

Socio-psychological approach determines the learning environment as a social communication environment that regulates the person's relationship with other members of society through communication and transmission of knowledge, values, value orientation.

Intercultural environment can be defined as co-existence of representatives of different cultures under the same social, economic conditions that makes individuals interact at the macro level (e.g., level of countries, nations) and at the micro level (e. g., personal level).

In the context of our mini-research we define the concept “intercultural professional communicative learning environment” as requirements to selection, design and implementation of program content, forms, methods, means of pedagogical interaction conducive to the formation of will-be managers’ intercultural professional interaction competence.

Intercultural professional communicative learning environment performs the following functions:

motivational and value-orientation function: future managers are introduced to the goals and values of intercultural professional interaction;

informative function: teachers provide information about intercultural professional interaction that will facilitate the effective implementation of future professional functions to students; activation of students’ previous experience of intercultural interaction; teachers provide students with algorithms of information processing;

communicative and regulatory function: organization of mutual students’ activities guided by the principle of rationality in the relationship and the principle of harmonization which facilitate the assimilation of humanistic relations experience;

cognitive function: students’ familiarization with intercultural differences and similarities, intercultural concepts of representatives of different cultures;

sense-making function: students are becoming aware of the influence of their communication actions on further relations between representatives of different cultures;

organizational function: the learning environment constructs the pedagogical system of training future managers intercultural professional interaction competence and provides feedback between the agents of the pedagogical process; teachers evaluate learners’ performance and determine what strategies, forms, methods will be used for students to achieve the desired results.

As Bolotov & Serikov state, competence is the product of education and self-education as well, the result of a personality’s self-development and self-management in learning, generalization of activity and personal experience and application the knowledge and skills in active use [18]. The essence of learning is autonomous and self-managed learning grounded on a student’s self-control and self-assessment. Thus, the effectiveness of training future managers intercultural professional interaction competence depends largely on students’ abilities to manage their own learning activities. So, the third pedagogical condition, an organizational one, is to train students to manage their own learning activities without the teacher to pursuit deep learning.

The algorithm of students’ self-management in learning consists of the following stages:

goal-setting as a regulator of self-management in learning; the student realizes his or her own pursuit of learning and identifies the gaps between “what is” and “what should be,” i. e. the student’s personal needs in learning are converted by him or her to goals (learning outcomes) or achieved results which determine what skills, knowledge, and attitudes are required to perform the future professional tasks successfully;

choice of the means necessary to achieve these goals;

decision-making: when and under what conditions the goals can be achieved by the chosen means; implementation of decisions;

self-assessment of learning outcomes and achieved results; the analysis of the causes of academic failure or success;

accumulation of the student's individual experience focused on the results and ways of self-development.

5. CONCLUSIONS

Participants of intercultural professional interaction set different goals to attain (e.g., obtaining profits, solving problems), nevertheless, the main goal is to initiate or maintain professional relationship and develop a common construction of the professional world to benefit business. As the mini-research shows intercultural professional interaction is a complex phenomenon. It is the joint activity of representatives of different cultures that is performed on the basis of communication. In order to reach consensus participants are to make common senses understood only in the context of a particular intercultural professional interaction. The multileveled structure of the phenomenon is represented by mini-dialogues, each of them influences the outcome of intercultural professional interaction to overcome communicative, emotive, cognitive and other barriers of each level of interaction. Thus, the nature, structure and functions of intercultural professional interaction prove that will-be managers require training to acquire the competence of it to avoid blocking to maintain professional bonds.

The pedagogical conditions to train future managers for intercultural professional interaction competence such as: 1) facilitating communication; 2) creation of intercultural professional communicative learning environment; 3) students' self-managed and autonomous learning influence the outcome of training will-be managers. Students' academic performance depends significantly on the implementation of the aforementioned pedagogical conditions in the pedagogical system of higher educational establishments.

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