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**Yeva Khachatryan**

Simon Kuznets Kharkiv National University of Economics

**ASPECT ANALYSIS OF CROSS-CULTURAL DISCOURSE  
COMPETENCE OF FUTURE SPECIALISTS IN ECONOMICS**

*The article emphasises vital importance of formation of cross-cultural discourse competence of future specialists in economics as pledge of a country's prosperity and its citizens' well-being. The necessity of all-aspect study of the notion «cross-cultural discourse competence of future specialists in economics» is proved. The aspect analysis of the given notion is realised in various branches of knowledge, in particular philosophy, culture studies, psychology, linguistics and applied economics. The essence, structure and functions of cross-cultural discourse competence of future specialists in economics are revealed on the basis of the aspect analysis.*

**Keywords:** *aspect analysis, discourse, cross-cultural discourse competence, cross-cultural communication, future specialists in economics.*

**Introduction**

In conditions of social and economic transformations of the society one of the dominating tasks of the state is to train competent future specialists in economics, whose professional activity influences economic prosperity of the country and well-being of its citizens. Improvement of the quality of economists' professional education that activates the necessity to use a competence approach, presupposes training for professional communication in conditions of international cooperation. Attaining economic goals during cross-cultural communication with business-partners of other countries is provided by a high level of professional communication culture, the basis of which is cross-cultural discourse competence (CDC). The relevance of the given problem is revealed in the recent article [2].

CDC is realised by future specialists in economics during cross-cultural discourse activity (CDA). As the analysis of language and speech is claimed to be a part of philosophy, sociology and psychology, it is necessary to consider all sides of CDC on the grounds of scientific literature in various branches of knowledge.

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### **Materials and methods**

To realise the task of the research a range of theoretical and empirical methods were used. Among them theoretical analysis and synthesis, generalisation and comparison were used to study philosophical, culture, linguistic, psychological and other scientific resources. To reveal the essence of CDC, the methods of modelling and projecting were applied in the research. The methods of diagnosing (questionnaires, interviews, and scientific observations) were used to reveal the relevance of CDC formation.

The research is based on the theoretical and methodological theses dedicated to formation of future economists' cross-cultural communication revealed by T. Kolbina [3].

### **Results**

According to the results of the analysis of scientific literature it is ascertained that the notion «discourse competence» is less researched in comparison with the notion «cross-cultural competence». As the definition of the notion CDC has to reflect its content structure, it is expedient to research its structural components.

As it is known, the structure of any competence consists of the following elements: motivational (presupposes readiness for exposing the quality under discussion in activity and behaviour), cognitive (encompasses awareness of means, ways, programmes of doing actions, solving tasks, realisation of rules and norms of behaviour); behavioural (consists of experience of knowledge realisation in various standard and non-standard situations); value and content (presupposes attitude to the competence content, its personal significance, emotional and will regulation as the ability to expose and regulate competence realisation according to the situation of social and professional interaction [7]. Thus, the mentioned elements will be taken into account together with the following aspect analysis in order to identify the structural elements of CDC.

In *the philosophic aspect* the notion «discourse» has been researched by a number of scholars (O. Chorba, V. Kremen, V. Taran, O. Volkov and others). Discourse is defined as a verbally articulated form of the object content of a person's consciousness that is regulated by a rationality type dominating in this or that socio-cultural tradition. It is considered to be a special instrument for perceiving socio-cultural interaction. Denotative meanings are not as important as outlining the special signs that reflect socio-cultural communicative events [5]. Besides, discourse is considered as «social material» in which the definite speech acts make conditions for the following speech acts which are expected to be consistent, relevant and corresponding to communication etiquette [4, p. 18]. Thus there is a necessity to analyse «a discourse event» in the context of extra-linguistic

conditions of different types of discourse, in our research – economic one. It presupposes studying discourse in cross-cultural communication as one of the main and vitally important spheres for efficient professional activity of future specialists in economics.

In philosophic works the difference between a dialogue and discourse is researched. It lies in the fact that a dialogue emphasises interactive character of the language usage while discourse is aimed at getting into the social context of communication. Namely discourse is directed at specifying contents and working out common ideas, thoughts and beliefs. Such a form of communication gives the possibility to generate democratic relations, fosters readiness to compromise and find collective solutions that is of paramount importance for future specialists in economics.

Still, discourse behaviour may be of both constructive and destructive nature. In philosophers' view it depends upon the idea and understanding of what kind of a person a recipient should be, as well as understanding of oneself and the surrounding reality. Such awareness affects the discourse means used by a person and thus the effectiveness of communication.

As for cross-cultural discourse, philosophers emphasise the influence of interconnected tendencies in development of national and ethnic communities. Among them there is ethnic differentiation (separating social and ethnic communities, striving for national independence) and integration (deconstructing barriers, developing and enlarging cross-cultural connections).

So, the analysis of the philosophical aspect allows to define CDC as a person's quality that provides democratic development of the society, regulation and humanisation of social relations, humane attitudes to representatives of other cultures. The following functions of CDC are identified: cognitive (obtaining or transmitting knowledge, ideas or images); forming (formation of a world outlook, ideology and a system of values); educative (fostering ethic norms, moral qualities of a specialist in economics as a subject of CDA).

It is worth noting that understanding and interpretation of foreign discourse becomes more complicated due to national differences in people's world outlook, cultural varieties in social norms of communicative behaviour as well as individual peculiarities of people's world perception. That is why *the aspect of culture studies* (researched by P. Herchanivska, Y. Kozhemiakin, A. Sadokhin and others) is of vital importance in the analysis of CDC.

In a wide sense discourse is interpreted as a complex unity of speech practices and extra-linguistic factors that reflect a communicative situation, i. e. give the idea about participants of communication, their purposes and

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aims, as well as conditions of communication [1, p. 50]. Thus discourse is equalled to the unity of a thought and word, a meaning and sign, knowledge and its semiotic expression that becomes sensible only in the process of communication [6, p. 201]. So, the essence of discourse is defined as a significant component of socio-cultural interaction, the peculiarities of which are revealed in interests, goals and communicative styles of communicators.

On the basis of the aspect of culture studies, the following functions of CDC can be outlined: cognitive (research and analysis of different cultures, in particular business ones), developing (favouring development of a creative personality in the process of CDA); forming (formation of a communicator's image capable for a cross-cultural discourse; his individual style on the basis of knowledge about types of business discourse); normative (creating or realising norms, standards, rules of behaviour); signifying (giving meanings and values to objects of reality).

In spite of the fact that philosophic and culture studies' aspects are the grounds for defining the basic notions of our research, still the main sphere of the discourse usage is *the linguistic aspect* (presented by works of Z. Harris, D. Hymes, G. Rickheit, F. Sossior, T. Van Deik and others). In this aspect discourse is not limited by written or oral speech but also means semiotic processes. Its interactive nature, which is perceived in the social context, as well as extra-linguistic factors, is emphasised. Discourse renders information about events, subjects, people, their qualities and relations that create a communicative situation. Thus future economists need to know typical business situations to produce the corresponding type of activity. Such awareness of a «situation model» allows to interpret any communicative situation in terms of general social context and characteristics of social interaction by participants (positions, qualities, relations, and functions), their individual experience (knowledge, beliefs, needs, wishes, feelings, emotions).

Besides, the linguistic aspect emphasises paralinguistic (tone pitch, intonation, timbre, tempo, rhythm, loudness etc) and extra-linguistic components (mimicry gestures and all circumstances and events that accompany a speech act) [4, p. 113-114].

Among the main discourse features outlined by scholars, there is completeness (uninterrupted interdependence of its structural components); coherence (that is stipulated by specific rules of communicative behaviour); chronotope nature (representation and perception of space and time relations that are realised mainly through verbs and adverbs), informing nature (that is illustrated even by the absence of a recipient's response); inter-subjectivity and intentionality (presence of a subject which is influenced by speech); processuality (a process of mutual coordination through verbal and non-verbal semiotic systems).

So in the core essence of the discourse analysis in linguistics there is the most complete interpretation of the text that is reached by understanding an extra-linguistic context that takes into account cognitive processes of generating and perceiving the text as well as pragmatic choices and connections with other texts.

In *the socio-linguistic aspect* (T. Anisimova, V. Hrigorieva and others) the two main types of discourse are outlined: personal (personality oriented) and institutional. In the former one a speaker is a personality presented by the inner world, while the latter type characterises a speaker as a representative of a definite social institution [5]. For each type of the institutional discourse there is a certain correlation: status component ↔ personal component. The institutional discourse genres are divided into speech situations of a monologue type (conferences, meetings, presentations) and speech situations of a dialogue type (sessions, discussions, negotiations).

Basing on the main issues of the linguistic aspect of CDC we outline a developing function. It presupposes advancing the development of a creative and language personality of future specialists in economics, formation of their communicative competence.

In *the social and psychological aspect* scientists (A. Asmolov, R. Baron, M. Makarov, L. Pochebut) research oral and written forms of communication in natural conditions of the «real world». The three main discourse categories are considered: action, construction of interaction and its variable nature. Social factors are exposed through specific linguistic resources chosen by communicators among a variety of language means, functional styles, rhetoric modes etc.

Cognitive character of discourse analysis is expressed through the desire to solve problems by studying communication connected to correlation and interaction of a person's outer and inner worlds, genesis and mentality, individual and social substances. In such a way with the help of discourse analysis scientists reconsider basic psychological categories, such as purposes, perceptions, emotions etc [4, p. 80].

On the basis of the social and psychological aspect the following functions of CDC are outlined: motivational – satisfying demands of communicators; developing – development of intellect and memory; forming – influence on the emotional sphere, communicative behaviour of the recipient, regulative – reflexive perception and control of personal communicative behavior and as a result regulation of a psychological climate in a social group and solving conflict situations.

The peculiarities of *the economic aspect* (H. Burkitbaieva, V. Karasik, W. Orlikowski, J. Yates and others) reveal professional discourse as aim-directed mental and speech activity of specialists

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connected by business relations during interaction concerning solving a certain professional problem. Such a kind of social communication is based on the defined norms and rules.

The analysis of the economic aspect has shown that studying the types of professional discourse has to become an integral part of training future specialists in economics as they use oral and written types of discourse during professional communication. Professional activity of specialists in economics consists of the following oral types of business discourse: presentation, interview, report, business telephone talks etc. Among the types of written business discourse in the professional activity of specialists in economics are business letters, memorandums, electronic and other short messages as well as recruitment documents (resumes, applications) etc. Awareness of communicative means in typical situations of business communication allows future specialists in economics to communicate effectively, prepare brief interpretation of professional texts in the form of abstracts, resumes etc.

### **Discussion and conclusions**

So, the aspect analysis of the notion «CDC of future specialists in economics» as well as the analysis of scientific research concerning the competence structure allowed to define the following CDC components: motivational and reflexive, cognitive, communication and activity oriented. On the basis of the aspect analysis, the following functions of CDC in professional activity of future specialists in economics are outlined: motivational, cognitive, forming, regulative and educative.

The results of the aspect analysis of CDC, outlining its structure and functions have given grounds to define «CDC of future specialists in economics» as a high level of CDA in the professional sphere that is based on system knowledge in different types of business discourse and rules of its construction necessary to perform efficient economic activity, discourse skills and habits, and personal qualities that are exposed through motivated nature, will, tolerance and reflective ability during professional interaction with representatives of other cultures.

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### **Єва Хачатрян. Аспектний аналіз міжкультурної дискурсивної компетентності майбутніх фахівців з економіки.**

*У статті наголошено на важливості формування міжкультурної дискурсивної компетентності у майбутніх фахівців з економіки як запоруки процвітання країни і добробуту її громадян. Доведено необхідність всебічного вивчення поняття «міжкультурна дискурсивна компетентність майбутніх фахівців з економіки». Здійснено аспектний аналіз указанного поняття в різних галузях знань, зокрема філософії, культурології, психології, соціології, лінгвістиці, прикладній економіці. На основі аспектного аналізу виявлено сутність, структуру та функції міжкультурної дискурсивної компетентності майбутніх фахівців з економіки.*

**Ключові слова:** аспектний аналіз, дискурс, міжкультурна дискурсивна компетентність, міжкультурна комунікація, майбутні фахівці з економіки.

### **Eva Xachatryan. Analiza dyskursu o aspekcie kompetencji międzykulturowej przyszłych specjalistów w dziedzinie ekonomii.**

*W artykule podkreślono znaczenie kształtowania kompetencji dyskursu międzykulturowego przyszłych specjalistów w dziedzinie ekonomii jako gwarancji dobrobytu i pomyślności obywateli. Uzasadniono konieczność kompleksowego studium pojęcia «międzykulturowej kompetencji dyskursu».*

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*przyszłych specjalistów w dziedzinie ekonomii». Określono specyfikę analizy pojęć w różnych dziedzinach wiedzy, w tym filozofii, kulturoznawstwa, socjologii, psychologii, lingwistyki, ekonomii stosowanej. Uczyniono to w oparciu o aspekt analizy charakteru, struktury i funkcji międzykulturowej kompetencji dyskursu ekspertów w dziedzinie ekonomii.*

**Słowa kluczowe:** *aspekt analiza, dyskurs, dyskurs kompetencji międzykulturowej, komunikacja międzykulturowa, przyszli specjaliści w dziedzinie ekonomii.*

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#### **Information about the author:**

**Khachatryan Yeva** – Postgraduate Student, Lecturer, Simon Kuznets Kharkiv National University of Economics.