

# The role of language training in the formation of intercultural relations and mutual understanding

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**Abstract .** In recent years, the international dimension of higher education in the Russian Federation has become increasingly prominent, driven by both external and internal factors. Externally, the globalization of the economy, the creation of a unified informational educational space, and evolving labor market demands necessitate new specialist training standards. Internally, the growing strength of the Russian economy has led to a greater integration of foreign experts in various economic projects within Russia. Globalization has significantly transformed social life, emphasizing the importance of foreign language proficiency and intercultural professional communication skills. These competencies facilitate access to global knowledge and foster mutual understanding among people from diverse linguistic and cultural backgrounds, particularly in professional settings. Intercultural communication, which integrates insights from various scientific disciplines, seeks to identify and address the root causes of issues arising from interactions between different cultures, aiming to mitigate and resolve these challenges effectively.

## 1 Introduction

In our research, we focused on integrating authentic texts into a pedagogical approach aimed at developing intercultural professional communication skills among economics students. Authentic texts served as the foundation for a text-centric methodology that enhances linguistic and cultural competencies essential for effective communication in professional contexts. This approach not only facilitated the understanding of language usage patterns but also motivated students to engage deeply with German as a language of professional communication. By employing an integrative training course, we aimed to model a comprehensive pedagogical framework that addresses the specific needs of economics students specializing in World Economic Relations. This framework established conducive pedagogical conditions for teaching intercultural communication, emphasizing the importance of authentic texts as a fundamental tool in culture-appropriate educational practices. Our methodological choices were designed to ensure the effective assimilation of educational content, fostering both theoretical understanding and practical skills in intercultural professional communication. Through experimental evaluation, we confirmed the efficacy of our pedagogical approach in

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developing students' readiness for language proficiency and professional interaction within the context of consumer cooperation enterprises in Germany.

## **2 Materials and methods**

Although the existing research has undeniable scientific value, the issue of developing intercultural professional communication among students of economic specialties remains underexplored. There is a need for further investigation to clarify the specifics of this issue and uncover the potential for professionally oriented formation of intercultural communication skills in the process of learning a foreign language. Effective methods for assessing these skills are also lacking, and the pedagogical conditions that support the development of intercultural professional communication among future specialists in the field of global economics are yet to be fully addressed.

Practical experience and conducted research reveal that students often face challenges in intercultural communication during their professional internships or practice abroad. These difficulties can include ethnocentrism, where students view foreign cultures through the lens of their own, and insufficient development of intercultural professional communication skills in the foreign language being studied.

To address these challenges, there is a pressing need to develop an integrative course designed to enhance intercultural professional communication among economics students studying global economics. This course should be structured into four main components: 1) a foundational course in the foreign language; 2) a specialized course focused on intercultural communication skills; 3) a series of lectures on specialized subjects conducted in the foreign language; and 4) practical application of these skills in professional settings.

## **3 Results and Discussion**

The accumulated theoretical and empirical knowledge in higher education pedagogy and the theory of pedagogical education highlight significant contradictions that need addressing: One such contradiction is the evident gap between the demand for highly skilled professionals proficient in intercultural professional communication and the current scarcity of individuals capable of effectively navigating professional interactions in foreign sociocultural contexts. Despite this demand, the opportunities for these professionals to engage in meaningful intercultural exchanges remain limited.

Another critical issue is the urgent necessity to innovate pedagogical approaches for developing intercultural communication skills among economics students. Current pedagogical methods often do not sufficiently integrate the academic study of foreign languages with specialized subjects taught in economic universities.

Intercultural professional communication is viewed as a complex, multifunctional characteristic essential for individuals, integral to their professional success and the cultivation of specialists capable of effective intercultural interactions. It manifests uniquely across diverse real-life contexts, encompassing personally significant patterns of communicative behavior, particularly in professional and business settings. This phenomenon is multidimensional, reflecting interactions among language, which mirrors cultural nuances; culture, embodying socio-historical uniqueness; and personality, shaped through practical experiences. The essence of intercultural communication lies in recognizing and navigating cultural differences, fostering mutual understanding among individuals. Structurally, intercultural communication comprises several enduring components amid changing circumstances: linguistic elements, cognitive-speech aspects, communicative-activity dynamics, emotional dimensions, and axiological

considerations. These components collectively define the framework within which intercultural interactions unfold, contributing to its complexity and richness.

During our experimental training, we identified an optimal mix of methods for fostering linguistic and cultural knowledge, as well as intercultural professional communication skills among students specializing in World Economic Relations. The introduction of theoretical material utilized game-based and partially exploratory methods, which proved effective in engaging students. For practical readiness in intercultural communication, the communicative approach and analogical reasoning were found to be particularly impactful.

However, our research acknowledges that the utilization of authentic texts alone does not comprehensively address all challenges related to developing intercultural professional communication skills. Issues such as sociocultural adaptation and mitigating cultural and postcultural shocks during intercultural interactions were beyond the scope of our study.

## 5 Conclusion

When addressing developmental challenges in fostering intercultural professional communication skills among economics students, psychological environments are deliberately structured to encourage self-directed learning. This approach addresses personal and psychological barriers such as insecurity and shyness, and corrects the development of crucial personality traits like mental agility.

Educationally, the focus is on cultivating communicative-cognitive orientations to overcome fears associated with communication. This involves forming interpersonal bonds within the language community of study groups, extending subsequently to interactions with foreign socio-cultural communities, including those in international business settings.

Professional intercultural communication is regarded as integral to students' overall cultural competence. This encompasses a blend of knowledge, abilities, skills, and values enabling effective resolution of communicative challenges in professional foreign socio-cultural environments.

The foundation of intercultural professional communication among economics students involves instilling linguistic and cross-cultural competence, ensuring comprehension of foreign language professional cultures, adaptation to diverse linguistic worldviews, and adept engagement in intercultural professional dialogues.

Our research underscores that an integrated educational approach effectively fosters intercultural professional communication among economics students. This approach leverages the interaction between language proficiency and understanding of professional cultures to model the gradual development of students' intercultural communication skills. This includes nurturing both theoretical and practical readiness, ensuring accurate linguistic-cultural applications aligned with language norms and socio-cultural contexts.

Students are trained not only in linguistic proficiency encompassing normative, cognitive, ethical, and pragmatic aspects but also in cultural knowledge relevant to their professional interactions. They learn to engage effectively with professionals from different cultural backgrounds, broaden their perspectives, and develop empathy towards diverse mentalities and prevailing values across cultures.

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