

Большая часть все-таки не планирует внедрять данные технологии, но и не мало тех, кто уже внедрил или находится на стадии реализации. Ведущими областями являются разработка изделий и дизайн, обучение производственным навыкам, техническая поддержка и управление оборудованием, удаленная совместная работа.

**Заключение.** Поскольку обе технологии продолжают расти, дополненная и виртуальная реальности могут сильно изменить почти каждую отрасль. Достаточно сказать, что обе технологии растут безумно быстро, как и их ценность.

Наверное, самое главное – это то, что не нужно бояться думать масштабно и действовать смело, это и означает возвращение инноваций, развитие разрушительных мыслительных процессов и поиск возможностей в каждом элементе своей цепочки создания стоимости продукта.

Так что индустрия 4.0 – это новый мир интеллектуальных подключенных машин и интеллектуальных роботов и это означает, что нам нужно переосмыслить наши предприятия, чтобы вывести их из третьей промышленной революции в этот новый смелый мир технологий индустрии 4.0.

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### **СОЦИАЛЬНО-ЭКОНОМИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ У СТУДЕНТОВ ЭКОНОМИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ SOCIAL ECONOMIC ASPECTS OF THE FOREIGN COMMUNICATIVE COMPETENCE FORMATION AMONG STUDENTS OF ECONOMIC SPECIALITIES**

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**Аннотация.** В данной статье рассматривается роль иноязычной компетенции в деятельности студентов экономических специальностей в условиях глобализации. Проведен сравнительный анализ методов преподавания иностранного языка будущим экономистам. Автор рассматривает понятие межкультурная коммуникация и ее роль с социальной и экономической точки зрения.

**Ключевые слова:** экономика, иноязычная компетенция, межкультурная коммуникация, бизнес.

**Abstract.** The role of foreign competence of economy students in terms of globalisation is studied in this article. The author conducted an analysis of methods of teaching English to future economists. The article examines the definition ‘intercultural communication’ and its role from the economic and social point of view.

**Key words:** economy, intercultural communication, foreign language competence, business.

**Introduction.** The current trend of globalization imposes a challenge upon future professionals in the process of obtaining higher education not only to acquire knowledge corresponding to their qualifications, but also to carefully study the characteristics of doing business in a multicultural and multilingual world, which is characterized by extreme sensitivity to politically incorrect approach to doing business. Thus, teachers of a foreign language, teaching students of economic specialties, need to organize the learning process to combine the study of the subject with familiarization of students with the features of intercultural communication.

**Main part.** The history of the theory of intercultural communication goes back to 1947, when it was first presented in the article by Eduard T. Hall and G.L. Trager ‘Culture and Communication’, in which they first considered the perspectives of this problem [1]. The history of the theory of intercultural communication was directly related to the needs of political, financial and diplomatic leaders. Her research began at the Foreign Service Institute (FSI) who specialized in training specialists for work abroad. This theory was of scientific interest. There was a need to train diplomats, military and politicians.

Today, there are several definitions of intercultural communication. Thus, E.M. Vereshchagin and V.G. Kostomarov interpret it as adequate understanding of the two sides of the communicative act, which belong to different national cultures [2, p. 26]. However, practice shows that a high level of foreign language proficiency is not a guarantee of effective communication with the native speaker. This is because every word of a language expresses its culture, mentality and customs of the people who speak it. S.G. Ter-Minasova believes that «behind every word there is a conception of the world conditioned by the national consciousness», and, therefore, languages should be taught in the indissoluble unity with the world and culture of the peoples speaking these languages [3, p. 27].

The modern politico-correct society asks teachers and students to get acquainted with the peculiarities of the culture of the country whose language is being studied. The relevance of this problem is proved by the scientific interest of a large number of scientists [4–6], which indicates that, despite the ubiquitous trend of globalization, issues of intercultural communication and «cultural awareness» (cultural awareness) are still extremely acute.

To organize such educational process a teacher should consider different approaches of teaching a foreign language. Today there are two main approaches of teaching foreign languages: deductive and inductive. Both of these methods are effective, but let us consider their pros and cons. As for deductive method of teaching languages is a traditional method, which implies a top-down approach of presenting information, from general to specific. In this case, a teacher at first represents general information on a given rule, then gives examples, checks students understanding and only after that give them exercises. Inductive method of teaching is a bottom-up approach, when a teacher gives students the rule in context and offers to find it structure it and make conclusions. ‘*A deductive approach (rule-driven) starts with the presentation of a rule and is followed by examples in which the rule is applied. An inductive approach (rule-discovery) starts with some examples from which a rule is inferred*’ [7].

Both of these approaches are used in teaching foreign languages, one can find them in different course books. Which is more efficient? To answer this question we represent the following analysis of teaching grammar with deductive and inductive methods.

Table 1 – Comparative analysis of deductive and inductive methods of teaching

Deductive method	Inductive method
Activity planning	
A teacher plans how to represent the concept of the grammar material to make it clear and easy to understand	A teacher should give students such a context, which has obvious examples, simple and can be analyzed quickly
Activity execution	
This stage involves establishing connection between the concept that had been taught before and the one that will be taught at a present lesson	At this point students (guided by a teacher) acquire grammar rules out of the experience of understanding examples
Activity evaluation	
A teacher asks questions related to the concept of the lesson to evaluate the efforts of every student in learning grammar	This stage includes grammar comprehension in order to analyze the level of understanding the concept of the lesson
Advantages of the method	
<ol style="list-style-type: none"> <li>1. It is efficient to cover most of the material.</li> <li>2. Students solve problems quickly.</li> <li>3. It is a short time saving method.</li> <li>4. It is beneficial for the stage of practicing and revision.</li> <li>5. It is a more familiar way of studying</li> </ol>	<ol style="list-style-type: none"> <li>1. It suits for simple rules.</li> <li>2. It encourages student's autonomous work.</li> <li>3. It is more fascinating to students.</li> <li>4. It is based on student's observing and attention.</li> <li>5. This method supposes more active way of teaching grammar</li> </ol>
Disadvantages of the method	
<ol style="list-style-type: none"> <li>1. Students are not involved at first stage of the lesson (presenting grammar rule).</li> <li>2. A lesson appears uninteresting at first while presenting grammar rule.</li> <li>3. Students are engaged in a process of learning grammar only at the third stage of learning process</li> </ol>	<ol style="list-style-type: none"> <li>1. It can be more time and energy consuming for a teacher.</li> <li>2. It can't be used with starters as they have no background for inductive method.</li> <li>3. A learner may come to a wrong conclusions while inducting</li> </ol>

According to all the above mentioned, we see that both of these methods are efficient and can be implemented in teaching foreign languages. As for deductive method, it is more familiar to adult learners and it proved to be productive in teaching complicated grammar, revising previous rules. And inductive approach is more student centered and makes students more autonomous and self-disciplined. Though there are pros and cons to both of these approaches, there is no clear answer which approach is more fruitful. We think that the right answer is the balance between these two methods. It is obvious that a teacher will have to use both deductive and inductive methods in teaching grammar to adult learners. In my opinion, it is always effective to use inductive method at the beginning of the unit. Instead of boring presentation of new rules it is more fascinating to give students an opportunity to solve a puzzle. It attracts their attention and then it is easier to use deductive method to introduce some difficult moment in a specific grammar rule, because you have their attention [8, 9].

**Conclusion.** As we can see, combining both of these methods gives us an opportunity to create an encouraging atmosphere for students to stimulate their interest in learning foreign languages according to the needs of their future profession.

Summing up the above, we can conclude that in order to form major skills of intercultural communication and cultural awareness, the teacher of a foreign language should be guided by a communicative method of teaching a foreign language, which is aimed at collective learning and teaching. Encouraging students of economic specialties to use a foreign language in the proposed context of “real life”, we develop their ability to conduct their activities in a heterogeneous society, avoiding communication traps. The attitude of students and teachers to different cultural features will be changed and re-evaluated in the process of learning. They will begin to understand the values of other cultures, treat them with respect and respond to them politically correctly. Collective learning is characterized by the fact that it stimulates independent thinking in students, allowing them to independently make decisions, it will also teach them to understand the interlocutor and his manner of communication, to act adequately in a given communicative situation. Back in 1997, Williams and Burden put forward the idea that “each student will bring a different set of knowledge and experience to the learning process, and differently “build” their own understanding of the situation they will face. Individual understanding of the world is constantly changing in the process of adaptation of existing knowledge to new information” [10, p. 96]. Education must therefore be a continuous process, based on existing knowledge of social and cultural aspects that will help to cope with the contemporary challenges of a multinational world.

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