

ISCKMC 2020**International Scientific Congress «KNOWLEDGE, MAN AND CIVILIZATION»****CROSS-CULTURAL PROFESSIONAL FACILITATION IN THE
PROCESS OF PROFESSIONAL TRAINING AT THE UNIVERSITY**

Nelly Savelyeva (a)*, Natalie Nevraeva (b), Natalya Pochitalkina (c), Svetlana Surovtseva (d),
Alexander Kabanov (e), Elena Alekseeva (f)

*Corresponding author

(a) Ural Federal University named after the First President of Russia B.N. Yeltsin, 19, Mira Str., Ekaterinburg,
Russia, nellik1983@mail.ru

(b) Ural Federal University named after the First President of Russia B.N. Yeltsin, 19, Mira Str., Ekaterinburg,
Russia, nny@mail.ru

(c) South-Ural State Humanitarian-Pedagogical University, 69, Lenin Av., Chelyabinsk, Russia, bistraieb@cspu.ru

(d) South-Ural State Humanitarian-Pedagogical University, 69, Lenin Av., Chelyabinsk, Russia,
svetlana_shok@mail.ru

(e) Ural Federal University named after the First President of Russia B.N. Yeltsin, 19, Mira Str., Ekaterinburg,
Russia, a.m.kabanov@urfu.ru

(f) Ural State Pedagogical University, 26, Kosmonavtov Av., Ekaterinburg, Russia, welizhanina@mail.ru

Abstract

The ongoing global changes have led to an intensification of interest in the problems of interaction of cultures and cultural identity of peoples. In this context, the phenomenon of effective intercultural interaction is of particular importance and is aimed at avoiding conflicts and confrontation, understanding others based on tolerance and the desire for parity cooperation. The problem of preparing the would-be hotel service specialists for cross-cultural interaction is quite relevant, and in theory and practice, both higher and secondary schools have accumulated significant experience in this process. However, the authors recognize the absence of investigations devoted to determining effective and appropriate pedagogical conditions of training of the would-be managers of hotel service to intercultural interaction, which correspond to the peculiar features of this age period, the requirements of the Federal State Education Standards of higher education, as well as the requirements of the Russian state and society for personality today.

2357-1330 © 2021 Published by European Publisher.

Keywords: Pedagogical condition, manager, intercultural interaction, intercultural facilitation, professional facilitation



This is an Open Access article distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 Unported License, permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

1. Introduction

The urgency of the problem of preparing the would-be hotel service managers for intercultural interaction is caused by the need to:

1. formation of the personality of the would-be hotel service manager, who is able to navigate professionally significant cultural values in order to carry out an effective dialogue with representatives of different cultures and nations, which is conditioned by the social order and modern legal norms in the field of education of the Russian Federation;

2. development of a theoretical and methodological basis for effective training of the would-be hotel service managers for intercultural interaction;

2. identifying pedagogical conditions that ensure a productive process of preparing the would-be hotel service managers for intercultural interaction.

2. Problem Statement

Let us turn to the concept of "pedagogical conditions" before proceeding to a detailed disclosure of their essence in the context of our research. As a philosophical category, the term "condition" expresses the relation of an object to its surrounding phenomena, without which it cannot exist (Borytko, 2001). In modern scientific and pedagogical research, the term "condition" is widely used in solving problems arising in the implementation of an integral pedagogical process, which in turn is the essence of the concept of "pedagogical conditions".

So, Andreev (2012), Nain (1995), Yakovleva (1992) define the concept of "pedagogical conditions" as a set of any measures of pedagogical influence and opportunities of the material and spatial environment. According to Ippolitova and Zvereva (2012) and others, the pedagogical condition is the construction of a pedagogical system in which it acts as one of the components. In turn, Kupriyanov (2001), under pedagogical conditions understand systematic work to clarify the regularities as stable links of the educational process, which provides the possibility of verifiability of the results of scientific and pedagogical research.

- the analysis of numerous scientific and pedagogical studies allows us to conclude that there are various classifications of pedagogical conditions in modern pedagogical science (Ippolitova & Sterkhova, 2012)
- organizational and pedagogical conditions (V.A. Belikov, S.I. Kozyreva, S.N. Pavlov, A.V. Sverchkov, etc.) are a set of purposefully constructed features of the content, forms and methods of the integral pedagogical process that underlie the management of the functioning and development of the procedural aspect of the pedagogical system;
- psychological and pedagogical conditions (N.V. Zhuravskaya, A.V. Krugliy, A.V. Lysenko, A.O. Malykhin, etc.) – a set of purposefully constructed interconnected and mutually conditioned opportunities of the educational and material-spatial environment aimed at the development of the personal aspect of the pedagogical system;

- didactic conditions (M.V. Rutkovskaya) – the result of purposeful selection, design and application of content elements, methods and organizational forms of training to achieve didactic goals.

Based on the studied positions, we note the fundamental characteristics of pedagogical conditions, the consideration of which is important for subsequent discussions:

- pedagogical conditions should have an external influence, complement the system in a praxeological context;
- pedagogical conditions in accordance with the set tasks are designed to positively influence the effectiveness and efficiency of the developed system;
- certain pedagogical conditions must meet the requirements of necessity (it is impossible to get the planned results without using them) and sufficiency (the presence of stable positive changes in the formed neoplasm of the student's personality).

3. Research Questions

The main concepts of this study are consistent with the " Model of Russian education for the innovative economy for the period up to 2020 "and do not contradict the content of the priority national project "Education 2019–2024". It should be noted that the above-mentioned documents are aimed at ensuring and maintaining high-quality innovative development and global competitiveness in all areas of the Russian Federation's economy.

4. Purpose of the Study

Thus, in this study, we will understand pedagogical conditions as a set of measures of a praxeological nature aimed at optimizing the functioning and increasing the manageability of the studied pedagogical phenomenon in the conditions of the educational process of the University.

When determining the pedagogical conditions for the successful implementation of the process of preparing the would-be hotel service managers for intercultural interaction we also took into account the following grounds:

- trends in modern pedagogical science;
- social order and legislation in the field of higher education;
- principles of preparing the would-be hotel service managers for intercultural interaction;
- features of the structure of the phenomenon under study;
- taking into account the norms and requirements of various modern professionograms;
- real possibilities of the modern educational space of higher educational institutions that represent the research base;
- sense and features of the subject-language integrated environment.

5. Research Methods

So, we suggest that the main pedagogical condition for the successful implementation of the process of preparing the would-be hotel service managers for intercultural interaction is the intercultural

professional facilitation of the process of preparing the would-be hotel service managers for intercultural interaction.

Professional intercultural facilitation in our study acts as a psycho-pedagogical condition and helps to promote intercultural values and the development of skills for effective intercultural interaction in the professional sphere (tolerance, intercultural empathy, interpersonal skills).

In translation from English, facilitation (facilitation) – relief, help. Associated with the name of the humanist psychologist C. Rogers. According to Rogers (1980), the term "facilitation" is considered in pedagogy as stimulating, initiating, exerting a positive influence on the individual, maintaining its need for activity through a special style of interaction.

According to Rogers (1980), the main conditions for facilitation are congruence, trust, and empathic listening. Congruence is expressed in the ability of the teacher to be sincere, which means for him to be a person in relation to the students. Trust is shown by recognizing the value of the student as a person who deserves to be trusted. Empathic listening-understanding the student's reaction from within.

Domestic researchers (E.N. Gusinsky, E.F. Zeer, L.N. Kulikova, A.B. Orlov, V.N. Smirnov, etc.), based on the concept of Rogers (1980) defines facilitation pedagogical interaction as a subject-subject interaction in which the teacher and the student share their personal growth.

According to business coaches, facilitation is aimed at facilitating interaction within the group. It is both a process and group skills to effectively discuss complicated issues or disputes without loss of time and for a short time to achieve a result that will satisfy a specific group (Arsvitae, 2015).

The concept of facilitation is defined by the requirements for facilitators, which include:

- deep understanding and knowledge of the structure of the learning process, its logistics, and generally accepted values;
- analytical, evidence-based, systematic approach to the learning process and good methodological skills;
- real capacity for effective cross-cultural interaction;
- developed communication and listening skills;
- ability to pose problems and flexibly approach their solution, etc. (Popov & Kovalenko, 2017).

6. Findings

Based on the position of psychologists, who distinguish three stages in the management process, we note that in this study, intercultural professional facilitation will be carried out by us at the normative-theoretical, content-conceptual and integrative-procedural stages.

Thus, at the normative and theoretical stage of managing foreign language cognitive activity of the would-be managers of hotel services, which is based on a professional facilitating and stimulating function of didactic intercultural influence, the teacher and the student are connected by a mutual interest in the process of learning. We consider it appropriate and necessary for the lecturer to identify the potential of the would-be managers of hotel services at this stage to determine the tactics of intercultural impact and choose the most effective methods of managing educational activities of an intercultural orientation. The lecturer offers problem tasks, in the motivational conditions of which the program of

actions of students is laid down and the choice and use of specific educational tools are predetermined, which is ultimately expressed in the readiness of students to use the proposed educational tools in both reproductive and productive activities. At the second, content-conceptual level, the teacher acts as a consultant, and the student becomes a subject of cognitive activity, reproduction and productivity. At this level, independent cognitive activity of the student is carried out. At the same time, on the part of the teacher, the emphasis is on developing counseling through cognitive and speech activities that involve mutual interaction and contact. At this stage, it becomes appropriate to use communicative problems of cross-cultural themes, in which the program of actions of students is not laid down and there is no model for their solution. The algorithm of actions to solve the problem is developed by students independently, but under the guidance of a lecturer-consultant. The content-conceptual level contributes to the development of the readiness of the would-be hotel service managers to find, select, extract, and process the language and speech tools required to solve a specific educational task.

At the third, integrative-procedural, level of intercultural professional facilitation, which is based on self-government, the lecturer offers tasks that require search activity, complete independence of the student's speech activity with minimal management by the teacher as an expert. At the same time, the managerial functions of the lecturer are reduced, and the student implements self-government (Romashina & Mayer, 2012).

7. Conclusion

Summing up the above, we note that in the framework of our research, intercultural professional facilitation should be considered as a trajectory of interpersonal cooperation with students, carried out on the basis of trust, sincerity, empathic listening and ensuring awareness and personal acceptance by students of the basics of intercultural interaction in the upcoming professional activities.

Thus, the successful implementation of this pedagogical condition ensures interpersonal interaction of the subjects of the process in question in the spirit of intercultural dialogue, intensifying the development of intercultural professional and value attitudes of the would-be hotel service managers.

References

- Andreev, V. I. (2012). *Pedagogy: training course for creative self-development*. Center for innovate. Technol.
- Arsvitae (2015). *Development of facilitation skills* <http://www.arsvitae.ru/articles/182/107/obuchenie-trenerov.html>
- Borytko, N. M. (2001). *In the space of educational activity*. Change.
- Ippolitova, N. V., & Sterkhova, N. A. (2012). Analysis of the concept "Pedagogical conditions": essence, classification. *General and Professional Education*, 1, 8–14.
- Kupriyanov, B. V. (2001). Modern approaches to determining the essence of the category "pedagogical conditions". *Bull. of the Kostroma State N.A. Nekrasov Univer.*, 2, 101–104.
- Nain, A. Y. (1995). On the methodological apparatus of dissertation research. *Pedagogy*, 5, 44–49.
- Orlov, A. B. (2016). *Human-Centered approach in psychology, psychotherapy, education and politics*. <http://www.tnabg.ru/library/scipubl/rogers100.html>

- Popov, A. N., & Kovalenko, A. N. (2017). Facilitation and its role in cultural management of physical culture and sports organizations. *Pedag.-psychol. and medico-biol. Probl. of phys. culture and sport*, 12(2), 137–145.
- Rogers, C. (1980). *A Way of Being*. Houghton Mifflin.
- Romashina, S. Y., & Mayer, A. A. (2012). *Facilitating pedagogy in higher education*. <https://cyberleninka.ru/article/n/fasilitativnaya-pedagogika-v-vysshem-obrazovanii>
- Yakovleva, N. M. (1992). *Theory and practice of preparing future teachers for creative solutions of educational tasks* [Doctoral Dissertation]. Chelyabinsk.