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**PLURILINGUAL COMPONENT IN PROFESSIONAL COMPETENCE  
STRUCTURE OF MANAGERS OF INTERNATIONAL BUSINESS  
ACTIVITIES**

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Plurilingual Component in Professional Competence Structure of Managers of International Business Activities

The article focuses on the problem of professional competence structure of Managers of International Business Activities (IBA). The relevance of the article is determined by the continuing process of global economy integration in Ukraine and the growing demand for highly professional managers in the sphere of international business. The interpretation of competence in the narrow and broad sense of the word and professional competence is generalized. Thus, competence in the narrow sense is the system of knowledge and skills which are the basis for action algorithms, experience, abilities and personal qualities. This system allows successful performing professional and everyday tasks. Competence in the broad sense of the word is a person's ability to actualize particular competences at particular time and use them during the process of their functions realization. Professional competence integrates professional theoretical knowledge, practical skills, and professional qualities of a specialist. The general model of a specialist is presented and the structure of IBA manager professional competence is determined. Besides, the notion of plurilingual competence and its place in the IBA manager professional competence structure is identified. It is revealed that plurilingual competence is the integrating component that links other elements of IBA manager professional competence structure.

*Key words:* professional competence, plurilingual competence, specialist model, competence structure.

Changes in the modern economy of Ukraine which are connected with the process of integration into the world economic system require improving the competitiveness of domestic enterprises and specialists in the international markets. It depends primarily on the quality of vocational training of economic and managerial staff. Therefore, the modern higher education should provide a high level of professional training of future specialists – managers of foreign economic activity

(FEA). Ukraine's accession to the Bologna education system demands updating the principles of the higher education and the process of professional training of specialists. An important component of professional competence of managers of FEA is an ability to function successfully and to communicate in a foreign language professional environment. Today's reforming of the national language education takes into account an experience of the main achievements of the European countries in this direction. According to the "European recommendations on language education" [1] one of the main principles of modern language policy is plurilingual approach. Previously, the goal of teaching the language was interpreted as an achievement of "mastery" in communication using one, two or even three languages, each of them was considered separately, with "the ideal native speaker" as an example. Today the new goal is formulated to develop linguistic repertoire, which includes all language abilities, therefore, to develop students' plurilingual competence.

Numerous works of A. M. Aleksyuk, V. P. Andrushchenko, S. Ya. Batishev, I. D. Bech, V. P. Bespalko, V. M. Galuzinsky, M. B. Yevtukh, N. G. Nichkalo, I. A. Zyazyun and etc. are devoted to the research of professional competence of specialists. In those works the general questions of professional training and the matter of professional education are opened. Professional training of specialists in various fields was the object of the examination dissertation researches of N. N. Isayenko (military), L. G. Kaydalova (pharmacists), A. N. Klotchko (lawyers), A. G. Nabok, G. A. Kopil (economists). To the study of certain types of professional competence some scientific works are devoted. Here you can see the authors: N. A. Bogatyryova, I. A. Vorobiev, V. V. Safonova, V. M. Topalova (sociocultural competence), A. A. Vishnevskaya (business culture), R. O. Grishkova, N. A. Ignatenko, V. A. Kalinin (formation of foreign-language social competence), M. M. Levshina, T. A. Plekhanova (formation of informational culture in the training of future economists), V. A. Liventsova (culture of professional dialogue of future managers), L. A. Savenkova (communicative competence). However today not enough attention is paid to the place of plurilingual competence in the structure of

professional competence of the future managers of FEA, what led to the relevance of this article.

So, the performance of the following tasks will help to reveal a place of plurilingual component of professional competence of specialists in management of foreign economic activities:

- 1) to characterize the main point of the concepts of "competency", "competence", "professional competence";
- 2) to describe the structure of professional competence of managers of FEA;
- 3) to define a place of plurilingual competence as component of professional competence.

First of all, we should define the terminology, because in the scientific literature, there are many interpretations of the concept of "competency" and "competence". In this article, these concepts are not identical, they are in subordinate connection with each other: competency is a component of competence. Following A. V. Hutorskaya we understand "competency" as "a totality of interconnected person's features concerning the certain circle of subjects and processes"; "competence" corresponds to "the possession of the person of the corresponding competence which also includes its personal attitude towards it and the subject of reality". N. I. Almazov, in turn, defines competency as the knowledge and skills in a particular area of human activity, and competence – a qualitative use of competency [3, p. 118].

Competence of experts is the result of professional training, characterizing the qualification of this specialist, which is presented by abilities and the knowledge, which are necessary for implementation of professional activity. In various spheres of work substantial aspects of competence of experts are different.

Active use and distribution of the concept "professional competence" is characteristic for the last years. Now, as M. A. Vikulina notes, professional competence is defined as the phenomenon, integrates professional theoretical knowledge, practical abilities, which are approved in experience, and professionally

significant personal qualities of the specialist [4, p. 85].

So, the nature of professional competence of the specialist is understood as a system of the interconnected and interdependent elements (subsystems) which provide integrity of professional training: dominant, generally subject/basic and subject/special competences [5, p. 75].

If now to project notional filling of these basic concepts on an administrative field of activity, in that way professional competence of the manager of FEA will include formation of professionally significant competences of future manager of FEA, the quantity and correlation of which should be revealed.

Before proceeding to the description of the structure of professional competence, we should consider its place in the general model of the specialist. According to A. A. Mazaraki and T. I. Tkachenko [6], training of the elite specialist in management who will be capable to accumulate the knowledge, capable to creativity, self-updating and self-development, is based on system-central approach in the formation of complex competencies. In its basis is the use of various levels of properties of the personality: the basic, professionally significant qualities, the highest mental functions and mechanisms in the development of the subject. In the general model of the specialist as a creative personality meaningful and functional structure of its characteristics is presented as a logical succession of different levels of formation and their relationship among them. Based on industry standards of the higher education scientists have developed the competency model of the specialist, which is presented in Table 1.

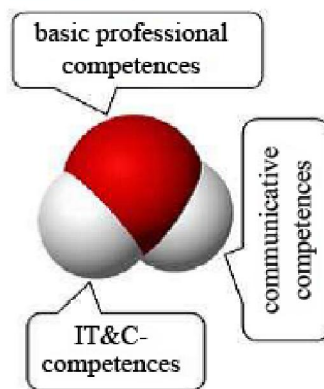
Table 1

**The model structure of the modern specialist**

1. Creative person	Modern Specialist				
2. The level of basic qualities	An ability to accumulate the knowledge		An ability to be creative	An ability of self-development and self-improvement	
3. The level of professionally significant qualities	Education	Professionalism	Creativity, talent, an ability to learn	Emotional and strong-willed stability and perception	Professional culture and morality

4.The level of the highest mental functions and mechanisms	Psychological mechanisms of self-organization and summarizing	Psychological mechanisms of self-development	
5.The level of identification the quality of preparation	General-theoretical preparation	Professional competence	Functional literacy

According to Priymak modern manager must have sufficient professional tools in a particular domain (basic professional competence), special professional competencies in the field of information technology and systems (IT & C) and the appropriate level of communication competence (competence of business communication and interpersonal relationships, linguistic and social competence, etc. (Pic. 1) [7].



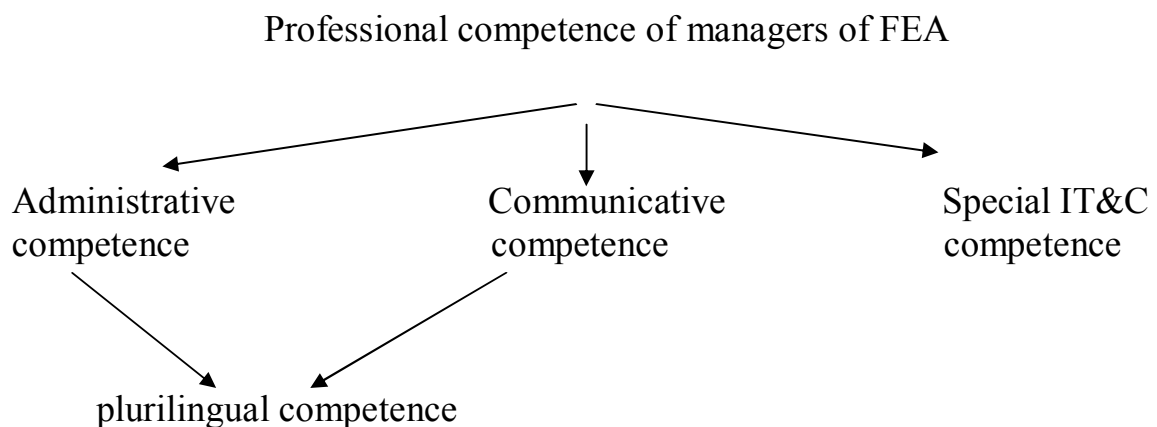
**Pic. 1 Basis of professional competences of the manager**

Thus, the necessary (minimum) level of professional competence of the manager of FEA consists of the following complex:

- 1) basic administrative competences (professional, intellectual, situational, social);
- 2) competences of IT & C literacy (competence in the sphere of the Internet, telecommunications, work with office equipment, etc.);
- 3) dominant communicative competences (social and cultural competence,

knowledge of the rules of etiquette, knowledge of the state and at least one foreign language, etc.)

A competitive ability of the manager of FEA substantially is defined by the level of his formation in plurilingual competences, i.e. his ability to accumulate and use competences of different levels in different languages to perform various professional functions (to adjust, support and develop business relations with foreign partners)[8, p. 8]. It means that plurilingual competence demands also the subject knowledge of a certain professional activity. Schematically the structure of professional competence of managers of FEA taking into account plurilingual competence we can present in following way (Pic. 2).



**Pic. 2. Professional competence of managers of FEA**

In the study of G. A. Kopyl the following substantial components of professional competence of specialists are defined: motivational and valuable, informational and perceptual and at least operative and effective ones [9, p. 8].

Motivational and valuable component of professional competence of specialists in management includes the existence of interest to profound studying of special disciplines; knowing the importance of those competences which have been directly connected with leading activity, an aspiration to acquisition of competitive competences and skills, aspiration to personal self-determination and self-realization in the professional environment; objectivity and self-criticism in an assessment of the self-reached level in development of own professional competence.

Informational and perceptual component of professional competence of specialists in management includes an ability to make a competent perception and the analysis of professionally important information; an adequacy of creative response in professionally important aspects in the maintenance of an observable material; speed increase in conceptual and language reaction on professionally important aspects which are shown in verbal and nonverbal activity of communicants; a capacity/an ability to study and to enrich with the help of an observable material the knowledge of entrepreneurial and corporate culture of the business environment, the language of which is studied; an ability not only to find mutual understanding with business partners, but also to borrow the best examples of entrepreneurial culture into native economy.

Operative and effective component of professional competence of specialists in management is shown in ability to use gained professionally important knowledge in professional activity with optimum benefits; to realize the priority competences, which are inherent in branches of management; skillfully to communicate with foreign business partners, namely: an ability to understand a position of the interlocutor, to represent oneself on his place, to have a conversation with him by his rules on purpose; critically to estimate your own speech and business behavior concerning relevance and expediency, according to a communication situation; to come into trusting contact with the interlocutor, to create the atmosphere of efficiency, understanding, skillfully and earnestly to reach a goal; to foresee conflict situations on an intercultural basis and to prevent them.

So, we draw a conclusion that professional plurilingual competence at the same time belongs to two components: informational – perceptual and operative – effective.

Thus, professional plurilingual competence is an important integrated component of the structure of professional competence of managers of FEA, which allows specialists to realize their activity in the most effective way, and also promotes specialists to self-development and self-improvement.

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Піскурська Г. В.

Плюрилінгвальний компонент у структурі професійної компетентності менеджерів зовнішньоекономічної діяльності

В статті розглядається питання плюрилінгвальної компетенції як компонента структури професійної компетентності менеджерів зовнішньоекономічної діяльності (ЗЕД). Узагальнюється трактовка понять «компетенція», «компетентність» і «професійна компетентність». Так, компетенція є системою знань і вмінь в певній сфері людської діяльності. Компетентність, в свою чергу, - це володіння людиною відповідною компетенцією. Професійна компетентність інтегрує професійні теоретичні знання, практичні вміння, апробовані в досвіді, і професійно значущі особистісні якості фахівця. У статті наводиться загальна модель фахівця та визначається структура професійної компетентності менеджерів ЗЕД. Крім того, автор описує сутність плюрилінгвальної компетенції та визначає її місце в структурі професійної компетентності фахівців з менеджменту ЗЕД. У статті виявлено, що плюрилінгвальна компетенція є інтегруючим компонентом, який взаємопов'язує інші елементи структури професійної компетентності менеджерів ЗЕД.

*Ключові слова:* професійна компетентність, плюрилінгвальна компетенція, модель фахівця, структура компетентності.

Пискурская А. В.

Плюрилінгвальний компонент в структурі професійної компетентності менеджерів зовнішньоекономічної діяльності

В статье рассматривается вопрос плюрилингвальной компетенции как компоненты структуры профессиональной компетентности менеджеров внешнеэкономической деятельности (ВЭД). Обобщается трактовка понятий «компетенция», «компетентность» и «профессиональная компетентность». Так, компетенция – это система знаний и умений в определенной сфере человеческой деятельности. Компетентность, в свою очередь, - это обладание определенной компетенцией. Профессиональная компетентность интегрирует профессиональные теоретические знания, практические умения, апробированные в опыте, и профессионально значимые качества специалиста.

В статье приводится общая модель специалиста и определяется структура профессиональной компетентности менеджеров ВЭД. Кроме того, автор описывает сущность плюрилингвальной компетенции и определяет ее место в структуре профессиональной компетентности специалистов в сфере менеджмента ВЭД. В статье выявлено, что плюрилингвальная компетенция является интегрирующим компонентом, который взаимосвязывает другие элементы структуры профессиональной компетентности менеджеров ВЭД.

*Ключевые слова:* профессиональная компетентность, плюрилингвальная компетенция, модель специалиста, структура компетентности.

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