

3.2 PATRIOTIC EDUCATION OF FUTURE BACHELORS IN INTERNATIONAL RELATIONS BASED ON TUTORING BUSINESS FOREIGN LANGUAGE

Skyrda T. S., Candidate of Pedagogical Sciences, Senior Lecturer at Department of Foreign Languages, National aviation university, Ukraine

Abstract. The significance of the essay is an attempt to introduce into the discourse of patriotic education of future bachelors in international relations based on tutoring business foreign language the concept and phenomenon of patriotic education and requirements of the modern society in the upbringing of social active and patriotically-oriental future professionals in international relations based on business communication. The main approach of the discourse research is a personal strategy considering the business foreign language learner as an active presenter of the patriotic values involving internationalism. This article includes the possibilities of applying local and national information in the course of the foreign business language in a patriotic educational way. It begins with an analysis of the ways in which education systems promote patriotism and how internationalist perspectives would enrich the awareness of business communication in international education. This foundation for presenting a way of thinking about foreign business language education as a means of promoting internationalism and patriotism in educational institutions. The essay ends with some thoughts about future directions in which the patriotic educational purposes of foreign business language tutoring might be further realised.

1. Introduction

Today an extremely important problem for Ukraine is creating an education system that correlates with international standards, the reform of the education system must be carried out based on scientific theory, scientific concepts and models of comprehensive modernization of education, using the rich cultural heritage of the Ukrainian people. Today, the Cabinet of Ministers of Ukraine has approved the first in Ukraine National targeted social program of national-patriotic education for the period up to 2025. The purpose of the program is to improve and develop a holistic state policy of national and patriotic education through the formation and acknowledging of Ukrainian civic identity. This was announced by Minister of Youth and Sports Vadym Huttsait [3]. The achievement of the goal will be held to fulfill the following objectives: formation of Ukrainian civic identity; the implementation of measures aimed at the introduction and establishment of national values, the development of civic identity of the population of Ukraine; formation of scientific-methodological and methodical bases of national-patriotic education. Nowadays, to educate young generation, it is necessary to turn them to the idea of spirituality of culture, ethnocultural traditions that help them to lead the

business communication on the highest diplomatic level. Business communication is the mutual exchange of understanding, originating with the receiver. Communication needs to be effective and presents the essence of management. With the use of various pedagogical tools foreign language tutors teach the future bachelors honesty, decency, and hard work, strive for excellence, love the homeland and people, educate in the spirit of patriotism and internationalism. The indicated contradictions caused the research problem, which is associated with the identification of the educational potential of the university discipline business foreign language for the effective organization of patriotic education of university students on the ethnocultural traditions of the Ukrainian people. Therefore, the purpose of our study is to theoretically substantiate and develop an effective system of patriotic education of youth based on the ethnocultural traditions of the Ukrainian people in the process of teaching business foreign language.

2. Patriotic education in a global age

Patriotism is a necessary part of the education tutoring progress in higher institutions. Patriotism is significant for preserving national unity that motivates national service. Unfortunately, not much has been written about patriotism in general and its relationship to education in higher institutions in particular. Philosopher Randall Curren and historian Charles Dorn in their research "Patriotic Education in a Global Age" [8] address this question to seek what role patriotism might legitimately play in higher institutions. After the concise and thorough investigation it became evident that patriotism indicates justice, education, and human flourishing. Though the history of attempts to cultivate patriotism in higher institutions offers both positive and cautionary tutoring. Patriotism is organized around three components -intelligence, country friendship, and competence of global justice. Patriotic policies and practices are implemented during tutoring foreign business language process for the future professionals to educate and demonstrate deep information in international business transactions that encourage exports, discourage imports, and encourage national control of natural resources. Patriotism tends to work in the same direction, by encouraging actions that support the home country and calls on individuals and businesses to act in the national interest, be aware of the main concepts how to behave during business meetings, how to react to various work situations based on national and international level. Patriotic framework is focused initially on student and staff mobility, on changes in institutional structures and, more recently, on calls for internationalised curricula in Higher Education [1]. Literature review shows that patriotism refers to the teaching of national identity, such as patriotic education and nationalistic education, and the different meanings that they may connote. Patriotic education literally means education of the people or citizens of a nation, without direct reference to patriotic feelings based on universal values, through respect for diversity and pluralism. In this context, each individual's life has implications in

day-to-day decisions that connect the global with the local, and vice versa through respect for diversity and pluralism.

In sum it up, the role of our education system is to tutor students to dive into and think critically about the patriotic aspects. We must teach national pride implying that fact, that we are living in a nation where that pride may not occur organically. So, instead of approaching education as a vessel for faux patriotism we are to create a country that will make us proud, one that warrants authentic patriotism.

3. Foreign business language tutoring

The intercultural tutoring business foreign language is fundamental in the educational environment. It gives to the tutoring a wider function than the acquisition of the linguistic means for immediate communication in everyday life. Going beyond familiarity with a fact about a country, the knowledge skills and attitudes give access to an understanding of foreign cultures. Competence in languages will also lay the ground for participation in activities which build democracy beyond country borders and differences in culture. It is thus possible to see that the characteristics of internationalism are appearing with ever stronger emphasis in foreign language teaching policy documents: the importance of humanistic values and understanding others, the critical reflection on one's own self and country, the developing link with education for active citizenship and participation in democratic processes which go beyond the borders of the nation. In practice an internationalist perspective gives learners a view of the world, and their own nation and country within it, a point from which they can see what they have never seen before. Foreign business language tutoring demonstrates how learners can take their learning beyond the classroom and make immediate use of it in the here and now, in the communities to which they belong, at local, regional or national level. Learners make themselves effective in public life through knowledge, skills and values. They can learn to work together in an internationalist perspective across linguistic and cultural boundaries — with the competences acquired in this process — to analyse and act upon issues which require something other than a national or nationalist perspective. In recent years some foreign business language tutors have begun to work in the direction whose essence is to combine the international perspective of foreign language teaching and the emphasis on action in the community. During demonstrating the new material, various projects can be applied with the following characteristics: to create a sense of international identification with learners in the international project; to challenge the common sense of each national group within the international project; to develop a new international way of thinking and acting; to apply that new way to knowledge, to the world [2]. This educational philosophy has been pursued by a network of language teachers in schools and universities. They have taken full advantage of modern technology to create innovative projects.

4. Survey methodology

Internationalism in foreign business language tutoring has a particular role to play in prompting learners to take a different view on the world than the nationalist one, which much education promotes. Internationalism is a way of thinking and acting which is grounded in historical events and philosophies. Liberal internationalism has a vision of the world which goes beyond the national and is based on promoting a change for the better both in terms of the moral position taken and with respect to the actions which follow. Foreign language teaching has a privileged position in education systems because, by its nature, it should lead to an internationalist position demonstrating how foreign language teaching can both in theory and practice realise its fundamental but ignored international character. It shows how foreign language teaching makes a major and unique contribution to young people's education even as it provides them with tools for communication. Internationalism should be at the heart of foreign language teaching. The examples given are not of course exclusive ways of realising in practice the theoretical position of internationalism. The fundamental issue is that foreign language teaching needs to realise its full nature and potential in these ways and others, and that practitioners should work together with theorists to ensure this happens in innovative and systematic ways.

In recent decades, there have been changes in the content and methods of upbringing moral, patriotic qualities in student youth, which is due to the changed political, business, economic and social conditions of life both within the country and abroad.

Our country has become more open, and the younger generation is influenced by the European model and ideals of the individualistic personality, the attitudes of which often do not coincide with our traditional moral values. In new conditions, when the requirements for the personal qualities of a specialist change, it becomes necessary to change or improve the methods of educational work in higher institutions in the faculties of international relations. The results of the survey analysis on the faculty of international relations showed that the majority of students are proud of their country; for them, being a patriot means loving their homeland, its culture, and working for the good of their country. The educational process in the faculty of international relations in foreign business language classes is carried out through the content of educational material through the use of various methods, techniques and means, as well as various forms of organization of educational work.

Educational material for future bachelors should be business-orientated and, at the same time, be of educational - cultural value. The paper substantiates the necessity of using authentic business material from existing textbooks or specially compiled, which has educational potential in terms of the formation of firm patriotic views and beliefs. Globalization increases economic interactions across national borders through exports, imports, foreign direct investments, and mergers or acquisitions. The World Trade Organization aims at making this global system

Current theory and practice issues of teaching foreign languages at universities in global digital educational space

of economic interactions more protection free. Nationalism is domestic emphasis placed on the country's economic, political, and strategic interests. Nationalism views international business as a zero-sum competition. Patriotism is pro-national behavior of consumers, producers, and other business stakeholders, and also calls for such pro-national behavior. Nationalism and patriotism are partly reactions – varying considerably by country – to domestic effects of this globalization, markedly exacerbated by the unexpected financial crisis and ensuing severe economic recession that emerged in 2008 and continued still now.

During term period, particular attention is paid to implications for public and business diplomacy and geopolitics issues between countries. The tutoring process can be applied through various methods:

- the direct method (Its main focus is oral skill and it is taught via repetitive drilling. Grammar is taught using an inductive way and students need to try and guess the rules through the teacher's oral presentation);

- the grammar translation method (this is the traditional way of learning a language and it's still commonly used when learning some languages. Some countries prefer this style of teaching and the main idea behind this method is that the students learn all grammar rules, so they're able to translate a number of sentences);

- the audio lingual method (the Audio Lingual Method is based on a behaviourist theory that things are able to be learned by constant reinforcement);

- the communicative language teaching (the idea behind this approach is to help learners communicate more effectively and correctly in realistic situations that they may find themselves in. This type of teaching involves focusing on important functions like suggesting, thanking, inviting, complaining, and asking for directions to name but a few).

The usage of different methodological approaches helps to enhance the real business atmosphere during the learning period.

The most significant point is to evaluate and find out new business information based on national knowledge and with this awareness a student is able to provide a comparative analysis with the foreign business information.

For instance, it is essential to demonstrate one of the tutoring lesson, the title of which is 'Negotiations'. The first step is to introduce the principles of Ukrainian's negotiations in comparison with the British ones: (Ukrainians are hospitable and business meetings and negotiations can be quite extended. There is also a chance that natural hospitality overshadows the overall business purpose. Nevertheless, cautiousness is usual and people normally treat even basic data as confidential, such as number of staff, turnover, etc. This information is difficult to get on the phone but can be obtained at a meeting when a link is established. When meeting with various officials, from municipalities to ministries, they may want to conclude a Memorandum of Understanding; British version:

Current theory and practice issues of teaching foreign languages at universities in global digital educational space

business relationships in this country exist between companies as well as between individuals. If your company replaces you with someone else over the course of a negotiation, it may be easy for your replacement to take things over from where you left them. Likewise, if you introduce someone else from your company into an existing business relationship, that person may quickly be accepted as a valid business partner. This does not mean that the British do not care about who they are dealing with. Personal integrity and dependability are important if you want to win their trust. In Britain's business culture, the respect a person enjoys depends primarily on his or her rank, status, education, and knowledge. Age and seniority are also respected. Admired personal traits include poise and politeness).

5. Findings

The problem of informative and educational aspects of foreign business language education tutoring is not only the acquaintance of students with a foreign culture, history, literature, etc., but also the ability to convey a similar awareness to foreign language speakers. Only by carrying their native culture, traditions and customs the student is able to conduct a real dialogue of cultures.

As practice shows, student faces a number of difficulties wanting to talk in a foreign language of their country, region. First of all, he feels the need for an appropriate factual content for his speech, which would be interesting for a foreign partner. It is realized only under the condition that the students themselves are well aware of the reality in which they live, i.e in this case they need not only a comparison but relevant knowledge. However, knowledge about their country and their native land is used in learning a foreign language partially or not systematically. In this regard, the student may well talk about London, the Big Ben, but when one is asked about Kiev or the Golden Gates and the culture of his/her native city, the country, one appears to be unprepared.

Thus, practice shows that the student is not able to transfer the knowledge of the literature, history, geography, business negotiations etc. in their native language into the studied language. One of the reasons for this phenomenon is the lack of knowledge of a specific language, the lack of experience of its use, the lack of relevant topics and issues in the content of foreign language courses.

It is rather significant that we are to add information on various aspects of Ukrainian reality: features of life, philosophy, customs and traditions, principles of business communication of the Ukrainian people but not only present information from business language literature. The term period should present the following thematic units: 1. Ukrainian and foreign brands. 2. Business historical Pages in Ukraine and abroad. 3. Political System in Ukraine and foreign countries, etc. Of course, this cultural tutorial has great potential because it contains materials on various topics, volumes and forms of presentation. It contains text and illustrations (charts, tables, illustrations, maps, graphs), which facilitate the perception of teaching material, exercises, thematic lexical units belonging to the certain

sections, additional entertaining texts. In this case the differentiated approach can be understood as the use of texts for different types of speech activity (reading, listening, speaking and writing), all forms of work (oral and written, home and classroom, frontal and individual, group, pair, playing learning, discussion) while taking into account the level of students' awareness of national business information.

Without a doubt, it can be used in the optional forms of work on the elective courses, as well as in various kinds of extracurricular activities. At the end of the tutorial there are clues to some of the exercises and the application showing the organization of the festivals 'Business Party' and 'Investment'. During the conversation, you need to stress, first of all, the word homeland, ask to explain what this word means to them personally, what feelings they experience when they hear the word, with what words they associate with it.

6. Conclusions

The cultural and instructional potential of the subject "foreign business language based on patriotism" has just began to be investigated by scientists. In the middle of the XX century the first studies on the problems of education of students in the process of learning a foreign language appeared. In this area, Z.K. Shnekendorf (1979) had research. The works of N.F. Bodieva (1991), S.V. Perkas (1990) and others are focused on education of patriotism and internationalism. The last decade studies are devoted to the heroic and patriotic education of high school students (Gizatullin, 2005; Shahbazova, 2005; Pesman, 2015), the patriotic education of young people in general (Milyukova, 2009) and future teachers, in particular (Pavlov, 2005; Shabalina and Rybakov, 2014), different directions of patriotic education in foreign language courses (Domchenko, 2015; Yevdokimova, 2005; Egoshina, 2007; Rathert, 2012; Kadykova, 2009), the use of local history material in foreign language lessons (Praded 2008; Godunova, 2006; Kalayci & Humiston, 2015; Kornienko, 2004; Agcam, Coban, & Karadeniz, 2015; Toplenkina, 2007).

As for the problem of patriotic education by means of local business studies within the course of the foreign language, this problem has not been studied intentionally, that is why our study aims at filling this gap in pedagogics. Education of patriotism a long process, which is complex in terms of context and rather unbalanced in terms of the methodical implementation. It is a comprehensive process that covers all areas of teaching and educational activity. Formation of a developed diversified multicultural identity, its world outlook, sense of patriotism and national dignity is possible by systemic development of national culture, both through the extra-curricular and lesson work.

Lesson always was and is an important aspect of a whole pedagogical process. Inclusion of ethnic and cultural material in the content of classes in a foreign language will contribute to the education of Ukrainian patriotism. Formation of patriotic feelings in many respects depends on the saturation of the

material prepared by tutors for a lesson of a foreign language, teacher's emotionality and creativity, the knowledge and the correct use of modern methods and forms of work of teacher and student in the classroom. Thus, within the purpose of patriotic education of students the local historical material should become a mandatory part of the study of a foreign language.

REFERENCES

1. Anderson, B. (1991). *Imagined communities. Reflections on the origin and spread of nationalism* (2nd ed.). London: Verso. Allport, G. W. (1954).
2. Byram, M. (in press). Internationalism and education in the 1920s, with special reference to FLT in Britain. In N. McClelland & R. Smith (Eds.) *The history of language learning and teaching III* (pp. 22-36). Oxford: Legenda.
3. Government adopted the first in Ukraine state targeted social program of national-patriotic education for the period up to 2025. Retrieved from <https://www.kmu.gov.ua/en/news/uryad-zatverdiv-pershu-v-ukrayini-derzhavnucilovu-socialnu-programu-nacionalno-patriotichnogo-vihovannya-na-period-do-2025-roku>
4. Holbraad, C. (2003). *Internationalism and nationalism in European political thought*. Basingstoke: Palgrave. Hoskins, B., Jesinghaus, J., Mascherini, M., Munda, G., Nardo, M., Saisana, M., Van Nijlen, D., Vidoni, D., & Villalba, E. (2006). *debates and young people's experiences*. *Educational Review*, 55(3), 243-254.
5. *Intercultural Communication Education*, 1(2) Berlin, I. (1990). *The crooked timber of humanity*. Princeton, NJ: Princeton University Press. Berlin, I. (1998). *The proper study of mankind*. London: Pimlico. Biell, G., & Doff, S. (2014).
6. *Interkulturelle kommunikative Kompetenz*. In S. Melo-Pfeifer & D. Reimann (Eds.), *Plurale Ansätze im Fremdsprachenunterricht in Deutschland. State of the art, Implementierung des REPA und Perspektiven*. Tübingen: Gunter Narr. Risager, K. (2006).
7. Osler, A., & Starkey, H. (2015). *Education for cosmopolitan citizenship: A framework for language* 80 *Intercultural Communication Education*, 1(2) learning. *Argentinian Journal of Applied Linguistics*, 3 (2), 30-39. Reimann, D. (2018).
8. *Patriotic education in a Global age*. Retrieved from: <https://press.uchicago.edu/ucp/books/book/chicago/P/bo28179129.html>
9. *The nature of prejudice*. Reading, MA: Addison-Wesley. Barrett, M. (2007). *Children's knowledge, beliefs and feelings about nations and national groups*. Hove and New York: Psychology Press.
10. *Why a patriotic education can be valuable*. Retrieved from <https://www.nytimes.com/2021/07/10/opinion/sunday/history-education-patriotic.html>