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THE ROLE OF CROSS-CULTURAL COMMUNICATION IN THE TRAINING OF FUTURE TOURISM PROFESSIONALS

The purpose of this research is to reveal the peculiarities of cross-cultural communication as an important component of the professional training of future tourism specialists.

In the context of globalization and the rapid development of tourism, cross-cultural communication is a key factor in shaping the professional competence of future specialists in this field. The expansion of international relations has increased society's demand for the training of competitive and competent professionals. The intensification of cross-cultural interaction contributes to the development of forms of communication, the essential condition for the success of which is mutual understanding and respect for different cultures. The tourism industry involves constant contact between representatives of different cultures and speech communities. Therefore, the ability to interact effectively in a multicultural environment characterizes a specialist who is well oriented in various communicative situations and capable of building dialogue with all participants of the tourism industry.

Cross-cultural communication reflects knowledge of cultural characteristics, the ability to avoid communicative conflicts, and the skills of quickly adapting to different sociocultural contexts. For future professionals in the tourism sector, this means creating an atmosphere of trust and hospitality and contributing to a positive image of the country. It should be noted that tourism can be considered a means of cultural enrichment.

A number of scholarly works are focused on the study of cross-cultural communication and the development of cross-cultural communicative competence. The linguistic aspects of cross-cultural communication were investigated by E. Hall and A. Wierzbicka. The issues of cross-cultural communication are addressed in the works of F. Batsevych, M. Halytska, O. Misechko, I. Shavkun etc. Despite the substantial body of scholarly works focused on the training of tourism professionals, the impact of cross-cultural communication on the effectiveness of their professional education has not yet gained sufficient theoretical and empirical justification, which determines the relevance of further research in this area.

In the second half of the 20th century, the concept of «cross-cultural communication» became widely used. This term was introduced into academic discourse by the American anthropologist E. Hall. Cross-cultural communication facilitates the rapid exchange of information between different countries and regions, which fosters greater international cooperation, the dissemination of knowledge, and promotes technological advancements. In turn, this stimulates innovative development, enhances the level of education, and promotes the development of approaches to addressing global challenges.

The American anthropologist E. Hall and the American linguist G. Trager studied the concept of «cross-cultural communication». In their view, cross-cultural communication is an ideal goal that a person strives for in order to effectively adapt to the world. Therefore, they proposed the following definition: cross-cultural communication is «communication between

individuals belonging to different cultures, where one participant recognizes the cultural difference of the other; it is an exchange of information, ideas, and feelings among representatives of different cultures» [7, c. 24].

The Ukrainian linguist F. Batsevych offers the following definition: «cross-cultural communication is the process of communication (verbal and non-verbal) between individuals (or groups of individuals) who belong to different national linguocultural communities, generally use different native languages, perceive the linguocultural «foreignness» of their communication partner, and possess different communicative competences, which may lead to communicative failures or cultural shock in the process of communication» [1].

In the context of cross-cultural communication, the interrelationship is examined between «1) *language*, which reflects and simultaneously influences the perception of the world specific to each nation; 2) *culture* as a more or less stable system of explicit and implicit rules, standards, values, structures, and artifacts; 3) *an individual*, characterized by a culturally determined value system and the capacity for cross-cultural communication» [3, p. 95].

Cross-cultural competence consists of linguistic and sociocultural knowledge and skills, since a future tourism professional must resolve complex and conflict situations caused not only by the language barrier, but also by cultural differences.

Communication is the foundation of cross-cultural communication, which is essential for the successful implementation of practical tasks in the tourism industry. Foreign language plays a significant role in this process. «The methodology of foreign language teaching is based on the premise that the learning process serves as a model of cross-cultural communication. It is precisely in the process of learning foreign languages that future tourism managers become acquainted with the culture of interpersonal relations, the world cultural heritage, and adherence to the principles of tolerance» [4, p. 222]. There is no doubt that a deep understanding of a foreign culture is impossible without knowledge of the language of that culture. In light of this, the study of foreign languages has traditionally been considered one of the priorities of an educated individual. Insufficient familiarity with the culture of the target language's country can result in students becoming what M. Bennett calls «fluent fools» — people who are proficient in the foreign language but do not understand its social or philosophical content, which constitutes its cultural dimension» [6, p. 16].

As tourism gains increasing significance in economics and cultural exchange processes, it becomes an effective tool for fostering tolerance, which implies respect, acceptance, and an awareness of the world's cultural diversity. Tolerance means the ability of communication participants to perceive the phenomena and facts of other cultures, particularly those that differ significantly from the customs and norms of their own cultural environment, fostering a desire to understand and accept a different viewpoint without conflict. «Tourism is centered on the fundamental principles of exchange between peoples and is simultaneously an expression and an experience of culture» [5, p. 9–16].

Cultural awareness is essential for providing quality educational services. The goal of modern education is to ensure opportunities for free interpersonal communication by overcoming linguistic and cultural barriers. Achieving this goal requires the implementation of approaches to foreign language teaching that would allow students not only to acquire knowledge and practical skills but also to confidently apply them in a variety of situations within the context of the global cultural space. «The use of situational

tasks and various communicative exercises during classes will help create conditions that encourage students not only to master theoretical material but also to express and argue their own ideas and exchange knowledge, which will contribute to the formation and development of cross-cultural communication skills» [4, p. 222].

A limited vocabulary negatively affects the quality of the tourism product and the guided tour, particularly when presenting unique landmarks and describing events. A large number of grammatical errors and a style that does not correspond to the cultural characteristics of the target audience undermine tourists' trust and reduce the value of the cultural tourism product.

Cross-cultural communication skills are developed in the process of «business simulation game». As N. Bondar notes, «a business simulation game is aimed at the optimal fulfillment of professional tasks and the best realization of professional communication, with a strong focus on problematic and conflict situations. Under the guidance of a teacher, students practice behavior and interaction while performing one role or another: a manager of a travel agency, a travel agent, a hotel manager, or ultimately a client. All of this allows students to gain positive emotional experience in the process of role transformation, changing their image, behavior, speech, and the overall culture of each participant in the creative process» [2, p. 49].

In the process of cross-cultural communication, studying stereotypes and behavioral patterns is essential for achieving mutual understanding, as they reflect the most characteristic features of a particular people and culture. Stereotypes may be formed due to limited awareness, insufficient personal experience, or the influence of mass media. Stereotypes have both positive and negative expressions. On the positive side, they can explain the motives behind behavior and the attitudes of communication participants toward one another. On the negative side, stereotypes are capable of creating a distorted perception of the culture with which one is interacting. For a tourism professional, it is particularly important to be able to overcome negative stereotypical perceptions of other cultures, since in their professional activities they must act as a kind of mediator between cultures, facilitating the establishment of effective cross-cultural dialogue and mutual understanding.

Conclusions. Thus, cross-cultural communication is an essential component of professional training for tourism specialists, as modern tourism involves constant interaction among representatives of different cultures. A contemporary tourism professional must be able to communicate effectively in a cross-cultural environment. Proficiency in foreign languages, knowledge of cultural characteristics, and skills in cross-cultural interaction enable future tourism professionals to successfully tackle professional challenges and avoid communication barriers. Effective cross-cultural communication requires not only knowledge of foreign languages but also an understanding of the behavioral norms and value systems of representatives of other peoples. A tourism professional must be able to critically evaluate stereotypical perceptions and overcome cultural barriers, acting as a mediator between different cultures and facilitating the establishment of productive dialogue among them. The introduction of the course «Cross-cultural Communication» into the educational process contributes to improving the quality of training for future tourism professionals and, most importantly, enhances their competitiveness in the labor market.

The prospects for further research lie in analyzing the concept of «culture shock» and its impact on the development of a tourism product in the training of tourism professionals.

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