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SOCIETY 5.0 — APPROACHES TO CROSS-CULTURAL TRAINING OF FUTURE LEADERS AT AN INNOVATIVE UNIVERSIT

Abstract. *The author speculates on the significance that socio-cultural issues may acquire within the concept of Society 5.0 and attempts to assess the relevance of the approaches to cultural development of potential business leaders at KNEU.*

Science, technologies and innovation are the driving forces not only of the modern but also of the foreseeable future society. The initiative *Society 5.0* is an extremely recent concept which contains guidelines for future social development at all levels. It was put forward by the Japanese Government (the Cabinet of Shinzo Abe) in the form of the *Fifth Basic Plan for Science and Technology* in January 2016 and embraces the period up to 2030. The objective of *Society 5.0* is the establishment of societal foundations where anyone can develop value, at any time and place, in a safe environment through the fusion of cyberspace and physical space. *Society 5.0* is a novelty society where technologies would join a superintelligent creative society. [1]

As technology advances and workplace strategies evolve, there comes a need for professionals to align with these changes in terms of knowledge and skills. One of the best ways to enhance knowledge and skills is through learning and training. Therefore, the purpose of the article is to investigate the significance of socio-cultural issues within the framework of *Society 5.0*; correlate the empirical experience of Kyiv National Economic University named after Vadym Hetman (KNEU) in intercultural communication (ICC) training with the requirements of a future human-centred society that balances economic advancement with the resolution of social problems.

Several important conceptualizations of future trends, which seem to be relevant to our study, have been developed by the scholars over the past few years. According to Nagy and Hajrizi, the main value of *Society 5.0* is the management of socioeconomic problems by focusing on individuals' best interests, including sustainable programs that ensure social equity [3]

Broo, Kaynak and Sait dwell on what education should be like in the future. They believe that the connections between different disciplines are becoming the core of the new educational technologies, in a not multi-, not inter-, but in a trans-disciplinary, seamless manner. [4]

Carayannis E., Morawska-Jancelewicz J. suggest incorporating the assumptions of Society 5.0 into the universities practices and policies. From their point of view, it will allow both universities and societies to fully benefit from such transformation. [2]

Kasinathan P. et al expects the future economies to have a profound effect on the generation and distribution of wealth and power. As the future economies evolve, societies, enterprises, and governments will find themselves in new roles when it comes to the use or control of wealth and power, each as an instrument to influence the other [2].

Additionally, the scholars of KNEU note that the modern studies on economics should be understood in the context of political, legal, information, cultural and other components. They consider social economic attitudes to be the basic foundation of the individual's behaviour in the sphere of consumption, employment, conflict resolution etc. One of the fundamental and principled positions of Prof. Kolot is as follows, «...the new opportunities arising for an employee in the new economy (digital, network, smart, creative etc.) continue to be limited by the factors of material, social mental, psychological, and sociocultural character. An employee has not acquired more confidence in the labor market, facing physical, psychological, technical technogenic dangers which are becoming the norm today» [6, p. 99].

To further emphasize the significant impact of cultural issues on social, economic and technological development of future societies, the following points of view assume the highest relevance to our understanding of the significance of cultural issues in the foreseeable future:

- «It would be a mistake, however, to assume that these innovations have an identical, homogenizing effect wherever they appear. It remains difficult to argue that the globalization of technologies is making the world everywhere the same. The «sameness» hypothesis is only sustainable if one ignores the internal meanings that people assign to cultural innovations. [7]
- «Cultural Awareness and Cultural Intelligence are skills that are too often underestimated and that despite increasing globalisation, cultural misunderstanding remains an important impediment to successful business relationships».[8]

On the basis of the above opinions, we may conclude that the power of science and technologies is not merely changing the environment, it is also changing human mentality, simplifying the exchange of opinions, increasing the role of interpersonal and inter-group differences in various cultural variables (the degrees of individualism-collectivism, future orientation, attitudes to nature, perception of wealth and power, ability to avoid uncertainties etc.). In light of these shifts, building a resilient and sustainable education in which universities are called upon producing knowledge for new technologies and sociocultural innovation, seems to be major premise and acquires additional topicality.

As of today, even despite the hybrid and military challenges and global instability, Ukrainian corporations and companies conduct an active policy in the international arena. Thus, intercultural awareness is an important attribute of a modern business

leaders, which contributes to the formation of their social skills and prepares them for the challenges of the situation on the basis of appropriate competence.

Over the past ten years, the Department of Foreign Languages and Intercultural Communication at KNEU has been developing its own model for the formation of socio-cultural competence of master's students. The uniqueness of the course on ICC is the logic of its layout which is based on fundamental cultural theories of H. Hofstede, E. Hall, E. Hirsch, S. Ting-Tumi, H. Triandis, F. Trompenaars, and others.

In our opinion, it is an innovative theoretical and methodological complex that meets the requirements of synergetic and systemic education. It consists of the scientific, educational, and cultural components which are fused into a monolithic unit by a communicative linguistic trajectory. The basis of intercultural didactics encompasses a number of directions: detailed descriptors of goals and values of the academic process in each group of learners; culturally specific features of cognitive activity; diverse styles of training; specifics of pedagogical discourse; control and measurement of learners' and educators' cultural intelligence (CQ). [9]

The course is multidisciplinary and multi paradigmatic in its nature, which means that the educators can apply such techniques and practices as system analysis, factor analysis, situation analysis etc. For our part, we would extend the list of research tools by adding the methodology of cross-cultural analysis.

The didactics of *Intercultural Communication* course encompasses a number of directions: detailed descriptors of goals and values of the academic process in each group of learners; culturally specific features of cognitive activity; diverse styles of training; specifics of pedagogical discourse; control and measurement of learners' achievements.

These are the practical steps of the implementation process: 1) organization of intercultural training 2) development of cognitive abilities and critical-thinking skills through the participation in the annual scientific conference «Strategies of Intercultural Communication in Teaching Languages at Modern Universities» (it has been held at KNEU since 2014); 3) development of assessment kit; 4) design of the culturally adapted distance course.

To bring the paper to a close, we may summarize our findings as follows:

- as long as the humanity has not been globalized culturally, the issues of cultural diversity are likely to acquire additional acuteness and pose a promising problem for further research;
- the above approach of KNEU's educators reflects a synergistic change in the pedagogical philosophy, during which the formation of the in-demand *soft skills* of the XXI century is integrated into the process of acquiring procedural knowledge at the macro level and creates a reliable basis for training KNEU's masters' as potential leaders of national economy and competitive participants in the international labor market.

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РОЛЬ КУЛЬТУРИ ТА ІДЕНТИЧНОСТІ У ФОРМУВАННІ НАЦІОНАЛЬНОЇ БЕЗПЕКИ

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THE ROLE OF CULTURE AND IDENTITY IN SHAPING NATIONAL SECURITY

Abstract. *The author examines the relationship between culture, identity and language on the one hand, and national security on the other. The key aspects that*