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## **Cross-Cultural Communication as a Basis of Building Intercultural Competence**

The problems of intercultural communication are probed in different areas of knowledge. There are also some research done at the intersubject level in which expedience of assignment to intercultural communication of status of separate scientific discipline is argued. So the authors of „The basis of intercultural communication” assert that new independent discipline determined by the object and research method has appeared that is called “intercultural communication” [Kolbina 2008: 6].

In pedagogical science the problem of intercultural communication has been studied with the purpose of foreign language teaching improvement, but the analysis of scientific research has proved that methodological principles of building intercultural communication by means of foreign languages are insufficiently investigated.

Intercultural communication is a social phenomenon, the essence of which lies in structural or destructive interaction between the representatives of different cultures (national and ethnic), of subcultures within the limits of well-defined spatial-temporal continuum [Miazova 2008: 15]. It is a variety of communication, success or failure of which is largely determined by cultural divergences between communicants. In the middle of intercultural interactions there is a human as a carrier of common to mankind universal and specific features. This human acts and interacts with others on the basis of these common and culturally determined values in different culturally determined communication contexts [Grigoriev, Chumakov 2008: 8].

A. Sadokhin marks that a process of intercultural communication is an interaction of individuals, who are members of different cultural communities, each of them has its own language, types of behavior, values, customs, and traditions. In this interaction the behavior of the individual is determined by his belonging to a certain socio-cultural and linguistic community. In communication every participant appears both as a separate individual, and as a member of some socio-cultural groups, and as a representative of certain cultural community and as a representative of all mankind [Sadokhin 2007: 126].

On the other hand intercultural communication can be defined as informative interaction of cultures in a process and as a result of direct or indirect contacts between different ethnic and national groups. Such contacts can take place

in a form of a meeting of individuals who belong to different cultural-ethnic groups: indirectly through the study of written documents (letters, books, inscriptions) or iconography material (pictures, photos, and so on), through the study of objects, that are the part of material culture of one of the groups [Ikonnikova, Bolshakov 2008: 317].

According to modern research of intercultural communication theory such functional spheres have been selected: interpersonal, social, public, intergroup, professional, mass communication and small group communication. It is thus marked that spheres of activity and profession, which are being realized presently by intercultural communication are: business, management, consulting activity, journalism and so on [Znikina 2003: 56].

In S. Ikonnikova's opinion, general function of intercultural communication is a correlation of relations between countries and ethnos, classes, layers, national groups and religious organizations and so on, with the purpose of support the dynamic unity and integrity of world socio-cultural environment [Ikonnikova, Bolshakov 2008: 319].

Intercultural communication in business sphere is a process of direct professional interaction of business cultures, which takes place in the field of national stereotypes of thinking and behavior that differ fundamentally. There is a problem of understanding it both at linguistic and socio-cultural level.

Communication can take place only when feelings of participants help to understand the values of other people, when sense is created through trust, sincerity and desire to know about each other [Korochkina 2000: 5]. It underlines that intercultural communication foresees an obligatory increase of all levels of intercultural competence as a compulsory condition of achieving positive result in intercultural intercourse in growing integration of world association. Such understanding of intercultural communication puts forward the problems of building intercultural competence of students majoring in economics and gives it the special status as a component of professional competence of a prospective specialist.

It is obvious that for the realization of effective intercultural communication there is an urgent necessity of developing intercultural competence in students. This type of competence is well-defined in the list of professional competence of prospective economists. Therefore let's focus on the linguistic aspect of intercultural interaction and attempt to understand the realization of intercultural communication and teaching methods of the culture of such communication in foreign language study. In particular it will give an opportunity to define a role and place of intercultural competence in the study of foreign language of students majoring in economics. A prospective economist should be ready for international economic activity, and it means the necessity of intercultural competence. The latter is determined not only by language proficiency but also by a possibility to understand the needs of people, who share different values and have different priorities. Such ethnos-relative approach is vital for a successful person or a company in modern economic situation, in fact markets of each country are no

longer isolated, and they depend on collaboration with each other. Therefore it is necessary to master such knowledge, which would allow a specialist to use effective communication for his own benefit, to meet own objectives successfully in cross-cultural dialogue, understanding of needs of a partner.

Thus, it becomes obvious that professional training of prospective economists should be aimed to meet global challenges. It means that the progress of foreign language communication in a professional sphere depends not only on high/appropriate level of language proficiency, but also on its use taking into account the verbal and non-verbal behavior of communication partners, and on ability to make decision in accordance to socio-cultural demands of business partners.. It expects certain communication skills, flexibility, and tolerance to culture diversity, low level of ethnocentrism.

The modern approaches to the foreign language study have one main tendency. It means that the foreign language study is first of all the way of development intercultural dialogue as a peaceful way of coexistence and cognition of the world. Therefore in foreign language study it is important to bear it in mind that a way from confrontation to tolerance and adaptation lies only through understanding of culture, and the key component of every national culture is language. Requirements to foreign language proficiency for economists are stated in policy documents of Ministry of Education and Science of Ukraine. The level of foreign language skills for professional purposes presupposes the teaching strategies that allow student to communicate successfully with overseas business partners during business negotiations, meetings, presentations, conferences, other types of business activity both in formal and informal settings.

To attain the greatest level of understanding with an interlocutor a prospective specialist besides the level of his professional training, should „talk one language”, but at the same time using, for example, internationalisms or specific professional terminology. The communication code is largely a linguistic code. However, it is not worth fully bringing it to the linguistic level, as sometimes speakers of one language from different social layers, different age or professions can attain the mutual understanding worse than people from different countries that have a common communication code. For a prospective economist such code is, for example, economic terminology, system of concepts, type of relations between people or organizations that is based on business perception of the world, speed of reaction, awareness of leading trends of development of modern economy. To use these abilities and knowledge at an appropriate moment prospective economists should have several competencies – communicative, social, and socio-psychological. In other words, a key category in professional communication is competence.

Therefore intercultural communication is not simply an amount of knowledge, but also the creative approach to the choice of socializing methods with the representatives of different cultures. As only the participants of intercourse can define their own position in relation to the representative of other ethnos, to

form the attitude towards a partner or to the entire nation, to choose the stage that s/he will reach, – will s/he stumbled at „Cultural Shock” point or pass to more productive contact? Intercultural awareness presupposes permanent learning, receiving new information about the typical situations of such communication, possible problem and the most successful empiric tested negotiation strategies.

Such stress on intercultural communication is formed in students under the influence of their own cultural environment. Exactly in this period, when world-view of young man is unlocked, unfrozen, it is very important to form such outlook, which would be based on the principles of tolerance, sensitivity, openness to different cultures and desire to build interaction successfully. The guarantee of such relation is positive attitude of communicant towards each other. Only this can make him/her a global player [Donets 2001: 185] in international economic environment. It happens due to the constantly changeable economic environment in modern world. Leadership qualities and rapid adaptability to the changes and innovations is one of the most important factors of determination of professionalism, competence of a specialist.

Skills and knowledge that are acquired by prospective economists while developing intercultural competence are as follows

1. Understanding the strategies of the use of lexical units and grammatical structures in intercultural communication.
2. Ability to understand the representatives of other cultures, their way of life, peculiarities of communicative behaviour.
3. Ability to understand professional and business information in intercultural communication.
4. Ability to use professional knowledge.
5. Ability to understand a different culture in comparison to own one.

The pedagogical value is that developing intercultural competence in students results in tolerant attitude towards other cultures, the degree of ethnocentrism diminishes in their perception. Involvement students into cross-cultural communication allow them to master efficiently these principles at an empiric level.

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### **Резюме**

В статье рассмотрена межкультурная коммуникация как неотъемлемая составляющая межкультурной компетенции будущих экономистов с точки зрения педагогики. Проанализированы подходы к определению межкультурной компетенции в отечественной и зарубежной научной литературе, приведены аргументы различных авторов в полемике по данной теме.

### **Abstract**

In the article the author considers intercultural communication as a basis of intercultural competence of prospective economists from the point of view of pedagogic. Approaches to the determination of this concept in domestic and foreign scientific sources are analyzed; the arguments of different authors are studied in this polemic.

**Key words:** communication, culture, communicative competence.

### **Komunikacja na skrzyżowaniu kultur podstawą budowy kompetencji interkulturowych**

#### **Streszczenie**

W artykule autorka uważa komunikację interkulturową za podstawę budowania kompetencji interkulturowych przyszłych ekonomistów wychowawczego punktu widzenia. Analizuje podejścia zmierzające do określenia tego pojęcia w krajowych i zagranicznych źródłach naukowych; podejmuje polemikę z argumentami różnych autorów w tym zakresie.

**Słowa kluczowe:** komunikacja, kultura, kompetencje komunikacyjne.