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## THE CONCEPT OF INTERCULTURAL COMMUNICATION IN THE THEORY OF PSYCHOLINGUISTICS

*Концепція міжкультурної комунікації в теорії психолінгвістики*

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### **Abstract**

*Intercultural communication may be defined as the ability, possibly more acquired than innate, to engage in successful communicative interactions with people representing different languages, cultures, social morals and norms of behavior. It implies not only mastery and judicious of language use in itself but also skillful application of suitable social conventions with cultural sensitivity, political correctness as well as attention to needs and wishes of a given group or a particular individual. Language teaching and learning have entered a phase which takes a more constructivist view of learning emphasizing personal learning and discovery on the part of the learner, with more task-based, collaborative activity between learners, and a more facilitating role for the teacher. Communication skills are central to the activity of today's business professional.*

**Key words:** *intercultural communication, communicative interactions, language teaching, communication skills.*

### **Introduction**

Communicative skills are culture-universal in the most aspects but also contains culture-specific elements. There are two broadly different categories – non-native speakers using English among themselves, non-native speakers using English to native speakers of the language. The problem is that non-native speakers may make «social» mistakes.

Subsequently it is important to consider another level at which we can see communication – namely in terms of its role in a cross-cultural environment.

### **Methods and Techniques of the Research**

The following scientific methods were used as the basis of the research: holistic analysis of the text, problem-thematic analysis, also comparative analysis. The following methods have also been used to study the research material: the descriptive method; the method of distributive analysis; the method of syntactic transformation.

### **Results**

Nowadays in the surrounding world the range of business knowledge and skills needs to perform effectively increasing. Business people are much more likely today to find themselves together with others from different national and cultural backgrounds. The internationalization of the business world has provided a new challenge for Business English Teachers. However, the role of the Business English Teacher is to teach language and communication. It is not teacher's responsibility to teach culture, change behavior patterns. The teacher should be aware of the interrelationship between language, communication and culture and help the learners to better understand the interrelationships, to avoid conflicts because of innocent use of inappropriate language or communication.

Business people actually needed lots of help with presentation of skills, with meetings, negotiating even socializing or writing reports, e-mails. Teaching Business English includes an effective communicator alongside and an effective use of language. As a result, the demands on BE teachers have increased to some extent. Everybody also needs to be able to teach communication skills. Constant language change introduces new forms; communication adapts to evolving behavioral and technological standards; and business both initiates and responds to changing practices. This requires the range of skills needed by the Business English teacher. Teachers should have a high degree of proficiency in the target language since the lesson in the classroom tends to be less predictable, apart from good knowledge of General English, Business English teacher should have good business background that comprises knowledge of Business vocabulary and common business situations which learners are going to deal with (Aleksandrov, Memetova & Stankevich, 2020).

A wise ancient Greek philosopher said once, «We have two ears and one turn – to listen more than to speak», and as the most of the philosophers are, he is absolutely right. However, still not the most of people apply this wisdom in their lives. Even speaking one language, using the same words, we can rarely understand what another person says. This

thing happens because people during a conversation are too attentive to what they are going to say to create a good impression. Sometimes we forget about the simplest way to move the feelings of the partner of communication – about effective listening (Cilibrasi, Stojanovic, Riddell & Saddy, 2019).

Frankly speaking, the skills of listening are one of those we are proud of possessing. While being pupils we have understood that it is easier to concentrate during the lesson and asking teachers to explain, than to look at books after school instead of spending a free time. Little by little all the teachers got used to see we are interested in their subjects, and sometimes explained me personally what we wanted to know. May be subconsciously we used those techniques for effective listening, and we are sure they are really effective (Ware, Damnee, Djabelkhir, Cristancho, Wu & Benovici, 2017).

In «teacher – student» communication, I think, the listening skill is very important, but also it is necessary for conducting business talks and different interviews. How often we see people who can't come to the agreement because of being unable to listen! It is no sense trying to convince a person if you don't show interest. It is impossible to see another point of view if you only hear it but not listen. Up to our mind, this basic communication skill is rather easy to learn, except the ability to be objective in all the cases. Every one of us has hidden prejudices and only really talented interviewer can confront his or her biases completely. So, the effective listening wasn't a novelty for me, but the communication training showed that it is no limits for improvement. To finish with the first skill we'll quote once more the words by ancient sages: «If we listen we have an advantage, if we speak – others have it».

We'll continue the tradition of citing authorities. «Treat people as you want to be treated» – anyone, we think, knows this common truth. Let's consider it in sense of providing feedback. When talking or acting in a certain way we expect the information about some aspects of my behavior. Both me and a person giving this information and they are mutually interested in truthfulness and timeliness of feedback to make the communication more effective. If my way of behavior corresponds with expectations the feedback is positive and both sides are likely to give / accept it enthusiastically. But such a consonance rarely happens.

## **Conclusions**

The problem is to provide person with negative feedback. In that case both sides feel themselves uncomfortable, especially if a person providing feedback cares about results trying make another person not feel offended. As for me, we always avoid hurting people, may be even when they deserve it. That is why the techniques of providing the negative

feedback are very useful. The progressive management, we think, must apply these methods to motivate pupils, but people still prefer the straight judgment not the careful analysis of their performance.

If speaking about the approaches to performance appraisal, some of them I think are absolutely unavailable for our reality. For instance, the Critical Incident Method, which is supposed to be more effective because of full information, may create a misconception of person's performance due to possible subjective evaluation. Other two methods – Rating and Management By Objectives – are more likely to fit the real life, but it will take a time to inculcate such techniques.

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