

solution of the required objectives in the partners' cooperation, because of the proficiency in a foreign language used as a tool of cross-cultural interaction.

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CROSS-CULTURAL DIVERSITY OF NON-VERBAL COMMUNICATION: SPATIAL ORGANIZATION IN PROFESSIONAL INTERACTIONS

A.G. Bobkov

Scientific advisor associate professor D.A. Terre

National Research Tomsk Polytechnic University, Tomsk, Russia

Globalization which takes place at present, leads to rapid development of interactions between different countries, nations and their culture. Integration and unification is due to cultural exchanges and face-to-face contacts with state institutions, social groups, political movements, scientific collaboration, commerce, tourism and etc. Communication with foreigners and interactions with representatives of other culture have become commonplace. Educational institutions provide the opportunity for the students to participate in academic mobility exchange programs; teachers are involved into international collaboration projects, and have internship training abroad. Thereby, they take part in cross-cultural communication and “dialogue of cultures”.

Most experts admit that it is possible to refer to the issue of cross-cultural communication (interaction) only in case if people are representatives of different cultures and consider everything that does not correspond to their way of thinking is alien. The relationships are cross-cultural if the communicators do not address their native traditions, customs, values and behavior manners, but get accustomed to other culture rules and norms of everyday interaction [4].

Cultural diversity impacts the efficiency of communication greatly. When two representatives of various national cultures interact, each of them tends to act using his/her native culture model of behavior, which is often significantly different from the model of the representative of the opponent culture. Each person in this situation makes use of his/her non-verbal language peculiar for his/her ethnic culture [5].

The results of interactions, especially in case of cross-cultural communication, depend not only on the fact that the speakers understand the words but also are dependent on the communicator's skills to correctly and appropriately interpret the information rendered by non-verbal means of communication, which we are constantly using. Therefore, the knowledge about cultural diversity of elements of non-verbal communications is an essential aspect of successful everyday and professional interactions.

Non-verbal communication is exchange of non-verbal messages between people and their interpretation as well. Means of non-verbal communication alongside with most well-known ones like facial expressions, gestures, voice quality and speaker's speech characteristics can be concerned with norms and values of mass communication, arts and various graphics [6]. Such communication is possible since all these signs and symbols are associated with definite meaning for particular culture which is easily understood by the community. Non-verbal signals are perceived through different channels like visual, auditory, haptic. In real communicative situation several or all the channels are used for the perception, as a rule.

Non-verbal message renders slots of information about communicator's personality. The interlocutor may learn about his temperament, emotional condition at the process of interaction, communicative competence, social status, and his self-esteem. Non-verbal communication (interaction without words) can be brought about without the speaker being aware. It may either supplement and intensify empathy of verbal communication, or may conflict with it and hinder the verbal communication. The non-verbal means of communication may be used to conform with, explicate or reject the information obtain by words; consciously and unconsciously render information; express emotions and feelings; coordinate the conversation flow; take control over and manipulate other people; compensate for shortage of words.

In professional activity businesspeople frequently experience face-to-face interactions, and such aspect of non-verbal communication as diversity of spatial organization patterns matters. It has been stated that every person has an imaginary region surrounding a person which they regard as psychologically theirs. Most people value their personal space and feel discomfort, anger, or anxiety when their personal space is encroached. Therefore, there is always some distance between people who are communicating with each other. This distance can extend and lessen depending on the situation, and this parameter indicates type, character of relationships and attitudes of communicators. Permitting a person to enter personal space and entering somebody else's personal space are indicators of perception of those people's relationship.

E. Hall distinguishes four basic interpersonal distances which can be observed in communication [1]:

Intimate distance – the distance in course of communication is 0-46 cm. This distance is for embracing, touching or whispering. An intimate zone is reserved for close friends, lovers, children and close family members. Private zone is divided into two subzones. The communication at the distance of 0-15 cm is actually a body contact interaction. This is the closest distance which is used in romantic relationships, or in various wrestling sports. The distance of 15-46 cm is the zone for interaction with close people who are in good emotional relationships.

Personal distance – the distance in course of communication is 46 cm to 1.2 m. This zone is used for conversations with friends, to chat with associates, and in group discussions. In ordinary informal conversations people feel comfortable if the distance between the interlocutors is of this type.

Social distance – the distance in course of communication is 1.2-3.7 m. This zone is reserved for strangers, newly formed groups, and new acquaintances.

Public distance – the distance in course of communication is 3.7 m. This zone is used for speeches, lectures, and theater; essentially, public distance is that range reserved for larger audiences. In such communication it is necessary to speak louder and more distinctly, use more gestures to convey the required information.

The space within intimate distance and personal distance is called personal space. The space within social distance and out of personal distance is called social space. And the space within public distance is called public space. Entering somebody's personal space is normally an indication of familiarity and sometimes intimacy, however, more often entering the intimate zone leads to different physiological reactions and processes in the body. The heart starts to beat harder, adrenalin gets into the blood circulation system, and it saturates the brain and muscles. This serves as a signal of the body getting ready for immediate actions and defense.

According to numerous research results, there is a diversity of approaches to distance among representatives of different cultures. For example, Americans, Germans, French, Japanese and Arabs differ in perception of personal, social and public distance.

The intimate zone is 23 – 25 cm in course of interaction with people of European nations and Japanese, for some of them this distance is even smaller. In America and Australia the intimate zone has much greater radius and makes 46 cm, which is the bottom limit to personal zone. Americans can feel comfortable while there is the distance of 90 cm between the interlocutors whereas most residents of European countries and Japan consider this distance too big and inconvenient for conversation. In Japan overcrowding of people is associated with warm-hearted and pleasant intimacy, consequently, people prefer being as close to each other as it possible. They manage to touch each other; though, rather rigid boundaries of personal space still remain [3].

Arabs like to sense the interlocutors, touch and scent them. In Arab countries it is believed that if you do not want to scent your friend, you are ashamed of him. Odor sense is the most important mechanism which determines the distance in communication with Arabs.

The intimate zone in German is the distance within arm's reach. If someone enters it without the permission, this act is immediately interpreted as disrespectful attitude to a person. In Russia and Ukraine this distance is much lesser. Most people there can stand much closer and communicate with any visible discomfort. Consequently, the Slavs pay attention to the fact that Germans are afraid of physical contact. In Germany, in case of any physical contact, for instance in public transport or in a queue, people begin to look around with anxiety or stare at a person who has entered the intimate zone in an unfriendly manner [2]. The same refers to differences in treating personal, social and public zones. For instance, hugging with three friendly kisses as a sign of welcoming commonly used in Russia among elderly male people, one can hardly imagine in communication with Germans.

It should be noted that of significant importance is not only considering the cultural environment where a person was brought up, but also location. Those who were raised in the countryside tend to have greater personal space, than people who were brought up in heavily-populated capitals.

Not being aware of cross-cultural diversity in personal space treatment can cause misunderstanding and false judgments about the culture and behavior of partners in course of professional and business interactions. At official meetings one may come across the situation when a German partner takes a step backwards, unintentionally trying to avoid discomfort which is caused by too close location of the interlocutor. The Russian partner, in his turn, takes the step forward implying that such distance would be more convenient for conversation. This variant of "seek-and-hide game" results in misunderstanding and irritation of both partners and sufficiently hinders the communication.

In professional and business communications while arranging the room for meetings it is necessary to consider that every person has a personal space. One should bear in mind that all the participants feel comfortable when interacting at a sufficient distance from the interlocutors. Consequently, for successful negotiations it is necessary to have a big table. This is a necessity not only due to not fact that a large number of participants can be placed around such a table, but the table provides formal distance between the people, which allows the partner to overcome the discomfort which the unfamiliar environment can cause. The most important person should take the seat at the top of the table. This seat of honour symbolizes highest rank and power. The distribution of the rest seats is also done depending on the principles of comfortable interaction of the participants. As soon as the participants in course of negotiating come to a mutual agreement, the distance between them gets shorter. The space between the partners is 30-50 cm, which corresponds to intimate zone, and is an indication of familiarity in relationships. Having reached the terms of agreement, the participants leave their seats at the table, as a rule, and approach each other to exchange handshakes so that they can show their satisfaction and appreciation [3].

Thus, it is possible to conclude that non-verbal means are outside reflections of inner mental and psychological world of a person, and, subsequently, a useful source of information about the personality of a business partner at a certain

moment of communication and in general. The skills to decipher these signals can help a person to acquire a vast variety of information over a short period of time. Developing these skills and using the means of non-verbal communication as well as learning about cross-cultural diversity of non-verbal communication, a person has the opportunity to influence the attitude of surrounding people and avoid disagreement, challenges in professional and business communication with representatives of various cultures.

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MODERN INTERNET RESOURCES IN FOREIGN LANGUAGE TEACHING

A.V. Frolova, N.A. Stasyuk

Scientific advisor associate professor N.S. Kovalenko

National Research Tomsk Polytechnic University, Tomsk, Russia

Siberian State Medical University, Tomsk, Russia

Modern society is characterized by rapidly occurring processes of renovation in all areas of public relations. It also leads to the fundamental changes in the sphere of education. Today young professionals should be ready to participate in cross-cultural communication in a foreign language and to improve their own knowledge.

In the modern world the knowledge of foreign languages makes it possible to establish educational, cultural and professional contacts. In order to merge into a single socio-cultural space, the professionals are required to speak foreign languages. Therefore, English skills are particularly important.

The advantages of using the Internet technologies in the process of learning a foreign language are no longer in doubt. Internet resources are an invaluable basis for the creation of foreign language environment, great opportunities for education and self-education of people to meet their professional and personal interests. On the one hand, the Internet-technologies (IT) contribute to the optimization and efficiency of the educational process if used properly. But on the other hand, the World Wide Web is full of poor quality and unreliable information [5].

In this regard, training with the use of IT requires different techniques, different didactic system based on student-centered approach to education. According to E. S. Polat, a student-centered approach to education in the modern world is based primarily on the development of critical and creative thinking, which can be formed in the presence of problematical presentation, an additional search of the necessary information, the comparison of opposing points of view, search the original solution to the problem, etc. It provides students with the IT scope for research, analysis, comparison, debating, for the development of critical thinking skills.

Particular attention should be paid to the IT properties that are characterized as didactic. By the didactic qualities of a learning tool the basic characteristics of this tool are understood, which distinguish them from the others, both in terms of theory and in terms of practice [3]. Didactic multimedia properties are based on the two most important functions of the Internet – information and communication, which are necessary to solve the problems of teaching. Didactic problems can only be solved by the proper didactic means, i.e. selection and organization of material, its classification and structuring, as well as the selection of methods appropriate to the task, the forms of monitoring and evaluation of the material studied. Thus, one can determine a number of teaching tasks which can be effectively used in the process of teaching by means of IT service components:

- development and improvement of skills and abilities of reading and listening, writing and speaking;
- enriching of active and passive vocabularies;
- formation of elements of global thinking;
- formation of a stable motivation for cognitive activity, the need to use a foreign language;
- formation of work skills in the group [2].

In didactic terms the Internet includes two major components: the forms of telecommunications and information resources. The most common forms of telecommunication include e-mail, chat, forum, ICQ, video, Web conferencing, etc.

The information resources of the Internet contain text, audio and video material in various subjects in different languages. However, to ensure that students do not get lost in a lot of different information content, and the most