

field of study such visual material can give much more information about yourself as a perspective researcher than any detailed explanations consuming much time.

4. It is recommended to use handout materials, accompanying them with the comments and focusing experts' attention. For example: "In/from this leaflet you can see/get the information about smth; open it at page 2 and here you can see ...". You can also hand out your materials before you performance that university and business representatives could look them through.

5. Think over the most relevant greeting and thank for the possibility of competition participation. For example: "Good morning to everyone! First of all I would like to say thank you for having chance/I highly appreciate an opportunity to take part in this contest". Self-confidence, tranquility, ardor, politeness and good mood (smile) of presenter make positive impression on expert committee and it will be your chance to get the grant. At the end of your presentation certainly thank for attention.

6. Make sure that your presentation includes a brief information about yourself: age, birthplace, hobbies. Focus on your specialty and its demand in the global employment market, your scientific and academic achievements, work experience and personal qualities. At the end of your presentation it is necessary to mention about your personal interest of being involved in foreign educational program and what benefits you expect to get. You should explain clearly why such experience is necessary for you and how you could contribute in developing academic collaboration between universities. It makes a final impression on the expert committee. Even if the main part of the presentation passed not smoothly, it is possible to improve the situation with a good conclusion giving appropriate and exact answers to interviewers' questions after the presentation.

Despite the fact that the educational approach of professional portfolio is not widely used in the Russian higher mining-engineering education, its potential has been still insufficiently studied. It can be used as one of modern tutorials for foreign language learning in technical university.

References

1. Васильева П.А. Профессиональное портфолио студента на английском языке как новая образовательная технология в системе высшего технического образования в России // Обучение иностранному языку студентов высших и средних образовательных учреждений на современном этапе. – Благовещенск издательство АмГУ, 2015. – С.59 – 67.
2. Новые педагогические и информационные технологии в системе образования/ Под ред. Е.С.Полат. – М.: Академия, 2008. – 272 с.
3. Малетова М. И. О подготовке студентов к проведению презентации // Известия Российского государственного педагогического университета им. А.И. Герцена – 2008. – № 51.
4. Arter J., Spandel V. Using portfolios of student work in instruction and assessment // Educational Measurement: Issues and Practice. – 1992. – №11 (1). – P.36-44.

CHALLENGES OF INTERPRETING IN CROSS-CULTURAL PROFESSIONAL COMMUNICATION

D.V. Bek

*Scientific advisor associate professor D.A. Terre
National Research Tomsk Polytechnic University, Tomsk, Russia*

The globalization is an inevitable phenomenon in the history of mankind which is connected with all areas of human life. As a result of exchange of information, distribution of knowledge and cultural patterns the worldwide relationships have been developed. In recent decades, the rates of global integration have increased due to technological developments, scientific and industrial achievements as well as innovations in communication facilities. These changes have a significant impact on the people relationships. It is direct communication between the members of society that provides a continuous process of information exchange [3].

The face-to-face interaction refers to an interpersonal level of communication activity which is based on human need for cooperation with the other people. The communication of a person in the group of people is initiated in course of collaboration which leads to certain results. In turn, the collaboration is an essential factor in the organization of social and profession work.

The cooperation of members of a community in order to achieve certain goals in any kind of activity is considered a professional interaction. The basis of professional interaction is the relationships between professionals within a particular production environment. This phenomenon serves as an integrating factor of globalization. The effects of this process can be observed throughout the world nowadays. For example, Sakhalin Energy is an international oil and gas operating company involved in the project "Sakhalin-2" which is carried out on the island of Sakhalin. The project involves the development of two offshore fields - Piltun-Astokhskoye platform and Lunskeya platform.

In 2009 the first refinery producing liquefied natural gas was built in Russia. LNG is being transported to Asia-Pacific region. At the moment, the main shareholders are the world's leading companies: Russian Gazprom, Dutch-British Shell and two Japanese Mitsui and Mitubisi [4]. The project is realized in a large-scale international environment, which is formed due to cooperation of specialists from different countries, whose main task is to maintain the successful accomplishing of the project.

Mutual understanding and unanimous agreement is the key to achieving their goals. But how to find a common

language within the diverse workforce in the project which affects a variety of international companies, whose members are representatives of different nationalities and cultures? The challenge is caused not by racial or religious discrimination, but it originates due to cultural diversity affecting cross-cultural communication. Different approaches to the same problem and disagreement in the views and opinions significantly decrease the project implementation rate. But the time period for doing the work is limited.

In course of the so-called global communication, the participants interact within the definite communication environment. This, in turn, forces a person to take part in the dialogue, choosing the communicative behavior which is not based on emphasis of cultural differences, but rather cultivating similarity and cultural tolerance. Interacting cultures create another environment, which gives rise to intercultural dialogue. A manifestation of this is today's dominance of integrative trends in the language of cross-cultural communication. It leads to occurrence of a single language which can provide the needs of cross-cultural interaction due to the fact that it is the most available to study and is more adapted to political, scientific and technological settings [5].

In today's world, owing to the constant development of society, the changing conditions of social and cultural cooperation it is necessary to have a single mechanism of universal interaction. In professional international communication in course of negotiations and making deals the main role for professionals plays an equal understanding of the subject of the discussion with a view of making good decisions that suit all partners involved in the dialogue. Therefore, the language employed in communication is of a key importance in achieving mutual understanding. Nowadays, such a tool of international cooperation is English. If we consider the language in terms of its structure, functioning and ways of acquire language proficiency, it turns out to be the reflection of the socio-cultural component of the ethnic community which it belongs to. Thereby, the study of a foreign language it is not just understanding certain phrases and expressions, but also studying culture and history of the native speakers of that language.

Despite the popularity and accessibility of this language for learning, specialists from different countries use it differently. This is due to many reasons. First of all, it is constantly updating, and new words and expressions appear in the vocabulary, as modern technologies and scientific discoveries are constantly emerging. Therefore, difficulties in the field of interpreting are quite justified, but it does not eliminate the responsibility of experts to carry out the job of high quality. The industry of interpreting has become a part of the international communication system, the development of which is an extremely rapid in recent years as a consequence of globalization. The value of high-quality interpreting in the modern world is very high.

An interpreter who does not have sufficient skills and training to work in the area of international professional communication can experience a number of difficulties which lead to communication failures and loss of agreement in the project. The concept of communication failure is dependent on the notion of error, as errors in producing and perceiving the communicative messages are the main cause of failures in communication between a low-skilled language speaker and a native speaker of the target language. In [1] among the most common errors the following types are distinguished:

- «Technical» errors, caused by incorrect phonetic or graphical arrangement due to weak or poor phonetic, spelling skills.
- «System» errors, caused by poor knowledge of the meaning of the units of language system at different levels. The common problem in this respect is the use of jargon and ambiguity of professional terms implications.
- «Discourse» errors, caused not by the poor knowledge of the language rules, but inadequate use of language in the actual situation of the communication which is due to lack of awareness of cultural norms and values used in the community of the target language. The use of certain words can mislead the partner of another nationality, because his native language is missing the word or has another meaning. Discourse errors can be divided into «etiquette», «stereotype» and «encyclopedic» errors. The former are associated with being unaware of etiquette, social aspects in communication. «Stereotype» errors can result from being unfamiliar with the context of usage of certain mental and speech patterns peculiar for the target language culture, whereas «encyclopedic» errors occur when the interpreter does not have some background commonly known by all the representatives of the target language culture.
- «Ideological» errors caused by the difference in the system of political, ethical and esthetical views which form the cultural base of the nation.

Consequently, to avoid communication failures and provide a successful acquiring of proficiency in a foreign languages and its culture, a person should be subjected to acculturation which is «accepting by a person who was raised in one ethnic culture the essential facts, norms and values of the other culture» [2], alongside with pertaining his native cultural identity. The cross-cultural interaction should not be build only according to rules accepted in the target language culture.

In this respect, a qualified interpreter must be mainly a mediator in different cultures who has an intercultural competence. According to [1], intercultural competence means an ability which allows a person to go beyond the limits of his/ her culture and acquire the qualities of a mediator without losing the native cultural identity characteristics. Compared to a low skilled speaker the interpreter has a number of advantages in real communication in cross-cultural environment since he is aware of peculiarities of cross-cultural communication; is ready to perceive “the other”, knows about possible psychological reactions (both his own and the interlocutor's ones) to cross-cultural communication settings; is familiar with the fact that each culture presents one of many ways to reflect the worldview through words; has the idea of special means to render his own culture patterns using the foreign language; possesses the skills to collaborate on the basis of reaching a mutual understanding.

Expert linguists, who are engaged in interpreting, are highly valued in all companies of national and international levels. Due to intercultural competence qualified interpreters are mandatory participants in any discussion between foreign specialists. They ensure the achievement of the necessary mutual understanding, contributing to the successful

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.

References

1. Арустамян Д.В., Байкова Е.Д. Межкультурное общение как процесс межличностного взаимодействия // Молодой ученый. — 2014. — №1. — С. 734-736. [Электронный ресурс] — Режим доступа: <http://moluch.ru/archive/60/8867/>
2. Демченкова Н.М. Коммуникация в социокультурной сфере, 2009. [Электронный ресурс] — Режим доступа: <http://www.studfiles.ru/preview/5585029/page:15/#32>
3. Межкультурная коммуникация // Википедия, свободная энциклопедия. — Электрон. дан. — Сан-Франциско: Фонд Викимедиа, 2017. [Электронный ресурс] — Режим доступа: <http://ru.wikipedia.org/?oldid=83188769>
4. Сахалин Эмерджи // Википедия, свободная энциклопедия. — Электрон. дан. — Сан-Франциско: Фонд Викимедиа, 2016. — [Электронный ресурс] — Режим доступа: <http://ru.wikipedia.org/?oldid=79101852>
5. Тер-Минасова С.Г. Язык и межкультурная коммуникация [Электронный ресурс] — Режим доступа: <http://www.fl.msu.ru/research/publications/ter-minasova-lang-and-icc/ter-minasova-yazik-i-mkk-BOOK.pdf>

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.