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TRAINING AS AN EFFECTIVE METHOD OF PREPARING INTERNATIONAL RELATIONS FACULTY STUDENTS FOR INTERCULTURAL COMMUNICATION

The article deals with the functional orientation of the training on the formation of the readiness of students, the future professionals in the field of international relations to intercultural communication. As practice has shown, training is an effective method (technology) of forming students' readiness to intercultural communication and helps to immerse deeply into the active controlled communication.

Training is usually associated with a set of exercises according to a special methodology developed on a scientific basis, carried out by a qualified specialist. As a didactic technology, training is a planned program of various exercises for the formation and improvement of skills and abilities in a particular area of human activity.

In the field of intercultural relations by using the training, the acquaintance with intercultural differences in interpersonal relations through emotionally colored activities, re-playing situations and their analysis, which allows you to transfer the acquired knowledge to new situations takes place.

Emphasis is placed on the fact that the training actualizes communicative needs, intercultural potential of students as a method of teaching an effective communication, that allows communication partners to acquire the necessary skills and experience of communication and interaction, develop self-confidence, ability to flexible relationships. The typology of trainings is considered, which purposefully prepare for communication within a certain specific culture.

The use of different exercises at different stages of training and some rules of training are described. It is obvious that the training of intercultural com-

munication is a real in nature and content attempt to find an adequate, correct and appropriate way to interact with representatives of another culture, which is based on equality, self-esteem, recognition and respect for the human rights. It combines informational and activity aspects, which allows to "deploy" communicative problems in dynamics, as in the process of training the participants mastered strategies to achieve cultural competence aimed at replenishing knowledge about the cultural identity of the partner, developed empathy and tolerance, mastered sociocultural knowledge. formed the skills of effective intercultural communication, confirming its effectiveness in shaping students' readiness for intercultural communication.

Key words: *training, intercultural communication, students, international relations faculty.*

1. INTRODUCTION

Formulation of the Problem. In the current conditions of Ukrainian society's transformation, the Higher School is designed to create a new-made educational system that will allow the individual to avoid conflicts in the multicultural political space of his country and the world as a whole, which both determines the demand for international relations specialists and at the same time increases professional demands. Knowledge of a foreign language is necessary today, but insufficient condition for professional competence, since more attention is on the requirements of the modern employee – from formal factors of his qualification and education to the social value of personal qualities, where readiness for intercultural communication appears as an essential aspect of personal readiness for personality's full socialization, social interaction and self-realization in a society.

Students' personal experience of mastering communication is of particular importance in teaching intercultural interaction. In this regard, it is important to choose the pedagogical tools that optimize their acquisition. The real educational process should be considered as a «specially organized communication or a special kind of communication», an important function of which is to establish interaction between the teacher and students, students with each other as a common joint activity of its members. This can be achieved only through personality-oriented technologies, which are «aimed not at forming the personality of the learner in a "given line" (as previously thought)», but at creating the conditions in which he develops his own universal essence, his natural forces [1, p.75].

2. RESULTS OF THE RESEARCH

In the process of forming the readiness to intercultural communication of the future specialist of international relations training is widely used. As a practice has shown, trainings help to foster active controlled communication. In the context of the study, we dwell on the characterization of training, which was recognized (R. Brislin [2], N. Lebedev, L. Pochebut, O. Sadokhin [3], G. Soldatova, T. Stefanenko, I. Yakovlev etc.) as the most effective method (technology) of forming students' readiness for intercultural communication.

First of all, it should be noted that the notion of «training» (from English training – a special training regime) [4, p. 689] came into wide scientific circulation not long ago. This term is usually associated with a set of exercises based on a special technique developed on a scientific basis, carried out by a qualified specialist. As a didactic technology, training is a planned program of various exercises that form and improve skills and competences in a particular field of human activity.

It should be noted that in the field of intercultural relations, training was first proposed by G. Triandis, using which, according to the scientist, acquaintance with intercultural differences in interpersonal relationships occurs through emotional activities, replaying situations and analyzing them [5].

Noteworthy is the typology of various trainings developed in US cultural anthropology and proposed by R. Brislin [2]:

- *self-awareness training* (or general cultural training), the purpose of which is to make the individual aware of his or her «cultural foundations»;
- *cognitive training* that provides information about other cultures;
- *attribution training* – acquiring skills to explain causes, situations and actions from a different cultural perspective;
- *behavioral training* as a training of practical skills necessary for life in another culture;
- *situational training* that involves the reproduction and analysis of specific intercultural contacts, as well as discussing the problems arising from such interaction.

Achievement of tasks is accumulated in three planes:

- raising the cognitive awareness of the future specialist – «to teach thinking»;
- formation of ethno-cultural sensitivity – «to teach feeling»;
- enhancing behavioral competence – «learning to interact» in intercultural communication.

Considering the highlights of a cross-cultural communication training program that reflects a system of step-by-step actions, we can admit that, the first step involved acquaintance, creation and support of the psychological climate necessary for further work in the group in compliance with training procedures (plan, mode of operation, rules of conduct, goals, expectations, etc.). In particular, the basic rules for conducting training (according to O. Sadokhin) [3] include:

- ◆ *attendance rule* based on the participants' inability to accurately predict the results of the training (experiencing different emotions, pleasant or unpleasant feelings in difficult situations, etc.). However, this may not be a reason to stop a training early;

- ◆ *the «here-and-now» rule* directs students that the subject of their analysis should be the processes that are taking place in the group at the moment. It is forbidden to look into the past or to project into the future, since immersion in personal memories is not worthwhile unless accompanied by the expression of feelings and not correlated with current relationships;

- ◆ *the sincerity and openness rule* helps to receive and provide honest and open feedback, that is, information that activates the mechanism of interpersonal interaction;

- ◆ *the «Me» rule* directs the participants of the training to be obliged to make their statements using the personal pronouns of singular, which corresponds to the main task of the training: to learn to take responsibility;

- ◆ *the activity rule* eliminates the possibility of passive «stay»;

- ◆ *the rule of confidentiality* is a natural ethical requirement, which is a condition for creating an atmosphere of psychological security.

The use of various exercises is the most essential at this stage. Thus, with the help of the *Boomerang game exercise*, which required each participant to display such qualities as attentiveness, observation, an atmosphere of openness and goodwill, mobilization for group work was created.

To continue the familiarization with the different ways and forms of greetings received from different cultures, *the «Hello-bonjour» exercise* helped: the participants of the training had to remember and reproduce traditional forms of greetings received from different cultures, from different peoples, trying not to repeat them.

The «Cultural Associations» exercise, supplemented and refined by the «Cultural Association Map», which reflects stereotypes-based cultural associations, as well as the reception of cross-cultural adaptation, helped to verbalize the theme of national and cultural differences. We consider cross-cultural adaptation as a mean and ability of an individual to interact with the cultural environment, not just to be in balance with it, but to actively engage in cre-

ative, transformative activity, while developing in it both as a person and as a professional. At the same time, the focus was on the new ones that emerged in the course of the task, which associations (from Latin *assotiatio* – conjugation, connection) were unexpected, which most accurately reproduced national and cultural features, and which are mostly based on ethnic stereotypes.

Let's consider the «Cultural Association Map» represented by S. Ter-Minasova:

	Land	Cultural associations
1	Austria	Waltz, peaceful country, coffee with cream, balls
2	Belgium	Lace, beer, cows, Rubens, Charles de Coster
3	Great Britain	Fog, Shakespeare, towers, tea, gentleman, Robin Hood
4	Germany	Beer and sausages, punctuality, Hitler, «Mercedes», war
5	Greece	Myths and gods, antiquity, olives, syrtaki, seafood
6	Spain	Bullfighting, flamenco, oxen, siesta, Salvador Dali
7	Denmark	Hamlet, fairy tales, cookies, Andersen, ugly duckling
8	Italy	Spaghetti, pizza, pope, pasta, cheese
9	Ukraine	Lard, vishchivanka, willow, viburnum (guelder rose)
10	Russia	Winter, birch, matryoshka, vodka, fairy tale, caviar ballet
11	Finland	Sauna, Santa Claus, vodka, silence, winter, salmon
12	France	Fashion, wine, perfumes, love, «Chanel № 5», champagne, kitchen
13	Switzerland	Watches, jars, chocolate, precision (punctuality)
14	Sweden	«ABBA», Carlson, «Electrolux», Vikings, Volvo, hockey

The creation of an information-oriented training base was facilitated by the «Everest» group work, which envisaged the ranking of personal qualities:

- a) necessary for effective intercultural interaction;
- b) which interfere with this process.

Among the qualities necessary for effective interaction in situations of intercultural communication, students were named, in particular, such as: «respect for the right of another to be different» (18,2 %); «Tolerance for other thoughts, traditions, behavior» (17,7 %); «Recognizing the diversity of cultures» (15,4 %); «Erudition and awareness» (16,3 %); «Knowledge of foreign languages» (17,3 %); «Tact in communication» (15,1 %).

The second step is to make the person aware of his or her real and potential opportunities for effective intercultural communication. The system of psycho-gymnastic exercises, such as:

– «Auction», where not the things, but the most important qualities needed in the process of effective intercultural interaction acted as «valuable objects». It allowed self-knowledge and introspection for each participant, helped to realize the degree of adequacy and /or inadequacy of one's own ideas, created perspectives for self-esteem, developed a sense of self-confidence, security, and established positive feedback;

– «Summit» – here the awareness and practical use of various non-verbal and verbal means, established and widespread in various situations of intercultural interaction (business negotiations, signing of agreements, round tables, etc.), which promotes the development of expressive behavior. Ability to understand others and to be understood;

– «Intercultural Lighthouses», which is aimed: to teach students to see and understand the situation from a different cultural perspective; awareness of the causes of misunderstandings that arise with representatives of other cultures; to create an atmosphere of creativity, co-creation, which required intellectual mobilization, involvement and interest in both the process of independent and group work. This exercise is based on the use of so-called «cultural assimilators» as a kind of cognitive orientation technique – a description of situations where characters from two cultures interact, reflecting the most significant key differences between cultures. Mostly real situations prevailed. For example: «Ukraine», theme «Hospitality»; «Germany», the theme «Customs of the owners» and more. Each participant was offered a situation, a time (15-20 minutes) was given to familiarize themselves with the material to prepare 4–5 options for answering the questions identified in the situation. After that, one reasoned answer was selected, the most acceptable from the position of the participant of the training. The final part of the exercise was performed in a circle, where each participant shared their impressions of the work performed.

The third step is to model relationships that are as close as possible to the real conditions of intercultural interaction, as «living (playing)» real situations in which it is necessary to demonstrate not only an internal readiness for understanding, but also practical skills that promote effective intercultural interaction (intercultural competence) on a personal and group level. To intensify the process of mastering students' communication skills, as well as to teach them to anticipate and take into account the reactions and possible behaviors of people in a multicultural world, we have used authentic games used in the United States in teaching the basics of intercultural communication such as:

What I Appreciate in Others

The students stick a piece of plain paper to their backs. Then, each student, with a pencil in hand, has to go around the class and write on the paper stuck to the back of others the qualities he appreciates or admires in the other. This activity, besides being a useful exercise for adjectives, helps students who feel lonely, because they are shy or have problems in socializing, gain confidence in themselves as they perceive that others notice their presence and appreciate them.

A Web of Prejudice

The web of prejudice entangles peoples, makes them mute and defenseless, hurts and offends them. Students will be able to understand how stereotypes and prejudice can affect people and learn how to support a person who is insulted or humiliated by others.

Choose one person to become a representative of a minority group. Students start telling jokes and anecdotes about the group based on negative stereotypes and prejudice. Each anecdote is accompanied by 'one move' of the teacher. The teacher puts a piece of rope or a sticker over the 'minority', thus placing him inside the prejudice web, until the students imprison him so he cannot move or open his mouth, caught in the web of prejudice.

After the activity, the teacher asks the 'minority' how he feels being in this situation. Then the teacher asks the students: «What do you feel? Would you like to play this role?» Then they discuss the impact of stereotypes and prejudice upon people and society.

In order to release the prisoner from the web, the teacher asks the students to say something positive to give him some message of love and understanding.

From playing the game, the students not only understand the cruelty and injustice of prejudice and share the pain, but they are also given a chance to realize their power to reduce prejudice, increase tolerance and create harmony [2, p. 5 –7].

These games have become a practical guide for communicating with representatives of different cultures and countries. They brought students to an understanding and recognition of cultural differences between countries. More objective self-assessment and overcoming their own and fundamental intercultural barriers have ensured students' tolerance and empathy, awareness of the harmfulness of certain stereotypes and prejudices.

3. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

Thus, it is quite obvious that training in intercultural communication is a real in nature and content attempt to find an adequate, correct and appropriate

way of interacting with representatives of another culture, which is based on equality, self-esteem, recognition and respect for the human right to be oneself. It combines information and activity aspects, which allows to «deploy» communication problems in dynamics, because during the training its participants mastered strategies for achieving cultural competence, aimed at updating knowledge about the cultural identity of the partner, developing empathy and tolerance, cultivation, cultivation developed skills and skills for effective intercultural communication, confirming its effectiveness in shaping students' readiness for intercultural communication.

This research work does not cover all aspects of the problem of forming a readiness for intercultural communication of the future international relations specialists. Instead, it opens the *prospects* for the development of a system-integrative organization of the readiness of the future specialist of international relations in the context of continuing education, given the tendency to expand opportunities for productive non-conflict interaction in the multicultural environment of the modern world.

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НАВЧАННЯ ЯК ЕФЕКТИВНИЙ МЕТОД ПІДГОТОВКИ СТУДЕНТІВ ФАКУЛЬТЕТУДЛЯ МІЖКУЛЬТУРНОГО ЗВ'ЯЗКУ

У статті розглянуто функціональну спрямованість тренінгу на формування готовності студентів, майбутніх фахівців у сфері міжнародних відносин, до міжкультурної комунікації. Як засвідчила практика, глибоко зануритися в активне контрольоване спілкування

допомагають тренінги, які є ефективним методом (технологією) формування готовності студентів до міжкультурної комунікації.

Тренінг, зазвичай, пов'язують із комплексом вправ за спеціальною методикою, розробленою на науковій основі, що здійснюється кваліфікованим спеціалістом. Як дидактична технологія тренінг є запланованою програмою різноманітних вправ для формування й удосконалення умінь та навичок у певній сфері людської діяльності.

У галузі міжкультурних відносин під час використання тренінгу відбувається знайомство з міжкультурними відмінностями в міжособистісних стосунках через емоційно забарвлену діяльність, повторне програвання ситуацій та їх аналіз, що дає змогу переносити отримані знання на нові ситуації.

Акцентовано на тому, що тренінг актуалізує комунікативні потреби, міжкультурний потенціал студентів як метод навчання ефективного спілкування, що дає змогу партнерам по спілкуванню набути необхідних навичок та досвіду спілкування й взаємодії, розвинути впевненість у собі, здатність до гнучкості стосунків. Розглянуто типологію тренінгів, які цілеспрямовано готують до комунікації в межах певної конкретної культури. Описано використання різних вправ на різних етапах тренінгу й деякі правила його проведення. Цілком очевидно, що тренінг міжкультурної комунікації є реальною за характером і змістом спробою пошуку адекватного, коректного та доречного способу взаємодії з представниками іншої культури, в основі якого – рівність, самоповага, визнання й повага права людини бути собою. Він поєднує в собі інформаційний і діяльнісний аспекти, що дає змогу «розгорнути» комунікативні проблеми в динаміці, оскільки в процесі тренінгу його учасники оволодівали стратегіями досягнення культурної компетентності, спрямованої на поповнення знань про культурну своєрідність партнера, розвивали емпатію й толерантність, опановували соціокультурні знання, формували вміння та навички ефективної міжкультурної комунікації, підтверджуючи його ефективність у формуванні готовності студентів до міжкультурної комунікації.

Ключові слова: тренінг, міжкультурна комунікація, студенти, факультет міжнародних відносин.

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ФЕЙК РОСІЙСЬКОЇ ПРОПАГАНДИ: ОЛЕНА ПІДГРУШНА – СНАЙПЕР АТО

Гібридна війна, розв'язана Російською Федерацією проти України, ведеться одразу на декількох рівнях і напрямках, одним із яких є інформаційний. Фейки російської пропаганди безпосередньо пов'язані з питанням національної безпеки України: розп'ятий хлопчик у Слов'янську, раби для Національної гвардії України, «фашисти» на Майдані, візитка Яроша тощо. Ще одним прикладом деструктивної інформаційної роботи Кремля