

ОСНОВЫ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

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Кафедра иностранных языков

ОСНОВЫ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

*Методические рекомендации для студентов очного отделения
направления «Культурология»*

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Методические рекомендации «Основы межкультурной коммуникации» включают комплекс заданий, формирующих у студентов представление о специфике профессиональной деятельности культурологов; развивающих умения выполнять профессиональные функции в условиях межкультурного взаимодействия.

Предназначены для студентов очного отделения направления «Культурология» и направлены на формирование межкультурной компетентности студентов-будущих культурологов.

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ПРЕДИСЛОВИЕ

Расширение международных контактов в различных областях науки и культуры привело к увеличению потребности общества в специалистах, способных пользоваться иностранным языком как средством взаимодействия для решения стоящих перед ними профессиональных задач. В эпоху поликультурности инструментом профессиональной деятельности культурологов является язык. Языковая подготовка в вузе направляется на адаптацию специалистов к быстро меняющимся условиям функционирования современного рынка, на формирование способностей к установлению контактов с представителями зарубежных фирм, носителями иностранного языка и другой культуры.

Данные методические рекомендации направлены на формирование межкультурной компетентности студентов-будущих культурологов. Межкультурная компетентность студента-будущего культуролога как интегративное свойство личности является условием осуществления видов профессиональной деятельности в ситуации межкультурного взаимодействия.

Цель методических рекомендаций: формирование у студентов представления о специфике и особенности профессиональной деятельности культурологов; развитие умений выполнять профессиональные функции (сохранение культурного наследия и трансляция социального опыта) в условиях межкультурного взаимодействия.

Задачи методических рекомендаций:

1. Формирование мотивации к профессионально ориентированному межкультурному взаимодействию в условиях поликультурного общества; системы ценностей; отношения студентов к ценностям различных культур; интереса к изучению другой культуры; потребности в сохранении культурного наследия; потребности в освоении и передаче социального опыта; интереса и привлечение внимания общества к проблемам защиты культурного наследия.

2. Получение знаний о функциях профессиональной деятельности культурологов; формирование потребности в достижении результатов по выполнению функций профессиональной деятельности в условиях межкультурного взаимодействия

3. Формирование умений организовывать взаимодействие; использовать паралингвистические средства общения; знание традиционных в изучаемой

культуре моделей поведения; знание особенностей речевого поведения и невербальной коммуникации в процессе межкультурного взаимодействия.

4. Развитие способностей к анализу, оценке и самооценке результатов профессиональной деятельности в ходе межкультурного взаимодействия.

При обучении иностранному языку студентов-будущих культурологов используются:

– метод моделирования ситуаций межкультурного взаимодействия и диалогических ситуаций, которые позволяют создавать условия, максимально приближенные к реальному общению и разрешать заданные проблемные ситуации;

– тренинг невербального общения, который состоит из комплекса заданий и упражнений, способствующих ознакомлению с невербальными средствами общения и их применению в ситуациях межкультурного взаимодействия;

– ролевые игры, с помощью которых студенты осваивают новые, непривычные для себя, но принятые в иной культуре модели поведения;

– деловые игры, направленные на развитие навыков межкультурного взаимодействия;

– игры на психотехнику, которые развивают способности: анализировать поведение партнеров и свое собственное в ситуации межкультурного взаимодействия; к анализу, оценке и самооценке результатов профессиональной деятельности в ходе межкультурного взаимодействия; толерантно относиться к носителям иной культуры.

SECTION 1. DIALOGIC SITUATIONS

Situation 1

Travelling in Thailand a married couple visits the restaurant of national cuisine. They have some difficulties in choosing dishes and ask a waiter to help them. The waiter describes some dishes, dwells on their ingredients and tells the clients about the peculiarities of their cooking. The clients order the dishes they like.

Situation 2

Russian students walking around London get acquainted with its places of interest. They go out of the British Museum sharing their opinions about this excursion and make up their minds to visit Trafalgar Square. The students ask passers-by how to get there.

Situation 3

A family is discussing plans for their holidays. Each member of the family expresses his/her, opinion and wish where to go and what means of transport to choose. Taking into consideration all the opinions they make a compromise decision.

Situation 4

Two friends are going to visit mountain resort for the first time. They go to the sport shop to buy necessary equipment and clothes. They ask a shop assistant for help and follow the advice.

Situation 5

A married couple is going to the seaside. Packing the suitcases they quarrel about the quantity of necessary things. Husband is sure that his wife is going to take too many things with her as far as Wife assures him that she needs all of them. At last they manage to settle the conflict.

Situation 6

A tourist travelling around Italy is having dinner in an expensive restaurant. Suddenly he finds somewhat like a part of a fly in his soup. He complains to the waiter about it but the waiter assures him that it's a kind of species. The client doesn't believe the waiter and asks to call for the administrator who manages to settle the conflict.

Situation 7

The only hotel in a small town is overcrowded because of the teachers' conference. There's only administrator's room, a sofa in the hall and a private flat of the administrator. Visitors try to get a room in the hotel behaving differently. The administrator provides some visitors with the available accommodations to his liking.

SECTION 2. TEXTS FOR READING AND DISCUSSION

Cross-cultural understanding

Peter is an experienced journalist. He travels a lot and deals with people from various countries. Now an interviewer asks him a few questions about cross-cultural understanding. Peter speaks about a few areas that are important for someone who plans to communicate across cultural frontier.

Interviewer: So if you meet someone from another country – perhaps a different culture – what do you need to think about?

Peter: Well, I always try to know something about the current political and economic situation in the other country. I also try to find out a little about the infrastructure – I mean the telecommunications, the transport, that sort of thing.

Interviewer: And do you find out about the general background, basic information about the country?

Peter: The culture, yes. Certainly, the religion, the language – I try to learn a few polite phrases – the geography, maybe a little history. And how people live, what kind of culture it is, how people socialise, what food they eat, what drinks they have, their customs and traditions. All that is very important.

Interviewer: What about family life?

Peter: Yes, that too. How families live, if private life and business ever mix ... and also business customs and conventions. I don't want to be surprised by anything.

Do you know these words?

to deal (dealt, dealt) with smb

frontier, border

to socialize (to socialise)

to mix

convention

conventional

Exercise 1. Complete as in the interview, read and translate the sentences:

1. I always try to know something about the current...
2. I also try to find out a little about...
3. I try to learn a few ...
4. And how people live, what kind of culture ...
5. How families live, if private life..
6. I don't want...

Exercise 2. Translate into English:

1. Они много путешествуют и встречаются с людьми различных культур.
2. Он рассказывает о том, как представители разных культур понимают друг друга.
3. Прежде чем отправиться в путешествие в другую страну, нужно многое узнать об этой стране.
4. Он старается выучить не только необходимые слова и фразы, но и узнать о последних политических и экономических событиях в этой стране.
5. Необходимо знать также религию, традиции и обычаи этой страны.

Exercise 3. Work in pairs.

1. Act out a similar interview. Imagine that the interviewer is asking the interviewed about a certain country, its traditions and cross-cultural understanding.
2. Agree or disagree with the following statements and substantiate your point of view:
 1. Political and economic situation usually means stability, trends and outlook.
 2. Infrastructure usually covers telecommunication, transport, education, public health.
 3. When we speak of culture we mean people, their language, the way they live, arts, architecture, etc.

Cultural diversity

Cultural diversity is the variety of human societies or cultures in a specific regions, or in the world as a whole. Obvious cultural differences exist between peoples, such as language, dress and traditions. Here are some examples.

Talking. Discussion on family is unwelcome between some cultures. For example, it is unacceptable to Saudi. But Americans or Europeans rather often speak about various aspects of family life. Many nationalities do not like discussing politics and religion.

Business. In some countries, such as the USA, Latin American countries, Britain, France, Italy businessmen like joking. It helps to relieve tension. In others countries, such as Germany, China, Japan, Arab countries, joking is usually regarded as flippant or unprofessional.

In cultures where alcohol is taboo, no alcoholic drinks are served at business receptions. However, it is quite usual to have a glass of wine or a beer with lunch in Europe, but it is very bad form to drink too much. In Italy, a nation of wine drinkers, it is very unusual to drink outside meal times. In Sweden it is quite usual to have a beer with colleagues after work.

In many countries, coffee and business seem closely linked. Coffee seems to be what cements relationships, everywhere from Saudi Arabia to Argentina, via North America and Norway. Though in China and Japan, tea is more popular than coffee.

Holidays and leisure. Different cultures have different perceptions of leisure. A drink with friends and associates in a bar is popular in many countries. But it can be anathema to some cultures where alcohol is taboo. Likewise, regular physical exercise is not everyone's idea. Leisure activities and holidays in particular may be totally different for different people.

Besides obvious cultural differences, there are significant variations in the way societies organise themselves, in their shared conception of morality, and in the ways they interact with their environment.

There is a general consensus among mainstream anthropologists that humans first emerged in Africa about two million years ago. Since then we have spread throughout the world, successfully adapting to widely differing conditions and to periodic cataclysmic changes in local and global climate. Many separate societies that emerged around the globe differed markedly from each other, and many of these differences persist this day.

Do you know these words?

miwelcome, unwanted, unpopular, unpleasant

to relieve tension

flippant

associate

to associate with smb

to emerge

emergent

to persist

Exercise 1. Answer the following questions:

1. What does the term 'cultural diversity' mean?
2. What cultural differences are considered obvious, according to this text?
3. Do many nationalities like speaking about their family life?
4. Do many peoples like discussing politics and religion in everyday life?
5. What about leisure activities and holidays?

Exercise 2. Complete as in the text and read the sentences:

1. In some countries, such as ... businessmen like joking.
2. In other countries, such as ... joking is usually regarded as flippant or non-professional.
3. In cultures where alcohol is ..., no alcoholic drinks ...
4. However, it is quite ... to have ... with lunch in Europe.
5. But it is very bad form to ...

Exercise 3. Agree or disagree with the following statements. Use specific examples to support your point of view:

1. France, but not Italy is commonly considered to be a nation of wine drinkers.
2. In many countries, Sweden included, it is quite usual to have beer with colleagues after work.
3. Coffee and business are closely linked in most countries of the world.

Exercise 4. Choose the right variant, read and translate the sentences:

- 1 Cultural diversity is the variety of human societies (at, in) a region or (of, in) the world.
2. Obvious cultural differences exist (with, between) peoples.
3. There are many variations (in, by) the way societies organise themselves.
4. There are many different ways they interact (by, with) their environment.

5. Many anthropologists agree that humans first emerged (near, about) two million years ago.
6. They have adapted (to, for) widely differing conditions.
7. These societies differ markedly (with, from) each other.

Exercise 5. Translate into English:

1. Культурные различия этих народов очень незначительны.
2. Любая культура включает сложный комплекс ценностей.
3. В каждой культуре существует своя система ценностей.
4. Именно система ценностей оказывает влияние на коммуникацию и способы ведения бизнеса.
5. При встрече друг с другом японцы обычно кланяются.
6. Я думаю, они не любят говорить о политике и религии.
7. Шутки обычно помогают снять напряжение.
8. Я не знал, что в Швеции принято после работы выпить пива с своими коллегами.
9. Италию называют страной любителей вина.

How to communicate in business

What does a person need to communicate effectively in business? Examine the list below and rate each item on a "0-10" scale:

- polite language;
- grammatically correct language;
- communicatively appropriate language;
- effective eye communication;
- acceptable dress;
- non-extravagant appearance;
- vocal variety;
- effective use of pauses;
- effective use of humor;
- the natural self;
- appropriate gestures and facial expressions;
- acceptable postures and movements.

Let's dwell on some items in detail.

1. Appearance and clothing style.

We form immediate and vivid impressions of the people during the first five seconds we see them. Experts estimate that it takes another five minutes to add 50 % more impression (negative or positive), to the impression we made in the first five seconds. (We are talking about emotional impression rather than intellectual one.)

Since 90 % of our person is covered by clothing, we need to be aware of what our clothes are communicating. The most important two words for effective dress are "be appropriate". This means appropriate first of all as to how comfortable you feel.

This is more important than others feel. If you feel uncomfortable, you will not communicate very effectively. Your appearance should be appropriate to the company you are in (the expectations of others, your geographical setting, the time of day, social situation, etc.).

Since we are creatures of habit, most of us dress based on past habits. Take a careful and conscious look at how you dress and groom. Do you pick out a certain colour because you always have? Does that colour work for you? Do you wear certain ties or bows because that's what you did at college? Is it effective today?

The effect of your initial appearance on others is far greater than you think. It communicates to others how you feel about yourself.

2. Eye contact.

In individual communication the normal eye contact should be from 5 to 15 seconds. For individuals in a group it should be 4 to 5 seconds. Make this a habit so that when you are under pressure you will maintain a confident eye pattern, without a need to think about it.

The three "I's" of eye contact are intimacy, intimidation and involvement. Intimacy and intimidation mean looking at another person for a long period - From 10 seconds to a minute or more. But over 90 per cent of our personal communication (especially in a business setting) calls for involvement.

3. Gestures and postures.

To be effective at interpersonal communication you should have your hands and arms relaxed and natural at your sides when you are at rest. You should gesture naturally when animated and enthusiastic. You should learn to smile under pressure, in the same way you would with a natural smile when you are comfortable.

The problem most of us have when we feel pressure is to glance at anything but our listener. Our eyes tend to dart like a scared rabbit. This conveys nervousness and makes our listener uncomfortable too.

We all have nervous gestures, for example, tapping one's foot or a pencil, crossing one's legs, having "the fig leaf" or "the arm lock" posture, etc. Try to be aware of these gestures in order to get rid of them.

National character: stereotype or cultural identification?

Nationality is a large group of people with the same race, origin and language. Nationalism is the belief that your own country is better than any other country. "Cultural nationalism" consists of encouraging expressions of national characteristics through nonpolitical activities such as art, literature, music, dance, and other forms of culture. Almost every nation has a reputation (the opinion that people have about a particular person or thing because of what has happened in the past) of some kind. For example, the French are supposed to be amorous, gay, fond of champagne; the Germans – dull, formal, efficient, and fond of military uniforms and parades; the Americans – boastful, energetic, gregarious and vulgar. The English are reputed to be cold, reserved, rather haughty people who do not yell in the street, make love in public or change their government as often as they change their underclothes. They are steady, easy going, and fond of sport.

What's the difference between an American and a European really? There's the rhythm of life of course. Quite a civilized (being well organized developed socially) American woman might say, "I always feel guilty if I read a book during the day, when I ought to be doing something. At night, in bed, it's different." In Europe there are people who have lived in the same house and been in the same job for twenty, thirty, forty years, and who would hate to pull up their roots and change to something new. That's not the American way of life. They love change, they call it "the spirit of adventure", a spirit that they think is more characteristic of America than of Europe. There was a very interesting remark in a book by an English writer giving what he thought was a reason for this American characteristic. He wrote: "We in England, and the French, the Germans, the Italians, the Russians, have all got one thing in common - we are descended from the men who stayed behind. In the States they are descended from the folk who moved away".

Exercise 1. Answer the questions:

1. What is a nationality?
2. What does every nation have?
3. What are the French (the Germans, the American, the English) supposed to be?
4. What's the main difference between an American and a European?
5. What do the Americans call "the spirit of adventure"?
6. Where are the Europeans and the Americans descended from?

The Americans and the English

The Americans like to "move away", to change homes and jobs. They seem to be constantly pulling down old and often quite beautiful houses or throwing away things merely because they are old. They have none of the Englishman's sentimental love for things because they are old.

One often hears of the Englishman's "reserve"; how he likes to "keep himself to himself"; and how on a long railway journey, with four Englishmen in the carriage, often there won't be a word spoken during the whole journey. That wouldn't be the case in America. The Englishman thinks it's ill-mannered to ask personal questions. The American doesn't feel that at all.

The Englishman prizes privacy, the American prefers sociability. The Englishman's suburban house has its little garden with a hedge or a fence all around it to shut him off from his neighbours: "The Englishman's home is his castle". The American houses have no hedges or fences separating them from the pavement or from each other. There are none of those little shut-off gardens; generally just a strip of grass with trees on it. The American in his home doesn't object to being seen by everyone – he actually likes it. And inside the house, instead of the separate hall, living-room, dining-room so typical of the English house, the American has the "open plan" house, just one large room where all the family activities (usually noisy) go on with a "dining recess" or a "kitchen-breakfast-room".

The English are a nation of stay-at-homes. There is no place like home, they say. And when the man is not working he withdraws from the world to the company of his wife and children and busies himself with the affairs at home. The focus of the English home is the fire-place. What do Americans sit round? The Answer is they don't. They go out to cafes or sit round the cocktail-bar.

The Americans are the only people who raise their children to leave home – to find themselves. Others raise kids to serve the family or the state. Americans believe they are going to get rich one way or another. Genius. Hard work. Luck. One way or another it's going to happen – if not to them, to their kids. Only 31 per cent of the Americans said they agreed with the statement, “what you achieve depends largely on your family background.” The comparable figures for the English were 53 per cent. About half of Americans say they would choose earnings based on production, while two-thirds of English respondents said they would choose fixed salaries.

Exercise 1. Find out in the text the situations to prove that:

- a) The English
 - are reserved;
 - are a nation of stay-at-homes;
 - prize privacy;
 - enjoy stability;
- b) The Americans
 - are very sociable;
 - like changes in all spheres of their life;
 - believe mostly in themselves.

Exercise 2. Answer the questions:

1. Why do the Americans like changes in their life?
2. What do the Americans and the English think of asking personal questions?
3. What is the difference between English and American homes? How does this difference reveal the English and the American characters?
4. Where do the English prefer to spend their free time and why?
5. Why do the Americans choose earnings based on production and the English - fixed salaries? What national characteristics does it depend on?
6. Whom would you get on better with the Englishman or the American?

SECTION 3. NONVERBAL TRAINING

1. "Communication Barriers"

The students are offered to:

- a) greet each other expressing politeness, aggressiveness, sadness, happiness, astonishment, etc.;
- b) pronounce a phrase expressing the same emotional states and using appropriate gestures and postures.

Discussion:

1. Have you got enough possibilities to express your feelings?
2. What feelings and emotions do we try to conceal from our partner in communication?
3. Can interpersonal communication contribute to creating interpersonal relationship?
4. What impersonal masks do we usually wear at school (at work, in the family, in a public establishment, etc.)?

2. "Personal Image"

Every student is offered to pronounce the word "I" with unique/individual intonation, mimics, gestures to express self-perception, individuality and character.

3. "A Mirror"

A group of students is sitting in the circle. One person expresses an emotion. His/her neighbour tries to express the same emotion as exactly as he/she can. Then other students copy out this emotion in turn until there is a turn of the first student. Other emotions are expressed in the same way.

After this the students answer the following questions:

1. How can you guess the emotions?
2. What muscles move in expressing this or that emotion?
3. What do you feel when you see the mimic expression of an emotion?

4. "National Peculiarities of Nonverbal Means of Communication"

The students are given the cards with the description of the role they should play. Each card contains: name, nationality, profession, character, hobbies. The students are to get acquainted with every person taking into consideration national pe-

cularities of nonverbal means of communication, social status, character, etc. After everybody gets acquainted with each other the discussion is held:

1. What contributes mostly into the manner of greeting (nationality, sex, profession, etc.)?
2. Persons of what nationalities can communicate easily with each other?
3. What are the communication barriers between people?
4. What are the main difficulties in interpersonal communication?
5. Range the following means of nonverbal communication according to the level of priority in interpersonal communication (distance, mimics, gestures, postures, intonation).

5. "Guess the emotion"

Students are divided into two groups. One group is offered to express an emotional state and another group tries to guess what emotion they express and choose a student who is the best to show the emotion. Then the groups change their roles.

SECTION 4. ROLE AND BUSINESS GAMES

1. The preparatory stage concerns the meeting with the rules of the play, the scenario, casting and doing exercises, which will help to fix necessary lexical units and grammatical structures; reading the texts, watching the video fragments, listening to the audio materials, which will favour to increase the level of awareness of specifics of the culture experts' professional activity; doing the home task contained collecting of information for each situation (Подготовительный этап предусматривает ознакомление с правилами игры, сценарием, распределение ролей и выполнение упражнений на закрепление необходимых в данной игре лексических единиц и грамматических структур; чтение текстов, просмотр видеофрагментов, прослушивание аудиоматериалов по теме игры для повышения уровня осведомлённости о специфике профессиональной деятельности культурологов; выполнение домашнего задания, заключающегося в сборе информации для каждой конкретной ситуации).

2. The main stage assumes the play process, within which the problem situations, imitating the culture experts' professional activity, are solved (Ос-

новой этап предполагает проведение игры, в ходе которой разрешаются проблемные ситуации, имитирующие профессиональную деятельность культурологов).

3. The final stage supposes the group reflection, consisted of the argumentative discussion, the analysis and the assessment of the play process, the play results and conclusions, which will assist more effective intercultural interaction (Заключительный этап предполагает групповую рефлекссию, состоящую в аргументированном обсуждении, анализе и оценке хода и результатов игры, а также выводов, способствующих более эффективному межкультурному взаимодействию).

I. Role-Play Game "The Mediterranean Sea Voyage"

First of all the students meet with the animator's functional duties during reading the text; the qualities, which are necessary for animator's professional activity, are disputed; the casting among the students is provided; the play strategy is considered (Предварительно студенты знакомятся с функциональными обязанностями аниматора при чтении текста; обсуждаются качества, необходимые аниматору для выполнения профессиональной деятельности; распределяются роли; определяется стратегия игры).

The situation:

There is an entertainment programme during the Mediterranean sea voyage. The programme has been worked out and is being performed by the animator Dmitry. Tourists like the entertainments very much but there are some people on board the ship who don't take part in the programme. Dmitry tries to involve them into the entertainment party and cheer them up.

The roles:

Dmitry, animator, 32 years old

Irina, tourist, 45 years old

Vladimir, tourist, 47 years old

Dmitry, animator, is a cheerful, energetic, creative young man. He is fond of his job and convinced that people on board the ship have no reason for sorrow and bad mood. Dmitry does his best to create joyful atmosphere with the help of merry competitions, games, dancing parties.

Irina is a single woman of 45 but looks much younger. She is active, joyful, outgoing and tactful. She hopes to meet the man of her dream, that's why she has gone travelling by ship.

Vladimir, a widower, is silent, sorrowful, estranged. He avoids communicating with people, doesn't take part in the entertainment programme, spends time alone.

The discussion of the play process and the play results, the group reflection and making decision on the correct strategy of behavior during the professional intercultural interaction (Обсуждение хода и результатов игры, групповая рефлексия и выбор наиболее правильной стратегии поведения во время профессионального межкультурного взаимодействия).

II. Business-Game "International Conference"

The preliminary watching of the video fragment concerning the international conference. The designation of problem situations, which imitate real situations and can appear during the conference. The casting, the considering of the play strategy, the collecting of information (Предварительный просмотр видеофрагмента проведения международной конференции. Предъявление проблемных ситуаций, имитирующих реальные ситуации, которые могут возникнуть во время проведения конференции. Распределение ролей, определение стратегии игры, сбор необходимой информации).

Situation 1. "Accommodation Services"

The roles:

Hotel Administrator

Representative of the Organization Committee

Participant of the Conference

The problem:

One of the participants of the conference (the representative of the American delegation) is not satisfied with his hotel room. He calls for the hotel administrator, expresses indignation that his room is too small and demands a suite. There are no suites in this hotel and the hotel administrator finds it difficult to solve the problem. The representative of the organization committee helps to settle the conflict.

Situation 2. "Hotel Services"

The roles:

Chambermaid

Hotel Administrator

Participant of the Conference (the representative of the Italian delegation)

The problem:

The representative of the Italian delegation is upset about the delay of his suit from the Dry Cleaner's. He asks the chambermaid to solve his problem. The chambermaid is not competent in solving the problem and calls for the hotel administrator.

Situation 3. "Catering Services"

The roles:

Restaurant Administrator

Waiter

Cook

Representatives of German and British Delegations

The problem:

During the dinner the representative of German delegation calls the waiter and asks to change his beefsteak explaining that it's overdone and he prefers a medium rare one. The waiter invites the cook to solve the problem. The British representatives explain that "five o'clock tea" is not provided. Restaurant administrator is invited to solve the problem.

Situation 4. "The Excursion"

The roles:

Tour Guide

Excursionists (participants of the conference)

The problem:

There is an excursion around Samara. The tour guide dwells on the history, peculiarities, descriptions of the main places of interest in Samara. Everybody listens attentively but one of the excursionists (the American representative) begins arguing with the tour guide about some facts concerning the history of Samara. The tour guide and other excursionists try to settle the conflict.

Situation 5. "Entertainment Programme"

The roles:

Participants of the Conference

Representative of the Organization Committee

Animator

The problem:

The representative of the organization committee offers different variants of the entertainment programme:

- going to the theatre performance;
- voyage across the Volga;
- going to the entertainment centre (playing billiards, bowling, etc.);
- visiting aquapark;
- visiting "Russian banya".

The animator describes in detail advantages and disadvantages of each entertainment programme and answers the questions. Participants of the conference express their opinions and choose one programme which will answer their demands.

The discussion of the play process and the play results, the group reflection and making decision on the correct strategy of behavior during the professional intercultural interaction (Обсуждение хода и результатов игры, групповая рефлексия и выбор наиболее правильной стратегии поведения в ходе межкультурного взаимодействия).

III. Role-Play Game "A Trip to Lake Baikal"

The preliminary meeting with the different variants of the tourist packages, tourist tickets and rules of its design: the watching of advertising posters, booklets and catalogues. The designation of the play situation, the casting, the considering of the play strategy, the collecting of information (Предварительное знакомство с различными вариантами турпакетов и турпутевок и правилами их оформления: просмотр рекламных проспектов, буклетов, каталогов. Предъявление игровой ситуации, распределение ролей, определение стратегии игры, сбор необходимой информации).

Situation.

A group of students come to the tour agency. They are fond of active kinds of holidays and want to visit Lake Baikal. The students ask the tour agent to provide them with a special tour.

The roles:

Tour Agent

Tourism Manager

A Group of Students (4 persons)

Oksana, aged 27, is a tour agent. Communicating with clients she often distracts to telephone calls, listens to the clients inattentively, interrupts them, loses her temper. She doesn't want to provide the students with discounts.

Maxim, aged 19, is a leader of the students. He is active, well-bred, tactful. He can clearly describe the demands taking into consideration his friends' wishes. Besides he has got some experience of drawing up tours.

Julia, aged 18, is Maxim's girlfriend. She is very emotional and openly expresses her resentment of the tour agent's behaviour and the quality of the service.

Andrew, aged 18, is an irritable, hot-tempered, direct fellow. He redoubles the approaching conflict by his intolerant attitude towards the bad fulfilment of tour agent's professional functions.

Marina, aged 18, is a calm, even-tempered, tactful girl. She doesn't approve of the tour agent's behaviour but tries to calm her friends and find out a compromise settlement of the conflict.

Victor, aged 38, is an experienced tour manager. He is tactful, good-natured, but rather exacting. He is able to provide an individual approach towards clients and staff, solve difficult problems and find the way out of any conflict situation.

The discussion of the play process and the play results, the group reflection and making decision on the correct strategy of behavior during the professional intercultural interaction (Обсуждение хода и результатов игры, групповая рефлексия с целью выбора правильной стратегии поведения в процессе межкультурного взаимодействия).

SECTION 5. PSYCHOLOGICAL GAMES

1. "A Chance Meeting"

The purpose is the developing of skills, which allow to make contact, to get free during the communication (Цель: развитие умений вступать в контакт, раскрепощаться во время общения).

A group of students is divided into two teams which form two circles: one circle is inside another. When the teacher gives the sign the students in the circles begin to move in the opposite directions. At the second sign of the teacher they stop and everybody begins to talk to the person who stands opposite him/her according to the given situation. Then the participants of the game share impressions about their feelings and emotions.

The examples of situations:

- You are relatives who haven't seen each other for a long time and suddenly meet in the street;
- You are two children who have found a new toy;
- You are two friends, one of whom is telling another about the death of your common friend.

2. "Yes/No"

The purpose is the personal understanding of internal emotional condition within the dispute; the transformation from annoyance, aggression and apathy to the readiness to the interaction and the mutual attentiveness (Цель: осознание своего внутреннего эмоционального состояния в споре; трансформация раздражения, агрессии и апатии в готовность к взаимодействию и взаимную внимательность).

The students are divided into pairs. One person in each pair will pronounce "yes", another person - "no". The students should talk to each other in the pairs for about a minute pronouncing only the chosen words. They can even argue using different intonation, loudness, emotions. Then the students change their roles. After the game is over there is a discussion:

1. How do you feel now?
2. Is it more comfortable for you to pronounce "yes" or "no" in the argument? Why?
3. How did you pronounce the words: loudly or quietly, confidently or timidly, aggressively or mildly, etc.?

3. "A Smile"

The purpose is broadening the students' knowledge of the different kinds of smiles; the formation of skill, which helps to control over the personal feelings (Цель: расширение знаний студентов о различных видах улыбок; формирование умения управлять своими чувствами).

Students are asked to present in turn different kinds of smile: kind, happy, friendly, polite, cold, haughty, cynical, mocking, mysterious, etc. Other students try to guess what emotional state is hidden behind every smile.

4. "A Human Contour"

The purpose is the developing of skill, which helps to analyse the personal emotional condition (Цель: развитие способности анализировать своё эмоциональное состояние).

Every student should draw a human contour on a piece of paper. Then there is a task to place into this contour feelings and emotions using different colours. After that the students share their impressions about the feelings and emotions placed in the contour. It's very important for every student to realize his/her dominating emotions and feelings.

5. "Ten Rooms"

The purpose is the developing of skill, which helps to analyse the personal behaviour (Цель: развитие способности анализировать своё поведение).

Imagine that you live in the house which has ten rooms: Happiness, Fear, Sorrow, Aggressiveness, Loneliness, Hope, Crying, Malice and? other two rooms. You should decide what rooms they are yourself. (The names of these two rooms tell you about your actual values and needs). Take a piece of paper, divide it into ten parts, "name" the rooms and draw the symbols of emotions in every "room". Then answer the questions:

1. How often do you visit each room?
2. What do you do in every room?
3. Where do you like/dislike to spend your time?
4. How much time do you spend in each room?
5. Which of the rooms gives you energy?
6. Where do you feel uncomfortable?

6. "Interaction"

The purpose is the understanding of the personal style of the interaction towards the others; the learning of the skills, which helps with constructive interaction (Цель: осознание своего стиля взаимодействия с другими; обучение навыкам конструктивного взаимодействия).

Choose three things which are important for you. They may be keys, a wallet, a hand-mirror, a lipstick, a pen, etc. Place your things on the table in such a way that you can say: "It's comfortable for me when my things are in these places." After that there should be an interaction between the things. You can move your things changing their places, offer other students to change the position of their things. But you shouldn't touch and move somebody else's things and force others to move their things. The game is over when every student agrees with the new place of his/her things. Then there is a discussion:

1. Did you feel comfortable during the game?
2. What did you like/dislike in the interaction with other students?
3. Did you feel anybody's pressure?
4. Did anybody interfere with your territory?
5. Did you feel mutual understanding and cooperation during the game?
6. Who was the first to move his/her things? (to offer cooperative actions?)
7. Who used to decide for other persons without taking into consideration their feelings and needs?
8. Who was it comfortable for you to interact with?

7. "Active Listening"

The purpose is the developing of skill, which helps to listen to the others, to detect and analyse personal mistakes during communication, the reasons of its appearance (Цель: развитие умения слушать других, определять и анализировать свои ошибки в общении, причины их возникновения).

A group of students is divided into pairs. Students in the pair are sitting opposite each other and looking friendly at the partner for some time until they are ready to listen to their partner. Then one of the students begins to speak about one of his/her problems in the private life, communication, studies, work, etc. Another student is a consultant and his/her task is to listen carefully to the partner using the following technology of active listening: absolute concentration on the partner's problem; taking into consideration not only verbal means of

communication but also postures, mimics, gestures of the partner; making more exact if the partner's words have been understood correctly; giving neither evaluation nor advice. A consultant can ask his/her partner to dwell on the details of the problem, his/her main task is to listen to the partner very attentively and be interested in his/her problem. After one of the students finishes to speak about the problem the students in the pair change their roles. Then each of the students in the pair should describe his/her partner's problem in the way he/she understands it. Then the students compare their notes.

After that there is a discussion:

1. What impressions did you have during the conversation?
2. Did you like the way you were being listened to?
3. What methods of active listening did you use more often /more seldom?
4. What methods was it difficult for you to use?
5. Are you satisfied with your skills of listening?
6. Did you find out any mistake which you made during listening?

8. "A Conversation with Position Changing"

The purpose is the developing of skill, which helps to resolve the difficulties during the process of the interaction (Цель: развитие умения разрешать разногласия в процессе взаимодействия).

This game is based on the theory of subpersonalities by R. Assadgoly. There are three constituents of "I" inside every person which are called subpersonalities. In difficult situations requiring certain decisions these subpersonalities reveal themselves, argue with each other and insist on their point of view. We don't usually realize what subpersonality wins inside ourselves, can't escape inconstructive decision of the problem. This psychological game helps you to get acquainted with your three subpersonalities: Dreamer, Sceptic and Realist.

Dreamer is an optimist and believes that every problem has a decision. He is able to generate unusual ideas, offers unexpected ways of deciding every problem. He is often overwhelmed with his imagination.

Sceptic is a pessimist, he sees the world in black colour. He doesn't believe in lucky chance, proves the uselessness of any action in solving the problem, criticizes any new suggestions.

Realist is an analytically thinking person. He is able to think of every step and action, weigh the pros and cons. He can notice positive and negative sides in everything and find out constructive and well- considered solution of the problem.

After getting acquainted with the peculiarities of the subpersonalities students are offered to work out a problem from the view point of Dreamer, Sceptic, Realist. Every student holds an inner dialogue between his/her subpersonalities on the chosen problem "entering" the positions of Realist, Dreamer, Sceptic in turn. Transition from one point of view to another is made at the sign of the teacher who can ask to enter this or that position several times to work out the problem more thoroughly. Then a discussion takes place:

1. Which of your subpersonalities prevails over others? Why?
2. Are all three subpersonalities contribute to solving the problem?
3. Do you agree that only the dialogue and cooperation between the subpersonalities help you to make the right decision?

9. "A Gait"

The purpose is the practicing of different behavioural models (Цель: отработка различных моделей поведения).

Students are offered to walk in different manners: as a shy, dreaming, haughty, confident, etc. person.

Then there is a discussion:

1. Can you guess what kind of person you have met by his/her gait?
2. What kind of person is it easy to get acquainted communicate with? Why?
3. Analyze your usual gait. What kind of gait is it?

10. "Observers"

The purpose is the developing of communicative skills, the ability for the analyses of people's conduct and personal behaviour (Цель: развитие коммуникативных умений, способности анализировать поведение окружающих и своё собственное).

Four students choose one of the four styles of human behaviour in stressful situation described by Virginia Satir: Conciliator, Accuser, Alarmist, Pragmatic.

Conciliator is a person who is always ready to agree with everybody. He always excuses for everything and seems a helpless person.

Accuser is always looking for a person to reproach with something. He provokes conflicts, looks haughty, speaks loudly and imperiously. His body and face muscles are tensed.

Pragmatic is calm, reserved, sensible, unemotional. He speaks monotonously using a lot of abstract words, looks prim and strained.

Alarmist is nervous and confusing. The main characteristic of his speech is lack of correspondence between the sense and the intonation. He can't stick to the point, dwells on useless things and confuses everybody.

Each of four students chooses from these roles one which is new to him/her. The students may feel uncomfortable in these roles but it can even enrich their behaviour repertoire. Then any topic for discussion is chosen and the students begin their conversation keeping to the chosen communicative styles. Other students of the group are observers. In five minutes they are offered to express their opinions and share their impressions about the conversation and communicative behaviour of the acting students. The "actors" also exchange their opinions.

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