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# Секция. FOREIGN LANGUAGE AS A MEANS OF POLITICAL, ECONOMIC AND CULTURAL COOPERATION IN ASIA-PACIFIC REGION

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## СОКРАЩЕННЫЕ ФОРМЫ РЕЧЕВОГО ОБЩЕНИЯ КАК СРЕДСТВО ОСУЩЕСТВЛЕНИЯ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

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*В представленной статье анализируются сокращенные формы речевого общения, а именно монорематические высказывания, как одно из средств осуществления межкультурной коммуникации. В данном типе высказываний проявляются все характерные для полностью структурированных реплик диалога, особенности. В ходе диалога оригинальность живой речи определяется уровнем языковой и национальной культуры, а также личностными характеристиками говорящих.*

***Ключевые слова и словосочетания:** речевое общение, монорематические высказывания, межкультурная коммуникация, диалог, психология.*

## CONTRACTED FORMS OF VERBAL BEHAVIOR AS MEANS OF CROSS- CULTURAL COMMUNICATION

*In the article the contracted forms of communication as means of cross-cultural communication are analyzed. In this type of utterance, all the features being typical of fully-structured dialogue repli-cas are determined by the level of linguistic and national culture, as well as the personal characteristics of the speakers.*

***Keywords:** verbal communication, monoreme, cross-cultural communication, dialogue, psychology.*

The paradigm shift in modern humanities is expressed, first of all, in an increase in the volume of their anthropocentric direction in their general continuum. This, in turn, entails, on the one hand, the development of new scientific fields and methods, on the other, a rethinking of old postulates. Strengthening the role of the "human component" leads scientists to realize the importance of the tasks of a comprehensive study of the person communicating and speaking. The "linguistic personality" today is becoming an integral object of the study of a complex of directions, both in psychology and in linguistics. The combination of methods of psychology in general, and social psychology, in particular, and linguistics allows you to take a fresh look at the communicating personality, its speech behavior in the process of communication, to expand the scope of only psychological or linguistic approaches.

On the other hand, the tendency towards the consolidation of the sciences of man-psychology, sociology, ethnography, linguistics, etc., which has become especially noticeable lately, is not least due to the lack of research methods for relevant objects within each of these sciences. The study of a personality, his behavior and activities using a set of methods in which the empirical approaches of various sciences are combined, becomes an urgent task of modern scientific knowledge and social practice.

Nowadays teachers of foreign languages face difficulties not only in the choice of materials, methods and teaching aids, but also challenges of a higher order, namely, in choosing a teaching approach. For many centuries, teachers and methodologists have been looking for optimal and effective approaches to teaching foreign languages, but still have not come to a consensus on a universal ap-

proach. Today, the tendency to reorient science to the study of the nature of human mental intellectual activity and, therefore, strengthen the role of the “human component” leads researchers to realize the importance of the tasks of a comprehensive study of the person who communicates and speaks in all the diversity of his activity. So, the “linguistic personality” becomes an integral object of a number of sciences. In particular, the use of methods of psychology and linguistics allows you to take a fresh look at the communicating person, his speech behavior in the process of intercultural communication, expand the scope of only a linguistic or only psychological approach to teaching foreign languages. The study of a man, his behavior and activities using a set of methods in which the empirical approaches of various sciences are combined, becomes an urgent task of modern scientific knowledge and social practice.

According to A.S. Petrova, “the central category that allows us to specifically study many aspects of ethnic, intercultural psychology is communication”. Psycholinguistics connected the communicative act with the personality of the participant in communication, understanding communication as a phenomenon of one or another type of culture. And if in linguistic scientific literature there is no special difference between “social interaction” and “communication”, since for linguists communication is an actualization of the communicative function of a language in various speech situations, then in psycholinguistics they are considered as overlapping but not synonymous concepts.

Since communication and social interaction are an essential part of human life, therefore, they are also parts of culture. Emphasizing their importance, many researchers equate culture with communication. The largest American specialist in intercultural communication, E. Hall, argues that culture is communication, and communication is culture.

Currently, an important direction has been the study of the characteristics of speech behavior in various social spheres among representatives of both mono and multicultural societies. The development of intercultural communication is associated with the intensive growth of international communication and cooperation. However, cultural differences present a barrier to intercultural communication. Language, linguistic individuality, gestures, traditions, national character – these factors play a decisive role in it. And it is important to have a conscious understanding and knowledge of various cultures and languages, without which entire communication is impossible.

Intercultural communication is a difficult process of establishing, maintaining and developing contact between people of different nationalities. Restrictions on a number of national and cultural traditions, professional and ethical principles are one of the specific features of international communication. The main means of intercultural communication in psycholinguistics is verbal and non-verbal communication.

Features of intercultural communication, in particular the verbal one, have long been the subject of special research by linguists and psychologists. In speech communication, all psychological and linguistic patterns of communication manifest themselves in the most characteristic and accessible way for the researcher, which causes great interest in his study. Empirical studies show that the main variety of speech behavior, reflecting the personality characteristics of the speaker, as well as personality traits as a specific carrier of national and linguistic culture, is colloquial speech, acting in the form of a live dialogue. At the same time, the study of genuine dialogues, taking into account the peculiarities of the structure and elements of speech, and not just their semantics, is practically not found in modern psychological research.

Unfortunately, in all studies of the dialogic form of communication within the framework of psychology, it is mainly a question of expanded speech utterances, which reflect all the characteristics of oral colloquial speech. However, in real speech communication one can find both full forms of dialogical speech, and very specific elements of a different kind, from the point of view of linguistic analysis. It is clear that these remarks, which often do not make sense outside the context of the dialogue itself, carry a significant semantic load in real communication and thus constitute the most important socio-psychological component of interpersonal communication.

The observation experience allows us to see in dialogical speech a large number of replicas reduced in form, which can be described as reactive monorematic statements, which, in essence, are shortened in form short speech reactions of dialogue participants, in contrast to thematic statements of the classical type. Moreover, taking into account the fact that speech activity is directly related to the individual and personal characteristics of the subject participating in the process of interpersonal communication, a monorem can be considered as a special reactive (reactive) form of speech behavior in the system of interpersonal communication.

Since verbal behavior is a purely individual verbal manifestation of personality, it is naturally associated with the personal, national, social characteristics of the participants in the dialogue. Any speech act is necessarily correlated with the personality of the speaker, or, in other words, any dialogue contributes to the actualization of the personal characteristics of its participants, that is, the personality, its psychological characteristics are revealed in the dialogue, determine its content and development. According to S.A. Agapova, the personal characteristics of participants in verbal (dialogical) communication are “an interweaving of individual, social, national-cultural and universal features”.

It is obvious that human speech behavior reflects both the personality traits of a particular native speaker and the ideology of a group of people, the image of the world inherent in the people concerned, or this or that vision of the world through the prism of national culture. Existing in a specific ethnic group, a person is inevitably a bearer of one or another type of national speech culture. The national-cultural specificity of verbal communication consists of a system of factors operating at different levels of organization of communication processes and having a different nature. A.A. Leont'ev identifies several groups of such factors. Firstly, these are factors related to cultural tradition. They are correlated primarily with the types of communication permitted and prohibited in this community and with the stereotypical, reproducible acts of communication that are part of the national culture fund of this ethnic group, with the etiquette characteristics of universal acts of communication. In all these cases, the reproduced whole is not a separate statement, but a complex of verbal and non-verbal behavior, correlated with one or another specific situation and normative for it. A special group consists of role-playing and social-symbolic features of communication associated with a system of role and status relations specific to a given community. Further, the cultural tradition is reflected in the nomenclature and functions of language and text stereotypes used in communication and organization of texts. Secondly, these are factors related to the social situation and social functions of communication, which are correlated with functional sublanguages and functional features, as well as with etiquette forms. The next group consists of factors related to the characteristics of the course and mediation of mental processes and various activities. The last group consists of factors determined by the specifics of the language of a given community

Therefore, one of the criteria for the effectiveness of verbal communication is a common or similar understanding of reality, awareness of the national-cultural specifics of communication, as well as language skills.

However, it is obvious that the effectiveness of communication depends not only on the possession of its means, that is, the language, or on the speaker's belonging to a particular linguistic and national environment. As one of the most important success factors, individual speaker personality traits can be distinguished. So, according to the typology of K.G. Jung, extroverts and introverts behave differently in communication situations. To a certain extent, communication efficiency is a consequence of a combination of communication motives (realized in motivating success achievement and affiliation motivation) and communicative abilities that characterize a person in the process of communication.

To study the peculiarities of the existence and manifestation of forms of rheumatic statements in real dialogues, a special cross-cultural empirical study was conducted, part of this was the psycholinguistic experiment described below. The experiment was attended by students and teachers of higher educational institutions of Russia and the United Kingdom (300 people), which were divided into groups depending on the level of English proficiency: group I – people with a low level of language proficiency; Group A – people with a high level of language proficiency (native language – Russian); Group B – people with a high level of linguistic culture (mother language is English). In these groups, the personal characteristics of their representatives and the characteristics of the reacting component of the dialogue (monorematic statements) were studied.

The data of the study give convincing reasons to argue that there is a certain relationship between personal characteristics (extraversion, introversion, impulsivity and judiciousness), communication motivation, communicative abilities of dialogue participants, on the one hand, and the appearance of various semantic-syntactic types of abbreviated (monorematic) statements, on the other.

Judging by the results of the experiment, we can confidently say that the features of verbal communication (in particular, the type and frequency of use of a monorem as reactive abbreviated remarks during a dialogue) are determined not only by the level of linguistic and national culture, but also by the personal characteristics of the speakers. The empirical data obtained in this cross-cultural experiment suggest that the structural-semantic features of such a form of speech dialogue that has been little

studied in psychology and linguistics, as monorematic statements, depend both on the level of linguistic culture and on the personality characteristics of the subjects of dialogue communication.

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## ОНЛАЙН ОБУЧЕНИЕ: НОВЫЙ ТРЕНД ИЛИ ОБРАЗОВАНИЕ БУДУЩЕГО?

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*На сегодняшний день обучение через Интернет является инновационным и интересным способом организации учебного процесса. Проблема востребованности онлайн обучения является актуальной и глобальной на сегодняшний день. В статье рассмотрены вопросы, касающиеся перспективы дистанционного обучения в целом, а также необходимости комплексной адаптации к новым мировым реалиям и тенденциям, связанных с компьютеризацией и информатизацией образования. Более того, в научной работе произведен анализ всеобщих процессов трансформации традиционной системы обучения на примере России.*

**Ключевые слова и словосочетания:** Интернет, онлайн образование, дистанционное обучение, компьютеризация и информатизация, традиционная система обучения, мировые тенденции, тренд.

## DISTANCE LEARNING: A NEW TREND OR EDUCATION OF THE FUTURE?

*Due to total computerization and informatization of education Distance learning is an efficient and flexible form of the current curriculum. These days, the challenge of the popularity of online education is especially urgent. The general questions raised in the article refer to the issues of distance learning perspectives and developing integrated adaptation program to the new realities and trends in the world. This article analyzes the overall transformation process of the traditional education system in Russia.*

**Keywords:** distance learning, online education, traditional education system, computerization and informatization, trend, world realities.

The Internet and the constant improvement of technology have affected all the areas of people's lives, especially education. The gradual process of informatization and computerization of the society has had a huge impact not only on the methods of online learning, but also on the approach to teaching in educational institutions. Before the advent of the Internet, students from all over the world had to attend University in person. They did not have much of a choice. Students often had to move to another country or city, because traditional teaching always involves live communication between teachers and students within the University program. However, times have changed, and now anyone from anywhere in the world can attend classes and get a bachelor's or master's degree without leaving home.