

Communicative strategies of socialization and accumulation of experience in intercultural activity of a student

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Abstract. Formation and accumulation of experience in cultural activity forms the thinking and culture in its entirety. The experience of intercultural activity is one of the attributes of the modern culture, in which harmonious development depends on the interaction of different cultures. Education meeting social, political, and economical requirements of the contemporary society is meant to solve the problem of intercultural education. Formation of democratic and tolerant intercultural personality, which retains its own culture, but understands and accepts other cultures and has sufficient competence for adequate behavior in the circumstances of cross-cultural communication, is the finite goal of intercultural education. This all is achieved through application of certain communicative strategies, which are assumed the strategies of mutual understanding, cooperation, competition, and avoidance of conflicts. The progress of the modern society is impossible without formation and accumulation of this experience, which is understood as sociocultural, sociolinguistic, and intercultural competences. These competences are necessary for successful integration into the world cultural space, which is characterized as orientation to the communication partner.

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Introduction

The transition of the society to new forms (political, social, and economic) of social relations determined formation of the high level of culture of each personality. The continuing re-orientation in the world of values (spirituality, beauty, kindness are replaced with pragmatism, prudence) revives the problems of morality, value orientation, and intercultural relations. The latter are conditioned by the openness of borders between countries, the developing intensive cooperation, the dialog, and the activation of communication in the linguistic sphere, as well as in the spheres of economics, policy, and culture. An open society requires specialists experienced in intercultural activity.

Importance of the studied problem resides in the fact that in the process of formation of intercultural activity experience of a student and the process of his verbal and non-verbal communication with representatives of foreign language cultures, various communication misunderstandings take place. Such communication misunderstandings are explained by absence of necessary communicative competence of the communication partners, which causes sociocultural interference [1, pp: 195]. In view of this, the necessity to study communicative

strategies and identification of their role in the formation and accumulation of experience in intercultural activity rises.

Analysis of studies of social behavior of a human shows that research of behavioral strategies is not something unique and new for the modern psychology. For example, in 1980s, foreign psychologists studied behavioral strategies comprehensively within the framework of social psychology, which treats strategies within the context of interindividual communication in conflict situations [2]. Decades later, other studies were carried out, which treated strategies as behavior manners used by individuals in order to manage the 'human to environment' relations [3; 4]. There also was an increase of the number of coping strategies, i.e. permanently changing cognitive and behavioral efforts to manage meeting specific external and/or internal requirements estimated by an individual as excessive or exceeding his personal resources [5].

Body of the work

In the Russian psychological school, one can meet the concept of the so-called "life strategy of a person" within the framework of the personality psychology. Within this context, strategy is treated as

the "ability to independently build one's own life, to regulate it principally and reasonably in line with the cardinal orientation; it is a method of solution of conflicts between the external and internal real life circumstances" [6].

One of the most important attributes of strategies within the framework of the evolutionary paradigm is selectivity. For example, according to J. Maynard Smith who paid special attention to description of the selectivity attribute in his studies, strategy is treated as a "set of stable behavioral patterns, which is used by an individual in his social competition in the circumstances of limited resources" [7].

The "strategy" and "tactics" terms were initially used in military meaning, and they describe very precisely the specificity of the communicants' activity in the course of communication. The psychological encyclopedia defines strategy as skillful guidance, a plan of behavior or action, a consciously prepared set of operations for solution of a certain problem or achievement of a certain goal [8]. This definition coincides with the definitions of the "strategy" concept provided by English-language dictionaries: "strategy – the art of planning operations in war, esp. of the movements of armies and navies into favorable positions for fighting; skill in managing any affair"; "tactics – art of placing or moving fighting forces for or during battle (cf. strategy); (fig.) plan(s) or method(s) for carrying out a policy" [9, pp: 1045]. It is important to emphasize that the strategy concept, which comes from the art of war, treats victory, which is understood as effective impact on the recipient, transformation of his model of the world in the desired direction, more important rather than the search of a mutual solution [10, pp: 70].

Many scientists also emphasize existence of several prerequisites for studying strategies in a conflict. For example, they identify the communicative prerequisites, which include variability of speech behavior and non-abidance by the principle of corporate behavior by the communicants. As emphasized by T.M. Nikolayeva, people strive to affect their interlocutors, hide undesirable facts, protrude their opinions, and this is the real cause of occurrence and development of conflict situations [11]. Impact on perception and change of the partner's world can be called the cognitive prerequisites. Linguistic prerequisites reside in the sphere of language variability. For example, in order to implement a certain strategy and tactics, the communicant chooses the linguistic tools that he deems optimal. Besides, psychological and aesthetic prerequisites are also mentioned, where the latter include implicit senses, by means of which

signals about the priority of feelings and attitudes over information are transferred [12].

Thus, verbal strategy is a scheme of certain actions within the framework of a communication interval, which scheme determines selection of linguistic tools and methods of expression associated with achievement of the goal [13]. For planning a verbal action, communicants need to have certain cognitive information about the addressee and the entire communication situation. E.V. Kluev considered strategy as a total of actions planned by the speaker and implemented in the course of the communication act; and tactics – as a total of practical measures in the course of real communication [14, pp: 18]. V.S. Tretyakova understood communicative strategy as a decision taken the speaker on the sequence of verbal actions, which will determine his verbal behavior [15]. I.N. Borisova determined the communication tactics as application by communicants of their verbal skills for building a dialog according to a certain strategy [16, pp: 25]. Communicative tactics can consist of several verbal expressions, which can be corrected as the conversation proceeds. The specific feature of communicative strategies and tactics is the comprehensive nature of application of linguistic tools aiding to achieve the goal. V.S. Tretyakova emphasized that motivation of verbal strategy and selection of the methods of achievement of a goal are mainly determined by the mindset of the individual; therefore, some of researchers associate the sense of verbal strategy with the mindset concept, while understanding it as a goal, which determines the selection of linguistic tools and methods of speech arrangement [15]. I.G. Bradetskaya pointed out that the strategy of verbal communication is usually understood as the process of planning communication aiming to achieve long-term results. Strategy includes planning verbal interaction depending on particular conditions of communication and personalities of communicants as well as implementation of this plan. Tactics is understood as a total of methods of holding a conversation and the behavior line at a certain stage within a particular speech genre. At that, the goal of communicative strategy can be to win respect, to impact on the vision, to call for action, where tactics includes particular methods used and selected for drawing attention, establishing and maintaining contact with the partner and influencing on him or persuading him, etc. [17]. It is obvious that the set of tactics for implementation of the same strategic line can vary depending on the communication environment, the internal state of the communicants, as well as on external conditions. Selection of strategies and tactics is mainly made consciously, but the change of tactics can be made intuitively and be unconscious – it is mainly determined by the

ethnocultural standards. In this research, based on the definitions of O.S. Issers and V.S. Tretyakova, we understand communicative strategy as the plan of verbal and non-verbal behavior, which aids achieving the goal of communication, where communicative tactics are understood as practical steps for achieving the plan, which are selected or combined depending on the strategy used.

There are several types of hierarchy and classification of communicative strategies depending on the basis. I.N. Borisova's classification is based on communicative goal setting. She identified three types of strategies: the regulative strategy, which aims changes depending on the situation context; the dictum strategy, the goal of which is to inform the interlocutor; and the modal strategy, the goal of which is to share emotions and feelings [16, pp: 46]. O.S. Issers breaks up communicative strategies into general and particular by the extent of their goals' globality. General strategies are the goals that are not limited by particular communicative situations, and the particular ones are the strategies that are associated with a particular verbal situation. Strategies associated with influence on the addressee and his system of values are called cognitive; and strategies that assist in general arrangement of verbal impact are called auxiliary. At that, three types of auxiliary strategies are identified: pragmatic, rhetoric, and of dialog type. The pragmatic type of strategies finds all elements of communicative situation important (author, communication channel, recipient, and context), the dialog strategies ensure control over the topic and the extent of understanding; and the rhetoric strategies are applied within the framework of rhetoric art and technique, where the goal of the rhetoric strategy is the effectiveness of impact on the addressee [12, pp: 104-109]. The terminology of A.K. Mikhalskaya also marks off the strategy of closeness and the strategy of alienation, which correspond to the law of human communication: the need in communication and closeness with other people and the fear to lose one's individuality. The third strategy is called the strategy of refusal from the choice, at implementation of which the speaker lets his partner solve the situation and select the type of communicative behavior [18]. According to V.S. Tretyakova, the typology of strategies can be based on the type of interaction of communicants. The strategy of cooperation is described with the balance of relations and achievement of goals. Interaction, which results in imbalance of relations, can be called the strategy of confrontation [15]. Thus, the typology of strategies by the results of interaction can be associated with two principles, which are the basis of human communication: the principle of cooperation [19] and the principle of competition [11]. To our

opinion, all the identified strategies are somehow associated with the basic types of communicative behavior in the situation of socialization and accumulation of experience in intercultural activity, namely, the strategy of cooperation, competition, and avoidance of conflicts. According to the results of the analysis of probable typologies of communicative strategies in the domestic and foreign researches with account for the acquired empirical data [20;21;22; 23; 24], we compiled main communicative strategies with the respective battery of tactic devices of implementation with respect to socialization and accumulation of experience in intercultural activity of a student. With this purpose, we, for example, applied interactive methodologies at foreign language classes.

Through the subjective position of students in the course of study, interactive methodologies ensure formation of behavioral stereotypes in various situations in a foreign language culture and are of a problem-causing nature. At socialization and accumulation of experience in intercultural activity, we based on the understanding of problematic education that allowed activating students and encouraging them to be involved in the intercultural activity.

Problematic study is a system of rules of application of the teaching and learning devices, which is built with account for the logic of intellectual operations (analysis, communication, etc.) and the regularities of search activity of the students (problematic situation, cognitive interest, need, etc.). Therefore, it mostly ensures socialization and accumulation of experience in the intercultural activity of students, general development of the experience, and formation of convictions. In our work, we based on the fact that the content of problematic education includes arrangement of problematic situations in the teaching process and management of the cognitive activity of the students with respect to perception of new knowledge through solution of training problems, tasks, and through answering questions.

For example, during the discussion of a problem, the main thing is to listen to the interlocutor, understand his vision, estimate its strengths and weaknesses, interrupt him, if necessary, and then express one's own viewpoint confirming it with arguments or express one's approval or disagreement, while keeping oneself in line with the business behavior rules. In order to achieve that, we used the coaching method by M. Atkinson, which assumes achievement of harmony with our own in-depth values and expression of understanding and respect to our communication partners. "Setting mutual understanding means readiness to accept the

viewpoint of another person and experience it as if you were that person. If you could know what he knows, have the experience or desires that he has – you would easily accept the physical and intonational habits of the person and his vision" [25, pp: 20].

Devices of the lessons arrangement virtually simulate situations of intercultural communication:

- discussion of the material in pairs and groups, roles assignment, discussion goals setting;
- role play involving all or part of the students; the teacher can interrupt the course of the role play if the players show excessive aggression;
- analysis of the role play: the participants and the spectators evaluate the efficiency of the discussion in terms of goal achievement, appropriateness of the statements and the logic of argumentation, abidance by the etiquette rules, and acceptability of non-verbal communication tools. The teacher controls the final discussion, expresses his own and/or comments the other participants' remarks.

Such strategies are described with orientation to the communication partner and, accordingly, are divided into four types: mutual understanding, reconciliation, compromise, and cooperation.

Conclusion

The above-mentioned gave us reasons to conclude that the experience of intercultural activity is one of the attributes of the modern culture, when harmonious development depends on the interaction of different cultures. Education meeting social, political, and economical requirements of the contemporary society is meant to solve the problem of intercultural education. Formation of democratic and tolerant intercultural personality, which retains its own culture, but understands and accepts other cultures and has sufficient competence for adequate behavior in the circumstances of cross-cultural communication, is the finite goal of intercultural education. This all is achieved through application of certain communicative strategies, which are assumed the strategies of mutual understanding, cooperation, competition, and avoidance of conflicts, i.e. these are:

- the culture of communication – the ability to listen to the communication partner and to hear him, to forecast his verbal behavior, to set contacts with people, and to build dialog interactions with the communication partners;
- application of the language devices, permanent and independent improvement of the language proficiency;
- perfection of the verbal activity, which is described by the extensive content, i.e. accurateness and clarity, saturation with

information, expressiveness, i.e. emotionalism and figurativeness, and sufficient extent of the development of the verbal and written speech.

Summary

Formation and accumulation of the experience in intercultural activity is important as it forms the thinking and the culture in its entirety. The progress of the modern society is impossible without formation and accumulation of this experience, which is understood as sociocultural, sociolinguistic, and intercultural competences. These competences are necessary for successful integration into the world cultural space.

The selection of adequate communicative strategies allows correcting the behavior at interindividual communication and assists in efficient socialization and accumulation of experience in activity.

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