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«Институт современных знаний имени А. М. Широкова»

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# **ИНТЕРПРЕТАЦИЯ КОММУНИКАТИВНОГО ПОВЕДЕНИЯ**

*Электронный учебно-методический комплекс  
для студентов специальности 1-23 01 02 Лингвистическое обеспечение  
межкультурных коммуникаций (по направлениям)*

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Для студентов вузов.

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## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

В последние годы важным направлением в образовательном процессе является эффективное использование информационных технологий. Разработка и внедрение электронных средств в высших учебных заведениях и распространение дистанционной формы обучения обеспечивают качественно новый уровень обучения, построенный на принципах интерактивности и информационной открытости.

Актуальность создания ЭУМК по учебной дисциплине «Интерпретация коммуникативного поведения» обусловлена его принципиальным отличием от традиционно применяемых печатных дидактических комплектов и его профессиональной направленностью.

Электронный учебно-методический комплекс по дисциплине «Интерпретация коммуникативного поведения» предназначен для организации процесса обучения на гуманитарном факультете, готовящего специалистов по межкультурной коммуникации по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций». Данный ЭУМК соответствует требованиям к содержанию и уровню подготовки специалистов, сформулированных в Государственном образовательном стандарте для высших учебных заведений и на основе учебного плана института.

Цель создания комплекса – формирование у студентов системы ориентирующих знаний об основах коммуникативного поведения, видах общения, а также особенностях вербальной и невербальной коммуникации в условиях межкультурного общения.

В процессе обучения также реализуется профессиональная цель, предполагающая умение использовать знания, полученные в курсе «Интерпретация коммуникативного поведения», а именно использование рациональных программ общения – стратегий и тактик, адекватных коммуникативному намерению.

Данный комплекс разработан в соответствии с рабочей программой по учебной дисциплине «Интерпретация коммуникативного поведения» для студентов 4-5 курсов дневной формы обучения с учетом реальных возможностей

и потребностей и рассчитан на активную аудиторную и самостоятельную вне-аудиторную работу.

ЭУМК по учебной дисциплине «Интерпретация коммуникативного поведения» состоит из теоретического и практического разделов, раздела контроля знаний и вспомогательного раздела.

Теоретический и практический разделы содержат необходимые теоретические сведения, текстовые и послетекстовые задания, а также задания для аудирования, направленные на развитие восприятия как активного процесса. Практические устные и письменные задания способствуют развитию умений применять знания о моделях коммуникации в зависимости от контекста общения и формы сообщения, анализировать особенности коммуникации и необходимость применения правил этикета в зависимости от среды общения, а также использовать полученные знания для эффективного обеспечения межкультурной коммуникации в деловой среде.

Раздел контроля знаний содержит задания для самостоятельной работы, ситуационные задачи по теме, перечень вопросов к зачету и экзамену.

Во вспомогательный раздел входит учебная программа по дисциплине и списки основной и дополнительной литературы.

# 1. ТЕОРЕТИЧЕСКИЙ РАЗДЕЛ

## ТЕКСТ 1 ПРОЦЕСС КОММУНИКАЦИИ

Общение – многогранный процесс, изучаемый разными науками. Рассмотрим категорию общение как социопсихологический механизм, на который опирается функционально-ролевая деятельность специалиста по межкультурным коммуникациям.

Общение – это форма деятельности, осуществляемая между людьми как равноправными партнерами и приводящая к возникновению психического контакта, который проявляется в обмене информацией, взаимовлиянии, сопереживании и взаимопонимании.

*Вступая в общение, люди обычно преследуют конкретные цели. В их числе:*

- обмен или передача информации;*
- формирование умений и навыков или развитие профессиональных качеств;*
- формирование отношения к себе, другим людям, обществу в целом;*
- обмен деятельностью, инновационными приемами, средствами, технологиями;*
- осуществление коррекции поведения и изменение мотивации поведения;*
- обмен эмоциями.*

В реальной практике общения мы встречаемся со взаимодействием типа «я – я» (например, руководитель – подчиненный); «я – мы» (например, руководитель – коллектив); «мы – мы» (административно-управленческий персонал организации и трудовой коллектив).

В соответствии с этим различают такие виды общения, как межличностное, деловое, специально-профессиональное, социально-политическое и прочее.

Следует отметить, что общение – это триединый процесс, включающий себя **коммуникацию, интеракцию и перцепцию.**

Для передачи сообщения (**коммуникации**) используются вербальные (выраженные словами знаки) и невербальные (мимика, пантомимика, жестикуляция, интонирование и др.). Контекст коммуникации может быть выражен ут-

верждением, вопросом, побуждением, скрывающим или демонстрирующим личные цели и скрытые мотивы.

**Интеракция** – организация взаимодействия между людьми. Основными компонентами этого процесса являются сами люди, их взаимодействие друг с другом, предполагающее взаимные изменения. **Перцепция** – процесс восприятия, способствующий взаимопониманию участников общения. Важным аспектом перцептивной функции является обеспечение влияния друг на друга, в результате которого меняется поведение, установки, намерения, оценки.

Влияние бывает направленным и ненаправленным. Первое осуществляется с помощью таких механизмов, как внушение и убеждение, второе – через заражение и подражание. Различают также прямое влияние (требования предъявляются открыто) и косвенное влияние, непосредственно направленное не на объект, а на окружающую его среду.

## TEXT 2 COMMUNICATION PROCESS STEPS AND MODEL

Anytime two or more people exchange messages, they are engaging in the basic communication process. Sounds simple, doesn't it. However, the communication process is really quite complex. Not only does it have several components, but the clarity and context of the message can be influenced either positively or negatively by several factors.

It is important to understand the communication process to be able to effectively communicate and avoid misinterpretation. In this text, we will look at the components of communication and the communication process model. Then we will explore organizational communication approaches and processes. Finally, we will discuss the email communication process.

### Components of Communication

Communication is a process of exchanging verbal and non-verbal messages. We can identify communication by defining its components as follows:

## Context

Context is the environment in which communication takes place and includes the organization, culture, and community. Additionally, external stimuli, such as meetings, casual conversations, emails, memos, etc. and internal stimuli such as opinions and emotions, influence the context. Only when one considers all the aspects of context can one communicate effectively.

## Sender/Encoder

The sender uses a combination of words, symbols, graphs, and pictures to communicate. The speaker is the encoder in oral communication, and the writer is the encoder in written communication.

## Message

The information exchanged between the sender and receiver creates a message, either intentional or unintentional. The sender of the message must consider the context in order for the message to be understandable. Additionally, the message must contain clear language, with any necessary definitions, examples, or graphics to insure comprehension.

## Medium

The medium – the channel through which the message is sent – may be electronic, sound, or print. The choice of a medium is influenced by: the relationship between the sender and the receiver and the nature of the message. Use an oral medium when your message is urgent, personal or when immediate feedback is desired. Use a written medium when it is technical, formal, or needs to be documented.

## Receiver (Decoder)

The listener or reader of communication interprets the message. The receiver is influenced by context, as well as external and internal stimuli. If the receiver has biased opinions, or misconceptions, the message may not be received correctly. Attitude and personality also influence the receiver.

## Feedback

Feedback is the response of the receiver – their reaction to the communication. Silence can be a form of feedback, or the receiver may respond orally or in writing.

Feedback is used to confirm the message was understood and that any required action was taken.

All the components must work together effectively for the communication process to be complete and convey the intended message.

Communication process refers to the exchange of information (a message) between two or more people. For this exchange to be successful, both parties must have the capability to exchange information and understand one another. Communication fails if the flow of information is blocked for some reason or if those attempting to communicate cannot make themselves understood. In order to comprehend just what communication is – its purpose and value – we must understand the communication process model.

### TEXT 3 FIVE BASIC STEPS IN THE COMMUNICATION PROCESS MODEL

**Step #1** Set your objectives before engaging in communication or starting to convey a message.

What is/are the objective(s)?

What action do you want the person who receives the message to take, once they understand the message?

Why is the message important?

**Step #2** Identify the receivers (the target audience) of your communication.

Makes it possible to tailor your message for optimal understanding.

Allows you to target those appropriate for receiving your message.

**Step #3** Choose your communication method.

Base your choice on what you are trying to achieve.

Consider the skill level of the receiver(s).

Pick a suitable form, i.e. telephone, email, power point presentation, etc.

**Step #4** Consider your receiver(s).

Your receiver(s) level of competence and understanding.

How they learn and receive information best, i.e. visually, verbally, etc.



Combine methods of communication to meet the needs of all receivers, i.e. handouts with verbal explanations.

**Step #5** Conform your communication to the feedback received.

Look for a consensus of understanding

Change your message, type of communication, style, tone, etc. as feedback is received.

The communication process can be affected by how the information is transmitted, received, and interpreted in two ways:

**Noise.** Any sort of interference that affects the message being sent, received, or understood.

**Physiological Noise.** Distraction caused by how we think and feel, i.e. fatigue, headaches, hunger, or other factors.

**Physical Noise.** Environmental interference, such as noise made by others, crowds, high or low temperatures, and bright or dim lighting.

**Psychological Noise.** One's feeling and personality affects how effective communication and interpretation is, i.e. defensive feelings, preoccupation, or prejudice.

**Semantic Noise.** Words must be mutually understood for communication to take place. Technical language or jargon can cause confusion.

**Context.** The setting and situation – physical, cultural, or social – in which communication takes place can impact the successful exchange of information.

The communication process model helps us define who is involved in communication and what must take place. It is a framework upon which we can build successful individual and organizational communication.

## TEXT 4 ORGANIZATIONAL COMMUNICATION APPROACHES AND PROCESSES

Although many definitions of organizational communication exist, for our purposes we will define organizational communication as sending and receiving messag-

es in a particular setting or environment (organization) to achieve common, individual, goals among interrelated people.

The process of organizational communication involves the sending and receiving of messages in writing (non-verbally) or in person (verbally). Much of organizational communication involves transmitting information. However, more complex communication, such as resolving conflicts, requires the ability to process meaning and negotiate using the rules of the organization.

Whether the communication is considered simple or more complex, for understanding to take place, the message must be clear, concise, and avoid politically or culturally marginalization language. Organizations must model effective communication skills in: interviewing, creating positive work relationships, performance evaluations, conflict resolution, decision making, stress management, organizational socialization, individual and group presentations, communicating with external publics.

Organizational communication is contextually and culturally dependent as people transmit messages and information in writing, electronically, and face-to-face. The nature and function (context) of the organization affects communication. Additionally, each organization has its own unique culture. For communication to be successful within the organization, both context and culture must coincide and work together.

Organizational communication builds relationships internally with members of the organization and with the external public. The success of an organization is dependent on the ability of its members to communicate effectively. Employees need the ability to be skilled in public presentation, listening, and interpersonal communication to successfully communicate in an organization. A successful organization will provide training to insure their employees' success.

Organizational communication benefits organizations in several ways:

- 1) acclimating personnel to changes;
- 2) completing tasks of procedures, policy, and regulation supporting continual, daily operations;

- 3) accomplishing tasks related to specific roles and responsibilities of sales, services, and production;
- 4) developing relationships for successful communication considering job satisfaction, morale, and individual attitudes;
- 5) planning, coordinating, and controlling management operations.

It is important to understand organizational communication approaches and processes for developing and refining employee communication. Each organization must define its own approach for effective communication, defining the processes they will put in place to enhance both internal and external communication.

Organizations must have competent communicators for successful daily operations. From the company's website, through the employee handbook, to a termination interview, every aspect of communication in an organization must work together to communicate the organization's intent, culture, and commitments to both internal and external personnel.

## TEXT 5 BARRIERS IN COMMUNICATION

This far we have seen what we mean by the process of communication. But, at times even after taking care of every other detail some misunderstandings arise. So, to eliminate these misunderstandings, we have to understand the most common barriers to effective communication. Let us see what these Barriers of Communication are!

The process of communication has multiple barriers. The intended communicate will often be disturbed and distorted leading to a condition of misunderstanding and failure of communication. So, what do we mean by a barrier to communication? Any parameter that limits the purpose or channel of communication between the transmitter and the receiver is a barrier to communication. A communication barrier may limit or reduce the ease at which we communicate. The Barriers to effective communication could be of many types like linguistic, psychological, emotional, physical, and cultural etc. We will see all of these types in detail below.

### ***Linguistic Barriers***

The language barrier is one of the main barriers that limit effective communication. Language is the most commonly employed tool of communication. The fact that each major region has its own language is one of the Barriers to effective communication. Sometimes even a thick dialect may render the communication ineffective.

As per some estimates, the dialects of every two regions change within a few kilometers. Even in the same workplace, different employees will have different linguistic skills. As a result, the communication channels that span across the organization would be affected by this.

Thus keeping this barrier in mind, different considerations have to be made for different employees. Some of them are very proficient in a certain language and others will be ok with these languages.

### ***Psychological Barriers***

There are various mental and psychological issues that may be barriers to effective communication. Some people have stage fear, speech disorders, phobia, depression etc. All of these conditions are very difficult to manage sometimes and will most certainly limit the ease of communication.

### ***Emotional Barriers***

The emotional IQ of a person determines the ease and comfort with which they can communicate. A person who is emotionally mature will be able to communicate effectively. On the other hand, people who let their emotions take over will face certain difficulties.

A perfect mixture of emotions and facts is necessary for effective communication. Emotions like anger, frustration, humour, can blur the decision-making capacities of a person and thus limit the effectiveness of their communication.

### ***Physical Barriers to Communication***

They are the most obvious barriers to effective communication. These barriers are mostly easily removable in principle at least. They include barriers like noise, closed doors, faulty equipment used for communication, closed cabins, etc. Some-

times, in a large office, the physical separation between various employees combined with faulty equipment may result in severe barriers to effective communication.

### ***Cultural Barriers of Communication***

As the world is getting more and more globalized, any large office may have people from several parts of the world. Different cultures have a different meaning for several basic values of society. Dressing, Religions or lack of them, food, drinks, pets, and the general behaviour will change drastically from one culture to another.

Hence it is a must that we must take these different cultures into account while communicating. This is what we call being culturally appropriate. In many multinational companies, special courses are offered at the orientation stages that let people know about other cultures and how to be courteous and tolerant of others.

### ***Organisational Structure Barriers***

As we saw there are many methods of communication at an organizational level. Each of these methods has its own problems and constraints that may become barriers to effective communication. Most of these barriers arise because of misinformation or lack of appropriate transparency available to the employees.

### ***Attitude Barriers***

Certain people like to be left alone. They are the introverts or just people who are not very social. Others like to be social or sometimes extra clingy! Both these cases could become a barrier to communication. Some people have attitude issues, like huge ego and inconsiderate behaviours.

These employees can cause severe strains in the communication channels that they are present in. Certain personality traits like shyness, anger, social anxiety may be removable through courses and proper training. However, problems like egocentric behaviour and selfishness may not be correctable.

### ***Perception Barriers***

Different people perceive the same things differently. This is a fact which we must consider during the communication process. Knowledge of the perception levels of the audience is crucial to effective communication. All the messages or

communicate must be easy and clear. There shouldn't be any room for a diversified interpretational set.

### ***Physiological Barriers***

Certain disorders or diseases or other limitations could also prevent effective communication between the various channels of an organization. The shrillness of voice, dyslexia, etc are some examples of physiological barriers to effective communication. However, these are not crucial because they can easily be compensated and removed.

### ***Technological Barriers & Socio-religious Barriers***

Other barriers include the technological barriers. The technology is developing fast and as a result, it becomes difficult to keep up with the newest developments. Hence sometimes the technological advance may become a barrier. In addition to this, the cost of technology is sometimes very high.

Most of the organizations will not be able to afford a decent tech for the purpose of communication. Hence, this becomes a very crucial barrier. Other barriers are socio-religious barriers. In a patriarchal society, a woman or a transgender may face many difficulties and barriers while communicating.

## ТЕКСТ 6 ВИДЫ ОБЩЕНИЯ: ПОЗНАВАТЕЛЬНОЕ ОБЩЕНИЕ

**Цель:** расширить информационный фонд коммуниканта, передать необходимую для профессиональной деятельности информацию, прокомментировать инновационные сведения.

**Условия организации коммуникации:** учет познавательных возможностей коммуникантов, их индивидуальных установок на получение новой информации и интеллектуальных возможностей для ее переработки, понимания и восприятия.

**Коммуникативные формы:** лекции, семинары, доклады, сообщения, беседы и консультации, уроки, отчеты, рефераты, контрольные, курсовые и дипломные работы, позволяющие оценить степень освоения теории вопроса, просмотр видео- и телевизионных обучающих передач.

**Коммуникативные средства и технологии:** комментарий, аргументация и доказательство, сравнительный анализ, интерпретация новой лексики, резюмирование, речевая культура и ораторское мастерство.

**Ожидаемый результат:** освоение новой информации и применение ее в практической деятельности, внедрение инноваций и саморазвитие.

#### ТЕКСТ 7 ВИДЫ ОБЩЕНИЯ: УБЕЖДАЮЩЕЕ ОБЩЕНИЕ

**Цель:** вызвать у коммуниканта определенные чувства и сформировать ценностные ориентации и установки, убедить в правомерности тех или иных стратегий взаимодействия, сделать своим единомышленником.

**Условия организации коммуникации:** опора на восприимчивость коммуниканта, его личностную мотивацию и интеллектуально-эмоциональную культуру.

**Коммуникативные формы:** убеждающая, призывающая к действию речь, дискуссия, спор, напутствие, комплимент, беседа.

**Коммуникативные средства и технологии:** аргументация, доказательство, сравнительный анализ, факты, цифры и примеры, свидетельствующие о преимуществах, опора на эмоциональный настрой коммуниканта, создание атмосферы доверия.

**Ожидаемый результат:** привлечение партнера на свою позицию, изменение личностных установок, взглядов, убеждений, переориентация целей.

#### ТЕКСТ 8 ВИДЫ ОБЩЕНИЯ: ЭКСПРЕССИВНОЕ ОБЩЕНИЕ

**Цель:** сформировать у коммуниканта психоэмоциональный настрой, передать чувства, переживания, побудить к необходимому социальному действию.

**Условия организации коммуникации:** опора на эмоциональную сферу коммуниканта, использование художественно-эстетических средств воздействия на все сенсорные каналы.

**Коммуникативные формы:** речи по специальному поводу, презентации, беседы и собрания, лозунги и призывы.

**Коммуникативные средства и технологии:** аудио-, видео- и художественные средства; краткость речевых конструкций; эмоционально окрашенный,

образный лексикон; демонстративный характер поз; яркость жестикулирования, интонирования, мимики; искренность демонстрируемых чувств.

**Ожидаемый результат:** изменение настроения партнера; провоцирование необходимых чувств: сострадания, сопереживания, вовлечение в конкретные действия.

#### ТЕКСТ 9 ВИДЫ ОБЩЕНИЯ: РИТУАЛЬНОЕ ОБЩЕНИЕ

**Цель:** закрепить и поддерживать конвенциональные отношения в деловом мире; сохранять ритуальные традиции и создавать новые.

**Условия организации коммуникации:** ритуальный (церемониальный) характер акций, художественно оформленная среда; праздничное или адекватное ситуации ритуала настроение, опора на национальные, территориальные традиции и нормы общения.

**Коммуникативные формы:** торжественная, траурная речь, речь в дружеском кругу, ритуальные церемонии, обряды, праздники, чествования и презентации.

**Коммуникативные средства и технологии:** включение участников в активную массовую деятельность; использование вербальных и невербальных средств общения.

**Ожидаемый результат:** формирование чувства патриотизма и национальной гордости, сохранение традиций, закрепление новых ритуалов.

#### ТЕКСТ 10 ВЕРБАЛЬНАЯ КОММУНИКАЦИЯ

##### STYLISTIC EXPRESSIVE MEANS

One way in which writers make their descriptions vivid and exciting is by using **similes, metaphors, evaluative words, irony, exaggeration** and **emotive words**.

Often writers try to be more effective by not making their own views obvious but by involving the reader in the interpretation of what they say. Below are some of the ways in which writers communicate their views indirectly.



## **SIMILES**

The writer compares what he or she is describing with something else by using *like* or *as* and in doing so implies his or her opinion.

For example:

Their furniture was about as comfortable as a cactus.

She sang like a kettle whistling as it boils.

His hands were as cold as ice.

## **METAPHORS**

The writer implies a comparison and an opinion by stating that *a* is *b*. It describes something with words that are usually used to describe something else, without using *as* or *like*.

For example:

I am an island.

The hotel was a huge and splendid rubbish dump.

## **IRONY**

The writer says one thing but really means the opposite.

For example:

The food was so delicious that I took it for my dog.

## **EXAGGERATION**

The writer deliberately exaggerates in order to emphasize a point.

For example:

The whole world greeted his latest invention with ridicule.

## **EMOTIVE WORDS**

The writer describes states, actions and events using words which imply an attitude as well as describe a characteristic.

For example:

Sam is very thrifty, isn't he? - No, I'd call him mean.

She is really slim. - No, she is skinny.

## **EVALUATIVE WORDS**

They connote approval or disapproval in addition to the meaning.

For example:

The word *marvelous* means *very good* and indicates a positive opinion. The expression *mother's boy* means *boy or man, esp. one considered emotionally weak* but has derogatory connotations.

## COMMUNICATIVE STRATEGIES AND TACTICS

**Communicative strategies** implied by the sender of the message are as follows: *information strategy, persuasion strategy, manipulation strategy, strategy of creating a positive/negative image, cooperation strategy.*

**Communicative tactics** that fulfil intentions effectively and support strategies are: *generalizing, contrast, giving examples, humour, prediction, appeal to the authority, intensifying and praise.*

## SUMMARY

It is a representation of the contents of complete works in brief.

It is expected to be about 1/6th of the original in length. In order to be able to analyse and interpret communicative behaviour of the characters you must be able to make a good summary of the text. In order to write a good summary you have to go through the following stages:

- 1) read the story carefully as to understand its plot. Plot - the story itself;
- 2) make a list of all the points you find important;
- 3) using those points write a rough draft of a summary. You may paraphrase topic sentences, this will help you to reproduce the contents of the story in your own words;
- 4) after having written a rough draft shorten it and write a fair copy of your summary.

## OUTLINE OF COMMUNICATIVE ANALYSIS

- 1) The communicative act under analysis is ...
- 2) Give the gist of the communicative act (summarize it).

- 3) Define the message of the communicative act. Characterize the context of communication.
- 4) Define the aims (intentions) of a given communicative act.
- 5) Analyse kinds of communication and type of interaction.
- 6) Comment on the means of conveying the message, tactics and strategies.
- 7) Characterize the sender of the message.
- 8) Characterize the receiver of the message.
- 9) Comment on the result of communication.

## TEXT 11 LISTENING COMPREHENSION

**Listening comprehension** encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding **the meaning** of individual words, and/or understanding the syntax of sentences in which they are presented.

**Listening comprehension** is the precursor to reading **comprehension**, so it's an **important** skill to develop. Listening comprehension isn't just *hearing* what is said—it is the ability to *understand* the words and relate to them in some way. For example, when you hear a story read aloud, good **listening comprehension** skills enable you to understand the story, remember it, discuss it, and even retell it in your own words.

**Hearing** is simply the act of perceiving sound by the ear. If you are not **hearing-impaired**, **hearing** simply happens. **Listening**, however, is something you consciously choose to do. **Listening** requires concentration so that your brain processes meaning from words and sentences.

Can you learn a language by just listening? It's **only** possible if you have some way of working out what the words mean. You could listen to a conversation on the radio for a hundred years and never develop the ability to understand a single word of it. The rate at which you learn a language by listening to it depends on how much of it you can decode.

**Passive listening** will most likely benefit you in the long run, without putting much effort into it. The passive material goes somewhere in the back of your brain, in your unconscious mind. This may eventually help with active learning.

**Active listening** is described in all these statements: trying to understand how someone is feeling when he or she speaks, **listening** while taking notes and documenting the speaker's ideas. Here are the examples of active listening techniques:

- 1) building trust and establishing rapport;
- 2) demonstrating concern;
- 3) paraphrasing to show understanding;
- 4) using non-verbal cues which show understanding such as nodding, eye contact, and leaning forward;
- 5) brief verbal affirmations like “I see,” “I know,” “Sure,” “Thank you,” or “I understand”;
- 6) asking open-ended questions;
- 7) asking specific questions to seek clarification;
- 8) waiting to disclose your opinion;
- 9) disclosing similar experiences to show understanding.

Active listening refers to a pattern of listening that keeps you engaged with your conversation partner in a positive way. It is the process of listening attentively while someone else speaks, paraphrasing and reflecting back what is said, and withholding judgment and advice. When you practice active listening, you make the other person feel heard and valued. In this way, active listening is the foundation for any successful conversation.

Active listening involves more than just hearing someone speak. When you practice active listening, you are fully concentrating on what is being said. You listen with all of your senses and give your full attention to the person speaking.

Below are some features of active listening:

- 1) neutral and nonjudgmental;
- 2) patient (periods of silence are not "filled");

- 3) verbal and nonverbal feedback to show signs of listening (e.g., smiling, eye contact, leaning in, mirroring);
- 4) asking questions;
- 5) reflecting back what is said;
- 6) asking for clarification;
- 7) summarizing.

In this way, active listening is the opposite of passive hearing.

Source: <https://www.verywellmind.com/what-is-active-listening-3024343>

## TEXT 12 SOME COMMON BARRIERS OF LISTENING AND 6 WAYS TO OVERCOME LISTENING BARRIERS

Active listening is a critical soft skill in developing your leadership capabilities. However, certain personal and workplace distractions may become barriers that keep you from listening as effectively as you would like. When you recognize these obstacles and learn how to overcome them, you can vastly improve your listening skills. In this article, we review some common barriers to effective listening and provide advice for how to limit them. While effective listening is an important soft skill to learn and practice, there are several barriers to listening in the workplace, including:

- **General distractions:** Distractions can include things like background noise or colleagues interrupting. Try limiting these types of distractions to improve your listening abilities.
- **Environmental factors:** Environmental factors like room lighting and temperature can impede listening. To optimize a meeting room or other workspaces, make sure the room is bright and cool, which can encourage alertness.
- **Cognitive limits:** Inadequate sleep, feeling hungry, disorganization and a lack of preparation for your work can make it more difficult to focus effectively. To help keep your focus as strong as possible, make sure you get plenty of sleep at night and eat a healthy diet.

- **Technology and multitasking:** Although technology can improve the workplace in many ways, it can also be distracting. You might feel like you are successfully multitasking if you are listening to a speaker or on a conference call while answering emails. However, multitasking may also make your listening less effective. To ensure you're giving your full attention to someone who's talking to you, try to pause other tasks until you finish your conversation.

Follow these steps to reduce listening barriers:

**1. *Minimize distractions.*** To avoid getting distracted, make sure you are physically facing the speaker and attempt to make frequent eye contact with them while they are speaking. Make sure you are seated or standing comfortably but appropriately so you can remain engaged. Put away your cell phone or any other pieces of technology that could become a distraction. The speaker may also appreciate the gesture you've made to show them that they have your undivided attention.

**2. *Prioritize listening over speaking.*** If you think you might be an excessive talker, try to practice self-control in conversation. Give the other person room to speak. During any conversation with a coworker, wait until they're finished speaking before you respond to show respect for what they're saying. Finally, observe your listeners' reactions as you talk. If you notice signs of distraction in someone you are speaking with, consider asking questions to encourage them to talk more and direct their focus back on the conversation.

**3. *Reduce outside noise.*** Before having a conversation, minimize sound in your environment that could be distracting or make it more challenging to hear. A noisy environment can create distractions for both listeners and speakers, resulting in possible disruptions to conversations. To minimize noise, turn off mobile devices or place them on silent. Plan to hold important conversations in a place that you know will be quiet, like your office or a private meeting area. If someone is talking loudly outside your office or making other distracting noises, it is often better to politely ask them to move elsewhere or keep the noise down.

**4. Practice reflecting instead of deflecting.** To bond with your conversation partner or show them you're engaged, you may feel eager to share your personal experiences when listening. However, a better approach typically involves merely listening and providing responses that focus on the other person's situation. This shows that you're genuinely invested in their side of the conversation.

To listen effectively, keep deflecting to a minimum and try reflecting instead. Reflecting involves paraphrasing back to the speaker what they have said. To do so, you could use language like, "What I am hearing from you is..." or "It sounds frustrating that that happened to you." Reflecting could also involve asking a follow-up question based on what you have heard, such as "What did you do after he said that?" or "How did that make you feel?"

Reflecting assures your listener that you are paying close attention, but it can also help to correct any possible misunderstandings. Reflecting allows the other person to correct what you may have misheard.

**5. Ask questions.** In addition to reflecting, asking questions is an effective listening technique. Focus on asking questions based on what the speaker has already told you and are designed to elicit more information. The best questions are nonjudgmental and flow directly from something the speaker has recently said.

**6. Listen fully before giving advice.** It can sometimes be tempting to offer advice after someone shares a problem or concern with you, especially if you want to help them solve that problem. However, wait to give advice unless the speaker specifically asks for it. Sometimes people share their concerns in the workplace simply to build bonds with colleagues or to make a coworker aware of a problem. Sharing issues can be a way to start introducing conversations deeper than small talk.

If you want to share advice, think first about whether your colleague is truly soliciting advice or just looking for a way to vent. Instead of advising, consider offering empathy with responses such as, "That sounds frustrating," or try reflecting instead.

Source: <https://www.indeed.com/career-advice/career-development/overcome-listening-barriers>

## 2. ПРАКТИЧЕСКИЙ РАЗДЕЛ

### POINTS FOR DISCUSSION

1. What do you mean by communication?
2. Can you name the major ingredients of communication?
3. What is the most important element of communication?
4. What is the importance of communication?
5. What is effective communication?
6. How do you understand “motivation”, “motive”, “to motivate”?
7. Explain the functions dialogues perform.
8. Do you know how to interpret violated standard grammar and colloquial expressions?
9. Distinguish between *direct* and *indirect* method of characters' portrayal.
10. Name possible purposes of communication.
11. Make a list of possible effects of communication.
12. What is a summary?
13. Find the answers to the questions in the text below.

Communication is simply the act of transferring information from one place, person or group to another. Every communication involves (at least) one sender, a message and a recipient. These include our emotions, the cultural situation, the medium used to communicate, and even our location.

As you can see, there are at least 6 distinct types of communication: non-verbal, verbal-oral-face-to-face, verbal-oral-distance, verbal-written, formal and informal types of communication.

Effective communication is defined as verbal speech or other methods of relaying information that get a point across. An example of effective communication is when you talk in clear and simple terms.

The most important element needed for the communication process is message. Without a message, you cannot initiate a conversation or pass any forms of infor-



mation; therefore a message is known to be the most important key element in the entire process.

The communication process involves understanding, sharing, and meaning, and it consists of eight essential elements: source, message, channel, receiver, feedback, environment, context, and interference.

Communication is fundamental to the existence and survival of humans as well as to an organization. It is a process of creating and sharing ideas, information, views, facts, feelings, etc. among the people to reach a common understanding. Communication is the key to the Directing function of management.

## **TEXTS FOR READING AND SUMMARIZING**

**I** Read the text and write its summary.

### **Email Communication Process**

Email is the choice many make as the medium through which to deliver a message. Although it is quick and relatively easy to use, one must make sure they understand the process and purpose of email communication in order to use it effectively.

There are five components of email communication:

#### **#1 The Sender**

Successful email communication requires the sender (also called the source or communicator) encode the message with a combination of graphs, symbols, words, and pictures to achieve a desired response.

#### **#2 The Receiver**

The receiver (interpreter) comprehends the sender's email message by decoding and interpreting it.

#### **#3 The Message**

The message or content of the email is the information the sender wishes to relay to the receiver.

#### **#4 The Medium**

The medium, also called the channel, is the means one chooses to transmit the message. With email, the medium is the computer or cell phone.

### **#5 Feedback**

Once the email has been successfully transmitted, received, and understood, any response indicating comprehension from the receiver – either verbal or written – is considered feedback. Feedback helps us determine if we have accomplished our purpose.

Email makes it easy to communicate with others at any time and place, especially with the advent of the smartphone. Additionally, the receiver has the ability to answer immediately. However, along with the benefits of this method of communication, comes some problems. We must remember that email is a communication tool and not allow it to drive our actions, but rather use it to accomplish our communication goals. To do this:

#### **Keep Your Email Concise**

People expect email communication to be direct and to the point. The first few lines should convey the intent of your email and let your recipient know if a response is necessary as many systems allow the recipient to read the beginning of an email before opening it.

**Be Professional.** It does not matter to whom your email is addressed – your boss, the hiring manager, or a co-worker – your content should be professional in its content and composition. Do not use texting lingo, smiley faces, confusing fonts, or graphics not part of the conversation. Doing so makes your content less likely to be read and taken seriously.

**Be Polite.** Never begin your email with a command, but rather use a greeting, such as “Hello” and the name of the recipient. Avoid using all capital letters or exclamation points, as it conveys shouting. Close your email with a “Thank you,” followed by your name.

**Do Not Let Email Replace Face-to-Face Communication.** Some conversations work better in person. Do not use email to avoid face-to-face communication. If the email is not the best choice for communication, choose an alternative method. To

be effective, email communication must be clear, concise, and understandable. The following email communication process helps guarantee your email is an effective communication tool.

**Define the Purpose of Your Email.** Doing so helps you decide if you should even bother to send the message. Make sure your purpose is clearly stated in the first paragraph.

**Determine What Action You Want to Receiver of the Email to Take.**

**Complete a task,** i.e. call someone or order something.

**Respond with the information requested.**

**Read the email, with no response required.**

**Decide If You Need Supporting Information.** Identify and attach any and all supportive documentation or information.

**Use the Subject Line to Summarize Your Message's Intent.** Complete the subject line after composing the email. Make sure your message content is summarized as this encourages the receiver to open and respond to your message.

E-mail communication plays a significant role in one's daily work life, enriching and facilitating business with the ability to exchange information regardless of location and time. However, employees frequently complain about the large volume of emails they receive and on which they must take action. Additionally, the ability to use email at any time means employees frequently have time away from work interrupted with organizational emails. Employees need a sense of personal control to avoid work related stress and this extends to one's ability to receive and respond to emails if and when appropriate.

**II** Read the text and summarize it.

### **Emotions as Barriers to Listening**

*Negative and positive emotions.* You're wired to listen selectively for the information you expect or want. As a result, your emotions affect how and what you hear. This applies to negative emotions – for example, when you're down, you hear

the blues, and when you feel threatened, you're more likely to hear attacks. But it also applies to positive emotions, like happiness and enthusiasm.

Negative emotions such as sadness, anger, or personal dislike filter what you hear so that it matches your mood. They can even distract you from listening at all. Your conversation partners read your emotional reactions – in your face and body language – and feel ill at ease if you're negative. They may censor themselves or battle to communicate key information. Misunderstandings, lost opportunities, and communication breakdowns occur.

Good feelings can generate carelessness. Being optimistic, excited, or favorably inclined toward a speaker can make you go along with whatever you hear. You may lose focus, neglect details, or stop thinking analytically. In short, you may stop listening effectively.

Staying neutral or failing to register emotion will not remove these roadblocks to effective listening. Typically, staying neutral devolves into apathy. When you stop putting energy into listening, you stop caring about what you hear. You no longer listen attentively.

*Emotional triggers.* If you don't know what your emotional triggers are, you're powerless over your reactions to them. When you list your triggers, you become aware of them. It's a good idea to list them again in a few months' time and notice new triggers as they arise.

To exert control over your emotions when listening, you need to be aware of emotional triggers, identify the purpose of the communication, and withhold emotional judgment.

*Identifying purpose.* Each participant brings different intentions to the interaction. Consider your own motivations as a listener and identify the speaker's purposes. Think about the different needs and wants driving the communication. Ask yourself what your purpose for listening is. When you pay attention to your inner dialog, you may notice multiple motivations, some of which are productive and others that are less so.

While in the grip of strong emotion, you're likely to have a more personal agenda than you do when calm. For example, if you're feeling angry or defensive, perhaps you're actually waiting for the speaker to slip up so you can win the argument. If you feel positive toward the speaker, you may be hoping not to hear flaws in the ideas presented.

Once you're clear about your motivation as a listener, you can investigate the speaker's purpose.

**Your motivation** – Strong emotions can cause a knee-jerk reaction, making you irrational and unreasonable. You lose sight of what you and the speaker are really trying to accomplish. As soon as you become aware of what your own purposes are, you're able to set your emotionally driven motivations aside in favor of more practical goals, such as grasping new information or critically engaging with what you're hearing.

**The speaker's purposes** – Thinking about other people's purposes helps you distinguish and understand the different expectations and feelings at play. Being more receptive to the messages people send gives you better insight into their needs and wants. Setting yourself the goal of identifying the speaker's intentions automatically engages you in effective listening.

*Withhold judgment.* When your buttons are pushed, it's easy to make a snap emotional judgment. This can cause you to listen selectively to confirm the judgment you've made, or to stop listening altogether. To listen effectively, you need to withhold emotional judgments and replace them with

- **patience** – To withhold judgement, you need to curb your automatic emotional reaction, stay open-minded and receptive, and hear the full message before you form an opinion. Be patient about accepting other people for who they are. Tolerate their foibles by reminding yourself they probably have perfectly good reasons for feeling, acting, and speaking as they do.
- **empathy** – Practice listening empathetically by approaching things from the speaker's perspective. When your emotional judgments are negative, try to focus on the positive purposes the person may have for delivering the message. When your emo-

tional judgments are positive, remind yourself that the person speaking is also human and can make mistakes. Empathy makes you easy to confide in. It's central to listening effectively because it brings depth and insight to your understanding of what is being said.

- **curiosity** – Emotional judgments often revolve around differences or similarities of opinion, personality, and expression. Try to replace both antipathy and favoritism with curiosity. Trying to understand other people's perspectives is an important part of effective listening. Try to learn from the speaker. Cultivate a sincere interest in the speaker's opinion and search for what is intriguing and valuable about what this person has to say.

To listen effectively, you need to listen with curiosity and patience – and empathize with what others are saying rather than judging them for what they say. Negative and positive emotions – as well as a lack of emotion – can act as roadblocks to effective listening. They can cause you to listen selectively or prevent you from listening at all.

To restore control of your emotions, you need to identify your emotional reactions and their triggers. Next you need to identify your own purposes in communicating and to try to determine what the speaker's purposes are.

The final step in controlling your emotions is to withhold judgment. Wait to hear the full message conveyed before forming an opinion and be tolerant, empathetic, and curious about what the speaker has to say.

**III** Study the following words and phrases used in summarizing, give their Russian equivalents and learn them by heart.

### **Words and Phrases for making a Summary**

1(a). At the beginning of the story the author describes (depicts, dwells on, touches upon, explains, introduces, mentions, recalls, characterizes, analyses, comments, enumerates, points out, generalizes, criticizes, makes a few critical remarks,

reveals, exposes, accuses, blames, condemns, mocks at, ridicules, praises, sympathizes with, gives a summary of, digresses from the subject).

(b). The story (the author) begins with the description of (the introduction of, the mention of, the analysis of, the comment of, a review of, an account of, the summary of, the characterization of, his(her) opinion of, his(her) recollections, the enumeration of, the criticism of, some remarks about (of,concerning), the accusation of, the exposure of, his praises of, the ridicule of, the generalization of).

(c). The story opens with...

(d). The scene is laid in...

(e). We first see (meet)...

2. Then (after that, further, further on, next) the author passes on to... (goes on from...to..., goes on to say that..., gives a detailed (thorough) analysis (description) of..., digresses from the subject...,etc.).

3. In conclusion the author... (see list 1(a)).

4. The author concludes with... (see list 1(b)).

5. The story ends with...

6. To finish with, the author describes...

7. At the end of the story the author draws the conclusion that...

8. At the end of the story the author sums it up by saying that...

9. The concluding words are...

## TYPES OF NON-VERBAL COMMUNICATION

Read and give the gist of this.

The many different types of nonverbal communication or body language include:

**Facial expressions.** The human face is extremely expressive, able to convey countless emotions without saying a word. And unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

**Body movement and posture.** Consider how your perceptions of people are affected by the way they sit, walk, stand, or hold their head. The way you move and

carry yourself communicates a wealth of information to the world. This type of non-verbal communication includes your posture, bearing, stance, and the subtle movements you make.

**Gestures.** Gestures are woven into the fabric of our daily lives. You may wave, point, beckon, or use your hands when arguing or speaking animatedly, often expressing yourself with gestures without thinking. However, the meaning of some gestures can be very different across cultures. While the OK sign made with the hand, for example, conveys a positive message in English-speaking countries, it's considered offensive in countries such as Germany, Russia, and Brazil. So, it's important to be careful of how you use gestures to avoid misinterpretation.

**Eye contact.** Since the visual sense is dominant for most people, eye contact is an especially important type of nonverbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's interest and response.

**Touch.** We communicate a great deal through touch. Think about the very different messages given by a weak handshake, a warm bear hug, a patronizing pat on the head, or a controlling grip on the arm, for example.

**Space.** Have you ever felt uncomfortable during a conversation because the other person was standing too close and invading your space? We all have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship. You can use physical space to communicate many different nonverbal messages, including signals of intimacy and affection, aggression or dominance.

**Voice.** It's not just what you say, it's *how* you say it. When you speak, other people "read" your voice in addition to listening to your words. Things they pay attention to include your timing and pace, how loud you speak, your tone and inflection, and sounds that convey understanding, such as "ahh" and "uh-huh." Think about how your tone of voice can indicate sarcasm, anger, affection, or confidence.



## HOW YOU EVALUATE BODY LANGUAGE

Whether at the office or out with friends, the body language of the people around you speaks volumes. It has been suggested that body language constitutes more than 60% of what we communicate, so learning to read the nonverbal cues people send is a valuable skill. From eye behavior to the direction in which a person points his or her feet, body language reveals what a person is really thinking. Below are valuable tips to help you learn **how to read body language** and better understand the people you interact with.

### Study the eyes.

Eye behavior can be very telling. When communicating with someone, pay attention to whether he or she makes direct eye contact or looks away. Inability to make direct eye contact can indicate boredom, disinterest, or even deceit – especially when someone looks away and to the side. If a person looks down, on the other hand, it often indicates nervousness or submissiveness. Also, check for dilated pupils to determine if someone is responding favorably toward you. Pupils dilate when cognitive effort increases, so if someone is focused on someone or something they like, their pupils will automatically dilate. Pupil dilation can be difficult to detect, but under the right conditions you should be able to spot it. A person's blinking rate can also speak volumes about what is going on internally. Blinking rate increases when people are thinking more or are stressed. In some cases, increased blinking rate indicates lying – especially when accompanied by touching the face (particularly the mouth and eyes). Glancing at something can suggest a desire for that thing. For example, if someone glances at the door this may indicate a desire to leave. Glancing at a person can indicate a desire to talk to him or her. When it comes to eye behavior, it is also suggested that looking upwards and to the right during conversation indicates a lie has been told, while looking upwards and to the left indicates the person is telling the truth. The reason for this is that people look up and to the right when using their imagination to concoct a story, and look up and to the left when they are recalling an actual memory.

### Gaze at the face.

Although people are more likely to control their facial expression, you can still pick up on important nonverbal cues if you pay close attention. Pay particular attention to the mouth when trying to decipher nonverbal behavior. A simple smile body language attraction technique can be a powerful gesture. Smiling is an important nonverbal cue to watch for. There are different types of smiles, including genuine smiles and fake smiles. A genuine smile engages the whole face, whereas a fake smile only uses the mouth. A genuine smile suggests that the person is happy and enjoying the company of the people around him or her. A fake smile, on the other hand, is meant to convey pleasure or approval but suggests that the smiler is actually feeling something else. A “half-smile” is another common facial behavior that only engages one side of the mouth and indicates sarcasm or uncertainty. You may also notice a slight grimace that lasts less than a second before someone smiles. This typically suggests that the person is hiding his or her dissatisfaction behind a fake smile. Tight, pursed lips also indicate displeasure, while a relaxed mouth indicates a relaxed attitude and positive mood. Covering the mouth or touching the lips with the hands or fingers when speaking may be an indicator of lying.

### Pay attention to proximity.

Proximity is the distance between you and the other person. Pay attention to how close someone stands or sits next to you to determine if they view you favorably. Standing or sitting in close proximity to someone is perhaps one of the best indicators of rapport. On the other hand, if someone backs up or moves away when you move in closer, this could be a sign that the connection is not mutual. You can tell a lot about the type of relationship two people have just by observing the proximity between them. Keep in mind that some cultures prefer less or more distance during interaction, so proximity is not always an accurate indicator of affinity with someone.

### See if the other person is mirroring you.

Mirroring involves mimicking the other person’s body language. When interacting with someone, check to see if the person mirrors your behavior. For example, if you are sitting at a table with someone and rest an elbow on the table, wait 10 se-

conds to see if the other person does the same. Another common mirroring gesture involves taking a sip of a drink at the same time. If someone mimics your body language, this is a very good sign that he or she is trying to establish a rapport with you. Try changing your body posture and see if the other person changes theirs similarly.

Observe the head movement.

The speed at which a person nods their head when you are speaking indicates their patience – or lack of. Slow nodding indicates that the person is interested in what you are saying and wants you to continue talking. Fast nodding indicates the person has heard enough and wants you to finish speaking or give him or her a turn to speak. Tilting the head sideways during conversation can be a sign of interest in what the other person is saying. Tilting the head backward can be a sign of suspicion or uncertainty. People also point with the head or face at people they are interested in or share an affinity with. In groups and meetings, you can tell who the people with power are based on how often people look at them. On the other hand the less-significant people are looked at less often.

Look at the other person's feet.

A part of the body where people often “leak” important nonverbal cues is the feet. The reason people unintentionally communicate nonverbal messages through their feet is because they are usually so focused on controlling their facial expressions and upper body positioning that important clues are revealed via the feet. When standing or sitting, a person will generally point their feet in the direction they want to go. So if you notice that someone's feet are pointed in your direction, this can be a good indication that they have a favorable opinion of you. This applies to one-on-one interaction and group interaction. In fact, you can tell a lot about group dynamics just by studying the body language of people involved, particularly which way their feet are pointing. In addition, if someone appears to be engaged in conversation with you, but their feet are pointing in the direction of someone else, it's likely he or she would rather talk to that person (regardless if the upper body cues suggest otherwise).

### Watch for hand signals.

Like the feet, the hands leak important nonverbal cues when looking at body language. This is an important tip when reading body language so pay close attention to this next part. Observe body language hands in pockets when standing. Look for particular hand signals, such as the other person putting their hands in their pockets or hand on head. This can indicate anything from nervousness to outright deception. Unconscious pointing indicated by hand gestures can also speak volumes. When making hand gestures, a person will point in the general direction of the person they share an affinity with (this nonverbal cue is especially important to watch for during meetings and when interacting in groups). Supporting the head with the hand by resting an elbow on the table can indicate that the person is listening and is holding the head still in order to focus. Supporting the head with both elbows on the table, on the other hand can indicate boredom. When a person holds an object between him or her and the person they are interacting with, this serves as a barrier that is meant to block out the other person. For example, if two people are talking and one person holds a pad of paper in front of him or her, this is considered a blocking act in nonverbal communication.

### Examine the position of the arms.

Think of a person's arms as the doorway to the body and the self. If a person crosses their arms while interacting with you, it is usually seen as a defensive, blocking gesture. Crossed arms can also indicate anxiety, vulnerability, or a closed mind. If crossed arms are accompanied by a genuine smile and overall relaxed posture, then it can indicate a confident, relaxed attitude. When someone places their hands on their hips it is typically used to exert dominance and is used by men more often than women.

## **CONFIDENT BODY LANGUAGE**

Confident communication relies on a few key items:

- **posture** – How you carry yourself tells your listeners something about you and about how you feel about your listeners. Standing tall with your hands

loosely by your sides shows that you are alert and relaxed. If you are sitting, you should sit upright with your arms by your sides, resting either on the arm rests, the seat, or on your thighs. A posture that is alert and relaxed helps you to become more alert and relaxed, and conveys confidence in yourself and interest in your audience.

- **eye contact** – A steady gaze mixed with brief periods of looking away can be used to convey respect and interest in a person, and will enhance your message.
- **gestures and facial expressions** – These are important ways of conveying information. If they don't match your words, you'll give mixed messages and appear inauthentic or unconvincing. Smiling and using open, relaxed, spontaneous gestures convey a relaxed warmth and build confidence.

If your posture is rigid and tense, you communicate insecurity or anxiety. If you slouch, you convey a lack of interest in your audience. Avoiding eye contact can cause you to miss important responses from your listeners, distances you from them, and conveys a lack of self-confidence. But excessive eye contact is considered rude. Worrying or criticizing yourself reduces your confidence and your ability to communicate. When you notice negative thoughts, replace them with positive and encouraging thoughts. Encouraging thoughts support you in your task and give you the confidence you need to succeed.

It's helpful to pay attention to how your body feels. If your heartbeat is high, your stomach is queasy, or you feel tension in your muscles, you are probably feeling anxious. By focusing on your breathing and consciously relaxing your muscles, you can calm yourself.

When preparing to communicate, you need to ensure that your appearance projects the image that you want it to. You should be clear about what you want to say, why you want to say it, and who your audience is. You should also prevent negative self-talk and ease your anxiety by ensuring you're prepared for the worst possible outcome, so you know you'll be able to handle this. To use your voice confidently,

take note of how you use inflections, tone, volume, and speed. Confident body language includes alert and relaxed posture, and good eye contact. You should use spontaneous and open gestures to add meaning to your message, and ensure your facial expressions match the content of your message.

### **POINTS FOR DISCUSSION NON-VERBAL COMMUNICATION**

1. What do you think? Does body language complement the oral communication?
2. Which taboo should we know not to put your foot into it?
3. What is the attitude of different nations to body language?
4. How does body language help you to communicate?
5. How does your native culture use body language?
6. How do you use body language in your daily life?
7. What is confident body language?
8. How body language affects your mind and mood?
9. How do you evaluate (read) body language?
10. Demonstrate the gestures to your class that might mean:
  - I am thinking and making my decision.
  - I don't really want to hear any more.
  - I suspect you aren't being totally honest.
  - I am still listening but I've already decided.
  - I neither agree with you nor like you.
  - I am confident and in charge here.
  - I really don't feel like talking to you at all.
  - I am far superior to you in every way.
11. Make a list of gestures and explain their interpretations.

Examples:

- 1) Pointing to your eyes.
- 2) Scratching your ear.
- 3) Folding your arms.
- 4) Putting your hands in your pockets.

- 5) Slouching, etc.
12. What actions are threatening?
13. What actions are friendly?
14. Give The English Equivalents to the following Russian ones:
- 1) не может спокойно усидеть на месте;
  - 2) потирает руки;
  - 3) играет с какими-либо предметами;
  - 4) трогает голову, поправляет волосы, касается различных частей тела – лица, глаз, ушей, носа;
  - 5) покусывает губы и ногти;
  - 6) избегает взгляда собеседника;
  - 7) покачивает ногой;
  - 8) брови хмурятся или поднимаются;
  - 9) руки прячутся;
  - 10) периодически почесывает или потирает нос, особенно в процессе разговора;
  - 11) улыбается чаще, чем требует ситуация разговора;
  - 12) прикрывает рот рукой во время разговора.
15. Do you agree that people who lie usually do these? Have you ever experienced that? Share your experience.

## TEXTS FOR READING AND INTERPRETATION

### TEXT 1

Read the text and answer the questions that follow it.

#### Message to the youth

#### Hillary Rodham Clinton

Like millions of Americans, I was terribly saddened to learn of the recent suicides of several teenagers across our country after being bullied because they were gay or because people thought they were gay. Children are particularly vulnerable to

the hurt caused by discrimination and prejudice and we have lost many young people over the years to suicide.

These most recent deaths are a reminder that all Americans have to work harder to overcome bigotry and hatred.

I have a message for all the young people out there who are being bullied or who feel alone and find it hard to imagine a better future: first of all , hang in there and ask for help. Your life is so important to your family, your friends and to your country. And there is so much waiting for you, both personally and professionally - there are so many opportunities for you to develop your talents and make your contributions.

And these opportunities will only increase. Because the story of America is the story of people coming together to tear down barriers, stand up for rights and insist on equality not only for themselves but for all people. And in the process, they create a community of support and solidarity that endures. Just think of the progress made by women just during my lifetime, by women or ethnic, racial and religious minorities over the course of our history - and by gays and lesbians, many of whom are now free to live their lives openly and proudly. Here at the State Department, I am grateful every day for the work of our LGBT employees who are serving the United States as foreign service officers and civil servants here and around the world. It wasn't long ago that these men and women would not have been able to serve openly, but today they can - because it has gotten better. And it will get better for you.

So take heart and have hope and please remember that your life is valuable, and that you are not alone. Many people are standing with you and sending you their thoughts, prayers and their strength. Count me among them. Take care of yourself!

*QUESTIONS TO DISCUSS:*

- 1) What are the intentions of this communicative act?
- 2) What idea is the speaker getting across?
- 3) What kind of character of the youth is she portraying?
- 4) How is H.Clinton trying to excite listeners' minds in this communicative act?



- 5) Is she addressing her listeners/readers directly? Why? What is the target audience?
- 6) Are there any emotively charged words in the story? What are they? Do they contribute to the result of communication?
- 7) What is she trying to encourage the youth to?
- 8) What thoughts is the speaker's point of view exposing you to at the moment?

## TEXT 2

Read the text, watch the video (<https://youtu.be/llgL7mGYVTI>) and prove that it is a kind of expressive communication.

### **Oscar Acceptance Halle Berry Speech**

#### **Halle Berry for best actress Oscar for Monster's Ball**

Oh my God. I am sorry. This moment is so much bigger than me! This moment is for Dorothy Dandridge, Lena Horne, Diahann Carroll. it's for the women that stand beside me - Jada Pinkett, Angela Basset and it's for every nameless, faceless woman of colour that now has a chance because this door tonight has been opened.

Thank you. I'm so honoured. I'm so honoured and thank the Academy for choosing me to be the vessel from which this blessing might flow. Thank you.

I want to thank my manager, Vincent Cirrincione. He's been with me for 12 long years and you've fought every fight and you've loved me when I've been up. But more importantly you've loved me when I was down.

You've been a manager, a friend and the only father I've ever known and I love you very much.

I want to thank my Mom who's given me the strength to fight every single day to be who I want to be and give me the courage to dream that this dream might be happening and possible for me. I love you Mom so much!

Thank you my husband who is just the joy of my life! And India - thank you - for giving me peace because only with the peace that you've brought me have I been

allowed to go to places that I never ever knew I can go. Thank you, I love you and India with all my heart!

I want to thank Lion's Gate. Thank you. Mike Pasternak, Tom Ortenberg for making sure everybody knew about this little tiny movie. Thank you for believing in me!

Our director Mare Forster – you're a genius – you're a genius! This movie-making experience was magical for me because of you. You believed in me, you trusted me and you gently guided me to very scary places. Thank you!

I want to thank Yvonna Chubick. I could have never figured out who the heck this lady was without you. I love you! Thank you!

I want to thank Lee Daniels, our producer. Thank you for giving me this chance for believing that I could do it and now tonight I have this. Thank you!

I want to thank my agents CAA, Josh Lieberman especially. I have to thank my agents, Kevin Huvane – thank you, thank you for never kicking me out and sending me somewhere else – thank you!

I – who else – I gotta thank my lawyer Neil Myer for making this deal.

I need to thank, lastly but not leastly I have to thank Spike Lee for putting me in my very first film and believing in me.

Oprah Winfrey for being the best role model any girl can have Thank you, thank you, thank you!

*QUESTIONS TO DISCUSS:*

- 1) What kind of impression does this speech produce?
- 2) What emotions does it cause you to feel?
- 3) What words does the language of the speech abound in? Give examples.

### TEXT 3

Read the speech and do the tasks that follow it.

#### **On the Death of Princess Diana by Her Majesty**

#### **Queen Elizabeth II**

#### **Queen of the United Kingdom**

The Queen spoke to the nation live at 6 p.m. on Friday 5 September from the Chinese Dining Room at Buckingham Palace.

Since last Sunday's dreadful news we have seen, throughout Britain and around the world, an overwhelming expression of sadness at Diana's death.

We have all been trying in our different ways to cope. It is not easy to express a sense of loss, since the initial shock is often succeeded by a mixture of other feelings: disbelief, incomprehension, anger and concern for those who remain.

We have all felt those emotions in these last few days. So what I say to you, as your queen and as a grandmother, I say from my heart.

First, I want to pay tribute to Diana myself. She was an exceptional and gifted human being. In good times and bad, she never lost her capacity to smile and laugh, nor to inspire others with her warmth and kindness.

I admired and respected her energy and commitment to others and especially for her devotion to her two boys.

This week at Balmoral, we have all been trying to help William and Harry come to terms with the devastating loss that they and the rest of us have suffered.

No one who knew Diana will ever forget her. Millions of others who never met her, but felt they knew her, will remember her.

I for one believe that there are lessons to be drawn from her life and from the extraordinary and moving reaction to her death.

I share in your determination to cherish her memory.

This is also an opportunity for me, on behalf of my family and especially Prince Charles and William and Harry, to thank all of you who have brought flowers, sent messages and paid your respects in so many ways to a remarkable person.

These acts of kindness have been a huge source of help and comfort.

Our thoughts are also with Diana's family and the families of those who died with her. I know that they too have drawn strength from what has happened since last weekend, as they seek to heal their sorrow and then to face the future without a loved one.

I hope that tomorrow we can all, wherever we are, join in expressing our grief at Diana's loss and gratitude for her all-too-short life.

It is a chance to show to the whole world the British nation united in grief and respect. Many those who died rest in peace and may we, each and every one of us, thank God for someone who made many, many people happy.

*COMMUNICATIVE TASKS:*

- 1) Watch this video – Queen's speech – <https://youtu.be/heLTBaLGNQs>
- 2) Name the target audience of this communicative act.
- 3) List the intentions of the speaker.
- 4) Comment on the non-verbal means of conveying the message.
- 5) Find and write out the stylistic expressive means used by the speaker and explain their functions.
- 6) Write out the examples of the tactics used in the speech and the strategies implied.

TEXT 4

Read the speech and do the tasks that follow it.

**Greetings from the First Lady**

Dear Young Friends!

I am delighted that you are interested in discovering what American teenagers have to say about their lives, values, hopes and dreams. The essays and reflections in this e-journal will give you a glimpse into some of the many ways teenager's day might unfold in the United States, as well as an insight into his or her goals, ambitions and concerns.

As a mother, a former teacher and school librarian and – a few years ago – a teenager myself, I am keenly aware that the health and welfare of a community or country depend to a great degree on the health and welfare of its young people. When

teenagers know that the adults in their lives care about them and offer stability, guidance, wisdom and love, they will blossom. When those factors are absent, healthy growth is stunted and teenagers' hopes can wither.

In travelling through our country and many others, I have learned from listening to teenagers that even though they might worry about the future, they are often more concerned about the present. Most of them are ready and eager to absorb the lessons that will help them succeed in life, and they are grateful to adults who are willing to invest time and effort in teaching them. When the teaching energy of adults is matched by the learning energy of young people, the results are stronger lives and a stronger society.

I am often asked to give advice to teenagers and this is what I tell them: remember that you are in charge of your own happiness, and find ways to spread happiness to others. Smile and say hello to someone at school who seems lonely and unhappy. Write to a friend who has moved away and might be having difficulties adjusting to new surroundings. Express your gratitude to a favourite teacher. Offer to help at home without being asked.

Enjoy the friendships you have and make new ones. Choose friends who have admirable qualities – honesty, intelligence, kindness and humour and who bring out the best in you.

Consider how to prepare yourself for the future.

Think about the habits, skills and knowledge that will help you succeed in school. They are the same ones that will make you successful in life. Spend as much time reading as you can and read widely. You will learn a lot, always be able to entertain yourself and be interesting to other people.

My greatest wish for teenagers everywhere is that there will be adults in their lives to show them, both by lesson and by example, the skills they need to take their places as secure, productive and happy members of society. The most fundamental of those skills is the ability to read and write well. As Honorary Ambassador of the Decade of Literacy of the United Nations Educational, Scientific and Cultural Organization (UNESCO), I am working to ensure that everywhere in the world both boys

and girls are taught from their earliest years to be the best possible readers and writers. With that crucial foundation, all other learning becomes easier and a successful life can follow.

I thank the Bureau of International Information Programs of the United States Department of State for the opportunity to greet each person reading this journal, and I look forward to hearing how it has been received by young people around the world.

Warmly, Laura Bush.

*TASKS:*

1. Make a list of the stylistic expressive means used by the sender of the message and state their functions.
2. Name the tactics and strategies used in the speech.
3. Interpret the communicative behaviour of the speaker according to the outline of the analysis.

#### TEXT 5

Read the text and analyse it according to the outline.

#### **Just go on**

Therefore, my dear brothers, stand firm. let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labour for the Lord is not in vain. (1 Cor 15:58,NIV)

Often we are not persistent enough. We can be persistent in sin, but we are not always persistent in joy.

Sometimes we are not tenacious enough. The temptations we face are persistently tenacious, but sometimes we show little persistence and tenacity in our prayers.

Every once in a while we are not steady enough. The roaring is steadily persistent in his efforts, but we quite often are not steady and persistent in our deeds and thoughts.

Do you have enough persistence, tenacity and steadiness?

If not - get some!

Let your joy be persistent. Just go on being glad of God's grace and mercy.

Let your prayers be persistent. Just go on praying.

Let your deeds be persistent. Just go on doing good, praising God with your whole life.

### **AFTER-READING COMMUNICATIVE TASKS**

I Read ТЕКСТ 1 ПРОЦЕСС КОММУНИКАЦИИ (pages 6-7) and translate the italicized parts of the text into English in writing.

II Read ТЕКСТ 6,7,8,9 ВИДЫ ОБЩЕНИЯ (pages 13-15) and render into English.

III Read ТЕКСТ 10 ВЕРБАЛЬНАЯ КОММУНИКАЦИЯ (pages 15-16) and complete the following phrases and sentences with one word for each gap.

1 avoid like ...

He's been avoiding me like...since our quarrel.

2 as white as ...

She went as white as ...when she heard the news.

3 as regular as ...

She arrives every day at 5 as regular as ...

4 sell like ...

The new portable computers are going like ...

5 as sure as ...

He is dead as sure as ...

6 like ...

He was like ... before his driving test.

7 as large as ...

And there she was as large as ...

8 as good as ...

The children were as good as ... when you were out.

9 as smooth as ...

Her skin is still as smooth as ...

10 as busy as ...

The children are as busy as ..., helping their mother in the garden.

Complete the similes below:

as ... as thieves

as ... as an owl

as ... as a mule

as ... as a horse

as ... as a hatter (March hare)

as ... as chalk and cheese

as ... as a lamb

as ... as a picture

as ... as dust

as ... as ABC

as ... as a lord

as ... as sin

as ... as dirt

as ... as a bug in a rug

Find and explain examples of metaphorical use:

- 1) Do tear yourself away from the television and come out for a walk.
- 2) Pity melted her heart.
- 3) Their house was a great barrack of a place.
- 4) He gave me a frosty look.
- 5) Violence is a cancer in our society.

Sort the sentences below into two groups to indicate a positive or negative opinion.

1. The car is incredibly, heart stoppingly beautiful.
2. Louise was small but shapely in build.
3. Don't be so childish.
4. I swelled with the pride of possession.
5. Take no notice of him - you know what a show-off he is.
6. She danced as daintly as a cow.
7. I'd prefer to describe him as stout.

Study the following examples and explain how the author makes descriptions vivid and exciting.

- 1) The solution to the mystery burst inside my head like a flare.



- 2) I felt like a sponge that had been saturated and squeezed so often it had lost its spring.
- 3) He took it like a slap in the face.
- 4) That was a possibility as remote as flying to the moon.
- 5) Maureen was always brimming over with the news, gossip, anecdotes whenever we met.
- 6) I sense a storm of depression flickering on the horizon and a tidal wave of despair gathering itself to swamp me.

IV Read TEXT 11 LISTENING COMPREHENSION (pages 17-18) and:

1. explain the notion *listening comprehension*;
2. name the factors *effective listening* depends on;
3. make a list of major *barriers* when listening.

V Pre-listening Tasks:

– Check the meaning of the following words:

reverence, creed, solace, scripture, to grieve, steadfast, to resolve, to perpetrate, to waver, falter, commitment, mindful, to summon, to sap, to rebuke, virtue, a fleeting moment.

– Make your own sentences with these words.

VI Listen to the recording of Barack Obama's 9/11 Pentagon Memorial Speech, delivered 11 September 2009, Arlington, Virginia and follow the script. Pay particular attention to non-verbal means the speaker uses.

Script of the speech.

Secretary Gates, Admiral Mullen and members of the Armed Forces, fellow Americans, family and friends of those we lost this day; Michelle and I are deeply humbled to be with you.

Eight Septembers have come and gone. Nearly 3000 days have passed – almost one for each of those taken from us. But no turning of the seasons can diminish the

pain and the loss of that day. No passage of time and no dark skies can even dull the meaning of this moment.

So on this solemn day, at this sacred hour, once more we pause. Once more we pray as a nation and as people; in city streets where our two towers were turned to ashes and dust; in a quiet field where a plane fell from the sky; and here where a single stone of this building is still blackened by the fires.

We remember with reverence the lives we lost. We read their names. We press their photos to our hearts. And on this day that marks their death, we recall the beauty and meaning of their lives; men and women and children of every colourband every creed, from across our nation and from more than 100 others. They were innocent. Harming no one, they went about their daily lives. Gone in a horrible instant, they now “dwell in the House of the Lord forever”.

We honour all those who gave their lives so that others might live, and all the survivors who battled burns and wounds and helped each other rebuild their lives, men and women who gave life to that most simple of rules: I am my brother’s keeper; I am my sister’s keeper.

We pay tribute to the service of a new generation - young Americans raised in a time of peace and plenty who saw their nation in its hour of need and said, “I choose to serve”; “I will do my part”. And once more we grieve. For you and your families, no words can ease the ache of your heart. No deeds can fill the empty places in your homes. But on this day and all that follow, you may find solace in the memory of those you loved, and know that you have the unending support of the American people.

Scripture teaches us a hard truth. The mountains may fall and the earth may give way; the flesh and the heart may fail. But after all our suffering, God and grace will “restore and make you strong, firm and steadfast”. So it is – so it has been for these families. So it must be for our nation.

Let us renew our resolve against those who perpetrated this barbaric act and who plot against us still. In defense of our nation we will never waver; in pursuit of al-Qaeda and its extremists allies, we will never falter.

Let us renew our commitment to all those who serve in our defense – our courageous men and women in uniform and their families and all those who protect us here at home.

America is never finished, we will do everything in our power to keep America safe.

Let us renew the true spirit of that day. Not the human capacity for evil, but the human capacity for good. Not the desire to destroy, but the impulse to save and to serve and to build. On this first National Day of Service and Remembrance, we can summon once more that ordinary goodness of America – to serve our communities, to strengthen our country, and to better our world.

Most of all, on a day when others sought to sap our confidence, let us renew our common purpose. Let us remember how we came together as one nation, as one people, as Americans, united not only in our grief, but in our resolve to stand with one another, to stand up for the country we all love.

This may be the greatest lesson of this day, the strongest rebuke to those who attacked us, the highest tribute to those taken from us – that such sense of purpose need not be a fleeting moment. It can be a lasting virtue.

For through their lives and through you, the loved ones that they left behind – the men and women who lost their lives eight years ago – today leave a legacy that still shines brightly in the darkness, and that calls on all of us to be strong and firm and united. That is our calling today and in all the Septembers still to come.

May God bless you and comfort you. And may God bless the United States of America!

VII Interpret the speech using the plan of the analysis.

#### Plan

1. The communicative act under analysis is in the form of ... addressing ...
2. Summary.
3. The message. The context of communication is presented with the help of ...  
The type of interaction is ...

4. The aims (intentions) of this communicative act are as follows ...

- to inform about ...
- to persuade in ...
- to describe ...
- to preserve ritual traditions of ...
- to study and support human characters ...
- to share emotions and feelings ...
- to confide one's personal thoughts concerning ...
- to draw attention to the fact that ...
- to make people think and act in a particular way in a particular situation ...

5. Kinds of communication interpreted in the communicative act under analysis are

- 1) cognitive (prove using the text),
- 2) persuasive (prove using the text),
- 3) expressive (prove using the text),
- 4) ritual (prove using the text).

6. Means of conveying the message :

Verbal:

- a) lexico-grammar structures (e.g. repetitions, parallel structures, key words),
- b) stylistic expressive means (e.g. metaphors, evaluative words, emotive words, etc.),
- c) strategies and tactics. The communicative strategies implied in this communicative act are as follows :
  - informative...
  - persuasive...
  - creating a positive image of the country and the nation...

The communicative tactics satisfying the strategies are:

- the tactics of generalization – e.g....
- the tactics of contrast – e.g....
- the tactics of praise – e.g....
- appeal to the authority – e.g....
- emphatic effect – e.g....

Non-verbal:

- intonation
- posture
- gestures
- eye contact

7. The sender of the message is ... . He is presented ...

8. The receiver of the message is ... . The target audience is ... presented ...

9. The result (effect) of communication ...

The sender of the message managed to ... due to using such means as ... and such strategies as ... and such tactics as ... .

VIII Study useful vocabulary pages.

IX Prepare the analysis-interpretation of any speech. Provide video or audio recording of the speech.

## **3. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ**

### **3.1. Методические рекомендации по самостоятельной работе студентов**

Студент в процессе обучения должен не только освоить учебную программу, но и приобрести навыки самостоятельной работы, которая способствует развитию ответственности и организованности, творческого подхода к решению проблем учебного и профессионального уровня, поскольку студент должен уметь планировать и выполнять свою работу.

Самостоятельная работа студентов является одной из основных форм аудиторной и внеаудиторной работы при реализации учебных планов и программ. Самостоятельная работа определяется как индивидуальная или коллективная учебная деятельность, осуществляемая без непосредственного участия педагога, но по его заданиям и под его контролем.

Для организации самостоятельной работы необходимы следующие условия:

- готовность студентов к самостоятельному труду;
- наличие и доступность необходимого учебно-методического и справочного материала;
- консультационная помощь.

Формы самостоятельной работы студентов определяются при разработке рабочих программ учебных дисциплин содержанием учебной дисциплины, учитывая степень подготовленности студентов.

Видами заданий для внеаудиторной самостоятельной работы являются:

*для овладения знаниями:*

- чтение текста (учебника, дополнительной литературы), составление плана текста, переводческий анализ текста, выписки из текста, работа со словарями и справочниками, ознакомление с нормативными документами, учебно-исследовательская работа, использование аудио- и видеозаписей, компьютерной техники и Интернета и др.;

*для закрепления и систематизации знаний:*

– обработка текста, повторная работа над учебным материалом (учебника, дополнительной литературы, составление плана, ответ на контрольные вопросы, аналитическая обработка текста (аннотирование, рецензирование, реферирование, конспект-анализ и др.), составление библиографии.

Таким образом, самостоятельная работа всегда завершается какими-либо результатами. Это выполненные задания, упражнения, переводы, аннотации.

Цели и задачи:

*Целью* самостоятельной работы студентов является овладение фундаментальными знаниями, профессиональными умениями и навыками деятельности по профилю, опытом творческой, исследовательской деятельности. Данный учебно-методический материал ориентирован на достижение главной цели: повышение результативности самостоятельной работы студентов, развитие способности к самостоятельному получению знаний, освоению коммуникативных компетенций по учебной дисциплине.

В ходе выполнения самостоятельной работы студент научится активно, целенаправленно приобретать новые знания и развивать коммуникативные умения без прямого участия в этом процессе преподавателей; самостоятельно анализировать современные учебно-методические материалы; закреплять пройденный материал посредством анализа и обсуждения.

Указанная цель требует реализации ряда *задач*, таких как:

- приобретение конкретных знаний в соответствии с темами, заявленными в учебной программе дисциплины;
- систематизация и закрепление полученных теоретических знаний и практических умений обучающихся;
- развитие познавательных способностей и активности студентов: творческой инициативы, самостоятельности, ответственности и организованности;
- формирование самостоятельности мышления, способностей к саморазвитию;
- самосовершенствование и самореализация;

- развитие исследовательских умений;
- реализация универсальных учебных действий с использованием информационно-коммуникационных технологий.

Информация, полученная в результате самостоятельного изучения обозначенного материала, будет необходима для продуктивной работы на практических занятиях, а также успешного прохождения всех этапов контроля знаний. Помимо анализа библиографического списка литературы, поощряется самостоятельное нахождение и изучение дополнительной литературы и электронных источников.

При этом целями и задачами самостоятельной аудиторной работы являются:

- методическая помощь студентам при изучении дисциплины «Интерпретация коммуникативного поведения» по темам, выносимым на самостоятельное изучение;
- обучение логичному анализу-интерпретации коммуникативного поведения в пределах усвоенного лексико-грамматического материала;
- применение сформированных навыков при работе с аутентичными материалами;
- развитие творческих способностей студентов, активизация мыслительной деятельности, повышение положительной мотивации к изучению английского языка.

Цели и задачи внеаудиторной самостоятельной работы студентов:

- закрепление, углубление, расширение и систематизация знаний, полученных во время занятий;
- самостоятельность овладения новым учебным материалом;
- формирование навыков самостоятельного умственного труда;
- овладение различными формами самоконтроля;
- развитие самостоятельности мышления;
- развитие коммуникативных умений в сфере профессионального общения;



– воспитание способности к самоорганизации, творчеству.

Самостоятельная работа может осуществляться индивидуально или группами студентов в зависимости от цели, объема, конкретной тематики самостоятельной работы, уровня сложности, степени развития умений студентов.

Контроль результатов внеаудиторной самостоятельной работы студентов может осуществляться в пределах времени, отведенного на обязательные учебные занятия по дисциплине и внеаудиторную самостоятельную работу студентов по дисциплине. Используется устная и письменная формы контроля.

По дисциплине «Интерпретация коммуникативного поведения» практикуются следующие виды и формы самостоятельной работы студентов:

- подготовка к практическим занятиям;
- подготовка к экзамену;
- отработка изучаемого материала по печатным и электронным источникам;
- выполнение самостоятельной работы;
- подготовка к участию в научно-практических конференциях.

### **3.2. Рекомендации по выполнению самостоятельной работы**

#### *Изучение теоретического материала*

Изучение литературы и интернет-ресурсов с целью расширения знаний по той или иной теме необходимо осуществлять с учетом следующих пунктов:

- прежде чем приступить к работе, требуется четко определить цели задания, что поможет осуществить самоконтроль в конце работы;
- ход работы проводить «пошагово» и не приступать к следующему пункту, не пройдя предыдущий;
- при работе с литературными источниками выделять главное, обращая особое внимание на классический немецкий язык,
- в конце работы проверить достигнута ли цель и сколько времени потребовалось для ее достижения.

В зависимости от цели просмотрового чтения и степени полноты извлечения информации выделяют четыре подвида просмотрового чтения:

Конспективное – для выделения основных мыслей. Оно заключается в восприятии только наиболее значимых смысловых единиц текста, составляющих логико-фактологическую цепочку.

Реферативное – для выделения основных мыслей. При этом читающего интересует только самое основное в содержании материала, все подробности опускаются как несущественные для понимания главного.

Обзорное – для определения существа сообщаемого. Оно направлено на выделение главной мысли текста, причем задачи сводятся в основном к ее обнаружению на основе структурно-смысловой организации текста. Понимание главной мысли, выраженной имплицитно, в данном случае практически невозможно. Интерпретация прочитанного ограничивается вынесением самой общей оценки содержанию и определением соответствия текста интересам студентов.

Ориентировочное – для установления наличия в тексте информации, представляющей для читающего интерес или относящееся к определенной проблеме. Основная задача читающего – установить, относится ли данный материал к интересующей его теме.

### **3.3. Задания для самостоятельной работы**

1. Изучить теоретический материал дисциплины.
2. Ознакомиться с основными понятиями и терминами по темам.
3. Ознакомиться с основными видами и целями коммуникации.
4. Изучить стилистические экспрессивные средства, отработать способы их употребления и интерпретации в коммуникативных ситуациях.
5. Ознакомиться с основными стилями речи.
6. Изучить барьеры общения и их роль в коммуникации.
7. Изучить и запомнить новые лексические единицы по изучаемым темам.
8. Отработать техники эффективного слушания.
9. Прослушать материалы для совершенствования навыка аудирования.
10. Подготовить материалы для интерпретации речи спикера на выбор.

11. Ознакомиться с видами эмоциональных состояний и внешними проявлениями эмоциональных состояний.

### **3.4. Вопросы к зачету по дисциплине**

#### **«Интерпретация коммуникативного поведения»**

1. Enumerate possible intentions of communication.
2. Name the ingredients of communication. Characterize them.
3. Analyze the verbal means of conveying the message of communication.
4. Analyze the non-verbal means of conveying the message of communication.
5. Describe the possible ways of presenting the characters.
6. Name kinds of communication. Characterize cognitive communication.
7. Name kinds of communication. Characterize ritual communication.
8. Name kinds of communication. Characterize expressive communication.
9. Name kinds of communication. Characterize persuasive communication.
10. Name stylistic expressive means. Give their definitions and examples.
11. What is confident body language?
12. Define stylistic expressive means and their functions. Give examples.
13. How do you read body language?
14. Name the possible result/effect of communication.
15. Name the factors effective listening depends on.
16. Comment on the communicative strategies.
17. Comment on the communicative tactics.
18. Define the notion “a communication barrier” and give examples of barriers in communication.
19. Define the notion “a barrier to listening” and explain how to overcome listening barriers.
20. Name types of non-verbal communication.

## **4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ**

ЧАСТНОЕ УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ  
«ИНСТИТУТ СОВРЕМЕННЫХ ЗНАНИЙ ИМЕНИ А.М.ШИРОКОВА»

УТВЕРЖДАЮ

Ректор Института современных знаний  
имени А.М.Широкова

А.Л.Капилов

. .2019

Регистрационный № УД-\_\_\_\_\_/уч.

### **4.1. Учебная программа**

#### **ИНТЕРПРЕТАЦИЯ КОММУНИКАТИВНОГО ПОВЕДЕНИЯ**

**Учебная программа учреждения высшего образования**

**по учебной дисциплине для специальности:**

1-23 01 02 «Лингвистическое обеспечение межкультурных

коммуникаций (по направлениям)»

2019

Учебная программа составлена на основе образовательного стандарта высшего образования ОСВО 1-23 01 02 – 2013 «Высшее образование. Первая ступень» по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)» и учебного плана Частного учреждения образования «Институт современных знаний имени А.М.Широкова» по специальности 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)».

### **СОСТАВИТЕЛЬ**

*С.А.Маковецкая*, старший преподаватель кафедры межкультурной коммуникации Частного учреждения образования «Институт современных знаний имени А.М.Широкова».

### **РЕЦЕНЗЕНТЫ:**

*Е.Д.Ткаченко*, старший преподаватель кафедры социально-гуманитарных дисциплин и менеджмента Частного учреждения образования «Институт современных знаний имени А.М.Широкова»;

*Л.А.Бода*, старший преподаватель кафедры немецкого языка факультета международных бизнес - коммуникаций Белорусского государственного экономического университета.

### **РЕКОМЕНДОВАНА К УТВЕРЖДЕНИЮ:**

Кафедрой межкультурной коммуникации Частного учреждения образования «Институт современных знаний имени А. М. Широкова» (протокол № 5 от 10.12. 2019 г.);

Научно-методическим советом Частного учреждения образования «Институт современных знаний имени А.М.Широкова» (протокол № 2 от 19.12.2019)

## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Настоящая программа предназначена для студентов специальности «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)».

Актуальность курса «Интерпретация коммуникативного поведения», в котором содержатся сведения о сущности коммуникативного процесса и видах коммуникации, отражены особенности вербальной и невербальной коммуникации в современном обществе, подробно изучается процесс слушания в коммуникации и трудности эффективного слушания, а также рассматриваются сигналы, выражающие истинные намерения говорящего и внешние проявления эмоциональных состояний, обуславливается потребностями будущих специалистов в развитии коммуникативной компетенции и совершенствовании навыков адекватного коммуникативного поведения в различных ситуациях.

В курсе «Интерпретация коммуникативного поведения» реализуются следующие цели обучения иностранному языку.

**Общеобразовательная цель** предполагает:

– формирование и развитие социально-профессиональной, практико-ориентированной компетентности, позволяющей сочетать академические, социально-личностные и профессиональные компетенции для решения задач в сфере профессиональной и социальной деятельности;

– повышение общего уровня образования и культуры студентов, расширение кругозора студентов на базе приобретенных знаний по изучаемому курсу, а также формирование потребности и способности к самообразованию.

**Практическая цель** предмета предусматривает:

– формирование у студентов навыков интерпретации типовых видов коммуникативного поведения;

– создание учебных ситуаций, в ходе которых студенты применяют на практике полученные знания в различных ситуациях межкультурного взаимодействия;

– умелое использование методик интерпретации различных видов коммуникативного поведения;

**Профессиональная цель** предполагает:

– реализацию умения использовать рациональные программы общения, адекватные коммуникативному намерению;

– использование, полученных в изучении иностранных языков и культур, знаний в сфере профессиональной деятельности.

**Воспитательная цель** предмета заключается в

– понимании студентами особенностей внешних проявлений эмоциональных состояний и применения приемов влияния на коммуникантов процесса общения;

– формировании гармоничной личности, обладающей творческим мышлением, высокой работоспособностью, толерантностью, эмоциональной устойчивостью, тактичностью, корректностью, ответственностью, добросовестностью;

– личностном развитии студента в формировании таких качеств, как самостоятельность в познавательной деятельности, совершенствование логики и аналитической способности мышления, памяти, языковой догадки;

– понимании необходимости и полезности владения иностранным языком в разнообразной практической деятельности специалиста, которые продиктованы тенденциями развития современного общества.

Студент должен быть подготовлен к решению следующих **задач**:

– уметь выработать способность использовать материал курса «Интерпретация коммуникативного поведения» при освоении профессии переводчика-референта и в практической деятельности по специальности;

– устанавливать коррелятивные связи между явлениями разных лингвокультур;

– интерпретировать невербальную коммуникацию и сигналы, выражающие неискренность и обман;

– определять внешние проявления эмоциональных состояний.

**Студент должен знать:**

- основные виды общения;
- составляющие процесса коммуникации;
- особенности коммуникативного поведения отправителя и получателя сообщения;
- вербальные и невербальные средства коммуникации;
- основные понятия: коммуникационный процесс, виды общения, познавательное общение, убеждающее общение, экспрессивное общение, информационное общение, ритуальное общение, вербальная коммуникация, невербальная коммуникация, коммуникативные барьеры, стилистические средства: метафора, оценочные слова, отправитель и получатель сообщения.

**Студент должен уметь:**

- предвидеть трудности эффективного слушания и применять адекватные стратегии и тактики для их устранения;
- интерпретировать невербальную коммуникацию и сигналы, выражающие неискренность и обман;
- оперировать основными понятиями и терминологией дисциплины «Интерпретация коммуникативного поведения»;
- самостоятельно исследовать ситуации межкультурного общения.

Освоение данного курса должно обеспечить формирование следующих групп компетенций: академических, социально-личностных и профессиональных.

**Требования к академическим компетенциям специалиста**

Специалист должен:

- АК-1. Уметь применять базовые научно-теоретические знания для решения теоретических и практических задач.
- АК-3. Владеть исследовательскими навыками.
- АК-4. Уметь работать самостоятельно.
- АК-7. Иметь навыки, связанные с использованием технических устройств, управлением информацией и работой с компьютером.



### **Требования к социально-личностным компетенциям специалиста**

Специалист должен:

- СЛК-3. Владеть способностью к межличностным коммуникациям.
- СЛК-6. Уметь работать в команде.
- СЛК-8. Уметь реализовывать сценарии поведения в типичных ситуациях.
- СЛК-10. Владеть опытом групповой коммуникации.
- СЛК-13. Быть способным к критическому мышлению.

### **Требования к профессиональным компетенциям специалиста**

Специалист должен:

- ПК-1. Владеть сложными коммуникативными навыками и умениями.
- ПК-2. Владеть знаниями культурных норм и ограничений в общении, обычаях, традиций и этикета.
- ПК-5. Владеть способностью убеждать.
- ПК-15. Работать со специальной литературой; анализировать и оценивать собранную информацию.
- ПК-17. Проводить анализ содержания и осуществлять интерпретацию текстов различной направленности.
- ПК-25. Владеть приемами мозгового штурма, кейс-стади и игровыми технологиями.

Данный курс тесно связан с такими учебными дисциплинами как «Модуль 3. Межкультурные аспекты профессионального общения: Межкультурная компетенция», «Стратегия коммуникативного поведения».

Форма получения высшего образования – очная.

На изучение учебной дисциплины отводится 118 академических часов, из них 50 аудиторных часов (практические занятия), 68 часов – самостоятельная работа студентов (из них 36 часов на подготовку к экзамену).

Текущая аттестация: зачет, экзамен.

## **СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА**

### **Тема 1. Сущность коммуникативного процесса**

Сущность коммуникационного процесса. Составляющие коммуникационного процесса: источник – сообщение – канал – получатель. Эффект коммуникации. Понятия «коммуникация», «интеракция», «перцепция».

### **Тема 2. Виды коммуникации**

Виды коммуникации: познавательное, убеждающее, экспрессивное, суггестивное, ритуальное общение. Цели, условия организации коммуникации, коммуникативные формы, коммуникативные средства и технологии, ожидаемый результат. Формы деловой коммуникации.

### **Тема 3. Вербальная коммуникация**

Вербальная коммуникация. Стили речи. Коммуникативные барьеры. Речевые средства общения.

### **Тема 4. Слушание в процессе коммуникации и трудности эффективного слушания**

Слушание в процессе коммуникации. Трудности эффективного слушания. Обратная связь в процессе слушания: расспрашивание, перефразирование, отражение чувств, резюмирование.

### **Тема 5. Невербальная коммуникация**

Невербальная коммуникация. Язык жестов. Средства невербальной коммуникации. Интерпретация невербальных средств коммуникации.

### **Тема 6. Сигналы, выражающие истинные намерения говорящего**

Сигналы, выражающие истинные намерения говорящего. Мимика и жестикуляция. Невербальные сигналы, выдающие ложь.

## **Тема 7. Внешние проявления эмоциональных состояний, вербализованные в тексте**

Внешние проявления эмоциональных состояний, вербализованные в тексте. Объекты наблюдения. Виды эмоциональных состояний: оптимальное, перевозбуждение, заторможенность. Мимические «коды» эмоциональных состояний.

В ходе изучения каждой темы студенты имеют возможность интерпретации художественных произведений. Под «интерпретацией» понимается анализ текста с точки зрения взаимодействия формы и содержания (выявление художественного замысла автора, характеристик героев и событий, языковых средств, эмоциональной окрашенности и т.д.).

## УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА ПО УЧЕБНОЙ ДИСЦИПЛИНЕ

| Но-<br>мер<br>раз-<br>дела,<br>темы<br>раз-<br>дела | Название<br>раздела,<br>темы   | Количество аудиторных часов |                              |                                  |                           | Коли-<br>чество<br>часов<br>УСР | Форма<br>кон-<br>троля |
|---|--|-----------------------------|------------------------------|----------------------------------|---------------------------|---------------------------------|------------------------|
|   |  | Лек-<br>ции                 | Практи-<br>ческие<br>занятия | Семи-<br>нар-<br>ские<br>занятия | Лаборатор-<br>ные занятия |                                 |                        |
| 1   | 2  | 3                           | 4                            | 5                                | 6                         | 7                               | 8                      |
| 1   | Сущность коммуникационного процесса. Составляющие процесса коммуникации. Эффект коммуникации                           |                             | 6                            |                                  |                           | 2                               | Опрос                  |
| 2   | Виды и цели коммуникации. Условия создания коммуникации. Формы делового общения. Коммуникативные средства и технологии |                             | 8                            |                                  |                           | 2                               | Опрос, обсуждение      |
| 3   | Вербальная коммуникация. Барьеры общения. Стили речи   |                             | 8                            |                                  |                           | 2                               | Дискус                 |
| 4   | Слушание в процессе коммуникации. Обратная связь в процессе слушания. Трудности  |                             | 8                            |                                  |                           | 2                               | Опрос, обсуждение      |

|                   |  |  |           |  |  |           |                   |
|-------------------|--|--|-----------|--|--|-----------|-------------------|
|                   | эффективно-го слушания   |  |           |  |  |           |                   |
| <b>5</b>          | Подготовка к зачёту  |  |           |  |  | <b>10</b> | зачёт             |
| <b>ИТОГО: 48</b>  |  |  | <b>30</b> |  |  | <b>18</b> |                   |
| <b>5</b>          | Невербальная коммуникация и способы ее интерпретации   |  | <b>6</b>  |  |  | <b>6</b>  | Презентация       |
| <b>6</b>          | Сигналы, выражающие истинные намерения говорящего. Невербальные сигналы выдающие ложь              |  | <b>6</b>  |  |  |           | Опрос, обсуждение |
| <b>7</b>          | Виды эмоциональных состояний. Внешние проявления эмоциональных состояний, вербализованные в тексте |  | <b>8</b>  |  |  | <b>8</b>  | Опрос, обсуждение |
| <b>8</b>          | Подготовка к экзамену  |  |           |  |  | <b>36</b> | экзамен           |
| <b>ИТОГО: 70</b>  |  |  | <b>20</b> |  |  | <b>50</b> |                   |
| <b>ВСЕГО: 118</b> |  |  | <b>50</b> |  |  | <b>68</b> |                   |

## **ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ**

### **ПЕРЕЧЕНЬ ОСНОВНОЙ ЛИТЕРАТУРЫ**

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### **ПЕРЕЧЕНЬ ДОПОЛНИТЕЛЬНОЙ ЛИТЕРАТУРЫ**

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3. Почепцов, Г. Г. Теория коммуникации / Г. Г. Почепцов. – М : Рефл.-бук, 2001. – 145 с.

### **USEFUL VOCABULARY**

- 1) analyzing the speaker's speech characteristics, we come across...
- 2) dialogue serves as the main means of characterization...
- 3) the author directly states/points out...

- 4) the author presents the characters through action...
- 5) the sender of the message puts emphasis on / emphasizes the idea that / stresses that...
- 6) the speaker's portrayal is convincing
- 7) the repetition of... implies that .../ these constantly repeated words signify...
- 8) the speech of the sender of the message enables the reader / listener / perceiver of the message ...
- 9) the speech is full of / can be described as / shows that ...
- 10) to arouse affection / delight /admiration / compassion /dislike / disgust ...
- 11) to create / produce an impression of ...
- 12) to excite hate / fascination / sympathy / compassion ...
- 13) to portray an attractive / charming / appealing / likeable / fascinating character...
- 14) to share speaker's emotions
- 15) the speaker conveys / communicates / gets across the idea that ...
- 16) the author draws our attention to ...
- 17) the speaker is concerned with / about ...
- 18) the author reinforces the idea that ...
- 19) the story / speech is about the power of love / friendship /the future / parent's love for their children / the father and son relationships / people's foibles and faults / people's ideas of happiness / the problem of choice in people's life
- 20) the story / speech made a favourable / unfavourable impression on me because ...
- 21) to manifest itself ...
- 22) the conflict in the story may be interpreted as the opposition of ...
- 23) describes a conflict between an individual and society...
- 24) the use of ... contributes to ...
- 25) to arouse the reader's / listener's excitement / curiosity / concern / emotions
- 26) to excite one's mind / to touch one's heart / to stir one's imagination

- 27) to interest / captivate / charm / attract / enthrall / absorb / fascinate / involve / affect , etc. the reader / listener
- 28) the dominant point of view is ...
- 29) the narrator / speaker addresses the reader / listener directly / confides his personal thoughts to the reader / listener / perceiver
- 30) the listener / reader adopts the speaker's point of view
- 31) to deepen the reader's / listener's understanding of the problem
- 32) to make the story sound true to life / to increase the credibility of the story
- 33) to encourage the reader / listener to ...
- 34) to awaken / arouse / hold the reader's/listener's attention / interest
- 35) to carry positive / negative connotation
- 36) the language of the speech abounds in emotively charged words such as ...
- 37) the speaker uses lyrical passages / unexpected comparisons / symbolism to create the desired mood of joy / sadness /confusion, etc. in the reader / listener

## **МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ИЗУЧЕНИЮ ДИСЦИПЛИНЫ**

Цель настоящего учебно-методического комплекса – оптимизировать работу студента по усвоению курса интерпретации коммуникативного поведения, предоставив в его распоряжение аутентичные материалы, которые способствуют выполнению самостоятельной работы, обеспечивают качественную подготовку к практическим занятиям, а также повторение материала в ходе подготовки к зачету и экзамену.

Составитель УМК рекомендует студенту, прежде всего, ознакомиться с программой курса, составить представление о его целях и задачах, характере, объеме и тематическом спектре материала, подлежащего усвоению, об объеме теоретических знаний и уровне сформированности практических навыков и умений, которые ожидаются в качестве результата работы над курсом.



Планы практических занятий следует изучить заблаговременно, при этом имеет смысл сначала познакомиться с их тематикой, с тем, чтобы четко представлять себе место каждого практического занятия в контексте курса в целом.

При подготовке к определенному практическому занятию следует, прежде всего, изучить теоретический материал, рекомендуемую литературу, перечень активной лексики, и затем приступать к выполнению заданий. При этом следует специально отмечать места, вызвавшие вопросы или затруднения, чтобы обсудить их на занятии.

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**Маковецкая** Светлана Алексеевна

# **ИНТЕРПРЕТАЦИЯ КОММУНИКАТИВНОГО ПОВЕДЕНИЯ**

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