Проблемы когнитивного и функционального описания русского и болгарского языков

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STRATEGIC REALIZATION OF THE INTERCULTURAL COMMUNICATION

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Abstract: The author states that the mentality of a representative of a linguistic culture in the intercultural communication is manifested through behavioral strategies. In the article the key idea is revealed that for each typical feature of the mentality of a native speaker of the target language, there is a basic, universal strategy of behavior, which is simultaneously nationally specific in terms of speech content and linguistic implementation. The author defines three key national mental features of a speaker of a target language which are revealed through key three behavioral strategies. So, typical mental feature "preservation of personal space" is manifested in the strategy of communicative distance, typical mental feature "formal friendliness" is actualized in the strategy of communicative friendliness, and positive perception as a mental feature is manifested in the strategy of communicative self-presentation which establishes a contact and creates a positive microclimate of interaction. The content and the tactics of the strategies are defined in the article as well. The author makes the conclusion that the use of the strategies which correspond the mentality of a native speaker will make the intercultural communication effective.

Key words: intercultural communication, mentality, behavioral strategies, linguistic culture, interlocutor.

СТРАТЕГИЧЕСКАЯ РЕАЛИЗАЦИЯ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

Починок Татьяна

Аннотация: Автор утверждает, что в межкультурном общении менталитет представителя лингвокультуры проявляется через поведенческие стратегии. В статье раскрывается ключевая идея о том, что для каждой характерной черты менталитета носителя изучаемого языка существует базовая универсальная стратегия поведения, одновременно национально специфическая по содержанию речи и языковой реализации. Автор определяет три ключевые национальные ментальные черты носителя изучаемого языка, которые раскрываются

через три ключевые стратегии поведения. Так, типичная психологическая особенность «сохранение личного пространства» проявляется в стратегии коммуникативной дистанцированности, «формальное дружелюбие» актуализируется в стратегии коммуникативного дружелюбия, а позитивное восприятие как национальная психологическая особенность проявляется в стратегии коммуникативной самопрезентации, которая устанавливает контакт и создает позитивный микроклимат взаимодействия. В статье также определены содержание и тактики обозначенных стратегий. Автор приходит к выводу, что использование стратегий, соответствующих менталитету носителя изучаемого языка, обеспечивает эффективность межкультурного общения.

Ключевые слова: межкультурная коммуникация, менталитет, поведенческие стратегии, языковая культура, собеседник.

Behavioral strategies used by speakers of different cultures act as a special way of representing social intention in culture. Speech content and linguistic representation of behavior strategies are specific for representatives of different linguistic cultures.

Behavior strategy is defined as: a way to achieve a communicative goal; a conscious plan for solving the problem; a set of theoretical steps planned by the speaker in advance and implemented in the course of the communicative act; a system of actions for choosing an adequate response; line of behavior of the individual in a certain communicative situation; characteristics of the communicative process; manifestation of the personal properties of the interlocutor; a group of actions organized to achieve the ultimate goal. In this study, the strategy is considered as a certain way of speech behavior, chosen taking into account the interlocutor's mentality and allowing to achieve the greatest efficiency in solving communication problems [1, p. 31].

Due to the fact that the mentality of a foreign language communicator is manifested in the strategies of behavior in the process of interaction, and the achievement of the

communicative goal is ensured if the communicator uses behavior strategies taking into account the mentality of the communication partner, it is advisable to determine the main strategies for educational purposes behavior with a representative of any foreign language linguistic culture and teach students of linguistic universities to use these strategies in the intercultural process. Determination of the main strategies of behavior and their use by students in the process of communication will ensure the effective intercultural communication with the speaker of the target linguoculture. Strategies are universal for representatives of different linguistic cultures, but at the same time they are national-specific in terms of speech content and linguistic implementation. When determining the main strategies, we proceed from the fact that each typical feature of the mentality of a native speaker of the target language manifests itself in a corresponding strategy of behavior. Thus, preservation of personal space is manifested in the strategy of communicative distance, formal friendliness is actualized in the strategy of communicative contact, and positive perception is realized in the strategy of communicative self-presentation [2].

The strategy of communicative distance involves the use of speech means that ensure the preservation of the "territory" of the interlocutor, namely, that part of the interpersonal space that the interlocutor considers "his". The strategy of communicative contact is based on the knowledge of certain communicative norms, scenarios, speech etiquette, which allow constantly directing the conversation in the right direction, following the national specifics of communicative politeness. This strategy assumes mutual responsibility of partners for creating a comfortable atmosphere of communication and a smooth flow of conversation based on an adequate response, which is achieved using the features of constructing response replicas and filling pauses [3, p. 278–279]. The strategy of communicative

self-presentation ensures the creation of a positive image of the communicant in the eyes of others, as well as a comfortable atmosphere of verbal interaction of the interlocutors.

The implementation of the communicative distance strategy is provided by: 1) the indirect expression of requests, suggestions and advice; 2) managing the thematic contours of the conversation in order to avoid questions of a personal nature, giving preference to questions and topics that are of interest to the interlocutor; 3) maintaining emotional restraint – the priority of formal communication over emotional; 4) evasion from a direct, categorical answer; 5) maintaining personal distance at a non-verbal level.

Indirect expression of requests, suggestions and advice, avoidance of a direct answer can be realized through: a) shifting the time plan (from Present Simple to Past and Future); b) using modal verbs ('could, would, might'); c) using modal modifiers in the conditional mood – combinations with verbs of speaking / thinking (like 'say, call, think') and verbs of preference (like 'like / prefer'); d) accentuation of one's own opinion; e) shifting the focus to common opinion; e) using questions as a means of softening the statement [4, p. 193; 3; 5].

The shift of the time plan provides freedom of choice of responses, which creates the impression that the interlocutor is in no way going to interfere with the intentions of the other interlocutor or influence his decision [3]. Formulas for a polite request are characterized by the use of a simple past tense, which establishes a certain distance between the moment of speech and the subject of the request itself – 'I wondered / thought if you could lend me your computer' ("I wondered if you could let me use your computer") ('I wonder / think if you could lend me your computer' I wondered if you were free at ten o'clock ' ('I wanted to know if you're free at ten o'clock ') (' Iwonder if you are free at ten o'clock '). It should be noted that the imperative is often considered simply offensive to

representatives of Anglo-American culture, which is tantamount to a direct attempt on his freedom of action [5]. Instead of the imperative, a simple future tense can be used – 'Shall we go out for a meal?' ('Are we going to have a meal together?') ('Let's go out for a meal'); 'You'll need to sign it' ("You'll have to sign this") ('Sign it').

Modal verbs, which convey a whole range of shades of modality, allow you to vary the degree of compulsory adherence to advice, the degree of desirability of fulfilling a request, the permissibility of an action, etc. – 'You might try the new diet. It works miracles. ("You could try a new diet. It works wonders." ('Try the new diet'); 'I wonder if you'd be so kind as to remove your cap' ("Be dear, please take off your cap"); "If I were you I'd join up with this firm" ("At home, I saw this movie 'You should join up with this firm'); 'I'd rather you didn't refer to those data' ('I wanted you to send this data' ('Don't refer to those data') [6, p. 22]. It should be noted that personal questions and refusals of requests also sound more tactfully mood - 'I'd really like to say yes, but ...' ("I would really like to say yes, but ..."); 'I wish you would ...' ("I would really like you to ..."); 'I'd rather not answer that if you don't mind' ("If you don't mind, I wouldn't answer this question").

The accentuation of one's own opinion consists in the speaker's taking responsibility for his words on himself, that is, the speaker subjectivizes his point of view using the means of modality. Expressing judgment as a personal opinion is also often used to create the effect of "expressiveness, openness and personal involvement" – 'Personally, I don't feel you're making the best choice' ("I personally don't think this is your best choice"). According to foreign researchers, for Americans, this is a reflection of the desire for equality, when the speaker equally takes responsibility for what he says and for what he hears in response, and in case of conflict can directly express and defend his point of view [6].

Shifting the emphasis on conventional wisdom can be used in cases where it is necessary for a personal point of view to sound less dogmatic: for example, the speaker gives advice, shows modesty about his personal merits, hides insecurity. For example: 'Coming late is impolite. – It is well known / They say that coming late is impolite '. The use of questions as a means of softening a statement is carried out in order to avoid expressing one's thoughts directly, translating statements into a softer indirect form: 'Why don't you speak to him directly?' Would it be less expensive to go by car? '("Wouldn't it be cheaper to travel by car?" [3; pp. 246–271; 3].

At the communicative level, the American concept of the preservation of personal space ('privacy') is also manifested in the indirectness of expressing a request with the help of: 1) constructions like 'Do you mind…? 'Will you please…?' 'Would you mind if I did…?' 'Could you do me a favor?'; 2) strategies of interactive pessimism (term S. Levinson, 1990), which is expressed in the use of a number of constructions preceding the request and as if recognizing the impossibility of its fulfillment – 'I don't suppose you'd be able to…'; 'I wonder if you could…'; 'I'm not sure I can ask you…'; 3) introduction of the 'hedges' type 'sort of; kind of; like; in a way 'in order to make the request less categorical; 4) the use of verbal acts of apology, explanations, preliminary requests, etc. [7, p. 169–181]: a) justification-motive – 'I just don't have time to do it myself' ("I just don't have time to do it myself"); b) justification-argument – 'Your typing is so much more professional' ("You are typing much more professionally"); c) stimulus – 'I'll be eternally grateful' ("I was very grateful to you"); d) an apology – 'I know it's a load of hassle ...' ("I admit that this will cause you concern ..."); d) extension – 'I'm supposed to give it tomorrow' ("It is assumed that I have to submit it tomorrow") [8, p. 135].

Managing the thematic contours of a conversation with a native American linguistic culture is to avoid unwanted personal questions regarding the age, height and weight of the interlocutor, political views, religious beliefs, civil and marital status, salary, school or university performance and other details personal life [9, p. 76–83]. Questions like these run counter to the cultural norms of American communication behavior.

The preservation of emotional restraint in American conversation is manifested in the priority of the "business" part of the conversation over the personal. The structure of an English-language conversation has the following pattern: greeting ('opening') – introduction of a topic ('feedforward'), 'discussion ('business')', closing the discussion ('feedback')', 'closing '[5; 10]. In this structure, there is a priority of the business part of the conversation ('business') and a certain symmetry of other components. The initial stage, the goal of which is to establish a communicative contact, usually involves addressing, greeting, expressing (positive) attitude about the upcoming communication, and 'small talk.' talk ', an expression of a positive assessment of the contact, gratitude for the time spent, signs of attention, etc. (if necessary - an invitation), wishes and farewell. The purpose of the 'feedforward' is to "prepare the ground" for further discussion by providing the interlocutor with certain information that precedes the "business" part, facilitating its subsequent perception and allowing partly to get into the picture. The fourth stage – the establishment of "feedback" – is a kind of "mirror image" of the second: 'feedback' assumes, through questions (usually of a general nature), the identification of a response (and in case of misunderstanding – return to the previous stage and refinement), performance evaluation conversations. This stage signals the achievement of the intended goal and, with the help of summarizing remarks and summing up the results, prepares the interlocutors for a smooth transition to the final part of

communication [3, p. 198–199]. The main stage, called 'business' by the ambitious Americans, is about being able to focus on the heart of the matter and should be longer. It should be emphasized that all of the above components must invariably be present. An acceptable deviation is the combination of the first two and the last two stages, which is typical for situations of informal communication (like 'Hey, look what I've got here…') ("Hey, look what I have") [3, p. 200].

Evasion from a direct, categorical answer to an unwanted question can be carried out by using [5, p. 201–202]: 1) a polite refusal to answer an unwanted question – 'I know a lot of people don't mind talking about such thing, but I guess I'm a little old-fashioned' ("I understand that many do not mind discussing such topics, but I'm probably a little old-fashioned"); 2) humor – 'I can't tell you all my secrets' ("I cannot give away all my secrets"); 3) apologies – 'Even my hair dresser doesn't know for sure what my natural hair color is' ("Even my hairdresser doesn't know what my natural hair color is"); 4) admission that you are embarrassed – 'I have to be honest – I feel rather embarrassed by your question' ("I have to admit that I was embarrassed by your question"); 5) answering the question with a question – 'Does your question about my marital status have anything to do with…?' ("Does your question about my marital status have anything to do with…?").

So, for a typical feature preserving personal space, a communicative distance strategy has been defined, the use of which contributes to the formation of a foreign language learner's ability to maintain a communicative distance with a speaker of a foreign linguistic culture, which means: 1) indirectly express a request, proposal, advice; 2) manage the thematic contours of the conversation; 3) maintain emotional restraint; 4) maintain personal distance on a non-verbal level.

To effectively implement the communication contact strategy, the following are used: 1) initiation and maintenance of

'small talk'; 2) retaining attention and stimulating the communicative activity of the interlocutor; 3) filling in pauses; 4) changing the topic of conversation; 5) smooth end of the conversation; 6) the use of various registers of communication with a preference for an informal style.

It is common to initiate and maintain a 'small talk' by using the following cliches: "How are you?; How are things?; How are you doing?; How are things with you and Millie?; How are you getting on among it all?; Did you have a good weekend? …". An important pragmatic indicator of the acceptance of initiation and the maintenance of 'small talk' is the use of pronouns 'you', 'your' or appeals that meet the etiquette requirement of attention to the interlocutor. In a 'small talk' initiation situation, Americans tend to have little regard for context or status differences. The question about the general state of affairs ("How are you?") Can be asked to a person of any profession, any status, age, regardless of his personal characteristics, mood, without taking into account previous meetings and the degree of acquaintance. In order to retain attention and stimulate the communicative activity of the interlocutor, speech formulas are mainly used to help diversify short yes / no answers, which in the traditions of Anglo-American culture are considered impolite. In this case, the following are used:

1) intensifiers (adverbs as amplifiers) – 'very, certainly, definitely' – 'He's our most talented teacher. – Yes, he certainly is.' ("He is one of our most talented teachers. – Of course, it really is"); 'I don't suppose this is the best plan. – No, definitely not.' ("I don't think this is the best plan. – Yes, definitely not");

2) sentences with verbs expressing attitude and personal opinion – 'believe, think, suppose, hope, expect' – 'He is a singer, isn't he? Yes, I suppose so. '("He's an opera singer, no? I think so");

3) phrases of reservation – 'in most cases, in principle, to a certain extent, I agree but…, I'm afraid but…' – 'Do you like the idea of spending the night in a hotel? In a way, yes, but, you see ... ("How do you like the idea of spending the night in a hotel? On the one hand, yes, but I think...") (= No) [3, p. 280].

While maintaining a casual conversation, you should be careful about possible pauses, as prolonged awkward silence can negate the efforts of the entire previous conversation. The "filling in pauses" technique is reduced to using three types of questions: 1) short questions – 'Oh, yes? And so? And then? Really?'; 2) dividing questions (more precisely, their final part); 3) questions – "echo", repeating a remark. Exclamations – 'Wow! Phew! Oh! No!', Interjections -' how, what, that '," duty "words – 'well; now, I see; let me see ... 'and simple sounds [3, p. 282].

The pauses are filled with comments-comments about the immediate environment or recent events, consent-repetitions, questioning (requesting more specific information). Note-comment can be expressed by the following lines: 'Good day for driving' ("Good day to ride"); '… You should be busy today' ("… you are probably busy today"); 'It's a nice time of the year' ("This is a very pleasant time of the year"); 'Lovely day' ("Nice day"); 'It's a nice and quiet morning' ("Nice and quiet morning"); 'Fine day' ('Wonderful day')". In this case, the use of a comment-comment does not indicate an intention to make contact, although such remarks suggest a response. Consent-repeat is characterized by using: 'Yes; Right; Sure; Oh, it's great!'. Interrogation, the function of which is to involve the interlocutor in further communication, involves the use of the following phrases: 'So, are you here on holiday?' ("Thousands of vacations?"); 'So, do you have time for a social life?' ('Do you have time to hang out with your friends?' 'Do you play bridge?' (Do you play bridge?) It should be noted that all of the above

options for filling in pauses, having a certain specificity, they can be used simultaneously in one communicative episode.

A feature of the termination of communicative contact is the smooth introduction of the conversation into the completion stage [9, p. 102]. When it is clear to both sides that the conversation is coming to an end, one of the interlocutors can look at the clock and say the phrases: 'Well, I'm afraid I have to go now' ("I'm afraid that I have to go"), "I'd better not take up any more of your time" ("I won't be take your time", "It's been very nice talking to you " ("I was very pleased to talk to you "), etc. Then the communicant proceeds to the phase of completion of the contact, using the formulas of farewell.

Thus, for a typical feature formal friendliness, a communicative contact strategy is defined, which in the process of interaction is realized in the ability to establish and maintain communicative contact with a native speaker of the target language: 1) initiate and maintain "small talk"; 2) retain attention and stimulate the communicative activity of the interlocutor; 3) fill in the pauses; 4) change the topic of conversation; 5) end the conversation.

The strategy of communicative self-presentation is characterized by: 1) emphasized politeness in relation to the interlocutor during communication; 2) confident statements about the future [10, p. 216], lack of inclination to complain about fate and personal problems; 3) pragmatically conditioned emotional expressiveness; 4) the use of eye contact and smile in communication at a non-verbal level.

A high degree of politeness to the interlocutor is manifested in the communicative style "high considerateness style", typical for representatives of American communication culture. This communicative style is characterized by the following features: 1) slower speech; 2) refraining from interruptions and interruptions; 3) approval and respect of your communicative partner; 4) consistency in the conversation.

Emphasized politeness towards the addressee, a demonstration of increased attention in American communication culture are manifested in the form of: 1) detailed compliments, words of sympathy, expressions of regret, enthusiastic assessment, in the form of praise, etc. For example, 'You were always so good at cooking but this tea party was truly a masterpiece! Those cakes were simply unforgettable! '("You always cooked well, but this tea was truly wonderful!"; 2) emphasized exaggeration – the use of expressive emotionally-colored verbs such as' enjoy, adore, love, hate, die for, dream 'or adjectives like' happy, delighted, flourishing (in good health), starving (hungry), super, great, horrible, awful, silly ', etc. For example, 'Are you hungry? – Oh, yes. I'm starving. "(" Are you hungry? – Oh, yes. I'm starving "); 3) double exaggeration, which is addressed in the process of informal communication, when communicants try to convey their "sincere" attitude in this way. Double exaggeration is created with adjectives like 'brilliant, marvelous, fantastic, superb, warmest' combined with intensifier adverbs like 'just, really' and others: 'Thank you for a most lovely party!' (Thank you for such a wonderful party! "); 'That was absolutely marvelous!' [3, c. 272–275; 3].

The confidence of Americans both in a favorable future and in their own success is manifested in the ability to show themselves, which is especially noticeable in situations of employment, the conclusion of contracts, when the possibility of obtaining a particular position depends on the effectiveness of self-presentation. The implementation of the strategy, especially in discussions and in formal situations, is provided by the technique of open presentation of judgment as a personal opinion ('personalizing opinions') with the help of various 'opinion phrases' [3, p. 256–258; 4, p. 193]. However, when avoiding answering in order to maintain harmonious communication, Americans tend to soften the categoricalness of a direct response by: 1) the words 'well', 'you know', 'so'; 2)

explanations – 'That information is privileged' ("This information is not subject to disclosure"); 'That's not something I want to share at the moment' ("I don't want to talk about it now"); 'Sorry, I can't say right now' ("Sorry, I can't answer at the moment"); 3) avoiding the topic of conversation; 4) answering a question with a question; 5) a humorous, ironic answer [11, p. 185].

Emotional expressiveness as a tactic of emotive communication is deliberately used by communicants in order to have a beneficial effect on others and is usually observed when expressing gratitude, sympathy, apology, refusal, polite question, etc. With the help of emotionally charged phrases, you can create and maintain a benevolent atmosphere of polite communication, the rules of which prescribe a greater focus on the feelings of the interlocutor. Adverbs of degree ('how, so, too, very, much') and expressive adverbs ('extremely, terribly, awfully'), for example, 'I'm so grateful / I can't tell how grateful I am '('Thank you'); 'I'm so sorry / I can't tell you how sorry I am' ("I'm so sorry / I can't express how sorry I am") [3, p. 273].

In American culture, a smile means a lack of aggression, belonging to a given society, interest in communication, willingness to cooperate, willingness to provide a service, respect and helpfulness, gratitude, social prosperity and luck, a decent level of well-being. In Russian-speaking culture, a smile means a sincere expression of a very good mood, a special disposition towards the interlocutor, flirting, a transition to more personal relationships, ridicule and criticism, sometimes deceit (deception), a sign of respect for a person of a higher social status, and can also mean frivolity and frivolity [12].

Thus, a typical feature positive perception is manifested in the strategy of communicative self-presentation, which is implemented in the intercultural process in the ability to create a positive microclimate of interaction, which means: 1) to be polite towards the interlocutor; 2) to use emotional-evaluative

means in communication; 3) openly express your opinion; 4) emphasize the merits and positive features; 5) maintain eye contact in communication; 6) win over the interlocutor with a smile.

So, the use of strategies of behavior in accordance with the mental characteristics of the native speaker of the target language provides effective intercultural communication. The main strategies of behavior with a representative of a foreign language linguistic culture have been determined, which include: communicative distance, communicative contact and communicative self-presentation.

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