

Use of digital technologies in forming business communication skills and cross-cultural communication of students

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Abstract . The authors of the article invite readers to discuss issues related to the success of intercultural communication, and also make their additions to the very concept of “intercultural communication”, pointing out the need to consider it not only and not so much as the interaction of representatives of different countries, but also representatives of different cultures within one country, based on a comparison of their geographical, linguistic, educational, sociological and psychological characteristics. The article also talks about the increasingly dense presence of artificial intelligence systems in the education system and the role it can play in the development of successful communication skills. The authors of the article argue that the best way to acquire communication skills is to train in a simulated environment, since such complex skills are best acquired through experiential learning using conversational systems or chatbots, since artificial intelligence-enabled tools can listen to conversations and provide the missing information. or useful information. The authors of the article conclude that the potential of using artificial intelligence to improve intercultural communication and business communication has not yet been fully realized and believe that carefully designed research and development in this area can lead to the creation of new tools that promote more effective and harmonious intercultural communication in educational environment.

1 Introduction

Business communication, if it is carried out at a professional level, occupies the same place in production in its importance as economic, organizational and technical and technological factors. Moreover, a modern entrepreneur or head of a state enterprise spends most of his working time not on solving purely economic problems, but on solving psychological issues that arise in the process of business communication with employees. Therefore, in order to become successful, it is not enough for a business person today to be a narrow specialist (even of the highest class); he must also be, to a certain extent, competent in the field of interpersonal interaction, be able to objectively assess the situation and the actions of the people around him [8, p. 132].

Accordingly, intercultural communication can be considered not only and not so much as interaction between representatives of different countries or obviously different cultures.

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Such intercultural interaction occurs between residents of the same country. In Russia we have a wide range of different cultures. In this concept we include our geographical, linguistic, educational, sociological and psychological characteristics that affect the process of effective communication. These characteristics, in our opinion, influence the successful adaptation of students, in our case students living in new territories, to the conditions of Russian society. One of the important conditions for the successful adaptation process and success of students located in new territories is successful interaction in the student community [1, p. 10-21]. In this process, for the reasons we have already mentioned, an important role is played by the successful process of cross-cultural communication, as well as the process of mastering business communication skills that are developed in the process of professionalization during university studies.

Is it easy to be productive and at the same time charming in communication? Does communication always bring satisfaction to each of us? Do our interlocutors always have a pleasant impression of us? Most readers will agree that being a successful communicator is not easy. Different people are endowed with different initial abilities to communicate effectively. Some easily and simply establish contact with others, while others begin to bore their interlocutors from the very first phrases [5, p. 207-213].

2 Materials and methods

Listeners mentally transfer an undesirable impression from a person's speech or manner of communication onto the quality of the interlocutor's intelligence as a whole. And this transfer, in general, is legitimate. It is not for nothing that psychologists claim that there cannot be a high culture of mind with a low culture of speech. In other words, he who thinks clearly speaks clearly. Let's add to this another indisputable truth, clearly formulated by I.G. Grave: "A phrase is a costume of thought. Most people dress their thoughts very carelessly, sloppily. For some people, thoughts emerge disheveled and half-dressed, as if half asleep" [6, p . 141].

Everyday observations show that not all people make a favorable impression when interacting with others; many are aware of their own communication shortcomings, but do not know how to get rid of them. Some communication norms, having become habitual and natural, are noticed by people only when someone violates them. But even for those who know how to communicate without violating unwritten rules and without causing a feeling of "uncouthness," it will not be superfluous to further improve their communicative culture, which will make their business communication more productive, and their status as a business person higher in the eyes of others.

3 Results and Discussion

For competent communication, a person needs a whole range of communication skills, as well as knowledge of scientific information from the psychology of communication and communication ethics.

Communication skills include: the ability to quickly and accurately determine the features of a communication situation and not introduce into communication anything that does not correspond to the situation. Further:

the ability to properly plan your speech, excluding possible verbosity, confusion and impulsive speech reactions;

choose the right communication style and tone of statements;

adequately assess the current state of the interlocutor;

That's right, reflect your own image in the perception of your interlocutor, etc.

The constant (i.e., invariant) structural components of communication are: participants in communication (who is communicating), the situation of communication (in what conditions or circumstances are they communicating), the task or purpose of communication (why are they communicating). From this understanding of the structure of communication, it follows that the main components of competence in communication are a person's competence in himself ("I am competence"), i.e., his adequate orientation in his own psychological potential, as well as in the potential of his partner, competence in the "task" situation "[4, p. 31.].

It is not for nothing that a person's competence in himself is put in first place here. The fact is that knowledge of other components of communication depends, first of all, on the level of self-knowledge, self-understanding and self-esteem of a person. This is the first thing. Secondly, the work of the human soul in self-knowledge is no easier than the work of understanding the peculiarities of the situation and the task of communication.

K. Rogers convincingly showed that only a person who feels confident in his inner world, who freely navigates it, can understand people, because he does not experience fear while traveling in the world of another person and can always find his way back [16, With. 2-10]. A person without the development of a reflective culture knows quite little about himself. It is difficult for him to convey in words even his clearly experienced mental states. He lacks words that accurately express his inner world. In the words of Ya.L. Kolomensky, due to the poverty of the mental vocabulary, a person "has nothing to think about" - about his thoughts, feelings, passions, inclinations, etc. Moreover, a person unwittingly distorts what is happening in him due to the subjectivity of human perception.

It is obvious that due attention should be paid not only to psychological issues of interaction between communication partners, but also to the substantive definition of speech as the main means of communication.

For a more in-depth acquaintance with the essence and structure of communication, we consider it necessary to reveal its key theoretical provisions, in particular, to show the importance of the ability to distinguish between its three different aspects in the structure of communication:

- communicative (i.e. the process of direct exchange of information);
- interactive (i.e. mutual influence);
- perceptual (i.e. perception of each other, mutual interpretation).

Speaking about the first of these aspects of communication, it is necessary to specifically emphasize the irreducibility of communication only to the exchange of information. After all, communication is based on the relationship between two active parties, and if one of them views the other only as a passive listener to their selfish (self-serving) statements, then such communication is doomed to failure. The obvious depravity of this style of communication is that it is carried out without taking into account the interests and mental state of the other party to the communication, while clearly emphasizing one's own. Therefore, in our opinion, it is indisputable that without observing the principle of mutual orientation it is impossible to enter into an optimal mode of communication, give it a productive character, and achieve satisfaction on both sides with its results.

Here it is important to mention several sentences, in our opinion, the understanding of which will significantly contribute to increasing the effectiveness of communication: "The information we send is almost never equal to that received by our interlocutor. The information our interlocutor received may be more or less than what we sent." For example: One person sends information to another on the phone: "Your order has been completed." The person who receives this information will not only know that the order has been completed. In addition to this, he also receives information that no one specifically sent him, i.e. he finds out that the caller was a man, and not a child, not an old woman, not a girl, etc.

Another, no less important point: “When perceiving someone else’s speech, understanding the words alone is not enough, i.e. it requires understanding the interlocutor’s thought itself, because the thought often does not coincide with the direct meaning of the words. Moreover, understanding the speaker’s thoughts without understanding his motive cannot be considered complete understanding.” For example: The husband’s words “You shouldn’t spend so much time in front of the mirror” can be perceived by the wife in an offensive sense for her, namely: “Nothing will help you with your appearance.”

And one more, important, in our opinion, statement: “A person perceives a word not only in a rational-logical way, but also in an emotional-evaluative way. That is, a person not only understands the thought contained in the word, but also unconsciously reacts to the image that arises in him in connection with the word he hears. This image is always painted in a certain emotional tone: pleasant or unpleasant. Taking this into account, we can evoke in the interlocutor the attitude we need towards the subject.”

There is no doubt that the reader’s thoughts, even episodic, caused by these or other similar provisions of the psychology of speech will not remain without positive consequences in increasing his competence in communication.

An important place in the psychology of business communication is given to its moral aspects. It is known that in the system of moral orientations justice, goodness, equality and conscience act as ideals. If business communication does not correspond to at least one of these moral ideals, then it is unacceptable as a whole. Long before Russia entered the market path of economic development, the moral problems of a person with a “market character” were deeply analyzed by the brilliant researchers of capitalism K. Horney [9, p. 253-277] and S. Webber [12]. From their point of view, the main goal of a person with a “market character” in business communication is to sell himself at a higher price. And moral principles and values are discarded by them in front of the prospect of making a profit. The desire for profit at any cost, which has already become a passion, has lost its ethical content. The contradiction between morality and business, between the desire to be better and to live better is manifested all the time in business communication. Serving the cause of profit at any cost is called “business Machiavellianism” in management theory [10]. The category of business people, united under this term, considers moral standards and the very language of moral consciousness to be an obstacle in business communication. In such an environment, proverbs are probably born with the goal of subtly ridiculing supporters of moral behavior (no matter how much you educate a person, he still wants to live better).

Business Machiavellianism is opposed by a healthy portion of business people. They consider adherence to ethical standards in business communication important from the point of view of business responsibility to society and beneficial for production efficiency. Here, ethics is seen as a mandatory moral imperative of behavior, as a means of strengthening business ties based on mutual trust and, ultimately, increasing profits. Proponents of this position rightly believe that unethical communication and actions always result in economic losses and moral costs. Anyone who has established the need to comply with ethical standards contributes to their dissemination in society, ennobling the general business atmosphere. Psychology and ethics of business communication are intended to serve this purpose ; this is the global task of this area of psychological science.

Psychological competence and ethical consistency in business communication are no longer perceived simply as a factor of external culture, but also as a profitable business. Calculations convince us of this. And practice says the same thing. As a rule, those entrepreneurs (business people) achieve the greatest heights and fame, sometimes becoming symbols of their time, who do not hesitate to take off their hat to the psychology and ethics of business communication. One of them is Rockefeller, who equated the ability to communicate with people to a product. Moreover, for an expensive product, as he specifically emphasized. For such a “product,” writes Rockefeller, “I am willing to pay more than for

anything else.” This is the real price of psychologically and ethically verified professional and business communication.

So, in business communication, in explicit or implicit form, there are always two main aspects - psychological and ethical. The psychological aspect determines how deeply and fully the interlocutors reflect each other's attitudes and positions, how accurate their ideas about each other's true intentions and plans are, and the extent to which the strategies and tactics of communication of each of them correspond to the achievement of the goal for which their communication is carried out.

The ethical aspect determines the moral merits of our communication, its moral acceptability for our interlocutors. Ethical consistency in communication and behavior is especially important in our current conditions, when the moral crisis is causing widespread concern. In such a moral atmosphere, it is difficult for a person to be sincere, since he no longer expects reciprocal sincerity from his interlocutors.

A person can count on sincerity and openness when he trusts those around him. When faith is lost, he also loses the ability to adhere to pure ethical standards in his judgments and in business communication. And then the truth from his mouth comes interspersed with untruth. This state of a person was well expressed by the Polish psychologist J. Parandovsky when he wrote: “More than once the pen stops in the middle of the page, more than once the eyes looking at the words, untainted by lies, are afraid of the shadow of someone else's unknown figure, which someday in the future will bend over these pages , - a moment of such reflection is enough, and the purity of the inner voice will be clouded” [3].

With what has been said, Parandovsky illustrates how dependent a person is, even in his inner voice, on other people, how closely these people watch us even when we are completely alone. When criminal and immoral manifestations begin to become habitual and do not meet with proper resistance, a moral and psychological “panic” sets in in society. A harbinger of such a state can be considered the formation in society, along with the shadow economy and “shadow justice ,” as V.V. spoke about. Putin in his address to the Federal Assembly in April 2001. And then moral and psychological problems become more threatening to society than economic and political ones.

That is why, when training young personnel for economic development, they began to devote sufficient space to the humanitarian and psychological cycle of academic disciplines. Along with special academic subjects, universities have introduced psychology and pedagogy, conflictology, ethics and psychology of business communication, cultural studies, etc.

“Ethics and psychology of business communication” occupies an important place among university disciplines. Among the basic concepts of this subject there are those that are known only to specialists, for example, interaction, social perception, identification, attraction, reflection, empathy, causal attribution, etc. There are also those that in everyday perception create the illusion of complete clarity, but in science they appear as complex phenomena with a complex structure. These include: communication, ethics, psychology, interaction, mutual reflection, etc. A high culture of communication presupposes unconditional mastery of these and other concepts.

And finally, one word of caution. You cannot count on easy success in such a serious matter as professionalizing your own business communication skills. This is the unanimous opinion of leading communication experts. After all, this is, in essence, about developing the ability to interact wisely with people. We must remember that we are most often judged not by our real merits, but only by their projection in the minds of the people around us, the so-called. according to subjective ideas. Ideas about us, especially first impressions, are formed on the basis of communication. And, above all, speech. This truth was expressed, with some rude directness, by the eastern poet Saadi in two lines:

Whether you are smart or stupid, whether you are big or small,

We don't know until you say the words [2].

Speaking correctly and accurately, simply and expressively is important for everyone; and for those who, by the nature of their activities, are associated with business negotiations, business communication - first of all. For them, competent communication is a tool for success. There is a direct, obvious connection between the quality of communication and the effectiveness of activities (in any field).

Free orientation in the psychological and ethical aspects of communication will help the student, regardless of the region of residence, to coordinate the form, content, and style of communication with the type of communication situation and the individual characteristics of the interlocutor, employee, and communication partner. In other words, ethical and psychological preparedness will allow a business person to competently solve at least three main tasks that are invariably present in every case of business communication: what to say, where to say it and how to say it.

Systems supported by artificial intelligence are increasingly being introduced into education, as evidenced by the growing volume of research in this area [17]. In the context of education, artificial intelligence applications (for example, intelligent tutoring systems, teaching robots, learning analytics dashboards, adaptive learning systems) are used to improve the efficiency and quality of student learning [14; 16]. Various AI-enabled digital systems techniques (e.g., natural language processing, artificial neural networks, machine learning, deep learning, genetic algorithm) have been implemented to create intelligent learning environments for behavior detection, predictive models, training recommendations, etc. . [14]. Overall, the application of artificial intelligence systems and technologies has transformed higher education and provided opportunities for improved quality. For example, recent studies have summarized trends in the field of artificial intelligence-enabled digital systems for education [14], educational applications [11; 17], analyzed the theoretical paradigms for using these systems in education [15] and the role of artificial intelligence in education [34]. But despite significant progress and extensive research into the use of artificial intelligence (AI) in higher education, there is little clear understanding of how AI and digital methods can be applied to improve business and intercultural communication skills. The importance of this aspect cannot be overestimated in the context of globalization and internationalization of educational processes, when students and teachers represent different cultures and language groups. Business disciplines have already begun to pay significant attention to the potential impact of artificial intelligence on their field of activity. In the last 3 years alone, research has been conducted in business disciplines such as marketing [17], management and organizational studies [11] and digital information systems [10; 13], who focused not only on studying the current uses and functions of AI, but also on developing strategic theoretical frameworks to help make decisions about AI.

4 Conclusion

Undoubtedly, the best way to acquire communication skills is to train in a simulated environment, since complex skills such as communication are best learned through experiential learning. Evidence suggests that communication skills training improves students' communication abilities and provides them with enhanced communication skills for subsequent practice. Artificial intelligence technologies are increasingly used to improve business communication and collaboration efficiency. AI-enabled tools are emerging that can use recordings and transcripts of conversations to automatically predict the level of collaborative problem solving, diagnose collaborative problem solving problems, and provide team members with tips on how to improve them. These tools also include the development of intelligent systems that can adapt training content and methods to the cultural characteristics of students. Such systems can use machine learning algorithms to analyze the

preferences and needs of students from different cultures and automatically adapt educational materials, making them more relevant and understandable for each cultural group. In both education and business, platforms are increasingly being used to track multiple behaviors, including physical activity intensity, speech activity and interaction, emotional awareness/social listening, and electrocutaneous activity peaks, to measure performance. For example, Cisco meeting platforms BlueJeans and Webex recently launched gesture recognition features that allow participants to express themselves more effectively through physical gestures. Software manufacturers are also creating tools to assess and improve oral communication.

These tools provide highly individualized feedback and instruction that matches the level, pace, and needs of the learner and for the development of individualized intercultural communication training programs that can take into account specific cultural backgrounds. Systems can analyze participants' previous interactions, assess their level of knowledge and skills in the field of intercultural communication, and offer personalized training modules to close existing gaps. In addition to these services, there are many products that collect and analyze recorded voice and visual data. For example, GPT 3 summarizing text can help process information such as complex business reports or extensive educational material. Currently, these types of AI technologies for sentiment analysis are used both within organizations for collaboration and externally for consumer and market research. Conversational systems or chatbots are also widely used to support and improve business communication, so AI-enabled tools can listen to conversations and provide missing or useful information. According to current research, voice assistants can not only be effectively integrated into learning, but also facilitate dialogue in a culturally sensitive manner. These systems can help students from different territories interact with each other based on their own cultural context, while learning the characteristics of intercultural communication. The use of natural language processing and machine learning technologies allows such chatbots to capture the nuances and context of communication, which promotes a deeper understanding and respect for cultural differences.

It is important to note that the successful application of AI to improve business communication and cross-cultural communication requires not only technological innovation, but also a deep understanding of cultural sensitivity and sensitivity. The development of such systems should include an interdisciplinary approach, combining expertise in the field of artificial intelligence, pedagogy, cultural studies and linguistics. In conclusion, although there has already been significant progress in the use of AI in higher education, the potential of its application to improve intercultural communication and business communication has yet to be fully realized. Carefully designed research and development in this area can lead to the creation of new tools that promote more effective and harmonious intercultural communication in educational environments.

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