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PREVENTING COMMUNICATIVE FAILURES IN THE PROCESS OF BUILDING INTERCULTURAL COMPETENCE

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In the process of learning a foreign language, the starting point for comparing different cultures is their equivalence. At the same time, the educational goals of intercultural education include tolerance and readiness to question one's own cultural norms. The primary task of the educator is to prepare students to perceive otherness, to experience and empathize.

We view intercultural communication as a type of communication between speakers belonging to different linguistic and cultural communities. Initially, as an academic discipline, intercultural communication had a distinctly applied aspect. It is not only a science but also a set of skills that must be mastered. These skills are particularly essential for those whose professional activities involve staying or interacting with another culture, where mistakes and

communicative failures lead to other failures – in negotiations, in ineffective teamwork, and in social tension.

From a linguistic perspective, the problem of communication failures was addressed by scholars such as Deborah Schiffrin, Janet Holmes, Jenny Thomas, Anna Wierzbicka, Liudmyla Slavova. From the perspective of the theory of pedagogical mastery, the problem of intercultural competence was discussed in the works of Michael Byram and Milton Bennett. The purpose of the proposed report is to examine the prerequisites for successful communication and identify the factors influencing the occurrence of communicative failures. By determining situations that disrupt the success of the communication act, we can outline possible ways to overcome them.

Communicative failures most often occur not during monocultural but during intercultural communication. The study of such failures is one of the main problems in linguodidactics. The typology of communicative failures is vast. They can be classified according to various principles and criteria. The proposed classification of communicative breakdowns will integrate communicative failures caused by both insufficient knowledge of verbal and non-verbal codes.

Successful communication is impossible without a sufficient level of language proficiency. However, even language knowledge alone is not enough for adequate communication. Background knowledge is also necessary. The peculiarities of intercultural communication can mainly be revealed through the analysis of negative material, namely the breakdowns of various types of communicative acts between people from different linguistic and cultural communities. The process of intercultural communication may occur through an intermediary language or the native language of one of the participants in the communicative act.

Finnish researcher Ari-Veikko Anttiroiko distinguishes between knowledge and competence by defining knowledge as our understanding of how the world operates, and competence as the ability to apply this knowledge effectively in practical settings [1]. Knowledge is the information and set of data that enable performing certain speech operations. The term "competence" is defined by many scholars as the ability to operate with this knowledge.

The speech component of communicative competence reproduces the language system in action and implies the ability to use linguistic means, knowledge of their functioning patterns, to construct utterances that express the simplest feelings and even convey nuances of intellectual information.

The pragmatic component of communicative competence manifests itself in communicators mastering a certain sociocultural experience, communication laws, principles and rules of communicative interaction, strategies and tactics of conversation, and a flexible system of communicative acts [2].

We distinguish three types of reasons that cause communicative failures:

1. Failures caused by poor knowledge of the semiotic system of certain languages.

2. Failures caused by national differences between speakers, specifically the cognitive aspects of communicators predetermined by their cultures.

3. Failures caused by various pragmatic factors, which can be referred to as discourse failures.

Behavioral failures, which can be quite frequent in the process of intercultural communication, significantly impact verbal communication and cannot be considered separately from the semiotics of non-verbal communication.

The study of these communicative failures has both theoretical and practical significance. It is evident that the main source of communicative failures is the incorrect understanding of the speech and behavioral act by one of the interlocutors. In the process of intercultural interaction, communicative failures are caused by a low level of awareness of the system of meanings of another culture. Moreover, at this level, there is no point in distinguishing between verbal and non-verbal failures.

Main findings:

1. Communicative failures are not always recognized as such by the participants themselves. This perception poses a danger since interlocutors may assume that the communicative act has supposedly taken place. Consequently, the incorrect interpretation of the communicative purpose of verbal behavior can often lead not only to communicative failure but even to serious intercultural conflict.

2. It is clear that the communication process will be successful if the communicators are an ideal speaker and an ideal listener. However, even if a speaker is ideal, it does not mean they will also be an ideal listener, and vice versa.

3. Both speaker and listener should be aware of possible difficulties in the communication process, be prepared to overcome them, and ultimately achieve the intended communicative goal.

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