**Міністерство освіти і науки України**

**UKRAJNA OKTATÁSI ÉS TUDOMÁNYOS MINISZTÉRIUMA**

**Закарпатський угорський інститут імені Ференца Ракоці ІІ**

**II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola**

Кафедра філології

Filológia Tanszék

“

**Методичні вказівки до контрольних робіт з дисципліни /**

**Módszertani útmutató ellenőrző dolgozatokhoz**

**Міжкультурна комунікація / Kultúraközi kommunikáció**

**tantárgyból**

напрям підготовки/ szak 014 Середня освіта (мова і література (англійська))

014 Középfokú oktatás ( nyelv és irodalom angol))

галузь знань/ szakirány 01 Освіта/Педагогіка.Oktatás/Pedagógia

Розробник методичних вказівок / A módszertani útmutató kidolgozója:

Баняс В., канд.філ.наук, доцент

Затверджено на засіданні кафедри \_\_\_\_\_\_\_\_Філології\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Протокол №\_\_1\_\_ від „\_\_29\_\_” \_\_\_серпня\_\_\_\_\_\_\_ 2022\_\_року

Jóváhagyva a \_\_\_\_\_\_\_\_\_\_\_\_Filológia\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tanszék ülésén

\_\_\_\_\_\_29/08/2022\_\_\_\_\_\_\_\_\_\_\_\_-én, jegyzőkönyv száma: \_1\_\_

Берегове / Beregszász – 2022

**Виконання і оформлення контрольних робіт**

Робота має бути виконана в окремому зошиті. На обкладинці потрібно написати своє прізвище та ініціали, номер контрольної роботи, спеціальність та шифр академічної групи, свою домашню адресу, дату відправки роботи в інститут.

Виконані контрольні роботи надсилайте для перевірки та рецензування в інститут заздалегідь. Якщо контрольна робота виконана без додержання умов або не повністю, вона повертається для повторного виконання. На одному з практичних занять під час лабораторної заліково-екзаменаційної сесії студент повинен захистити контрольну роботу.

Тексти контрольних робіт подані нижче.

**Module test**

**I. What is communication? -** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**II. E.T. Hall divides communication into three parts. Which are these?**

a) b) c)

**III. While communicating it is necessary to answer some questions. Define the following:**

a) How is the message communicated? –

b) Where is the message communicated? –

**IV. Describe the Circular Communication Model**

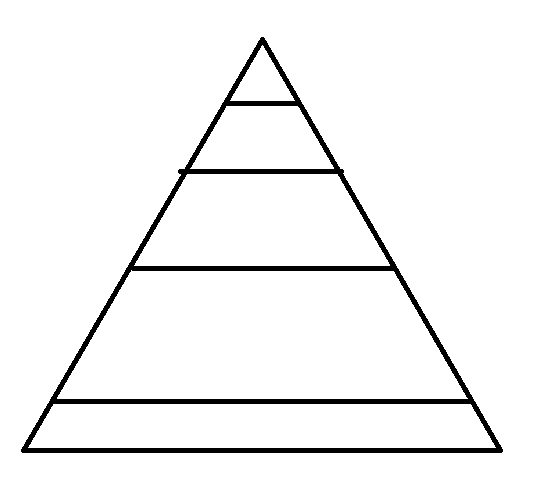
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**IV. List the following barriers according to the barriers of affective listening**

culturally different styles of listening; furniture; hunger; tiredness; trigger words; cultural differences; speed of listening; quantity of information; noise; information complexity;

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| **Physical barriers** | **Psychological barriers** | **Interactive barriers** |
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**V. List the levels of communication**



**VI. Describe one of the levels of communication**

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**VII. What is Paralanguage?**

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**VII. Insert the following statements in the proper column**

has a permanent record; convey feelings; more costly; less barriers; less time urgent; involves writing; can be preserved; it takes time to prepare; highly flexible; involves reading

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| Written communication | Oral communication |
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**Module test 2**

**I. What is culture? -** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**II. E.T. Hall divides communication into three parts. Which are these?**

a) b) c)

III. While communicating it is necessary to answer some questions. Define the following:

a) who communicates? –

b) what is communicated? -

**IV. Describe the General Communication Model**

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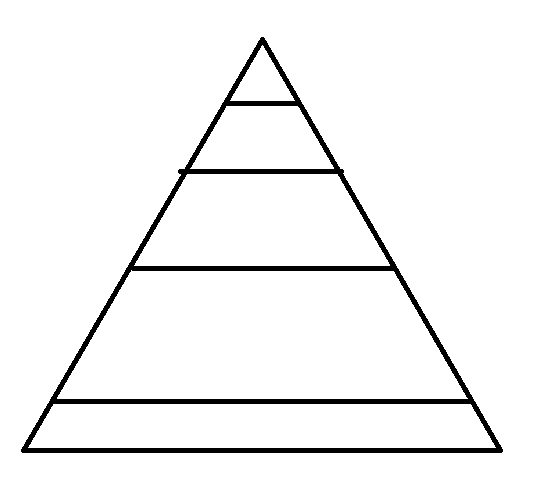
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**IV. List the following barriers according to the barriers of affective listening**

verbal fights; environment; crowd; walking; cultural differences; speed of talking; various sources of information; the weather; thirst; thinking of own problems

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| **Physical barriers** | **Psychological barriers** | **Interactive barriers** |
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**V. List the levels of communication**



**VI. Describe one of the levels of communication**

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**VII. What is Kinesics?**

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**VII. Insert the following statements in the proper column**

gives immediate feedback; is rigid; less costly; more barriers; time urgent; convey facts; involves talking; can be less preserved; it takes time to transmit; highly flexible

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| Written communication | Oral communication |
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**TOTAL: 100/**

**Рекомендована література**

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**Питання до іспиту**

What is Communication?

Verbal communication: Direct versus indirect

Hofstede’s cultural dimensions: Individualism versus collectivism

Communication models

Verbal Communication: Elaborate versus succinct

Hofstede’s cultural dimensions: Masculinity versus femininity

General communication model

Verbal Communication: Personal versus contextual

Hofstede’s cultural dimensions: Long-term orientation

Circular communication model

Verbal Communication: Instrumental versus affective

Hofstede’s cultural dimensions: Uncertainty avoidance index

Communication barriers

Nonverbal communication - Kinesics

Hofstede’s cultural dimensions: Indulgence versus restraint

Listening skills

Nonverbal communication - Haptics

Hofstede’s cultural dimensions: Power distance index

Barriers of effective listening

Low-context cultures versus high-context cultures

Hofstede’s cultural dimensions

What is cross-cultural communication?

Communication levels

Low-context cultures

Communication levels: intrapersonal vs. interpersonal

Verbal Communication

High-context cultures

Communication levels: intragroup vs. intergroup

Nonverbal communication - Paralanguage

Low -context communication