

7. Лобановська І.Г. Індексуння документів ключовими словами. Київ : Нілан-ЛТД, 2011. 32 с.
8. Лобановська І.Г. Систематизація документів та організація каталогів та картотек освітянських бібліотек за таблицями Універсальної десятикової класифікації. Київ : Ліра-К, 2019. 105 с.
9. Селіванова О.О. Сучасна лінгвістика: напрями та проблеми. Полтава : Довкілля-К, 2008. 711 с.
10. Сухий О.Л., Міленін В.М., Тарадайнік В.М. Алгоритми пошуку в інформаційних системах. Київ, 2005. 70 с.

УДК 159.922

DOI <https://doi.org/10.32782/tps2663-4880/2022.26.2.32>

EMOTIONAL INTELLIGENCE AS A COMPONENT OF EFFECTIVE BUSINESS INTERCULTURAL COMMUNICATION IN THE 21ST CENTURY

ЕМОЦІЙНИЙ ІНТЕЛЕКТ ЯК СКЛАДОВА ЕФЕКТИВНОЇ МІЖКУЛЬТУРНОЇ ДІЛОВОЇ КОМУНІКАЦІЇ ХХІ СТОЛІТТЯ

Kraynyak L.K.,

orcid.org/0000-0003-4713-9416

PhD in Philology,

*Associate Professor at the Foreign Languages Department
West Ukrainian National University*

The article is devoted to the study of the emotional intelligence as a component of successful business intercultural communication in the 21st century. The author notes that a high level of emotional intelligence among the staff of a business structure contributes to the improvement of communications, the formation of a favorable psychological climate in the team and a strong corporate culture. This forms the basis for effective teamwork, generation of innovative ideas, effective management solutions and their implementation. Emotional intellect is supposed to be a soft skill that a specialist of the future should possess. It was established that emotional intellect as one of the most important factors for successful intercultural business communication. The author also claims that to develop emotional intelligence, a person needs to focus on four points: awareness, self-esteem, motivation, and adaptability. The development of each of the components forms the development of the corresponding emotional-intellectual strategy in general and effective communication particular. As a result of the research, it was found out that The main elements of the communication model are: participants: sender and recipient; message; communication channel, i.e. means of information transmission; means of communication; the target audience of communication, which is represented by both local and more general goals, and the interests of the participants. The article claims that the main problem of conditions for the emotional intelligence as a part of expressive communication, giving examples of reliance on the emotional sphere of the partner, the use of artistic and aesthetic means of influencing all sensory channels. The author notes that in business communication between partners, very specific communication barriers can arise. The reasons for their appearance are different but a proper level of emotional intelligence helps to face them successfully whatever they are.

Key words: emotional intelligence, intercultural business communication, effective communication, sender of information, receiver of information, feedback, emotional-intellectual strategy, communication barriers.

Статтю присвячено дослідженню емоційного інтелекту як складової успішної міжкультурної ділової комунікації у ХХІ столітті. Автор зазначає, що високий рівень емоційного інтелекту учасників міжкультурної комунікації сприяє покращенню якості цієї комунікації, формуванню сприятливого психологічного клімату та міцної корпоративної культури її учасників. Саме це створює основу для ефективної командної роботи, генерації інноваційних ідей, ефективних управлінських рішень та їх реалізації. Автор доводить, що емоційний інтелект – це soft skill, яким повинен володіти фахівець майбутнього. Встановлено, що емоційний інтелект є одним із найважливіших факторів успішного міжкультурного ділового спілкування.

Автор також стверджує, що для розвитку емоційного інтелекту людині необхідно зосередитися на чотирьох моментах: усвідомленості, самооцінці, мотивації та здатності до адаптації. Розвиток кожного з компонентів формує розвиток відповідної емоційно-інтелектуальної стратегії загалом і ефективної комунікації зокрема. Автором наголошується, що основними елементами комунікаційної моделі є учасники, тобто відправник і одержувач інформації; повідомлення; канал зв'язку, тобто засіб передачі інформації; засоби комунікації; цілі спілкування, які представлені як локальними, так і більш загальними завданнями та інтересами учасників; зворотний зв'язок, тобто обмін змістовною та оцінною реакцією партнерів на інформацію і поведінку один одного.

У статті розглянуто важливість створення сприятливих умов формування емоційного інтелекту як складової експресивної комунікації, наводяться приклади опори на емоційну сферу партнера, використання художньо-естетичних засобів впливу на всі сенсорні канали.

На думку автора, комунікативні бар'єри є головною причиною більшості конфліктних ситуацій учасників комунікативного процесу, що призводить до виникнення поліфонії поглядів на певні події, різне трактування явищ та подій, відмінність в стратегіях поведінки учасників комунікації.

Автор зазначає, що в діловому спілкуванні між партнерами можуть виникати досить специфічні комунікативні бар'єри. Причини їх появи різні, але належний рівень емоційного інтелекту допомагає успішно їх долати.

Ключові слова: емоційний інтелект, міжкультурне ділове спілкування, ефективне спілкування, відправник інформації, одержувач інформації, зворотний зв'язок, емоційно-інтелектуальна стратегія, комунікативні бар'єри.

Problem statement. The 21st century dictates new rules for humans in general and for their communication in particular. Emotional intelligence has widely become an area of focus in psychological, economic and linguistic literature. Despite the growing significance and research, many of the attempts to generate all the ideas are incomplete. The interest in the category "emotional intelligence" is due to the transition to a society type where intercultural communication is the key, and a person with his own knowledge, competences, skills and abilities becomes the main resource of the business. It should be noted that a high level of emotional intelligence among the staff of a business structure contributes to the improvement of communications, the formation of a favorable psychological climate in the team and a strong corporate culture. This forms the basis for effective teamwork, generation of innovative ideas, effective management solutions and their implementation. Emotional intellect is supposed to be a soft skill that a specialist of the future should possess.

Literature review. The term "emotional intelligence" (later also called EQ) was first defined by P. Salovey and J. Meyer (P. Salovey, J. Meyer) in 1990. They showed that general intelligence is actually less important for success in life and work than EQ i.e. accumulation of skills not directly related to academic skills. In modern psychological and linguistic research, the researchers' main focus of attention is aimed at understanding the sense of this phenomenon and highlighting its structural components. Thus, in the structure of emotional intelligence, J. Mayer and P. Salovey singled out four components: 1) perception, evaluation and manifestation of emotions; 2) facilitation of thinking i.e. using emotions to increase the efficiency of thinking and activity; 3) understanding emotions; 4) emotion management (Mayer & Salovey, 1993). The research of efficient communications in business organization as well as the role of the emotional intellect is paid a lot of attention in both foreign and national works of classical (A. Giddens, G. Pocheptscof etc.) and contemporary researchers (I. Shavkun, Y. Dybchinska, N. Khymytsia, Yu. Klark, W.Elving, R. Werkman K. Bennebroek-Gravenhorst, etc). These scientists analyse emotional intellect as one of the most important factors for successful business communication.

The aim of work is to identify the peculiarities of emotional intellect as a component of successful business communication.

Results and discussions. Emotional Intelligence (Emotional Quotient) is the ability to recognize emotions, intentions, motivation, desires of oneself and other people and manage it. The skill helps to solve practical problems and achieve goals in life and at work. People with developed emotional intelligence are able to negotiate with other people, make decisions and respond correctly to negative situations [10]. The concept of emotional intelligence became popular after the publication of the book of the same name by science journalist Daniel Goleman in 1995. This researcher insists that successful leadership is bound to emotional intelligence. He quotes the data of Harvard University research which states that the success of any activity is determined by hard skills, knowledge and intellectual abilities for only by 33% and by emotional competence for 67%. Besides, these figures are even more substantial for the executives where only 15% of success depends on intellectual abilities, while 85% is derived from emotional competence potential. D. Goleman states that 50-70% of organizational climate depends on the actions of the only person who is the leader. Whereas emotional climate itself i.e. emotion-laden attitude to work, can contribute to 20-30% difference in employees work effectiveness [7, p. 123].

Emotional intelligence does not exist apart from the mental intelligence, it is not its opposite. These two categories cannot be separated from each other. Moreover, if emotional intelligence is not developed, a person will not have a high IQ or mental intelligence. To develop emotional intelligence, you need to focus on four points: awareness, self-esteem, motivation, and adaptability. The development of each of the components forms the development of the corresponding emotional-intellectual strategy in general and effective communication particular.

To conduct effective communication in the course of purposeful activities, certain communication and communication skills are necessary. The general model of communication is the transmission of a message from the sender to the recipient. The main elements of the communication model are participants, a sender and a recipient; message; communi-

cation channel, i.e. means of information transmission; means of communication; the target audience of communication, which is represented by both local and more general goals, and the interests of the participants. To build effective communication, it is necessary to take into account all types of communication that may be involved in the overall process of communication. So, M. Kovalenko [2, p. 77] distinguishes cognitive communication from the types of business communication, the main purpose of which is to expand the information fund of the partner, to convey the necessary information. This is one of the main areas of the communication process, where we try to find out some information that interests us. The expected result from this type of communication is usually the development of new information and its application in practical activities. Conditions for the organization of cognitive communication: taking into account the cognitive capabilities of specific business partners, their individual attitudes to receive new information and intellectual capabilities for its processing, understanding and perception. Communicative forms of cognitive communication are a report, a message, a seminar, a conversation, a report. In other words, these are all the main forms of communication, the process of which is aimed precisely at the transfer of information.

It should be mentioned persuasive communication is next. The purpose of persuasive communication is to evoke certain feelings in a business partner and form value orientations and attitudes: to convince the legitimacy of interaction strategies; make it your ally. The expected result from this type of communication can be attracting a partner to his position, changing the recipient's personal attitudes, his views, beliefs, reorientation of goals. Conditions for organizing persuasive communication: taking into account the cognitive capabilities of specific business partners, their individual attitudes to receive new information and intellectual capabilities for its processing, understanding and perception. Communicative forms of a persuasive message: a call to action, a press conference, a discussion, a dispute, negotiations, parting words, a compliment, a conversation, a presentation, round tables. The most striking example of this type of communication is, for example, various sales techniques. The main task of the sales manager is to convince the buyer that the purchase of the offered products is exactly what the convinced partner has always needed.

Moreover, there is expressive communication. Its goal may be attempts to form a psycho-emotional mood in a partner, convey feelings, experiences, induce to the necessary action. The expected result

of expressive communication can be a change in the mood of the partner, provoking the necessary feelings (compassion, empathy), involvement in specific actions and actions. Conditions for the organization of expressive communication are reliance on the emotional sphere of the partner, the use of artistic and aesthetic means of influencing all sensory channels. Communicative forms of expressive communication can be presentations, conversations and meetings, rallies, stories about the situation in the company, about a person, briefings, brainstorming, slogans and appeals. A striking example is, for example, team building training, the main purpose of which is to improve emotional communication and increase the emotional mood in the team.

In business communication between partners, very specific communication barriers can arise. The reasons for their appearance are different. It can be the peculiarities of the intellect of the communicator and the recipient, different knowledge of the subject of conversation, different lexicon and thesaurus. In addition, communication barriers may arise due to the fact that there is no common understanding of the situation of communication. Communication barriers can arise due to the psychological characteristics of business partners, for example, excessive openness of one of them, the secrecy of another, or an analytical mindset in one, and a more intuitive perception in another. There are also logical barriers in business communication. Under the logical barrier in business communication, he understands the misunderstanding that occurs every time partners do not take into account the specifics of the communication partner's thinking. Barriers include inaccuracies in statements; imperfection of recoding thoughts into words, the presence of semantic gaps and thought jumps; the presence of a logical contradiction in the thesis. A stylistic barrier arises when the form of information presentation does not match its content. In other words, in a business contact, we must adhere to a certain, business style of communication, and not any other. The phonetic barrier is understood as an obstacle created by the peculiarities of the speaker's speech. Logical stress allows the partner to hear the thought more accurately, but if it is absent or done incorrectly, the meaning of the speech construction can be perceived inadequately. To avoid such a barrier, speech must be clear, precise and understandable to the interlocutor. Such a communication barrier may be related to poor language proficiency of the speakers, or it may be related to setting barriers, which will be discussed below. The semantic barrier is due to the fact that business partners use the same signs (including words) to denote completely diffe-

rent things. Semantic barriers can arise as a result of various reasons. Firstly, this is the mismatch of thesauri, i.e., the linguistic dictionary of the language, with complete semantic information, limited to the lexicon of one of the partners and rich in the other. Secondly, there are professional, social, cultural, psychological, national, religious and other differences. For example, many words in Chinese do not have an exact analogue in Russian, and it is quite difficult to translate them without losing their meaning.

The researchers also identify some clear barriers to communication. They are discomfort of the physical environment in which the message is perceived; inclusion inertia, i.e. the listener's preoccupation with other issues; anticipation to other people's thoughts, stereotyped consciousness, ambitiousness, etc. But the main one is supposed to be a language barrier that is a significant difference in the vocabulary, lexicon of the communicator and the recipient. The next one is a professional rejection that is incompetent intrusion of the communicator into the professional sphere of the recipient as well as rejection of the image of the communicator.

Conclusions. Thus, emotional intelligence is the ability to recognize emotions, intentions, motivation, desires of oneself and other people and manage it. Meanwhile, a high level of emotional intelligence of the business communicators contributes to the improvement of the communications themselves, the formation of a favorable psychological climate in the chat and strong cultural connections. This forms the basis for effective teamwork, generation of innovative ideas, effective management solutions and their implementation. Emotional intellect is supposed to be a soft skill that a specialist of the future should possess as it can solve any problems with communicative barriers. However, it is advisable to distinguish between communicative barriers, the presence of which can lead to the destruction of communication (non-realization of the goal of communication), and interference ("noise") that reduce the communicative effectiveness of oral and written messages, but do not lead to communicative failure. It should be emphasized that communication barriers in the field of management lead to losses, both of psychological and practical character.

BIBLIOGRAPHY:

1. Заграй Л. Д. Емоційний інтелект як складник професійної компетентності менеджера. *Вчені записки ТНУ імені В. І. Вернадського. Серія: Психологія*. 2021. № 6. С. 47–54.
2. Захарчин Г. М., Любомудрова Н. П. Емоційний інтелект та креативність як сучасний інструментарій менеджменту. *Науковий вісник Ужгородського національного університету*. 2020. С. 76–80.
3. Кларк Ю. В. Емоційний інтелект в системі професійної підготовки менеджерів. *Європейський вибір України, розвиток науки та національна безпека в реаліях масштабної військової агресії та глобальних викликів XXI століття» (до 25-річчя Національного університету «Одеська юридична академія» та 175-річчя Одеської школи права) : у 2 т. : матеріали Міжнар.наук.-практ. конф. (м. Одеса, 17 червня 2022 р.) / за загальною редакцією С. В. Ківалова. Одеса : Видавничий дім «Гельветика», 2022. Т. 1. С. 495–497.*
4. Павловська Л. Д., Кашук К. М. Емоційний інтелект менеджерів та його оцінка. *Бізнес-Інформ*. 2020. № 5. С. 465–471.
5. Bar-On R. The Bar-On model of emotional-social intelligence (ESI). *Psicothema*. 2006. Vol. 18. suppl. P. 13–25.
6. Elving W.J., Werkman R.H., Bennebroek-Gravenhorst, K. M. Test and Application of the Communication and Organizational Change Questionnaire. Paper presented at the annual meeting of the International Communication Association, Dresden International Congress Centre. Dresden, 2013. URL: http://citation.allacademic.com/meta/p90494_index.html
7. Goleman D. *Emotional Intelligence*. New York, NY : Bantam Books, 1995. 386 p.
8. Husain Z. Effective Communication Brings Successful Organizational Change. *The Business & Management Review*. 2013. № 3 (2), P. 43–50.
9. Mayer J. D., Salovey P., Caruso D. Models of emotional intelligence. *Handbook of intelligence / R. J. Sternberg (Ed.)*. Cambridge University Press, 2000. P. 396–420.
10. Shipley N.L., Jackson M.J., & Segrest S.L. The effects of emotional intelligence, age, work experience, and academic performance. *Research in Higher Education Journal*. 9, 1–18. (date of access 11.01.2023).