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INTERNATIONAL COMMUNICATIONS IN CONVERGENCE OF SCIENCES

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The article suggests generalized definition of international communication as an academic discipline and an applied humanitarian technology. The interdisciplinary nature of the subject is revealed along with the adjacent fields of knowledge and overlapping spheres of practical activities. The article also determines subjects, objects and sources of international communication, pointing out the differences in the approaches to the subject and the 'missing' elements indispensable for efficient teaching and practical application. The article suggests the intelligence equation, reflecting the principle of selecting the information in the system of information management.

Key words: international communication; academic discipline; techniques; definitions; intelligence equation.

МЕЖДУНАРОДНЫЕ КОММУНИКАЦИИ
В КОНВЕРГЕНЦИИ НАУК

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В статье предлагается обобщенное определение международных коммуникаций как академического предмета и прикладной гуманитарной технологии. Показывается междисциплинарная природа предмета, а также перекликающиеся сферы практической деятельности. В статье также определены субъекты, объекты и источники международных коммуникаций, выделены разные подходы к предмету, и указаны «недостающие» элементы, которые необходимы для эффективного преподавания и практического применения. Также предложено уравнение интеллекта, которое отражает принцип отбора информации в системе управления информационными ресурсами.

Ключевые слова: международные коммуникации; академическая дисциплина; приемы; определения; уравнение интеллекта.

This article had to be written in English in order to solve "the problem of authentic texts". Authentic means correct, true, verified, reliable, official, whereas the materials suggested for studies imply 'by native speakers', which is not always verified and reliable.

Unfortunately, many humanities taught in English for the sake of the language lack professionally indispensable input from the native speaking academic schools that produce their findings mostly in Russian. Consequently, it leads to the situation when national students are trained almost entirely on the basis of foreign concepts. Whatever advanced such concepts can be, they are just part of the story, the other part being ousted solely because of the language of narrative. It is difficult to imagine that an American student who does Russian studies would study the US history or phycology in the Russian language too. International communications is multilingual subject in its nature.

International communications irrespectively of the attributes that often specify "communications" as a term [business-, cultural- etc.], is relatively new for the Russian-speaking academic environment. The simplest analysis of reasonably old textbooks dated 15-20 years ago and earlier in the Russian language brings to this conclusion.

Being an international word, 'communications' has different meanings, implying relations, affairs, ties. The use of the noun 'communications' in these meanings hadn't been spread in the Russian speaking countries. Along with many other words of approximately the same period of borrowings,

communications in its present terminological meaning has clear features of imported lexis. It's too late to assess whether this particular case was justified or whether it was good or bad. The term could have been better, but the notion has firmly established in modern academic and practical spheres, albeit it's quite easy to observe the differences in the understanding of the notion behind the term across academia.

Western view is broader. According to Jonathan D. Aronson from the University of Southern California international communications is an extremely interdisciplinary subject [1]. Mastering international communications implies at least some knowledge of engineering, computer science, politics, economics, sociology, anthropology, business, law, public policy plus in-depth expertise on two or three of these topics and the wide-ranging knowledge for several countries or regions.

The same approach is shared across the ocean. Elizabeth C. Hanson from Oxford University believes that international communication has to do with a variety of disciplines, notably political science, sociology, psychology, social psychology, linguistics, anthropology, and, of course, communication science and international relations [2].

In our part of the world 'international communications' tends to be narrowed down to more specific fields by attributes likes 'business', 'cultural' or 'media'. It somewhat changes the composition of indispensable inputs to the subject, but it does not make it less interdisciplinary.

International communications as a discipline is still developing. The development is taking place in the extremely dynamic and complicated environment across a wide range of geographically and academically different entities, viewing the matter from their own perspective. In this way, any definition of international communications, including the one below, depends on the place, time and sphere of academic interest.

Any specific academic discipline to be one has to have its own *subject* and *method*. In jurisprudence, as well as in its individual branches (civil, criminal, administrative law) subject is the respective type of social (public) relations in a society and method is the respective legal instruments of enforcing such relations.

In view of above, it possible to suggest a generalized definition: international communications as an academic discipline is a system of interdisciplinary knowledge focused on proper understanding, interpreting and controlling the process of international activities.

In practical sphere international communications is a set of applied overlapping humanitarian technologies used to control the process of international activities.

Subject of international communications: internal motives and external forms of the behavioural and perceptional patterns of the people with different ethnic and cultural backgrounds.

Method of international communications: interpreting, using, and managing patterns of foreign behaviour and perception in the sphere of international activities by means of verbal and non-verbal techniques.

Yet another integral part of any individual academic discipline is the discipline sources. Continuing the analogy with jurisprudence: five major sources of law are federal and state constitutions, common law, case law, legislative law, and administrative law. Federal and state constitutions are at the foundation of the US government and legal system. Sources of any particular branch of law are different legal acts, for instance, the sources of the civil law are constitution, Civil Code, Acts of President, Parliament, Government and other. Sources of constitutional law contain a selection of constitutions and fundamental legislative instruments from five Western democracies: the US, the UK, France, Germany, the Netherlands.

'Sources of the discipline' is a common phenomenon in philosophy: according to V.I. Lenin, the theoretical sources of Marxism are classical German philosophy, classical English political economy, and French utopian socialism.

Unfortunately, many sources of international communications are the disciplines that are not taught at higher education institutions or taken from the dubious origins and in the wrong proportion of languages. It makes students fish that study spreading circles of water on the surface without knowing the man throwing stones in the river.

Below is the list of typical disciplines that can and are regarded as the sources of international communications, the 'missing' subjects are suggested in brackets along with the short comments on why they are needed: country studies, history, political science (they are incomplete and senseless without at least some fundamentals of theology, eschatology, soteriology, hagiography – mind anthropology listed by the English-speaking colleagues), economics and economics-related derivatives (it's 50% of the story, political economy being another 50%), fundamentals of law (compare with international relations mentioned by western professors above), sociology, phycology.

There is a wide range of applied disciplines and fields of practical activities that to a degree overlap with international communications in terms of the same composition of sources and similar methods of applying special techniques. Psyops (psychological operations), [special] propaganda (psychological warfare in Russian), profiling, PR, GR, IR, perception management, "cognitive wars", mind control, neuro-linguistics programming (NLP), spin-doctoring, social engineering, humanitarian (h2h) technologies,

augmented reality don't make the list complete. Some terms are more or less established and referred to in the open sources, other are still establishing. Nowadays the terminology itself is an object of confrontation and an instrument of influence on cognitivity, which determines its continuous change and expansion [3].

It is possible to visualize the principle of determining the composition of the fields of knowledge an international communicator has to be good at by the mathematical formula. Composition of sources of any applied discipline have to do with the numerator in the following 'equation of intelligence' (IE):

$$IE = \frac{\sum V_n k_n}{C + M_A + M_P} * E$$

where V is the volume of everything read, watched, visited, listened to etc.; k – coefficient of the reliability of source (friendly/hostile/unidentified, random/systemic, high/low priority); C – comprehension; M_A and M_P – active and passive memory respectively; E – experience.

Like most other humanities, international communications faces some challenges. The most acute one is so called big data problem. This is about the constantly growing volume of information that reached the stage when extracting reliable data becomes a problem. According to some assessments in the open sources 80% of the work that data scientists do is cleaning up the data before they can even look at it. Today there is more information than one can read in a lifetime and the volume of information is growing exponentially…

Apart from the problem of determining the composition of the sources (fields of knowledge) of international communications there is a problem of reliability of the sources (authors).

There is plenty of evidence that big data and access to information is the object of manipulation and biased management. This idea is expressed in numerous reports from tens of diverse, most authoritative and hostile to each another open sources. Strategic information management, whatever it may be called otherwise, implies using specific techniques. These techniques are aimed at forming people's opinion, controlling their thinking, misleading and cheating by means of specific psychological and linguistic instruments. Information management is a separate theme, but few problems affecting the selection of information for international communications are worth mentioning: different forms of censorship (including algorithms of the search engines and 'politically correct' codes), the 'authentic texts problem', information wars, politically motivated 'research' etc.

According to Russian academician Yuri Zhuravlev, managing cognitivity in terminology is widespread even in cybernetics, where, in his opinion, Americans "control everything and try not to let anyone near it" [4].

In the humanitarian sphere, this process is universal. For example, such economists as the Chairman of the Russian Economic Society named after Sergei Sharapov professor Valentin Katasonov, Mikhail Khazin actually divide the entire economic science into two opposite disciplines: political economy and economics, each with its own terminology. Manipulating with consciousness (managing perception) in the field of economic disciplines through (pseudo)terminology, as much as to the degree of giving them the functions of quasi-religion (western sources may call it social religion), is widely covered by academician Sergei Glazyev.

The problems discussed above should lead to the conclusion that strengthening the individuality of international communications as an academic subject and an applied technology requires broadening the range of inputs in terms of encyclopedic knowledge and practical skills, developing and 'importing' specific terminology, more clearly structuring the subject along the 'core fields of knowledge' and specialty-related matters.

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ФОРМИРОВАНИЕ КОМПЕТЕНЦИЙ В СФЕРЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

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Значение развития межкультурной компетенции в образовании в целом и межкультурной коммуникативной компетенции в обучении иностранному языку в частности. Развитие национальной идентичности студента как составная часть