

11. Следует слушать собеседников так же внимательно, как если бы это была личная встреча, где все видят, чем вы заняты. Нельзя вести параллельных разговоров либо выполнять одновременно другую работу. Это приведет к плохому восприятию информации.

12. При включенных камерах необходимо поддерживать зрительный контакт с собеседниками, смотреть нужно в камеру, а не на экран.

13. Во время выступления нельзя злоупотреблять жестикуляцией, стараться также не теребить волосы и не делать других жестов, свидетельствующих о состоянии нервозности.

14. Нельзя есть перед камерой, за исключением случаев, когда конференция назначена на время обеда и все участники едят. Если включение камер необязательно, чашку с кофе разрешается поставить так, чтобы ее не было видно при включенной камере.

Таким образом, сегодня соблюдать цифровой этикет, работая online, – необходимость и правило хорошего тона. Важно не только демонстрировать свою экспертность напрямую, но и уметь правильно преподносить её в коммуникации. Это добавляет дополнительные профессиональные баллы к созданию и поддержанию положительного имиджа человека или организации и позволит в дальнейшем выстраивать долгосрочные и приятные отношения с коллегами и клиентами.

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INTRODUCING SILK CULTURE IN THE CONTEXT OF CROSS-CULTURAL EDUCATION

ЗНАКОМСТВО С КУЛЬТУРОЙ ШЕЛКА В КОНТЕКСТЕ КРОСС-КУЛЬТУРНОГО ОБРАЗОВАНИЯ

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The article is devoted to the content of curricula for foreign students studying in China. In the system of cross-cultural education, a great place belongs to introducing students to national traditions. The mechanism of students;

adaptation to a new cultural environment on the example of silk culture is revealed.

Статья посвящена содержанию учебных программ для студентов-иностранцев, обучающихся в Китае. В системе кросс-культурного образования большое место принадлежит приобщению студентов к национальным традициям. Механизм адаптации студентов к новой культурной среде раскрыт на примере культуры шелка.

Keywords: cross-cultural education; silk culture; teaching approaches; information visualization; inter-disciplinary analysis; comparative analysis.

Ключевые слова: кросс-культурное образование; культура шелка; подходы к обучению; визуализация информации; междисциплинарный анализ; сравнительный анализ.

Silk is an important invention in ancient China, and silk products have a far-reaching impact on people's lives. After thousands of years of development, silk has long been not just a daily necessity, but has developed into a cultural symbol, demonstrating the evolution of Chinese civilization. Since the opening of the Silk Road in history, the silk products made in China have gradually become well-known in the world. As a typical carrier of Chinese culture, silk has further developed a new role, that is, the medium of cross-cultural exchange [1, p. 66]. Consequently, the introduction of silk culture constitutes one of the indispensable contents in cross-cultural education.

With the development of the internationalization of higher education in China, an increasing number of international students have chosen China to further their studies. For these students, obtaining a comprehensive understanding of Chinese culture in time is of great necessity. Therefore, the universities and colleges in China have organized a series of culture courses and activities for the students. As a teacher, who has taken Chinese language and Chinese culture courses for international students for over five years, I have worked with many international students with different cultural backgrounds. Almost all of them know the silk culture of China and would like to present silk products as gifts to their family members and friends. However, the development of a comprehensive understanding of the target culture, as well as cross-cultural awareness, requires more.

This article is particularly concerned with the issue that how to portray the silk culture of China in the culture learning programs for international students. To clarify this issue, this research will examine the following two questions: «From what perspectives should silk culture be introduced?» and «What teaching methods should be applied?»

In the long history of China, silk culture has participated in various aspects of people's social life [2, pp. 85-86]. Therefore, the silk culture can be introduced from many angles. Due to the word limit of this article, here only lists the three angles which are most commonly adopted to depict the silk

culture in most Chinese culture learning programs and textbooks: Agricultural heritage; Ancient technology; Costume.

In different textbooks, silk culture is introduced with different focuses. It can be seen from the three angles listed above that the silk culture is mainly regarded as an agricultural heritage. Since it was first invented in China, it can be defined as a representative invention of ancient China. In addition, silk is one of the most important materials for Chinese clothing which showcases ancient fashion and records the aesthetic evolution of dresses throughout history.

There are many ways to introduce silk culture in classes. In the context of cross-cultural education, several teaching approaches deserve more attention.

- Information visualization

Information visualization is a specialized term in the field of computer and information science. This article borrows this term to describe the teaching method which presents cultural knowledge mainly in a visual way so that learners may decode and comprehend the target culture easily.

There are a series of approaches to visualize sericulture in a culture class. The most popular approach is using pictures and videos which can vividly display the cultivation of silkworms, the process of producing silk as well as patterns and styles of various silk products. In addition, teachers can and should pay attention to the use of maps, charts, and graphs, which are based on data mining and can help to visualize the information such as the output, geographic area, and development of the silk industry in China.

- Inter-disciplinary analysis

Inter-disciplinary studies mainly stand for research that is based on the methodology of combining two or more academic disciplines together. The inter-disciplinary analysis prescribed here emphasizes a diverse, dynamic, and disciplinary boundary-breaking approach in the interpretation of culture.

To address silk culture issues, a teacher can and should combine the knowledge in a wide range of disciplines such as geography, history, agronomy, ecology, economics, sociology, literature, etc. When was the sericulture formed? Why geographically does the silk industry mainly located in the south of China? What economic impact has the silk industry brought to China? What are the contributions of silk culture to Chinese literature and Chinese art? How will the silk industry work with ecological construction in the future? The purpose of the interdisciplinary analysis of sericulture is not simply to help students thoroughly understand sericulture. More importantly, this approach is to help students to weave a knowledge network, which is a large network for obtaining a comprehensive understanding of the target culture.

- Comparative analysis

Comparative analysis is commonly used in cross-cultural classes and is often conducted between the target culture and the learners' home culture,

with the purpose to determine the similarities and differences between different communities. A successful comparative analysis can bring the learners an open and tolerant perspective toward the similarities and differences between the home culture and target culture.

In the process of introducing silk culture, it is not a good idea to make a comparison, particularly on the silk industry between China and the learners' home countries, as not every country has a silk industry. Different nations gain their reputation with different representative industries. Instead, it will be a more effective approach to compare the silk culture of China with textile technology, agriculture heritage, or clothing fashion of other nations.

The knowledge of silk culture is far more extensive than what is listed in this short article. In the process of teaching silk culture, different teachers may adopt different approaches. There may never be a consensus on the methods of introducing a target culture, but a constant exploration will definitely facilitate the development of the cross-culture education.

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СОВРЕМЕННОЕ ГОРОДСКОЕ ПРОСТРАНСТВО ЯПОНИИ. ГОРОД И МАНГА

MODERN URBAN SPACE IN JAPAN. CITY AND MANGA

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При рассмотрении современных концептов искусства и искусственного в современном пространстве возможно говорить о формировании концепта массовой культуры и манги в частности. Для современной Японии в литературном контексте значение имеет не только текстовый формат, но также манга, зародившаяся как феномен современности в конце предыдущего столетия.

When considering modern concepts of art and artificial in modern space, it is possible to talk about the formation of the mass culture concept and manga concept in particular. For modern Japan, in a literary context, not only the text format is important, but also manga, which was originated as a phenomenon of modernity at the end of the previous century.