

through the ability to adapt the text to take account of the cultural and legal characteristics of the target language.

REFERENCES

1. Андрієнко, Л. О. (2002). *Науково-технічний переклад: Конспект лекцій і дидактичний матеріал для студентів лінгвістичних спеціальностей*. Черкаси: ЧДТУ.
2. Гарасимів, В. (2018). Точки дотику міжкультурної комунікації та перекладознавства в аспекті розвитку міжнародних відносин. У К. І. Мізін (Ред.), *Міжкультурна комунікація і перекладознавство: точки дотику та перспективи розвитку: Тези I Міжнародної науково-практичної інтернет-конференції (15 березня 2018 року, Переяслав-Хмельницький)*. <https://eprints.cdu.edu.ua/4249/1/kpnf.pdf>
3. Марков, Д. В., & Марченко, В. М. (2018). *Проблематика перекладу модальних слів з англійської на українську мову [Thesis]*. <http://essuir.sumdu.edu.ua/handle/123456789/67305>
4. Пожарська, Н. В., Киричук, Л. М., & Юшак, В. М. (2025). Основні труднощі перекладу ділової документації. *Науковий вісник Міжнародного гуманітарного університету. Серія: Філологія*, (71), 277–281. <https://doi.org/10.32782/2409-1154.2025.71.61>

Kateryna Dodenko

*Kyiv National University of Technologies and Design
(Kyiv, Ukraine)*

Victoriia Petrenko

*Kyiv National University of Technologies and Design
(Kyiv, Ukraine)*

CROSS-CULTURAL COMMUNICATION IN THE GLOBALIZED WORLD

In the twenty-first century, globalisation has transformed communication, education, labour markets, and everyday social interaction. People collaborate in multicultural teams, study abroad, and communicate online with partners from diverse linguistic and cultural backgrounds. As a result, cross-cultural communication has become an essential competence for successful participation in the modern world.

The topic's relevance is underscored by the growing number of situations in which misunderstandings arise not from limited language knowledge but from differing values, behavioural norms, attitudes to hierarchy, concepts of politeness, and communication expectations. Even when English is used as a common language, speakers may interpret the same message differently (Jackson, 2023).

The aim of these theses is to analyse the role of cross-cultural communication in the globalised world and to identify the key factors that influence successful interaction between representatives of different cultures.

Cross-cultural communication is the interaction between people from different cultural backgrounds. Culture shapes how people express agreement or disagreement, respond to criticism, ask questions, negotiate, and build trust. For this reason, effective intercultural interaction requires awareness, flexibility, and empathy.

One important dimension is the distinction between direct and indirect communication styles. In some cultures, directness is associated with honesty and efficiency, whereas in others, indirectness may be preferred to preserve harmony and respect. Consequently, the same phrase may sound clear in one context but rude in another.

Another important factor is non-verbal communication. Gestures, facial expressions, silence, eye contact, posture, and personal space often convey meanings that vary across cultures. Maintaining eye contact may signal confidence in one society but be perceived as disrespectful in another. Such differences can easily create false impressions.

Language remains central. English is widely used in business, science, tourism, and higher education. However, a shared language does not automatically remove barriers. Idioms, humour, irony, culturally specific references, and pragmatic nuances may still cause confusion. Successful speakers, therefore, simplify messages, check understanding, and adapt to their interlocutors (Mendes de Oliveira, 2023).

Digitalisation has made intercultural communication faster and more frequent. Video conferencing, messaging apps, online learning platforms, and social networks enable immediate contact across borders. However, digital communication lacks tone of voice and body language, so short written messages may come across as impolite or

aggressive. Digital literacy should therefore include intercultural awareness and ethical responsibility (UNESCO, 2021).

Higher education institutions play a special role in developing intercultural competence. Universities prepare students for international careers through academic mobility, English-medium instruction, collaborative projects, and multicultural teamwork. These experiences help students develop tolerance, adaptability, and critical thinking.

Modern employers highly value specialists who can collaborate with colleagues across countries, resolve conflicts constructively, and build trust within diverse teams. Cross-cultural competence is particularly important in business, design, tourism, IT, education, and international relations.

Another challenge is stereotypes and prejudice. Simplified beliefs about other nations or groups can distort communication before any real dialogue even begins. Respectful communication requires a willingness to question one's assumptions and to see each person as an individual (Gutiérrez-Santiuste, 2023).

In conclusion, cross-cultural communication is an indispensable competence in a globalised world. It affects education, science, business, diplomacy, and everyday life. Successful interaction requires language skills, empathy, emotional intelligence, tolerance, and a readiness to learn from others. In the context of growing international cooperation, intercultural competence is not only desirable but necessary.

REFERENCES

1. Jackson, J. (2023). *Introducing language and intercultural communication* (3rd ed.). Routledge. <https://doi.org/10.4324/9781003332442>
2. Mendes de Oliveira, M. (2023). English as a lingua franca and interculturality: navigating structure- and process-oriented perspectives in intercultural interactions *Language and Intercultural Communication*, 24(36), 1–13. <https://doi.org/10.1080/14708477.2023.2254285>
3. UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO. <https://doi.org/10.54675/ASRB4722>
4. Gutiérrez-Santiuste, E., Ritacco Real, M., (2023). Intercultural communicative competence in higher education through telecollaboration: typology and development. *Education and Information Technologies*, 28(11), 1-28. <https://doi.org/10.1007/s10639-023-11751-3>