

## CROSS-CULTURAL INTERACTION OF STUDENTS

*Izida I. Ishmuradova*  
*Kazan Federal University*  
*Alfiya M. Ishmuradova*  
*Kazan Federal University*  
*Ishmuradova@kpfu.ru*

**Abstract:** This article describes means of improvement of cross-cultural interaction of students. It is dealt with some country studies projects. It is shown that country studies projects have positive effect in the process of teaching of students. The content of this article can be used to improve the process of teaching of foreign language. One of the most important tasks of modern education is to introduce students' global values, the formation of the students' ability to communicate and interact with representatives of neighboring culture in the world space. Trends of the modern society in social, cultural, economic, political spheres led to the formation of a multicultural society. Multicultural society is an educational space in which students live and study different ethno-linguistic, religious and socio-economic facilities. The article submissions are of practical value to foreign language teachers in the organization and planning of students educational and self-learning activity aimed to establish and improve their multicultural competencies. Huge role in the formation of multicultural competencies of students is given to the country studies projects, which are able to form a perception of the integrity of the world. Great importance is played by country studies project activities which provide the invaluable experience for the understanding of cultural diversity of countries and cultures. Therefore, the formation of multicultural competence of students by means of country studies projects are extremely important part of the learning process, especially in the context of training in the field of international activity. In practice, civilized world requires professionals who have the extensive knowledge of cultural diversity in a global scale, are able to build connections, create favorable conditions for cross-cultural interaction. Therefore, the important feature of students is to develop fundamental knowledge about the multicultural world that is the key to peaceful coexistence and international security.

**Keywords:** improvement, country studies projects, to coexist, cross-cultural cooperation, to communicate, essential part of education, multicultural competencies, students of the university, culture, to collaborate, international activity, multicultural society, higher educational universities.

**1. Introduction.** Multicultural education for students is an essential part of education, especially nowadays when we need to be what many people call "multiculturally competent."

The relevance of the study determined the current trends of globalization; international migrations; cross-cultural cooperation in the field of economy, politics, culture and education. At present, modern society is becoming more multicultural, at the same time leads to misunderstanding, conflict, and aggression in cross-cultural relations [10]. The consequence of this is the tendency of the world community to develop in the framework of multiculturalism, the equality of all cultures, tolerant attitude to cultural diversity and cultural peculiarities of other nations [1]. Multicultural competencies are the abilities to understand another culture well enough to be able to communicate and work with people from that culture. We are all culturally competent in our own culture. Multicultural competencies are more than one culture. There are usually cultural norms within a society, but they can change and collaborate with other cultures. All members of the society must be competent to communicate with each other for an effective multicultural process. The teaching of a foreign language and foreign culture contributes to the formation of pupils' ability to communicate, to coexist with people of different ethnic groups, creates rich experience of social and cultural communication, which is a solid basis for introducing students to global values of civilization. The transition to the information society requires full development of personality, including communication skills, to facilitate its entry into the global community to function in it successfully. The students should have knowledge of complete picture of the world, skills and abilities, implement the activities of the modern value orientations, principles of intercultural communication in the country, at the international level [6].

Students who are culturally competent in even one culture have a broader, richer and more accurate view of the world. In practice, civilized world requires professionals who have the extensive knowledge of cultural diversity in a global scale, are able to build connections, create favorable conditions for cross-cultural interaction. Therefore, the important feature of students' training is to develop fundamental knowledge about the multicultural world that is the key to peaceful coexistence and international security [5].

Therefore, the formation of multicultural competence of students by means of country studies projects are extremely important part of the learning process.

**2. Methods.** In universities, in the unified educational space for students of different cultural, national and social groups, sometimes there are cases of aggressiveness in the relationship and disrespect towards the national differences among students, so the relevance of the study stems from the fact that in their future professional activities of students should be prepared to solve these problems [9].

Defining psychological characteristics of student age, it should be noted that at this age there is effective development of spiritual qualities. Therefore, the formation of a multicultural competence of students in the process of

University education becomes relevant and can influence the formation of the moral relationship with the subjects of their future professional activities. It should be noted that there is insufficient depth study of the problem of multicultural competencies in interpersonal relations within a multinational student group in the process of higher education, as well as in the educational program of the University. As a result, caused the need for the formation of multicultural competencies of students in the process of learning foreign languages. The more global is the object on which it is possible to realize the goal of foreign language as means of intercultural communication [11].

The problem of the multicultural competencies is the research subject of plenty of foreign and Russian scientists. The tendency of formation of tolerance in inter-ethnic relations in developed countries is solved by the formation of multicultural competencies. A number of scholars working in the field of multicultural education (Ariyan M. A., Berulava M. N., Berulava G.A., Fried-Booth D.L., Hamlet A.V., Milrud R.P., Polat E.S., Ribe R., Vidal N., Sysoev P.V., etc.) developed theoretical principles that reveal the conceptual approaches to the problem of forming of multicultural competencies.

An important area of the study is the way for peaceful interaction between different ethnic groups and creates an atmosphere of harmony, tolerance, respect, conflict resolution inter-ethnic level. In Russian education multiculturalism as competence is only beginning to be studied [14].

Today the formation of multicultural competencies of students is not completely disclosed. The purpose of this article is to study scientific and methodological foundations of multicultural competencies of students by means of country studies projects, to reveal their role and importance[15].

**3.Results and discussions.** Multiculturalism is the main feature of modern society. Therefore multicultural competencies of students, we consider as an integral part of professional competencies, which should be carried out at all stages of the professional activity. There are many definitions of multicultural competencies as a concept, its components were defined, as well as structural components[2].

We define the multicultural competencies of the students as the ability of the individual to realize multicultural competences harmoniously, having a sum of multicultural knowledge and language skills, adequately and diplomatically establish the cultural interaction process, be tolerant to people of different nationalities in order to solve the professional tasks knowledgeably. In the structure of multicultural competencies of the students we distinguish four interrelated components: informational, communicative, verbal, ethical. Formation of multicultural competencies of students as one of the key professional competencies and is carried out throughout the whole period of study in higher educational institutions, including the country studies projects [4].

The country studies projects are one of the basic subjects, in which the formation of multicultural competencies of the students is carried out effectively. Extremely effective is the use of new approaches to the study of the course. The method of projects is one of such methods. While studying of country studies the project method is used in the preparation of creative works as one of the most effective forms of individual scientific and research tasks during the accomplishment of students' self-reliant tasks. By the students the creative works were done during the first two academic years. The purpose of training is to expand and deepen students' knowledge of subjects while the accomplishment of self-reliant task. To date, scientific and methodical recommendations on the creation of creative works were developed, in which their purpose, objectives are defined, the types (country studies imagery, country studies routes, mini-reports, comprehensive country studies data) were developed, stages of preparation were offered, features of design and evaluation, public defense, ways of practical implementation of the results were disclosed. Creative works are the effective basis for the formation of multicultural competencies of students of international field. The best, what is performed by the students, is to reveal the topics of cultural and socio-cultural nature. During the implementation of such a project as creative work the most effectively the following components of multicultural competencies, as knowledge and informational and ethical and motivational are formed. Further development of accomplished projects is going on by several ways: participation in scientific conferences, as the material for term papers and dissertations writing, extensions and presentation of the themes on the country studies meetings, festivals, round tables, etc. The powerful country studies projects in extracurricular activities of students, who actively contribute to the formation of multicultural competencies, are the projects, which are related to the country studies educational clubs. During the working on projects of country studies 2 creative «English Speaking Clubs» were held at the KFU University: «Dialogue of Cultures: America» (May 13, 2017), «Dialogue of Cultures: Great Britain» (October 25, 2017) are actively promoted. The participants of each event are more than 50 people. In November, 2018 the conduction of the third club «Dialogue of cultures: Canada, Australia and New Zealand» is planned. The aim of the clubs is to introduce young people to the peculiarities of cultures, promote the formation of personality on the basis of tolerance and mutual respect to other cultures and peoples. The objectives of the clubs are: 1) to familiarize the participants with various aspects of cultural country studies features; 2) to promote the formation of personality on the principles of friendship and respect between peoples; 3) to develop the understanding of global interdependence of all countries and peoples; 4) to develop the communicative skills, promote the ability to communicate with people of different nationalities; 5) to develop the creative potential of the person, as well as skills that contribute to increase knowledge about the other cultures; 6) to promote a sense of beauty in the best achievements of world civilization. In the organization and conduction of the festival the students took an active part, especially students, who prepare the information booths, presentations, welcome guests, conduct the sessions, organize the workshops etc. The main sessions' moderators are those students and are ready to demonstrate their knowledge, skills and abilities in practice. On workshops and creative studios of the clubs event participants have the opportunity to get acquainted with the cultural

diversity of the countries and peoples of the world in a practical context. To their conduction the culture-bearers, embassies, consulates, foreign guests and experts are usually involved. As the practical experience shows, in the organization and conduction of the educational clubs on the basis of voluntarism, usually 80-90% of students, who are studying or have studied the subject «Country Studies», take part. It should be noted that a number of students continue the club activities, even being the graduates. In general, we emphasize, that the participation in the country studies project club activities contributes primarily to the formation of strong communicative and ethical and motivational components of multicultural competencies. In addition, there is a possibility to strengthen and deepen the speech component, as well as knowledge and informational [12, 13].

Effective methods in the process of teaching foreign languages are dialogues, projects, Internet communication, role-plays, training and discussions that allow us to correlate them with the principles of multiculturalism, which provide an extension of the boundaries of the worldview of students; tolerant of interpersonal and intercultural relations; self-determination of their own culture; emotional stability to cultural differences; developing a sense of empathy; the creative development of students; develop a global thinking; liberation from stereotypes [3].

**4. Summary.** Benefits of building multicultural competencies are:

- Increases respect and mutual understanding among those involved.
- Increases creativity in problem-solving through new perspectives, ideas, and strategies.
- Decreases unwanted surprises that might slow progress.
- Increases participation and involvement of other cultural groups.
- Increases trust and cooperation.
- Helps overcome fear of mistakes, competition or conflict. For instance, by understanding and accepting many cultures.
- Promotes inclusion and equality.

**5. Conclusion.** The analysis of the above mentioned information allows us to formulate the following conclusions. Multicultural competencies of the students are the component of the professional competencies. Country studies projects, namely: creative works and country studies educational festivals are the effective basis for the formation of multicultural competencies of students. Multicultural competencies, as well as other types of professional competencies of students, are formed throughout the whole period of study in the higher educational institutions, and its' means and methods of formation can be improved and developed in general. Cross-cultural interaction of students can guarantee the peace and stability in the world if it gains the global scale and is supported by conscious individuals, world progressive society [7,8].

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