Gaining Competence for Intercultural Communication of Students and Pedagogical Conditions for Its Realisation

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Abstract

The relevance of the topic under study resulted from the increase in academic migration across the globe, and in particular, across Russia. The present research was aimed at investigating the formation of international university students' readiness for intercultural communication and identifying pedagogical conditions for its realisation. The article set the task to consider the intercultural communication of university students not only as a means of teaching but also as an opportunity to live and work in the sociocultural space of Russia. The study provided an analysis of the intercultural communication proficiency of 54 international students of the pedagogical university from three CIS countries. As a result, it was found that students' desire to comprehend and use the provided learning material encourages them to study Russian. Moreover, it was noted that the process of obtaining professionally important information contributes to the development of written and oral communication skills. The paper delivered an argument that the study of Russian as a foreign language helps students to expand future career prospects and improves their professional abilities (according to the test results, an average of 39% of participants reached a moderate level of language proficiency, and 37% reached an advanced level). Besides, the article designated the necessary conditions for the realisation of intercultural communication as the formation of students' individual learning trajectory, the use of interactive training methods, and the provision of students' self-control in the process of gaining competence for intercultural communication. The obtained study outcomes make it

possible to prepare and test a set of specially designed tasks essential for the effective preparation of university students for intercultural communication. Research findings can be used during the practical work of teachers of Russian as a foreign language in higher and secondary educational institutions, as well as during the work in the field of intercultural communication.

Key words: *individual educational trajectory; intercultural communication; international student; organizational stage; pedagogical conditions.*

Introduction

As it turns out, the readiness of university graduates for effective communication is a highly demanded skill nowadays. In order to ensure a country's social and economic outlet and strengthen its status in the global scene, first of all, it is necessary to reinforce its intercultural ties (Lubkov, 2020; Malysheva, 2014).

Current sociocultural changes in Russia contribute to the increase of cooperation in international educational projects and the expansion of professional contacts between representatives of different cultures (Malysheva, 2018). A necessary component for successful cross-cultural communication is fluency in a foreign language (L2) and adherence to the norms of intercultural interaction (Galimzyanova, 2012; Zvereva et al., 2020). In this regard, when teaching Russian as L2, priority should be given to preparing students for intercultural communication as the crucial requirement for their integration into the multinational space. During the last decades, intercultural communication has been studied quite thoroughly (Hua, 2018; Ferri, 2018). It is regarded as an environment for interaction of individuals from different communities, which is perceived with the help of images of one's own culture (Turistiati, 2016).

While studying the interaction between representatives of various nations, scholars define the willingness to cooperate in a multicultural environment as a personal integrative quality characterized by the presence of knowledge about this area of social interaction, a positive attitude to specific cultural peculiarities, and the ability to communicate with representatives of a specific nation (Xiaoxing, 2016). In defining the structure of readiness for communication, researchers identify three interrelated components: intellectual, value-based, and activity-based. The intellectual component includes language proficiency, history, traditions, religion, and psychology. The value-based component regards other cultures. The activity-based component implies the ability to interact with people of different cultures.

Readiness in Russian and foreign literature is defined as a manifestation of personality, including one's beliefs, motives of behaviour, personal volitional and intellectual qualities, knowledge, skills, and abilities (Baltusite & Katane, 2014). In pedagogy, readiness for action is regarded as a complex dynamic system containing intellectual, emotional, motivational, and volitional aspects (Deardorff, 2016). Galimzyanova designates intercultural communication as a set of specific processes of interaction between people belonging to different cultures who are aware of the

fact that each of them is unique and everyone perceives the foreignness of the partner (Galimzyanova, 2012). As interaction between representatives of various nations, intercultural communication means direct contact between diverse social groups and societies via verbal and non-verbal means (Beketova et al., 2018).

Mastering a foreign language in one's homeland should include immersion into the worldview and culture of the corresponding nation. Traditionally, cultural aspects at Russian universities are studied within the framework of cultural linguistics – a discipline which pays particular attention to lexical semantics. However, vocabulary analysis alone does not allow one to fully understand the communicative behaviour of a particular representative of a certain culture. Adequate intercultural communication requires the knowledge of values and rules of a partner's nation (Sazhina, 2017). Thus, teachers of language disciplines should be able to transfer knowledge in the course of modelling polylogues and dialogues in L2, in particular, via e-learning tools (Tsagari & Vogt, 2017; Mukhametgaliyeva & Ilyashenko, 2020).

Intercultural communication among educators remains a popular topic for discussion in today's scientific community (Sinicrope et al., 2007; Sorina, 2015; Turistiati, 2016; Wagner & Byram, 2017). In the present day and age, language learning becomes a powerful tool for expanding professional knowledge as it provides the ability to expand career prospects (Polenova, 2017).

Literature review

The modern educational paradigm is characterised as communicative and intercultural. Its emergence in education was facilitated by strengthened cross-cultural cooperation, migration flows, interpersonal contacts, the need for extensive communication with representatives of different cultures, and other similar factors. Today, there is a global trend towards organising a single educational space for training specialists capable of acting in the context of a single international community (Petrikova et al., 2015). Teaching students to become a part of a multicultural society is a must for modern educational institutions. Hence, schools and universities are becoming more open. Many of them are engaged in exchange programs and joint international projects. Moreover, today, numerous educational establishments organise summer schools for foreigners (Zhang & Liu, 2018).

The works of Wagner and Byram (2017), Byram (2014), and Byram et al. (2013) present the concept of intercultural citizenship which poses intercultural competence as significant for living in a world with several sets of cultural values, beliefs, and behaviours. For college and university students, readiness and ability for intercultural communication are of particular importance. In the present time, almost every university has international students and organises various cross-cultural events, programs, and scientific and educational projects. For this reason, to improve the general quality of teaching, each educational institution should carry out multicultural training aimed at developing specialised knowledge and skills, establish clear rules

of behaviour for the interaction with representatives of different ethnic groups and achieve mutual understanding (Lahey, 2020).

Sinicrope et al. (2012) believe that such training should not be underestimated because it can provide learners with real tools necessary for the work in an intercultural environment. Moloney and Harbon (2010, p. 300) note that within the context of language classrooms, intercultural practice "asks students to think and act appropriately within a growing knowledge of the culture within the language". Such training requires instructional planning that provides time and space for cultural exploration and discovery (Sinicrope et al., 2012). In pedagogical practice, when forming students' readiness for intercultural communication, it is worth considering the influence of intercultural communication apprehension. It refers to the fear or anxiety associated with either real or anticipated interaction with people from different groups, especially cultural or ethnic ones (Fall et al., 2013; Chen, 2010). The outcomes of the survey implemented among more than 400 students demonstrate three main components of intercultural communication apprehension (emotionality, sociability, and self-control), on which the ability to manage this fear and the readiness for international contacts depend (Fall et al., 2013; Chen, 2010).

Readiness to learn a foreign language is not enough to achieve positive results in intercultural communication. It is necessary to form students' readiness to discover a culture, social stereotypes, cognitive schemes, and the like peculiarities of a nation. Each international student has his/her own picture of the world and a communication model acquired in the course of socialisation. In the process of educational or everyday interaction, an international student encounters misunderstanding, awkwardness, and cultural barriers. It is therefore necessary to provide such a person with proper knowledge, skills, and behavioural patterns characteristic of the country of the target language (Mebuke, 2019).

Given the fact that the development of intercultural communication refers to skills acquired throughout lifelong learning, researchers remark the necessity of providing students with the tools for critical self-assessment and evaluation of their intercultural competence (Sorina, 2015). Moeller and Nugent (2014), Furstenberg (2010), and Kearney (2010) focus on the student as a researcher. They provide an argument that the role of the modern language teacher is not in detailed instruction, but in facilitating the learner in the process of searching for and analysing information from reliable sources.

Structure outline

The paper is structured as follows. The Abstract section gives a brief outline of the research topic's relevance, describes the results achieved and states their novelty and practical value. The Introduction presents the history of the issue under study, characterizes Russian and international approaches to the formation of intercultural communication skills among international students, and characterizes the research novelty. The Literature review section offers the analysis of various educational

paradigms for teaching cross-cultural communication and the prevailing views on this matter. The Methodology specifies the research sample, methods and tools. The Results section provides the results of observation and testing respondents' activities. In the Discussion part of the paper, the study findings are interpreted and compared with previously obtained results by foreign authors. The last section offers conclusions, directions for further research, and emphasizes the practical significance of the work.

Methodological framework
Research methodology

Within the current study, several tasks were set. First, the research was aimed at analysing the attitudes of international students towards students at Russian higher educational institutions. Secondly, the authors intended to find out whether Russian students help international students in learning the Russian language and whether they share with them the information concerning Russian culture and traditions. Thirdly, this research was dedicated to investigating the level of Russian language proficiency among international students and the intensity of the need for mastering intercultural communication. In addition, the present paper identified whether there is a sharp contrast in the outlook on life, mentality, lifestyle, traditions, and habits among students of different nationalities. In order to examine the above issues thoroughly, the study provided a survey of international students aimed at clarifying their motivation for the formation and development of intercultural communication skills. Such a comprehensive analysis allowed substantiating the relevance of the selected research topic.

Research stages

The experimental work consisted of three stages: *organizational*, *experimental*, and *final*. At the *organizational stage*, a working hypothesis and the conceptual research apparatus were formulated. This stage also included the selection of the research methods and development of a detailed plan for conducting the experimental and final stages of the investigation. The *experimental stage* included the development of evaluation means to obtain a clear idea of students' achievements at different training periods. This stage also included testing various methods for conducting experimental work: imaginary professional situations; tests; study assignments; exercises; questions; selection of specialized, pedagogical, and educational texts. Subsequently, a methodology for the formation of students' readiness for intercultural communication was developed, and the educational experiment was conducted. At the third, *final,* stage, the obtained data were processed and theoretical conclusions formulated. Methodological recommendations for educating students in the field of intercultural communication based on interactive methods were developed in parallel. The final stage also included the analysis of research materials and mathematical statistics methods, as well as the systematization and generalization of the results.

Research base

This research was carried out at Russian State Vocational Pedagogical University (RSVPU) among 54 students from the CIS countries (Turkmenistan, Uzbekistan, Tajikistan) studying economics and law. Respondents' age varied from 18 to 20 years. The study sample comprised students in the second and third academic years (26 and 28 people, respectively), which guaranteed sufficient language skills for communication. As for gender distribution, among 54 respondents 48 were men, and 6 were women, although it is worth mentioning that gender was not significant for research purposes. The investigation was conducted within the real educational process of RSVPU. In order to maintain the experimental integrity, all respondents were divided into two homogeneous groups – experimental (EG) and control (CG); 27 people in each. The participation was voluntary, and the involved students were given all the necessary explanations concerning the examination process as well as guarantees of confidentiality.

The formed sample corresponds to the objectives of the study. The respondents were selected among representatives of the countries different from the country of study, with regard to students' religious, ethnic, and cultural self-identification and history (Muslim countries, ethnic Turks predominantly, those who grew up in independent countries after the collapse of the Soviet Union). The respondents who have not learned Russian from childhood were chosen for the study in order to exclude adherence to the general Soviet culture. However, they also had to already possess a sufficient level of language proficiency in order to provide for a sufficient level of initial intercultural competence and communication capabilities. Students of non-language faculties were also selected for the study in order to exclude those who are deeply professionally immersed in intercultural communication. The research on this more professional group can be done subsequently. Moreover, this type of sample has already been examined in many studies across the country, while the group we have selected is poorly researched at the international level. Given that the sample consisted of foreign students from the CIS countries who studied at the focus university and were suitable for the research, i.e. had all the above-described characteristics, the possible statistical error of the sample does not exceed 3.89.

During the educational experiment, researchers were focused on designing students' individual educational trajectory, using interactive learning methods and providing the opportunity for students' self-control through the scale for assessing the level of readiness for intercultural communication. In the study process, respondents were proposed interactive forms of learning that reproduce situations of real educational or daily communication. Besides, interactive activities were practiced such as project work, role-playing, case study, interactive tasks, work in creative groups, and the use of Internet resources for learning Russian as L2. Much attention was paid to the game modelling method (Sturikova et al., 2016) since this form of conducting

classes contributes to maintaining interest not only in the Russian language but also in the chosen profession.

Students carried out self-control of the level of competence in cross-cultural communication using specially developed control and measuring materials – tests. Therefore, at the ascertainment phase of the experiment, the readiness for intercultural communication was analysed, and the assessment of its initial level was made via special tests checking the knowledge of vocabulary, grammar, and phonetics. This diagnostic method was chosen because it is considered the most suitable for determining students' linguistic skills. It provides the most convenient way to examine the knowledge of everyday formulas of Russian speech etiquette (greetings and farewells, thanks, apologies, regrets, agreement/disagreement, asking for advice, etc.). Apart from tests, students were also proposed to work with texts in order to determine their level of readiness for intercultural communication (understanding the content with respect to linguo-cultural realities, reading comprehension via answering questions about the text, consistent presentation of the main idea, etc.).

During the educational experiment in the CG, no purposeful work on the competence for intercultural communication was done. The training was carried out on the basis of the traditional teaching methodology. In the EG, the influence of all three pedagogical conditions was checked: designing an individual educational trajectory; the use of interactive teaching methods that imitate the situations of educational, professional or everyday communication, which ensures the accumulation of experience of social interaction in Russian and better acquisition of the studied material; self-control of the level of competence for intercultural communication with the use of developed control and measurement material. The final stage of the experiment included reassessing the level of readiness for intercultural communication and statistical processing of the obtained data.

Data analysis

Three levels of the students' readiness were taken as diagnostic tools: basic, moderate, and advanced. The competence of international students was assessed according to five indicators: vocabulary and grammar, speaking, writing, reading, and the knowledge of Russian reality/culture. For each of these indicators, the study participants could get from 1 to 5 points. The number of points corresponded to the following levels:

1 basic (0 – 6 points)
2 moderate (7 – 19 points)
3 advanced (20 – 25 points)

Statistical processing

The research results were processed via Microsoft Excel 2013, and it only included determining the percentage ratios between the number of participants who gave one or the other answer.

Ethical issues

All respondents voluntarily agreed to participate and received a detailed explanation of the study process and research objectives. No personal data of the participants were disclosed. Only anonymous statistical results of the survey and tests were processed.

Research limitations

The study covered representatives of only three countries of one geographic region (Central Asia) studying economics and law at one Russian university. Future research on this issue should cover representatives of more distant countries in cultural and linguistic terms.

Results

The results of the survey regarding the international students' motivation for the formation and development of intercultural communication are presented in Table 1.

Based on the data in Table 1, one can note a positive attitude of international students towards Russian students (70%). Furthermore, it can be stated that communication between them mainly occurs in an educational institution (50%), as well as in informal settings, on vacation, etc. (50%). According to the international students themselves, 70% of them have Russian friends, and about 98% of the surveyed can speak Russian (13% of respondents are fluent). From the whole study sample, 85% of individuals indicate that their university holds festivals dedicated to foreign countries' culture and traditions, highlighting the celebration of the New Year, Butter Week, and student ethnic festival Navruz. Approximately 61% of international students are interested in the culture, language, and traditions of Russia. About 56% of participants state that Russian students help them to learn Russian. At the same time, almost 78% consider mastery of intercultural communication to be an essential factor for their successful life in Russia. The overwhelming majority of research participants (almost 94%) are tolerant people, and about 88% feel a sharp contrast in their views on life, mentality, lifestyle, traditions, and habits when communicating with Russian students. After analysing the state of international students' motivation for the formation and development of intercultural communication, the following conclusions can be drawn:

1 Intercultural communication is highly prioritised.
2 Students realise that proficiency in cross-cultural communication is essential for any field of activity.
3 Only studying at an educational institution gives one the possibility to acquire intercultural communication skills at a high professional level.
4 Cross-cultural communication is carried out and can be explored either at the group or individual level.

As the next part of the experiment, the levels of international students' readiness for intercultural communication were determined according to five indicators (vocabulary and grammar, speaking, writing, reading, awareness of Russian realities). They are

Table 1
Survey outcomes

Question – Answer (%)	Positive	Neutral	Negative	Don't know/ No answer
1. What is your general attitude towards Russian students?	70%	15%	5%	10%
Question – Answer (%)	During university study	In informal surroundings	At leisure/ On vacation	Other
2. Under what circumstances do you communicate with Russian students?	50%	21%	12%	17%
Question – Answer (%)	Many Russian friends	One or two	No Russian friends	Don't know/ No answer
3. How many Russian friends do you have?	25%	45%	18%	12%
Question – Answer (%)	I have a good command of written and spoken Russian	I have a good command of only spoken Russian	I have only basic level of Russian	I don't speak Russian at all
4 At what level of proficiency in Russian are you?	13%	46%	39%	2%
Question – Answer (%)	Yes, every year	Occasionally	No	Don't know/ No answer
5 Does your university hold cultural events and festivals?	85%	12%	0%	3%
Question – Answer (%)	Yes	Rather yes than no	Rather no than yes	Don't know/ No answer
6 Are you interested in Russian culture, language, or traditions?	34%	27%	35%	4%
Question – Answer (%)	Yes	Rather yes than no	No	Don't know/ No answer
7 Do Russian students help you learn Russian?	24%	32%	26%	18%
Question – Answer (%)	Yes	Rather yes than no	Rather no than yes	No
8 Do you consider becoming proficient in intercultural communication compulsory?	49%	29%	19%	3%
Question – Answer (%)	Yes	Rather yes than no	Rather no than yes	No
9 Are you a tolerant person?	78%	16%	6%	0%
Question – Answer (%)	Yes	Rather yes than no	Rather no than yes	No
10 Do you feel a sharp contrast in worldview, mentality, lifestyle, traditions, and habits when communicating with Russian students?	21%	67%	11%	1%

expressed in percentages and the average for all indicators under consideration (Table 2).

Table 2
Levels of readiness for intercultural communication (for EG)

Level Indicators		Basic (%)	Moderate (%)	Advanced (%)
1.	Vocabulary and grammar	18	58	24
2.	Speaking	32	32	36
3.	Writing	26	43	31
4.	Reading	27	27	46
5.	Knowledge of Russian reality/culture	9	23	68
Average for all indicators		24	37	39

According to the results of specially developed tests (Table 2), it can be noted that 24% of EG students have advanced knowledge of Russian vocabulary and grammar, and 58% of the participants – moderate. The percentage of students with an advanced level of speaking practice equals 36%, while with moderate – 32%. As for writing, the number of students with a high literacy rate comprises only 31%, while 43% of study respondents turned out to have moderate writing skills. The advanced level of reading is inherent to 46% of EG participants, and moderate to 27%. The share of EG students with advanced knowledge of Russian reality/culture comprises 68%, while only 23% have moderate knowledge on this issue. In total, 76% of international students have moderate and advanced levels of competence in the Russian language and culture. Thus, it can be claimed that developed and introduced teaching methods allow international students to achieve a high level of readiness for intercultural communication. The experiment showed that the implementation of the created preparation method gives reliable and effective results.

Discussion

The need for understanding the link between cross-cultural and linguistic competence by university teachers is propelled by the processes of globalisation, migration, and the development of communication technologies. To date, there are enough studies and textbooks on intercultural communication. Among them are *Basics of Intercultural Communication* (Grushevitskaya et al., 2003), (Piskorska, 2017), *Fundamentals of Intercultural Didactics* (Petrikova, 2015), *Developing Intercultural Competence in Practice* (Byram et al., 2001), and *Intercultural Competence in International Higher Education: International Approaches, Assessment, Application* (Deardorff & Ararasatnam-Smith, 2017). These works address the main challenges of intercultural communication, generalise studies of various schools and areas, review issues of bilingual education and cross-cultural models (Hofstede & Minkov, 2010; Lewis, 2006), and analyse didactic foundations of teaching foreign languages and Russian as L2 in various educational institutions.

In global practice, many peculiarities of effective language skills formation among international students have been discussed, especially while teaching English (Tsagari & Vogt, 2017; Lasekan, 2020). The current situation creates the need to find means and techniques of teaching intercultural communication in real-life situations. The research presented here has demonstrated excellent knowledge and awareness of Russian culture on the part of international students and a large number of local friends. This situation can be very effectively used in the practice of teaching intercultural communication through practical tasks that students can perform directly in their immediate environment at the university, on campus, via friendly communication, etc. (Byram et al., 2001; Allende, 2019).

Scientific community proposes to use various interactive methods as a rule, combining different forms of education: computer simulation, business and role-playing games, discussions, case studies, practical courses, and the case method. Most of these methods, as you can easily see, are focused on the prevalence of oral communication or reading information in a foreign language. Our research also points to better scores in writing of international students and a definite gap in speaking and reading efficiency. Interactive teaching methods have been examined by numerous worldwide researchers (Bjork, 2017; Mitchell et al., 2017; Zhang & Liu, 2018; Atif & Chou, 2018). Their findings lead to the conclusion that these methods of teaching students act as intensification tools for communication education. The interactivity allows one to be immersed in specific situations that take into account the national characteristics of intercommunication between different societies. Such specific situations of communication should be specially developed for the curriculum and orchestrated, and on the other hand, internalized by foreign students through their use in everyday communication practice (Furstenberg, 2010; Polenova, 2017). However, to provide proper training of international students, the host country must have specialists familiar with the rules of intercultural communication, who have the theoretical and practical knowledge of the region, the country, the rules of conflict-free interaction, and speech etiquette (Chen, 2010).

Among the existing methods of work, of particular interest are the following: practical approaches; tasks for teachers; the use of new technological opportunities, especially telecommunication with native speakers (Godwin-Jones, 2013); educational videos; virtual reality programs; and various podcasts (Zhang & Liu, 2018). As the results of our research show, training in communication with the use of these technologies at the modern level should include more collaborative work. For example, discussing multimedia content with foreign friends in person and via the Internet. Challenges of intercultural interaction during study are investigated in many scientific works (Allende, 2019; Lahey, 2020; Deardorff & Ararasatnam-Smith, 2017). In most cases, this interaction is referred to as an active connection between the subjects in the educational process, which leads to quantitative and qualitative results and presupposes obtaining a certain product of joint activity in the near or distant future (Lahey, 2020).

According to the results of the survey, it is important to note a significant desire of students to improve their professionalism in intercultural communication and a high level of tolerance of the country in which they study and its people. These factors, as shown by other studies, are closely related (Moeller & Nugent, 2014; Mitchell et al., 2017). Interaction with foreigners during study contributes to the intensification of understanding that almost all nations differ in all aspects of life. Each culture has ethnic models of behaviour and values that must be perceived within the framework of a specific tradition. Active involvement of international students in role-playing games and communicative training manage to overcome the ethnocentric clash of views and avoid culture shock. Interactive teaching techniques contribute to solving the problem of students' motivation and involvement in tackling situational difficulties. As a consequence, they are proved to encourage intercultural interaction (Sun & Yuan, 2018; Vlasova, 2020).

The use of interactive teaching methods enables the implementation of a personality-oriented approach, more complete self-realisation, and self-improvement through communication with people of a different culture. Our research showed an approximately equal percentage in the sample of students interested and not interested in foreign culture, despite the fact that 78% of the respondents recognized themselves as tolerant. This fact may indicate the need for a more careful assessment of individual needs and learning trajectories in the field of intercultural communication. Some aspects of communication will be more interesting, others less, and they can be mastered later. The application of interactive teaching methods results in enhanced motivation for learning since interactive methods are based on the cooperation of all training process participants and are aimed at the formation of students' intercultural and professional competencies. A research by Meguid and Collins (2017) has shown that such methods are highly appreciated by students. It should be noted that readiness for intercultural communication is essential for a future graduate of a pedagogical university, as such a person is a source of professional growth and self-realisation and, to some extent, provides the possibility to gain the real-life experience. As practice shows, readiness for constructive intercultural communication remains insufficient, even though humans face the necessity to find common ground with representatives of other cultures in all areas of activity almost every day.

Conclusions

Statistical processing of the obtained data manifested positive results for all five indicators of students' readiness for intercultural communication: vocabulary and grammar (24% of participants reached the advanced level and 58% – the moderate level), speaking (36% reached the advanced level), writing (31% reached the advanced level, 43% – moderate level), reading (46% reached the advanced level), knowledge of Russian reality/culture (68% reached the advanced level). In view of this, the study confirmed the effectiveness of the chosen pedagogical conditions, which contributed

to gaining competence for intercultural communication, mastering the methods of managing one's cognitive activity, developing self-reflection skills, and the involvement of international students in the educational process.

The study results created the foundation for the development of methodological recommendations for teachers of Russian as L2 concerning the acquisition of student competence for intercultural communication based on interactive learning methods. Future research in this field should focus on the development of methodological materials to be used with international students in gaining competence for intercultural communication. Furthermore, the sample population in further research should include a larger number of students from other countries.

Recommendations

The research significance lies in the fact that its findings allow one to develop and scientifically substantiate a complex set of pedagogical tools to increase the international students' readiness for intercultural communication. The study materials can be useful for researchers studying pedagogy and methodology, for teachers of Russian as L2, specialists in cross-cultural communication, teachers of higher and secondary schools, and everyone engaged in pedagogical activities.

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Stjecanje kompetencije za međukulturnu komunikaciju studenata i pedagoški uvjeti njezina ostvarivanja

Sažetak

Važnost proučavane teme proizlazi iz povećanja globalne akademske migracije, posebno u Rusiji. Cilj ovoga istraživanja bio je proučiti oblikovanje spremnosti međunarodnih sveučilišnih studenata za međukulturnu komunikaciju i utvrditi pedagoške uvjete za njezinu realizaciju. Zadatak rada je razmotriti međukulturnu komunikaciju sveučilišnih studenata ne samo kao sredstva poučavanja, nego kao priliku za život i rad u sociokulturnom prostoru Rusije. U istraživanju se analizirala međukulturna komunikacija 54 međunarodna studenta pedagoškoga sveučilišta iz tri zemlje članice CIS-a. Rezultati pokazuju da želja studenata za razumijevanjem i upotrebom danoga materijala za učenje potiče njihovo učenje ruskoga jezika. Štoviše, primijećeno je da proces stjecanja profesionalno važnih informacija doprinosi razvoju pisanih i usmenih komunikacijskih vještina. Ovaj rad argumentira činjenicu da učenje ruskoga kao stranoga jezika pomaže studentima da povećaju mogućnosti budućega zaposlenja i poboljšaju osobne stručne sposobnosti (prema rezultatima testa, 39 % sudionika dosegnulo je umjerenu razinu jezične sposobnosti, a 37 % naprednu razinu). Osim toga, u ovom radu određeni su nužni uvjeti za ostvarivanje međukulturne komunikacije: individualni put učenja studenata, upotreba interaktivnih metoda učenja i postizanje samokontrole pri oblikovanju spremnosti za međukulturnu komunikaciju. Dobiveni rezultati istraživanja omogućuju pripremu i testiranje niza posebno dizajniranih zadataka važnih za učinkovito obrazovanje međunarodnih sveučilišnih studenata za međukulturnu komunikaciju. Rezultati istraživanja mogu se koristiti u praktičnom radu učitelja ruskoga kao stranoga jezika u institucijama visokoga i srednjoškolskoga obrazovanja, kao i tijekom rada u području međukulturne komunikacije.

Ključne riječi: *individualni obrazovni put; međukulturalna komunikacija; međunarodni student; organizacijski stadij; pedagoški uvjeti.*

Uvod

U današnje vrijeme spremnost preddiplomskih studenata za učinkovitu komunikaciju vrlo je tražena vještina. Kako bi omogućili ekonomsku trgovinu i ojačali status neke zemlje na globalnoj sceni, prije svega nužno je osnažiti njezine međukulturne veze (Lubkov, 2020; Malysheva, 2014).

Trenutačne sociokulturne promjene u Rusiji doprinose povećanju suradnje u međunarodnim obrazovnim projektima i širenju stručnih kontakata među predstavnicima različitih kultura (Malysheva, 2018). Nužne sastavnice za uspješnu međukulturnu komunikaciju su tečnost u stranom, drugom, jeziku i poštivanje normi interakcije s pripadnicima drugih kultura (Galimzyanova, 2012; Zvereva i sur., 2020). U tom pogledu, prilikom poučavanja ruskoga kao drugoga, stranoga jezika, prioritet bi trebalo dati pripremanju učenika za međukulturnu komunikaciju koja predstavlja ključni zahtjev njihove integracije u međunarodnom prostoru. Tijekom posljednjih desetljeća međukulturna komunikacija proučavala se prilično temeljito (Hua, 2018; Ferri, 2018) i promatra se kao okolina za interakciju osoba iz različitih zajednica doživljena kroz slike vlastite kulture (Turistiati, 2016).

Prilikom proučavanja interakcije između predstavnika različitih naroda, znanstvenici definiraju voljnost za suradnju u multikulturnoj okolini kao osobnu kvalitetu integracije koju karakteriziraju poznavanje toga području društvene interakcije, pozitivan stav prema specifičnim kulturološkim posebnostima i sposobnost komunikacije s predstavnicima određene nacije (Xiaoxing, 2016). U definiranju strukture spremnosti za komunikaciju, istraživači identificiraju tri međusobno povezane komponente: intelektualnu, vrijednosnu i praktičnu. Intelektualna sastavnica uključuje poznavanje jezika, povijest, tradiciju, religiju i psihologiju. Vrijednosna sastavnica povezana je s drugim kulturama, a praktična sastavnica podrazumijeva sposobnost interakcije s ljudima iz drugih kultura.

Spremnost je definirana u ruskoj i stranoj literaturi kao pokazivanje osobnosti, uključujući osobna vjerovanja, motive ponašanja, osobne voljne i intelektualne osobine, znanja, vještine i sposobnosti (Baltusite i Katane, 2014). U pedagogiji je spremnost na aktivnost definirana kao složen dinamički sustav koji sadrži intelektualne, emocionalne, motivacijske i voljne aspekte (Deardorff, 2016). Galimzyanova određuje međukulturnu komunikaciju kao niz specifičnih procesa interakcije između ljudi koji pripadaju različitim kulturama, svjesnih činjenice da je svaki od njih jedinstven, i u kojoj svatko percipira stranost partnera (Galimzyanova, 2012). Kao interakcija između predstavnika različitih nacija, međukulturna komunikacija znači direktan kontakt između raznolikih socijalnih skupina i društava putem verbalnih i neverbalnih sredstava (Beketova i sur., 2018).

Savladavanje stranoga jezika u vlastitoj domovini trebalo bi uključivati uranjanje u svjetonazor i kulturu respektivne nacije. Tradicionalno se kulturološki aspekti na ruskim sveučilištima uče unutar okvira kulturološke lingvistike - discipline koja daje posebnu pozornost leksičkoj semantici. Ipak, samo analiza rječnika ne pruža

potpuno razumijevanje komunikacijskoga ponašanja predstavnika određene kulture. Primjerena međukulturna komunikacija zahtijeva poznavanje vrijednosti i pravila partnerske nacije (Sazhina, 2017). Stoga učitelji jezičnih disciplina trebaju biti sposobni prenijeti znanje modelirajući poliloge i dijaloge na drugom jeziku, posebno putem alata e-učenja (Tsagari i Vogt, 2017; Mukhametgaliyeva i Ilyashenko, 2020).

Međukulturna komunikacija edukatora i dalje je popularna tema za raspravu u današnjoj znanstvenoj zajednici (Sinicrope i sur., 2007; Sorina, 2015; Turistiati, 2016; Wagner i Byram, 2017). U današnje vrijeme učenje jezika postaje moćno sredstvo proširenja profesionalnoga znanja jer povećava mogućnosti zaposlenja (Polenova, 2017).

Pregled literature

Suvremena obrazovna paradigma u literaturi opisana je kao komunikacijska i međukulturna. Njezina pojava u obrazovanju omogućena je osnaženom međukulturnom suradnjom, migracijskim tijekovima, međuljudskim kontaktima, potrebom za povećanom komunikacije s predstavnicima različitih kultura i drugim sličnim čimbenicima. U današnje vrijeme svjedoci smo globalnoga trenda organiziranja jednog obrazovnoga prostora u kojem se usavršavaju stručnjaci sposobnih za djelovanje u kontekstu međunarodne zajednice (Petrikova i sur., 2015). Poučavanje učenika s ciljem da postanu dio multikulturnoga društva obaveza je suvremenih obrazovnih institucija, stoga škole i sveučilišta postaju sve otvoreniji. Mnoge od tih institucija uključene su u programe razmjene i zajedničke međunarodne projekte. Štoviše, brojne obrazovne ustanove u današnje vrijeme organiziraju ljetne škole za strance (Zhang i Liu, 2018).

Djela Wagnera i Byrama (2017), Byrama (2014), Byrama i suradnika (2013) predstavljaju koncept međukulturnoga građanstva, tj. međukulturne kompetencije kao značajne za život u svijetu s nekoliko nizova kulturoloških vrijednosti, vjerovanja i ponašanja. Za studente na višim školama i sveučilištima, spremnost i sposobnost za međukulturnu komunikaciju posebno su važni. U sadašnje vrijeme gotovo svako sveučilište ima studente iz drugih zemalja i organizira razne međukulturne događaje, programe i znanstvene i obrazovne projekte. Stoga, kako bi se poboljšala opća kvaliteta obrazovnih usluga, svaka obrazovna institucija trebala bi provoditi multikulturno obrazovanje s ciljem razvijanja specijaliziranoga znanja i vještina i jasnih pravila ponašanja zbog ostvarivanja interakcije i međusobnoga razumijevanja s predstavnicima različitih etničkih grupa (Lahey, 2020).

Sinicrope i suradnici (2012) vjeruju da takvo obrazovanje ne treba podcjenjivati jer učenicima može osigurati stvarne alate nužne za rad u međukulturnoj okolini. Moloney i Harbon (2010; 2013) bilježe da međukulturna praksa u kontekstu jezičnih učionica „zahtijeva razmišljanje i djelovanje učenika primjereno sve većem poznavanju kulture unutar jezika". Takvo obrazovanje zahtijeva planiranje poučavanja koje osigurava vrijeme i prostor za kulturno istraživanje i otkriće (Sinicrope i sur., 2012). Prilikom obrazovanja učenika u području međukulturne komunikacije u pedagoškoj praksi,

vrijedno je razmotriti utjecaj straha od međukulturne komunikacije, tj. strah ili tjeskobu vezanu uz stvarne ili anticipirane interakcije s ljudima iz različitih grupa, posebno kulturnih ili etničkih (Fall i sur., 2013; Chen, 2010). Prema rezultatima istraživanja s više od 400 studenata, tri su glavne sastavnice straha od interkulturne komunikacije (emocionalnost, društvenost i samokontrola) o kojima ovise sposobnost upravljanja tim strahom i spremnost na međunarodne kontakte (Fall i sur., 2013; Chen, 2010).

Spremnost za učenje stranoga jezika nije dovoljna za postizanje pozitivnih rezultata u području interkulturne komunikacije. Nužno je podići razinu spremnosti učenika/ studenata za otkrivanje kulture, društvenih stereotipa, kognitivnih shema i sličnih osobitosti nacije. Svaki međunarodni student ima vlastitu sliku svijeta i komunikacijski model stečen tijekom socijalizacije. U procesu obrazovane ili svakodnevne interakcije međunarodni student susreće se s nesporazumima, nelagodom i kulturnim barijerama. Stoga je nužno studente opremiti odgovarajućim znanjem, vještinama i uzorcima ponašanja karakterističnim za zemlju ciljanoga jezika (Mebuke, 2019).

S obzirom na činjenicu da se razvoj međukulturne komunikacije odnosi na vještine stečene kroz cjeloživotno učenje, istraživači navode da je potrebno studentima osigurati alate za razvoj međukulturne kompetencije i vještina kritičke procjene napretka (Sorina, 2015). Moeller i Nugent (2014), Furstenberg (2010) i Kearney (2010) promatraju studenta kao istraživača i tvrde da uloga modernoga učitelja jezika nije u detaljnom poučavanju nego u osposobljavanju učenika za proces pretraživanja i analize informacija iz pouzdanih izvora.

Struktura istraživanja

Ovaj rad strukturiran je kako slijedi. U Sažetku predstavljen je kratak nacrt važnosti teme istraživanja, opisani su postignuti rezultati i navedena njihova inovativna i praktična vrijednost. Uvod predstavlja povijest istraživanja ovoga pitanja, opisuje ruske i međunarodne pristupe oblikovanju vještina međukulturne komunikacije međunarodnih studenata te opisuje novinu istraživanja. Nadalje, u Pregledu literature predstavljena je analiza raznih obrazovnih paradigmi za poučavanje međukulturne komunikacije i prevladavajućih pogleda na ovo pitanje. Metodologija specificira uzorak istraživanja, metode i alate, a u dijelu Rezultati navedeni su rezultati istraživanja, opservacija i testiranja aktivnosti sudionika. U poglavlju Rasprava objašnjeni su rezultati istraživanja i uspoređeni s prijašnjim rezultatima stranih autora, a zadnji dio rada predstavlja zaključke, moguće smjerove za buduća istraživanja i naglašava praktični značaj rada.

Metodološki okvir
Metodologija istraživanja

Ovo istraživanje imalo je nekoliko zadataka. Prije svega, nastojalo se analizirati stavove međunarodnih studenata o ruskim institucijama visokoga obrazovanja. Drugo, autori su imali namjeru utvrditi pomažu li ruski studenti međunarodnim

studentima u učenju ruskoga jezika i dijele li s njima informacije o ruskoj kulturi i tradicijama. Treće, ovo je istraživanje posvećeno ispitivanju razine poznavanja ruskoga jezika međunarodnih studenata i stupnja potrebe za svladavanjem međukulturne komunikacije. Osim toga, unutar ovoga istraživanja nastojalo se utvrditi postoji li oštar kontrast u svjetonazoru, mentalitetu, životnom stilu, tradicijama i navikama između studenata različitih nacionalnosti. Kako bi se temeljito istražila spomenuta pitanja, primijenjena je tehnika intervjua s međunarodnim studentima s ciljem razvijanja međukulturnih komunikacijskih vještina, a provedena sveobuhvatna analiza potvrdila je važnost odabrane istraživačke teme.

Faze istraživanja

Istraživanje je provedeno u tri faze: *organizacijska, eksperimentalna* i *završna.* U okviru *organizacijske* faze formulirane su radne hipoteze i koncept istraživanja. Ovaj stadij također je uključivao odabir istraživačkih metoda i razvoj detaljnoga plana za provođenje eksperimentalne i završne faze istraživanja. U *eksperimentalnoj* fazi razvijena su sredstava evaluacije za jasnu procjenu studentskih postignuća u različitim periodima poduke. U ovoj su fazi također testirane raznolike metode za provođenje eksperimenta: zamišljene profesionalne situacije, testovi, zadatci za učenje, vježbe, pitanja, odabir specijaliziranih, pedagoških i obrazovanih tekstova. Zatim je formulirana metodologija za pripremu studenata za međukulturnu komunikaciju i proveden obrazovni eksperiment. Sakupljeni podatci obrađeni su i teorijski zaključci formulirani u trećoj, *završnoj,* fazi eksperimenta. Osim toga, razvijene su metodološke preporuke za pripremu studenata za međukulturnu komunikaciju na osnovi interaktivnih metoda. Završna faza također je uključivala analizu materijala istraživanja i metode matematičke statistike, kao i sistematizaciju i generalizaciju rezultata.

Osnova istraživanja

Istraživanje je provedeno na Ruskom državnom strukovnom pedagoškom sveučilištu (RDSPS) s 54 studenta ekonomije i prava iz zemalja članica CIS-a (Turkmenistan, Uzbekistan, Tadžikistan). Ispitanici su bili u dobi od 18 do 20 godina. Uzorak istraživanja uključio je studente druge i treće akademske godine (26 i 28 studenata, tim redoslijedom), a što je garantiralo dovoljno razvijene jezično-komunikacijske vještine. Od ukupnoga broja ispitanika (N = 54), 48 je bilo muškoga i 7 ženskoga spola premda treba napomenuti da spol nije bio značajan za svrhu istraživanja. Istraživanje je provedeno unutar obrazovnoga procesa na RDSPS-u. Kako bi održali integritet eksperimenta, svi su sudionici podijeljeni u dvije homogene skupine – eksperimentalnu (ES) i kontrolnu (KS), od kojih je u svakoj bilo po 27 studenata. Sudjelovanje u istraživanju bilo je dobrovoljno. Uključeni studenti dobili su sva nužna objašnjenja o procesu istraživanja kao i garanciju povjerljivosti podataka.

Formirani uzorak odgovarao je ciljevima studije. Sudionici istraživanja bili su iz zemalja koje su se razlikovale od zemlje studiranja u područjima religije,

etniciteta te kulturnoga samoodređenja i povijesti (muslimanske zemlje, etnički Turci, odrasli u zemljama nastalima nakon raspada Sovjetskog Saveza). Kako bi se isključio opći utjecaj ruske kulture, odabrani su sudionici koji nisu učili ruski od djetinjstva. Osim toga, odabrani studenti već su morali dovoljno poznavati jezik, tj. biti na zadovoljavajućoj početnoj razini interkulturne kompetencije i komunikacijskih sposobnosti. Osim toga, za sudjelovanje u istraživanju odabrani su studenti fakulteta koji nisu jezični kako bi se isključilo one koji su duboko profesionalno uronjeni u međukulturnu komunikaciju. Proučavanje ove, stručnije, skupine bit će zadatak budućih istraživanja. Osim toga, ova skupina bila je predmet proučavanja mnogih studija širom zemlje, a skupina koju smo mi odabrali slabo je istražena na međunarodnom nivou. S obzirom na to da su populaciju uzorka istraživanja činili studenti zemalja članica CIS-a koji su imali sve prije navedene karakteristike, mogućnost statističke pogreške uzorka ne prelazi 3,89.

Tijekom obrazovnoga eksperimenta istraživači su bili usredotočeni na osmišljavanje individualne obrazovne putanje studenata koristeći interaktivne metode učenja i osiguravajući priliku za samokontrolu studenata putem skale za procjenu kompetencije u području međukulturne komunikacije. U procesu istraživanja ispitanicima su predloženi interaktivni oblici učenja koji oponašaju stvarne obrazovne ili svakodnevne komunikacijske situacije. Osim toga, primijenjene su interaktivne aktivnosti poput projektnoga rada, igranja uloga, studije slučaja, interaktivnih zadataka, rada u kreativnim skupinama i upotrebe internetskih sredstava za učenja ruskoga kao stranoga jezika. Mnogo se pažnje pružilo metodi modeliranja igre (Sturikova i sur., 2016) jer taj oblik provođenja nastave doprinosi održavanju interesa ne samo za ruski jezik nego i za odabrano zanimanje.

Studenti su proveli samoprocjenu razvoja spremnosti za međukulturalnu komunikaciju upotrebom posebno dizajniranih kontrolnih i mjernih materijala, tj. testova. Tako je u dijagnostičkoj fazi eksperimenta provedena analiza spremnosti za međukulturnu komunikaciju i procjena njezine inicijalne razine upotrebom posebnih testova za provjeru poznavanja vokabulara, gramatike i fonetike. Ova dijagnostička metoda smatra se najprimjerenijom za određivanje jezičnih sposobnosti studenata jer predstavlja najpogodniji način za utvrđivanje poznavanja svakodnevnih formula ruskoga govornog bontona (pozdravi, zahvale, isprike, slaganje/neslaganje, traženje savjeta itd.). Kako bi utvrdili razinu spremnosti za međukulturnu komunikaciju, studentima je osim testova bio predložen rad na tekstovima (razumijevanje sadržaja uz razmatranje lingvokulturalnih stvarnosti, sposobnost odgovaranja na pitanja o tekstu, dosljedna prezentacija glavne ideje itd.).

Tijekom obrazovnoga eksperimenta u kontrolnoj skupini, nije se radilo s namjerom stjecanja kompetencije za međukulturnu komunikaciju, tj. korištene su tradicionalne metode obrazovanja. U eksperimentalnoj skupini ispitivao se utjecaj tri pedagoška uvjeta: oblikovanje individualne obrazovne putanje studenata, upotreba interaktivnih metoda poučavanja koje oponašaju situacije obrazovne, profesionalne i svakodnevne komunikacije osiguravajući stjecanje iskustva socijalne interakcije na ruskom jeziku

i lakše usvajanje proučavanoga materijala, samokontrola razine kompetencije za međukulturnu komunikaciju putem razvijenih kontrolnih i mjernih materijala. Završna faza eksperimenta uključivala je ponovnu procjenu razine spremnosti za međukulturnu komunikaciju i statističku obradu sakupljenih podataka.

Analiza podataka

Kao dijagnostički alati korištene su tri razine spremnosti, tj. kompetencije studenata: osnovna, umjerena i napredna. Kompetencija međunarodnih studenata procjenjivala se prema pet pokazatelja: vokabular i gramatika, govor, pisanje, čitanje i poznavanje ruske stvarnosti/kulture. Ispitanici su mogli postići jedan do pet bodova za svaki od pet pokazatelja. Broj postignutih bodova odgovarao sljedećim razinama:

1. osnovna (0 – 6 bodova)
2. umjerena (7 – 19 bodova)
3. napredna (20 – 25 bodova).

Statistička obrada podataka

Rezultati istraživanja obrađeni su upotrebom programa Microsoft Excel 2013. Istraživanje je uključivalo samo utvrđivanje omjera postotaka između broja sudionika koji su dali jedan ili drugi odgovor.

Etička pitanja

Sudjelovanje svih ispitanika bilo je dobrovoljno, a dobili su detaljna objašnjenja procesa i cilja istraživanja. Osobni podatci ispitanika bili su tajni, a obrađivani su samo anonimni statistički rezultati intervjua i testova.

Ograničenja istraživanja

Istraživanje je uključilo predstavnike samo tri zemlje jedne geografske regije (Središnja Azija) koji su studirali ekonomiju i pravo na ruskom sveučilištu. Buduća istraživanja ovoga pitanja trebala bi uključiti predstavnike udaljenijih zemalja u kulturološkom i lingvističkom smislu.

Rezultati

Rezultati ankete za utvrđivanje motivacije međunarodnih studenata za oblikovanje i razvoj međukulturne komunikacije predstavljeni su u Tablici 1.

Tablica 1.

Iz podataka u Tablici 1 možemo primijetiti pozitivan stav međunarodnih studenata prema ruskim studentima (70 %). Nadalje, može se reći da se komunikacija između njih uglavnom događa u obrazovnoj instituciji (50 %), u neformalnim okruženju, na odmoru itd. (50 %). Prema samim međunarodnim studentima, 70 % njih imaju ruske prijatelje i oko 98 % intervjuiranih studenata govori ruski (13 % ispitanika tečno). Od cijelog uzorka istraživanja, 85 % ukazuju na to da njihovo sveučilište

održava svečanosti posvećene kulturi i tradiciji stranih zemalja, naglašavajući proslavu Nove godine, Tjedna maslaca i studentski etnički praznik Navruz. Otprilike 61 % međunarodnih studenata zainteresirani su za kulturu, jezik i tradiciju Rusije. Oko 56 % sudionika izjavljuju da im ruski studenti pomažu naučiti ruski. U isto vrijeme, gotovo 78 % ispitanika smatra kompetenciju u području međukulturne komunikacije esencijalnim faktorom za uspješan život u Rusiji. Prevladavajuća većina ispitanika (gotovo 94 %) su tolerantni ljudi, a oko 88 % osjeća jasnu razliku u svojim pogledima na život, mentalitetu, stilu života, tradicijama i navikama prilikom komuniciranja s ruskim studentima. Nakon analize stanja motivacije međunarodnih studenata za formiranje i razvoj međukulturne komunikacije, nameću se sljedeći zaključci:

1. Međukulturna komunikacija je među važnim prioritetima.
2. Studenti shvaćaju da je međukulturna komunikacija esencijalna za bilo koje područje aktivnosti.
3. Samo studiranje na obrazovnoj instituciji pruža mogućnost stjecanja vještina međukulturne komunikacije na visoko profesionalnoj razini.
4. Međukulturna komunikacija odvija se i može se istražiti na razini grupe ili individualnoj razini.

U sljedećem dijelu eksperimenta utvrđene su razine spremnosti međunarodnih studenata za međukulturnu komunikaciju prema pet indikatora (vokabular i gramatika, govor, pisanje, čitanje i poznavanje ruske stvarnosti/kulture). Spomenute razine izražene su u postotku i prosjeku za sve proučavane pokazatelje (Tablica 2).

Tablica 2.

Prema rezultatima posebno razvijenih testova (Tablica 2), može se primijetiti da 24 % studenata u eksperimentalnoj skupini imaju napredno poznavanje ruskoga vokabulara i gramatike, a 58 % sudionika umjereno. Postotak studenata s naprednom razinom govorne prakse je 36, dok su 32 % ispitanika na umjerenoj razini. Kada se razmatra pisanje, broj studenata s visokom stopom pismenosti je samo 31 %, a 43 % ispitanika ima umjerene vještine pisanja. Napredna razina pisanja odlika je 46 % sudionika u eksperimentalnoj grupi, a umjerena njih 27 %. Udio studenata u EG s naprednim poznavanjem ruske stvarnosti/kulture je 68 %, dok njih samo 23 % ima umjerenu razinu poznavanja ruske kulture. Ukupno 76 % međunarodnih studenata ima umjerene i napredne razine kompetencije u ruskom jeziku i kulturi. Stoga se može tvrditi da razvijene i predstavljene metode poučavanja omogućuju međunarodnim studentima postizanje visoke razine spremnosti za međukulturnu komunikaciju. Eksperiment je pokazao da primjena razvijenih metoda obrazovanja daje pouzdane i učinkovite rezultate.

Rasprava

Procesi globalizacije, migracije i razvoja komunikacijskih tehnologija uvjetovali su potrebu razumijevanja odnosa između međukulturne i jezične kompetencije.

Do današnjega dana provedeno je dovoljno istraživanja i napisano udžbenika o međukulturalnoj komunikaciji. Među njima su *Osnova međukulturne komunikacije* (Grushevitskaya i sur., 2003; Piskorska, 2017), *Osnove međukulturne didaktike* (Petrikova i sur., 2015), *Razvijanje međukulturne kompetencije u praksi* (Byram i sur., 2001) *Međukulturna kompetencija u međunarodnom visokom obrazovanju: međunarodni pristupi, procjena, primjena* (Deardorff i Ararasatnam-Smith, 2017). Ova djela bave se glavnim izazovima međukulturne komunikacije, generaliziraju proučavanja raznih škola i područja, daju pregled teme bilingvalnoga obrazovanja i međukulturnih modela (Hofstede i Minkov, 2010; Lewis, 2006) te analiziraju didaktičke osnove poučavanja stranih jezika i ruskoga jezika kao stranoga jezika u raznim obrazovnim institucijama.

U globalnoj praksi raspravljalo se o mnogim osobitostima formiranja učinkovitih jezičnih vještina međunarodnih studenata, posebno u poučavanju engleskoga jezika (Tsagari i Vogt, 2017; Lasekan, 2020). Trenutačna situacija stvara potrebu za pronalaskom sredstava i tehnika poučavanja međukulturne komunikacije u stvarnim životnim situacijama. Ovdje predstavljeno istraživanje pokazalo je izvrsno poznavanje kulture zemlje studiranja međunarodnih studenata i veliki broj lokalnih prijatelja. Ova situacija može se učinkovito iskoristiti u praksi poučavanja međukulturne komunikacije kroz praktične zadatke koje studenti mogu izvoditi u svojoj neposrednoj okolini na sveučilištu, kampusu, u komunikaciji s prijateljima itd. (Byram i sur., 2001; Allende, 2019).

Znanstvena zajednica predlaže upotrebu raznih interaktivnih metoda, već uobičajeno integrirajući različite oblike obrazovanja: računalnu simulaciju, igranje uloga i poslovne igre, rasprave, studije slučaja i metodu slučaja. Većina ovih metoda, kao što je vidljivo, usredotočene su na usmenu komunikaciju ili razumijevanje pročitanoga u stranom jeziku. Naše istraživanje također ukazuje na bolje rezultate u pisanju međunarodnih studenata, s jedne strane, i na definitivnu manjkavost u području govora i čitanja s razumijevanjem, s druge strane. Interaktivne metode poučavanja predmet su brojnih istraživanja širom svijeta (Bjork, 2017; Mitchell i sur., 2017; Zhang i Liu, 2018; Atif i Chou, 2018). Njihovi rezultati vode zaključku da te metode poučavanja studenata djeluju kao alati poboljšanja kvalitete obrazovanja u području komunikacije. Interaktivnost omogućava uronjenost u specifične komunikacijske situacije između različitih društava. Takve situacije trebalo bi posebno razvijati i orkestrirati za potrebe kurikula, a s druge strane strani studenti trebali bi ih usvojiti kroz svakodnevnu komunikacijsku praksu (Furstenberg, 2010; Polenova, 2017). Ipak, kako bi osigurali obrazovanje međunarodnih studenata, zemlja domaćin mora imati specijaliste koji poznaju pravila međukulturne komunikacije i posjeduju teorijsko i praktično znanje o regiji, zemlji, pravilima mirne interakcije i govornom bontonu (Chen, 2010).

Među postojećim metodama rada, praktičnim pristupima i zadatcima, za učitelje su od posebne važnosti upotreba novih tehnologija, posebno telekomunikacijskih s izvornim govornicima (Godwin-Jones, 2013), obrazovnih videa, programa virtualne stvarnosti i raznih podkastova (Zhang i Liu, 2018). Kako je dokazano i u našemu istraživanju, obrazovanje u području komunikacije uz upotrebu modernih tehnologija uključuje više suradničkoga rada: na primjer, raspravljanje o multimedijskom sadržaju

sa stranim prijateljima osobno ili putem interneta. Izazovi međukulturne interakcije tijekom studija predmet su istraživanja mnogih znanstvenih radova (Allende, 2019; Lahey, 2020; Deardorff i Ararasatnam-Smith, 2017). U većini slučajeva ovu interakciju promatra se kao aktivnu vezu između tema u obrazovnom procesu, a što vodi kvantitativnim i kvalitativnim rezultatima i pretpostavlja određeni produkt zajedničke aktivnosti u bližoj ili daljoj budućnosti (Lahey, 2020).

Važno je napomenuti da, prema rezultatima intervjua, postoji značajna želja studenata za poboljšanjem njihova profesionalizma u međukulturnoj komunikaciji i visoka razina tolerancije za ljude i zemlju u kojoj studiraju. Kako su pokazale druge studije, ti čimbenici su blisko povezani (Moeller i Nugent, 2014; Mitchell i sur., 2017). Interakcija sa strancima tijekom studija doprinosi dubljem razumijevanju činjenice da se gotovo sve nacije razlikuju u svim aspektima života. Svaka kultura ima etničke modele ponašanja i vrijednosti koje treba promatrati unutar okvira specifične tradicije. Aktivnim angažmanom međunarodnih studenata u aktivnostima igranja uloga i obrazovanju u područja komunikacije moguće je prevladati etnocentrički sudar pogleda i izbjeći kulturološki šok. Interaktivne tehnike poučavanja doprinose rješavanju problema motivacije studenata i njihova uključivanja u rješavanje situacijskih teškoća, tj. dokazano je da potiču međukulturnu interakciju (Sun i Yuan, 2018; Vlasova, 2020).

Upotreba interaktivnih metoda poučavanja omogućuje primjenu pristupa orijentiranoga na osobnosti, sveobuhvatnije samoostvarivanje i napredak kroz komunikaciju između ljudi različitih kultura. Naše istraživanje pokazalo je približno jednak postotak zainteresiranih i nezainteresiranih studenata za stranu kulturu, unatoč činjenici da se 78 % ispitanika odredilo tolerantnima. Ovaj rezultat može ukazivati na potrebu za pažljivijom procjenom individualnih potreba i smjerova učenja u području međukulturne komunikacije. Neki aspekti komunikacije bit će više, a neki manje zanimljivi, pa se mogu savladati kasnije. Primjena interaktivnih metoda poučavanja rezultira povećanom motivacijom za učenje jer su interaktivne metode zasnovane na suradnji svih sudionika obrazovnoga procesa i usmjerene na oblikovanje međukulturnih i profesionalnih kompetencija studenata. Istraživanje Meguida i Collinsa (2017) pokazalo je da studenti izrazito cijene takve metode. Trebalo bi napomenuti da je spremnost za međukulturnu komunikaciju esencijalna za buduće diplomante pedagoških fakulteta budući da su oni izvor profesionalnoga rasta i samoostvarenja, te do neke mjere omogućuje stjecanje iskustva u stvarnom životu. Kako pokazuje praksa, spremnost za konstruktivnu međukulturnu komunikaciju ostaje nedovoljna unatoč tomu što su ljudi svakodnevno suočeni s potrebom pronalaženja zajedničkoga temelja s predstavnicima drugih kultura u svim područjima aktivnosti.

Zaključci

Statistička obrada dobivenih podataka pokazuje pozitivne rezultate za svih pet pokazatelja spremnosti studenata za međukulturnu komunikaciju: vokabular i gramatika (24 % sudionika u istraživanju stekli su naprednu razinu i 58 % umjerenu),

govor (36 % postiglo je naprednu razinu), pisanje (31 % dosegnulo je naprednu razinu, 43 % umjerenu), čitanje (46 % postiglo je naprednu razinu), poznavanje ruske stvarnosti/kulture (68 % dosegnulo je naprednu razinu). U istraživanju su potvrđeni: učinkovitost odabranih pedagoških uvjeta (koji su pridonijeli stjecanju kompetencije za međukulturnu komunikaciju), savladavanje metoda upravljanja kognitivnom aktivnosti pojedinca, razvijanje vještina samorefleksije i uključenost međunarodnih studenata u obrazovni proces.

Rezultati istraživanja čine temelj za razvoj metodoloških preporuka za učitelje ruskoga kao drugog jezika u vezi oblikovanja spremnosti studenata za međukulturnu komunikaciju zasnovanu na interaktivnim metodama učenja. Buduća istraživanja u ovom području trebaju se usredotočiti na razvoj metodičkih materijala za pripremanje međunarodnih studenata za međukulturnu komunikaciju. Osim toga, uzorci budućih istraživanja trebali bi uključiti veći broj studenata iz drugih zemalja.

Preporuke

Važnost istraživanja leži u činjenici da njegovi rezultati dozvoljavaju razvijanje znanstveno potkrijepljenoga kompleksa pedagoških alata za razvijanje kompetencije međunarodnih studenata za interkulturnu komunikaciju. Materijali istraživanja mogu koristiti istraživačima prilikom ispitivanja pedagogije i metodologije, učiteljima ruskoga kao drugog jezika, specijalistima za međukulturnu komunikaciju, učiteljima viših i srednjih škola te svima uključenima u pedagoške aktivnosti.