

OVERCOMING OF INTERCULTURAL BARRIERS IN THE EDUCATIONAL ENVIRONMENT

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The article is devoted to topical issues related to the emergence and overcoming of intercultural barriers in the educational environment. The goal of the article lies in the analysis of the theoretical foundations of intercultural barriers, clarification of their types, examination of coping methods, as well as the investigation of experience of intercultural barriers' solution in educational environment of post-Soviet republics, identifying of problem areas and making recommendations for their elimination. The most significant scientific and practical results, obtained in the study, are: author's interpretation of the content and the conceptual nature of the intercultural barriers in the learning environment; specified types of intercultural barriers in education; model of multicultural education, developed on the example of the middle school, that will allow effectively to overcome intercultural barriers and to minimize their negative impact on the upbringing and education in educational institutions of the CIS countries thanks to the integration of multicultural component in the educational process and extracurricular work.

Keywords: Cross-cultural barrier, communication, education, CIS, multicultural education, methods, instruments.

INTRODUCTION

Contemporary socio-political realities define the necessity of search of effective mechanisms of intercultural interaction of different ethnic groups, religions, ideological beliefs as the guarantee of sustainable development of society (Jandt, 2015). Today, distinguishing the world through the prism of contemporary globalization and integration processes, there is no doubt that the world is in dire need of humanistic paradigm of intercultural dialogue, which would prevent the rise of enmity and hatred in various spheres of human life. Accordingly, the equal involvement of representatives of all ethnic and religious communities into the formation of national identity should be the basis of social reconciliation and consolidation (Diers-Lawson, 2017). The leading role in this process, in terms of

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the growing importance of education and of science in society, belongs to the multicultural education of the individual in all educational and qualification levels.

Thus, the main strategy of modern society is to train the specialist, who speaks a foreign language fluently, is guided in a multicultural world and able to interact effectively with representatives of other mentalities.

Nowadays, these issues become more relevant for post-Soviet countries in the context of their integration into the outer space after the collapse of the USSR and the fall of the Iron Curtain and the expansion of economic, social, cultural and other ties between the states, which leads to the increase of requirements to the future professionals in standards of intercultural professionally oriented communication (Osadchy & Akhmetshin, 2015).

Among the phenomena that hamper the communication in a limited space, and sometimes lead to its complete blockage, leading role is played by intercultural barriers. They are one of the reasons for the emergence and development of inner-personal, interpersonal, intragroup and intergroup conflicts that arise in the process of verbal or nonverbal interaction between people (Latyshev & Akhmetshin, 2015).

METHODOLOGICAL FRAMEWORK

Taking into consideration the preceding information, the essential analysis of intercultural barriers in the educational environment, identification of their causes and study of the main ways of their prevention require further detailed investigation, which condition on the choice of the topic of this article, and also defined its conceptual framework and the appropriate instruments of scientific knowledge.

The expansion of international contacts and studying foreign languages determine the interest to intercultural communication in both the academic and the expert community, which currently experience the dynamic development throughout the world. The researches of famous philosophers and linguists formed the basis for the development of intercultural communication as a science. Intercultural communication theory that tried to explain this phenomenon from different points of view was developed.

However, in recent years the society has undergone the significant structural changes, which requires timely and adequate response from the educational system to intercultural barriers, and mechanisms and ways of their overcoming.

Thus, taking into consideration the preceding information, the goal of the article lies in the analysis of the theoretical foundations of intercultural barriers, clarification of their types, examination of coping methods, as well as the investigation of experience of intercultural barriers' solution in educational environment of post-Soviet republics, identifying of problem areas and making recommendations for their elimination.

So, the main characteristic of intercultural communication, and conformably intercultural barriers, is interdisciplinary that triggers the need for treatment during

their research to many related fields, particularly linguistics, cultural studies, social psychology, etc. (Berkimbaev & Kudabaeva, 2015). Taking into consideration this fact, we propose to consider this intercultural barriers in educational environment in indivisible triumvirate of psychological, emotional and social phenomena that lead to blocking of effective communication in the process of educational activities that primarily is expressed in cognitive and communicative passivity of the subject of study and makes it impossible to fulfil the educational tasks.

Today, the world's scientific experts developed a significant number of criteria and characteristics of classification of cross-cultural barriers. Mostly they have a common nature, for example, barriers of understanding and communication barriers, or semantic and personal barriers (Barkov, 2015). However, these approaches are not fully able to reflect the specifics of the education sector and relevant features of intercultural barriers that arise in the learning process. Therefore, we offer the following types of cross-cultural barriers that arise in the educational environment in the process of implementation of intercultural interaction:

- emotional barriers caused by different emotional or psychological state of the students;
- phonetic barriers related to the quality of diction, pace, speed and intonation of teacher's or student's speech;
- stylistic barriers resulting from a violation of the rules and regulations of individual linguistic style, as well as resulting from the use of unacceptable language constructs and the violation of ethic communication;
- intellectual barriers caused by the logical-grammatical design of the statements and ways of thinking of teacher or student;
- semantic barriers associated with the perception of information by the student, these barriers reflect the individuality of the life experiences of the student and actualize the need for compromise and communication;
- motivational barriers, conditioned with different goals, purposes and motivation;
- the barriers, initiated by the structure of the group and scheme of creating of interpersonal relations.

RESULTS AND DISCUSSION

So, the theoretical aspects of intercultural barriers in the educational environment, check according to the results of investigation, provide to choose more vivid, well-founded and effective methods of their overcoming.

First of all, we note, that during the process of education there must be the traditional and classical, but not less effective approaches to the intercultural barriers' overcoming, the essence of which is as follows:

- creating and support of the comfort psychological atmosphere for each student, who enters the communication process;
- support of atmosphere of benevolence, trust and mutual support, which on one hand encourages students to think, to work effectively, to achieve positive results, and on the other, mutual respect and help enhance self-esteem, stimulate the development of intellectual skills, independence and self-confidence (Gao, 2017);
- organization of group work, and, primarily, ensuring the implementation of the principle of diversity by providing to the students equal opportunities of a full identification of cultural identity (Sorrells, 2016).

At the present point, the concept of ‘multicultural education’ is the leading teaching concept that takes into account the peculiarities of the XXI century, which consist in the formation of a multicultural space in the conditions of globalization and information society changes, and which allows to effectively overcome cross-cultural barriers in education.

The basis of this concept was the idea of symbolic interactionism, the dialogical personalism, intersubjective approach; provisions about the relationship of interpersonal and social relations; migrant pedagogy; culturological approach, which develops the idea of education as dialogue of cultures and education in the context of culture; the psychology of trust, non-violence pedagogy and the methods of active socially-psychological training, a paradigm of tolerance and intercultural interaction.

A special development of the concept of “multicultural education” has become in the United States, the legislative and regulatory design gained official status in 1991-1995 (Flerov, 2015). Also this concept is widely used in Europe. The European Parliament, the Council of Europe, prominent politicians, the official circles of the leading countries of Western Europe from the 70-ies of the twentieth century pay close attention to multicultural education. So, Roman Herzog (Germany), in his speech in 1996, identified the establishment of friendly relations “people from different ethnic groups,” preparation for life in a heterogeneous culture (Dai & Chen, 2017) as the primary goal of educational institution.

In the context of this concept, various interactive learning technologies are actively used. Their purpose is to help each student to be ready to communicate with the outside world, to realize the features of such communication, to learn different languages to communicate what is needed for a productive intercultural communication (Ismagambetova & Badmaev, 2014).

The most common interactive technologies of learning are: cooperative learning; collective group learning; technologies of the situational modeling; technologies of controversial issues processing (Bisenbaeva, 2013). The detailed description of these technologies and their specific use is the subject of numerous

works of scientists in different countries, so we will not pay individual attention to them.

As already mentioned in the beginning of the investigation, the problem of cross-cultural barriers on the whole and in education in particular, is burning issue for the former Soviet republics, however, the concept of “multicultural education” in these countries is only gaining its popularity without having proper legislative support, methodological substantiation and practical recommendations for its implementation (Spirina, 2016). Currently available solutions and groundwork are shown mostly as fragments and not affect all spheres of educational process, besides there is no centralized coordination, although some progress has been made in this direction.

The educational potential of the multicultural educational environment of educational institutions “the Commonwealth” contributes to overcome intercultural barriers in the educational environment of Kazakhstan - the official web site <http://sodrugestvo.kz/>.

This site was created for a multicultural education to students of educational institutions, it contains information and educational resources about the ethnic, religious and subcultural groups, educational material, tasks for competitions and contests, as well as other useful information.

On the website you can find a constantly refreshing calendar of important dates for ethnic groups and religious confessions, music, audio fairy tales of different countries, videos and photographs and thematic presentations. Besides, on this website you can find materials for studying of the culture of ethnic groups, cultural values, peculiarities of national creativity, folklore, clothing, shelter, to see the traditional folk and religious holidays, as well as children’s folk games. Each column of the website brings pedagogic potential for children’s development and formation of tolerance, ethnic culture, multicultural systems and cognitive processes.

Russia has almost the same educational resource called “The Russian civilization in space, time and global context”, which was created under the leadership of the Center for political and international investigations and the Russian Association of political science.

This resource is interdisciplinary, because it helps to read the information, articles, content and illustrations in such fields of knowledge as Russian history, the peoples of Russia, the state and social system of Russia, geographical and socio-economic information about Russia, Russian culture, the position and policy of Russia in the international system. Also, the resource consists the art and photo illustrations, geographical and political maps, diagrams, audio files, video lectures.

Thus, taking into account the results of the analysis, let’s formulate recommendations, which allow to fill the gaps, existing in teaching practice in the CIS in the field of effective overcoming of cross-cultural barriers in the educational environment.

So, first of all, it seems appropriate to formalize the key principles of pedagogy, on which the educational process of multicultural education must be built in order to minimize cross-cultural barriers and to mitigate their severity. So, we propose to include in its structure the following: multilateral interaction of subjects of the educational process, developing potential barrier, the personal importance of the barriers and the awareness of their presence, a reflection of the barriers, the eliminating of barriers, problem situations modeling.

The next step is to specify the content of multicultural education, which should include such key concepts as: promoting of student's awareness of his/her ethnic and cultural identity; adoption of knowledge and understanding of multicultural environment of the country and region of residence; the acquisition of information about historical and social phenomena of the country and the world on the whole; a tolerant attitude education towards a multicultural environment; getting of positive experience of intercultural interaction; development of skills to think critically, to solve conflicts and to take coordinated decisions.

And, in conclusion, with an example of the high school we will build a model of multicultural training and education, which, as an alternative variant, can be entered in the secondary schools of the CIS countries (see Fig. 1). The model includes properties, technologies, participants, and mechanisms for overcoming of the intercultural barriers in the learning environment.

In conclusion, we note that the proposed model is the Union of the process of integrating a multicultural component into the content of the educational process and extracurricular activities with the use of effective forms and methods of training and education that would contribute to effective overcoming of intercultural barriers and to minimize their negative impact in an educational environment.

CONCLUSION

Summing up the results of the study, we can draw the following conclusions. The dynamic globalization of social and economic spheres of society contributes to enhancing the value and understanding of the need to improve the knowledge and skills to overcome intercultural barriers, especially in schools, which today represent a multicultural space on the territory of which is the dialogue of cultures of different nations.

Taking into consideration the previous information, the study analyzed the theoretical foundations of intercultural communication, what has allowed to offer the author's vision of the content and the conceptual nature of the intercultural barriers in the learning environment, which should be considered indivisible triumvirate psychological, emotional and social phenomena. Further development has been the clarification of the types of cross-cultural barriers in education. Special attention is paid to the methods and techniques of overcoming intercultural barriers,

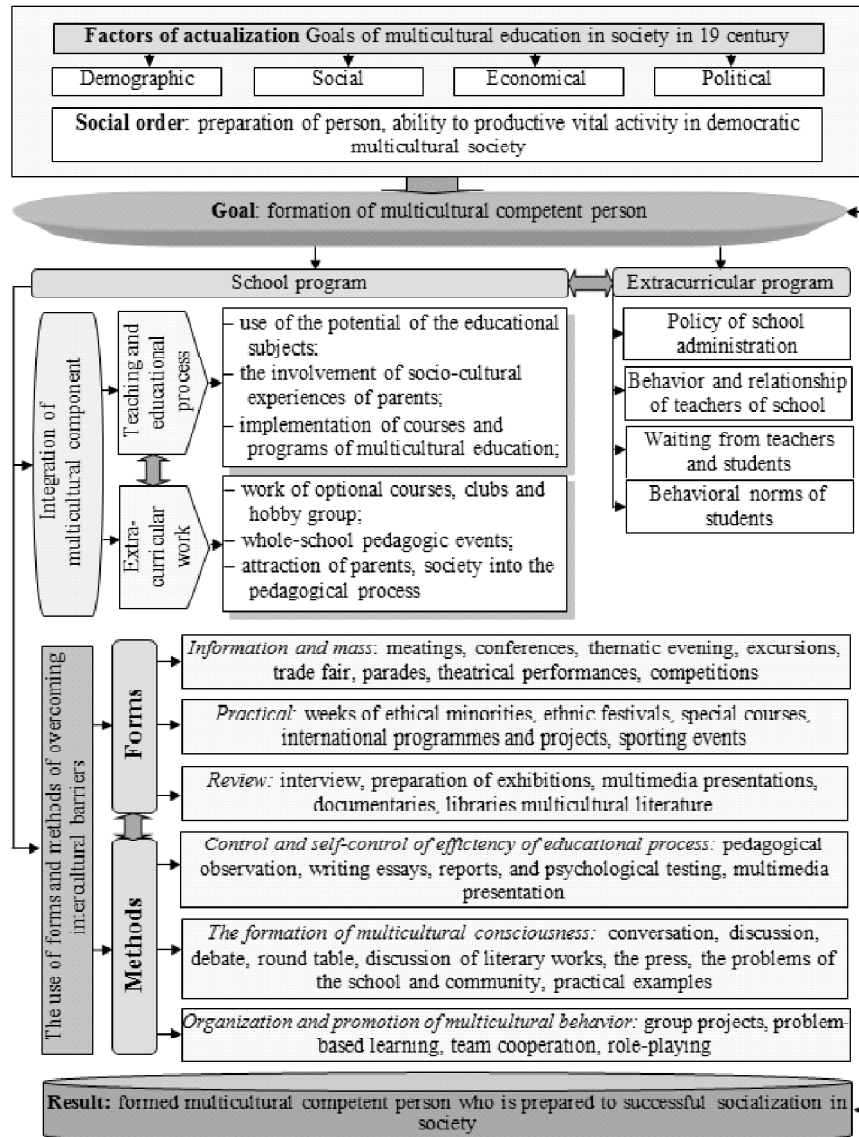


Figure 1: Model of multicultural learning and education of students in secondary schools of the CIS countries.

which highlighted traditional approaches and modern paradigms, in particular, the concept of multicultural education.

Particular emphasis is placed on problems and difficulties that accompany the communication process between different cultures in post-Soviet countries in their global integration. With the example of Russia and Kazakhstan we considered the existing groundwork in the area of overcoming of the intercultural barriers in education.

A model of multicultural education is developed with the aim of removing existing obstacles in the process of intercultural communication of students on the example of secondary school. Due to integrating a multicultural component in the educational process and extracurricular work the introduction of this model in practice of educational institutions of the CIS countries will allow effectively to overcome the intercultural barriers and to minimize their negative impact on training and education.

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