

Intercultural Communication as a Basis for Continuous Multicultural Education

Nailya M. Muzafarova*

Kazan Federal University, Russia

Nargis I. Bagmanova

Kazan Federal University, Russia

Albina R. Zabolotskaya

Kazan Federal University, Russia

Abstract

The article demonstrates that intercultural communication is the base of the continuous multicultural education of students. The urgency of this issue is caused by the developing process of interaction and relationships between different countries, peoples and cultures. The leading approach to the study of the problem is the principle of the historical and cultural knowledge unity in pedagogy, cultural and civilizational approaches that allow us to consider the problem from a new angle, to assess the present state of affairs in this field, draw a conclusion and to make proposals. The article reveals the essence of such notions as intercultural communication, multicultural education, multicultural competence and intercultural competence disclosed their role in the formation of personality able to integrate into a modern, multicultural world. The work also covers the process of multicultural education actualization on the basis of the Kazan Federal University. Article results may be useful to enhance the humanistic trends in the practice of high school, contributing to the organization of continuous multi-cultural education on fundamental grounds - tolerance, respect and humanity that make the modern student an equal partner of the interaction with other cultures.

Keywords: Intercultural communication; Multicultural education; Multicultural competence.

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1. Introduction

Modern society places new demands on education, its contents and implementation of educational programs. The development of electronic information and communication technologies leads to global integration and globalization. As a result of improving the techniques and methods of information exchange the understanding of the distance, which was important in the early 21st century is erased. Modern people today are able to communicate at a distance of ten thousand kilometers away from each other, belonging to different cultures and languages. Information society makes available a huge amount of information, including culture, language, traditions and customs of other nations, providing limitless possibilities of further integration and globalization. In this situation actualization and the study of tolerance and intercultural communication are becoming particularly important and valuable. Such phenomena therefore are investigated in the works of numerous modern researches (Antúnez, 2017); (Dossanova et al., 2018); (Khaleeva, 1989); (Khaleeva, 2000); (Khukhlaeva, 2015). The recognition of other cultures in the context of globalization is becoming a significant problem. Formation of national consciousness is not possible without understanding of the other ethnic groups and their cultures. Accordingly, a significant part of modern civilization is intercultural communication. Currently, the main reason for confusion in intercultural communication is considered to be not a language difference, but the difference of communicants' national consciousness (Kondrateva and Fakhrutdinova, 2016).

Socio-philosophical understanding of the laws, strategies of intercultural communication as a factor of modernization of the society, including education, becomes of particular importance. In addition, the amount of information that can be characterized as information garbage is increasing in the information and communication systems due to their accessibility and freedom. Information is chaotic and unsystematic. Due to the redundancy of its quantity it is difficult to critically assess the degree of relevance and truthfulness. From the above it can be concluded that the main role in the development of information and communication culture is given to the education system. In this connection the problem of the education system development in the direction of multi-culturalism has a special significance. The main task of intercultural communication is to ensure acceptance of different culture while maintaining the individuality of each interacting media culture. Today, the formation of multicultural thinking is included as the goal of education that provides for manifestation of tolerance and intercultural competence that seems particularly important in the prism of the growing number of international conflicts between representatives of different nations. As modern scholars believe, intercultural communication is the set of specific processes of interaction between people belonging to different cultures and languages. It takes place in the interaction between the partners, who not only belong to different cultures, but they are aware of the fact that each of them is the other

and each accepts foreign partner. Hence, intercultural communication is a connection and communication between different cultures that involves both direct contact between people and their communities (Kureleva, 2014).

2. Methodology

Intercultural communication is usually seen in three values, first as a social phenomenon, consisting in the dialogue of representatives of different cultures, and secondly, as the field of science at the interface of such sciences as sociology, linguistics, psychology, and third, as an academic discipline, studied mainly at the level of higher education by the students of language specialties. The emergence of such scientific knowledge as an intercultural communication is connected primarily with the practical necessity that appeared after World War II. As a result of economic development people had the necessity to build a dialogue, first of all, business dialogue, with other cultures and this fact explain why intercultural communication as a science has an applied character. Any intercultural communication is carried out in conditions of communicative competence differences of its members and the level of success of communication depends on the degree of its development. The communicative competence is understood as knowledge used in the communication of symbolic systems and their operating rules and also as the principles of communicative interaction. So intercultural communication is a collection of various forms of interaction of individuals or social groups (more often communicative) in a special context where one party (a group of members) finds out cultural difference and realizes it. In the most general form the interaction of individuals, groups or organizations belonging to different cultures is called intercultural communication. The matters of cultural difference significance, the ability to recognize it, understand and take into account in the communication process is becoming decisive. In order to achieve mutual understanding in this process a definite set of knowledge and skills common to all communicants are necessary which in theory of intercultural communication is called intercultural competence (Madakina *et al.*, 2016).

Today, the formation of theoretical and methodological approaches to the modernization of education system and the development of a multicultural component in it is becoming of great importance. At the level of university education multicultural component is associated with a variety of forms both classroom and extracurricular cognitive creative work of students. Expected result of multicultural component we consider as the following (Nurgaliyeva *et al.*, 2018).

- At the cognitive level: the development of models and values of the native Russian and world culture, cultural, historical and social experience of mankind;
- At the level of values: a predisposition to intercultural communication and sharing, tolerance for other people, cultures and social groups;
- At the estimation level: the ability to articulate one's own attitude to the events and phenomena, clearly define one's own views and argue judgments expressed;
- At the activity level: the active interaction with different cultures while preserving one's own language and cultural competence;
- At the social and psychological level: self-awareness as a citizen of the Russian society, respecting the history of your country and responsibility for its fate in the modern world.

Multicultural education is to form identity with the cultures of different social groups, region communities, definite states and the mankind; develop respect for cultural identity, willingness and ability to intercultural interaction.

3. Results and Discussion

Today more than 3000 foreign students from 91 countries around the world study in Kazan Federal University. The problem of adaptation and socialization in different cultural environment is relevant and essential for both the host country and for the students who came to study in another country. If to speak directly how multicultural education is carried out through the use of intercultural communication in KFU, we can distinguish the following forms: the study of foreign languages by the students of all specializations; study of the discipline Intercultural Communication by the students of linguistic specialties which gives them knowledge on communication principles, methods and problems between different cultures; scientific-practical conferences on linguistic disciplines and area studies, organization of various festivals and events dedicated to intercultural communication between different cultures: Student Spring, the French language week, the English language week, etc; meetings and round table talks devoted to the communication level development between the university students belonging to different cultures; activities of various cultural centers: the center of Arab culture Al-Khadr, German Cultural Center, Center of Japanese Studies, Center for Korean Studies, Center for Iranian Studies, the Confucius Institute, the Center of Intercultural Dialogue. The purpose of these centers is not only language training, but also familiarization with the culture, history and literature of these countries and peoples. Students carry out festivals on traditional holidays of these nations. The Center of Intercultural Dialogue is engaged in the development and implementation, in cooperation with the institutions, faculties, departments and other academic units, of the basic and additional educational programs on subjects related to intercultural dialogue, carrying out research in the field of intercultural dialogue, as well as in the related fields of human knowledge in order to integrate the scientific and educational activities in the solution of socio-cultural problems. A student exchange program and training courses for foreign students are organized at University. In other words, students are given unlimited opportunities to communicate with other cultures, for the development of their own intercultural competence in order to operate successfully in a modern, multicultural society (Sadokhin, 2005).

In addition, a variety of communication forms promote the adoption of the students' tolerance principles: racial, ethnic and social. The above programs, operating in KFU aimed at creating favorable conditions for cross-cultural communication, they are designed to encourage foreign students to feel confident in another country, to accept faster and easier a culture which is unfamiliar to them; at the same time, these programs enable students of the dominant culture to learn tolerance towards others, to develop skills of dialogue with other cultures, which in the future may be used directly by them in their professional activities, they are aimed at expanding of the students' worldview and their multicultural education (Solovova, 2002).

4. Summary

Thus, multicultural education is the basis for the formation of civic identity of students and pupils in modern society. In this regard, we have come to the conclusion that such academic disciplines as Foreign Language and Intercultural Communication allows you to get a proof of multicultural concept, to clarify particular cultural manifestations, due to the specifics of economic, political and social development, to take these features for granted, take them into account in relations with other cultures, to feel a sense of respect for the cultural achievements of other nations, involvement in its problems and difficulties, the desire for cultural cooperation with foreign countries. Hence, the international communication should become a kind of practical part of multicultural education aimed at the application of theoretical knowledge on the peculiarities of another culture in a situation of real communication, the acquisition of skills for successful communication in a multicultural environment. Today it is necessary to do everything to focus students exchange programs, training courses for foreign students in Russia, operating in the KFU, on the use of intercultural communication for multicultural dialogue. And the cultural centers organized on the basis of KFU, were aimed at the formation of the socio-cultural competence of students, a necessary component of the multicultural competence. As shows the educational practice of KFU, the number of students participating in international programs, is constantly growing. So, newly-arrived students bring the centers new culture flavor, enrich them with new trends of culture, new ideas, new outlook and new traditions. Thus, all the work aimed at the organization of multicultural education is designed to help the formation of university students' ability to analyze intercultural relations for the successful cooperation in the present conditions of the labor market (Tarasov, 1996); (Ufimtseva, 2003).

5. Conclusions

Thus, multicultural education has as its aim the formation of a multicultural competence, expressed in the ability to communicate and collaborate with people of different nationalities, races, religions, understanding the uniqueness of other cultures, eradication of the negative attitude towards them. On this basis, cultivating modern students' multicultural competence, university professors should always take into account that this type of competence is of integrative character, which includes a system of multicultural knowledge, abilities, skills, interests, needs, motives, values, multicultural qualities, experience, social norms and rules of conduct necessary for everyday life and work in a multicultural society, is realized in the ability to solve problems of professional activity in the process of positive interaction with the representatives of different cultures (nationalities, races, beliefs, social groups). Hence, the contents of university education should include a goal of providing multicultural education in the context of the multicultural competence development, and intercultural communication must serve as one of the methods and provide cultural formation of personality, along with the study of history and characteristics of the native culture and other cultures.

The practical significance of the study is in improving the results of the educational process in higher educational institutions, the development of the realization mechanism of the author's multicultural education technology adapted to the real process of the university, which can be used in a broad educational practice.

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