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## Academic research writing from an intercultural perspective

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### Abstract

**Relevance.** At the moment, issues related to intercultural development are becoming particularly relevant. This is conditioned upon the dynamic social changes caused mainly by globalisation. Accordingly, researchers are analysing the characteristics of each culture more often, including those related to the academic research writing.

**Purpose.** The purpose of this study is an in-depth investigation of the main intercultural perspectives and factors reflected in academic research writing.

**Methodology.** For this purpose, various methodological tools were used in the study. In particular, functional and dialectical methodological approaches, the analysis and synthesis, comparison, and generalisation methods.

**Results.** Notably, a number of essential and priority results were obtained during the study, covering the question from different points of view. In particular, in the theoretical context, the essence and peculiarity of the general theoretical concepts forming the research object, the academic research and cross-cultural features were investigated. In addition, the practical foundations based on comparing different states and cultures, particularly their customs, affecting scientific activity, were also investigated.

**Conclusions.** The practical value lies in the possibility of using the study for future research and developing a full-fledged classification of academic research based on their territoriality. The subject under study is quite contradictory, as evidenced by its multidimensional nature, which necessitates further analysis. A promising area for this is to establish the main factors influencing the development of differences in academic research writing in different countries.

**Keywords:** scientific activity; national specific features; culture; study; traditions.

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## **Introduction**

The development of the academic research is quite dynamic in the conditions of the present time. This is explained by the drastic socio-political changes characteristic of the Council of States. In addition, there is an increasingly urgent question regarding implementing intercultural development in different spheres of life, including the educational and scientific. In this case, analysing the algorithm for the development and implementation of academic research and the factors influencing it becomes particularly relevant. This proceeds from a study by D. Atkinson [1], who considered this issue by directly analysing the cultural and traditional characteristics of different nations and regions. However, it is necessary to deepen the results obtained by this author, namely, to examine their role in the preparation process and the implementation of academic research. In addition, special attention should be paid to the analysis of such a category as intercultural rhetoric. According to E.S. Chuikova [2], it underlies the written discourse between people from different cultures and nations, which have their traditions and specific features. Therefore, in this study, it is necessary to consider the influence of intercultural rhetoric on the preparation of the academic research, which is present in various factors that describe this process in different countries. Furthermore, intercultural rhetoric in the pedagogical and philological sciences provides for the study of the influence of language, culture, and education, underlying research development. Thus, intercultural communication is analysed to establish the specific features of the preparation and conduct of academic research and their successful dissemination and development.

B.T. Ratchford [3] devoted special attention to the specific features of academic research writing in different countries, namely, the models of this activity and its principles. Based on this, it can be argued that it is necessary to deepen the study of this aspect due to the influence of constantly changing external factors. As a result, the available information should be constantly updated and researched according to specific current conditions in society. Writers, editors, translators, teachers, and language learners are expected to be informed in a timely and high-quality manner about changes or innovations inherent in a particular field of scientific activity in the relevant country. A. Liddicoat [4] was also engaged in the analysis of academic research writing and examined the basic principles underlying the organisation of academic research, among them: the need to compare texts by the context contained in their description; the collection of cultural traditions and characteristics of the nation into a single complex structure, based on which it is possible to determine the cultural, national, and ethnic properties. However, to fully disclose this issue, it is necessary to examine the mandatory consideration of the dynamism and sharpness of the development of communicative models and forms, which, as a result of their successful implementation, provoke convergence of cultural differences and specific features.

Attention should be paid to the results of A. Haleem et al. [5] because they describe the elements on which the multilevel model of intercultural rhetoric is based. This

aspect is the object of this study and makes it necessary to study the factors that affect it. Therewith, it should be understood that not all aspects of the subject are sufficiently disclosed, as evidenced by their dynamism, which determines the frequent influence of subjective and objective factors on them. This statement is confirmed by regular and, most importantly, successful international conferences and published volumes that characterise the effectiveness of the development and expansion of the volume of academic and scientific research.

Based on this, it can be argued that the main purpose of this study is to establish the primary factors reflected in the process of developing and implementing academic research and writing them from an intercultural perspective. For its achievement, a set of tasks was formed and performed, namely: the basic concepts characterising the object of this study were defined; their characteristic features were established; the current state of development of intercultural rhetoric and the academic research writing was considered; the top prospects in this environment were investigated, based on current social conditions.

## **Materials and methods**

A broad methodological toolkit was involved for in-depth and sufficient mastery of this study's object. First, attention should be paid to the process of preparation and organisation. This stage is organisational since the immediate goal and tasks are formed, and an implementation plan is determined. This process is based on a functional methodological approach, through which the entire research process was divided into several separate stages, allowing the results to be presented logically and consistently. The links between its various structural elements and methodological tools were created during the internal part of the study. Therefore, a systematic methodological approach was used for the results of one section of the study to complement the next. In addition, this approach's role is also expressed in selecting the necessary methodological tools since they are used in conjunction, which substantially impacts the study's quality.

Using the method of analysis and synthesis, theoretical and practical foundations of the issue under study were established and disclosed. In particular, based on the analysis method, the structural elements of this subject were examined, namely the essence of academic research and the intercultural traditions that influence them. In addition, their main features and properties were determined, which influenced the depth of this study. In turn, the synthesis method allowed combining the results obtained by establishing links between them. Finally, a discussion on the subject was held, which involved analysing the results obtained and the opinions of other authors on this issue. The comparison method was used to establish common and distinctive features existing in different nations and cultures in academic research writing. It allowed considering all the features characteristic of this type of activity in different countries. Moreover, practical approaches and ways of academic research writing were established.

The logical component of this study is formed based on the method of deduction. This is due to results being

covered from the general features of academic research to specific aspects of their implementation in different states and cultures. Consequently, the study was conducted in three stages. In the first stage, the goal, objectives, and plan are formed, and the method of presentation is determined. In addition, the implementation of a theoretical analysis of the main provisions forming the object of research has begun. In the second stage, the results based on the experience of specific cultures in the implementation of academic research are formed. They were also discussed. During the final third stage, the results obtained were investigated, and conclusions were formed on their basis.

## **Results**

Academic research is one of the priority areas underlying the development of the scientific activity of various categories of persons, in particular, both students and researchers. However, it should be understood that the issue of active intercultural development in this sphere is increasingly emerging, which certainly causes many features. In this context, it is advisable to focus on the category of intercultural rhetoric since, with its use, it will be possible to determine the traditions of scientific discourse and promising approaches to the development of academic research. Consequently, implementing scientific activities and writing relevant research in a foreign language is undoubtedly a broader process than it seems since it goes beyond certain grammatical and structural aspects. Notably, in recent years, the implementation of intercultural development, characterised by the cooperation of researchers of different nationalities in their scientific activity, has become increasingly relevant. This process determines the development of multiculturalism since, in the course of their interaction, various aspects of speech are actively developed, which form intercultural rhetoric [6].

Most of the processes of academic research writing are formed by analysing various presentation models of material and results, allowing the author to choose their own writing style and genre. In addition, the category of intercultural rhetoric deserves special attention because it will enable the definition of rhetorical strategies and approaches to implementing studies in different cultures. Based on this, it can be argued that a sufficient awareness of the common and distinctive features that characterise the practical ways and approaches of individual nations to studies will allow potential authors to learn how to successfully conduct such scientific activities for a specific target audience [7]. A relatively effective and most common means for determining and considering territorial socio-cultural restrictions that do not have the goal of achieving intercultural understanding is a comparative analysis of cultural characteristics and traditions of scientific discourse, which formed the basis of academic scientific activity in the context of the organisation of research and studies. Based on this, it can be established that the concept of an intercultural perspective of scientific activity should be understood as certain communicative features that form a certain number of goals, which in turn are fixed, and equally implemented by various representatives of professional or scientific communities where such activities are regularly conducted. In this case, special attention should be paid to the fact that in the

intercultural rhetoric of studies, it is necessary to consider the linguistic and social characteristics of a particular study that pursues a specific communicative goal [8].

Intercultural development is mainly based on the specific features of national culture and the author's origin. However, in the course of interaction between different researchers, in the context of their writing of scientific papers, they need to pay special attention to cultural stylistic properties that differ from others since they are formed under the influence of an individual understanding of the target audience. In this context, in particular the intercultural perspective, special attention should be paid to the fact that its development is possible for both authors and readers only by their proper understanding of the main differences between cultures. Only through this approach is it possible to correctly understand the content of academic research based on the corresponding culture to which the author belongs. In addition, examining studies in the context of the development of intercultural rhetoric, it can be argued that for their effective implementation and acquisition of genuine practical value, the author needs to properly combine knowledge on how to organise and effectively implement it with an understanding of the main differences that characterise their work in a cultural environment [9].

Particular attention should be paid to the analysis of the studies category since they also have distinctive features that play a substantial role in their implementation, attempts to develop and expand. First, it is necessary to determine the essence of this concept; in particular, it is a systematic study of a specific problem or area to investigate the facts and statements concerning the issue, which can serve as part of the answer. In addition, academic research should not be equated with scientific ones since they differ in goals and objectives that relate to them. Accordingly, the difference also lies in the author's characteristics since the presence of a person with a scientific title or degree is necessary in one case, and the other may involve a student. However, both scientific and academic research involve formal, scientific, and systematic means designed to find answers and material. Based on this, it can be argued that the category of "study" itself can be integrated into completely different spheres of public life. Therewith, it is multi-aspect since it covers the processes from the stage of searching for information to the direct implementation of research and the in-depth examination of the subject. Thus, academic research is no less a priority than a scientific one since they also represent an extremely long process, which in turn pursues the goal of achieving a specific, intensive, cumulative, and educational effect, as a result of which an opportunity is seen to sufficiently investigate the issue, and not only to present the available information to it [10].

In addition, attention should also be paid to the common features characteristic of academic and scientific studies since it is through their analysis that it will be possible to establish their intercultural perspective and dependence on the traditions of the corresponding culture. Therefore, it is characteristic for them to have a specific question, which, as a result, forms the basis for establishing the goal. The study has a clearly defined list of problems, the results of which should solve them and provide promising areas for further development in the relevant

field. Therewith, each study is characterised by the presence of a phenomenon responsible for scientific originality and its relevance. Admittedly, academic and scientific studies have a specific area, an industry corresponding to a particular area that is its object. In addition, a study needs to be able to interest another circle of researchers in forming a certain scientific community and continuing research on a particular subject. In this context, the priority of intercultural interaction is expressed, which determines the prospects of such an area. In addition, this property, determined by the involvement of a wide range of people, can be considered in the context of obtaining new information characterised by originality and depth of knowledge [11-13].

As for the unconditional comparison of the experience of Kazakhstan and the United States of America (USA), they have both common and distinctive features in the context of academic research writing. For example, Kazakhstani authors pay special attention to the internal part of their papers since the main goal of their scientific activity is the development and expansion of scientific circles and the integration of their studies into the international community. In addition, in Kazakhstan, scientific and pedagogical workers, and future specialists, are actively encouraged when engaged in scientific activities. The discussion of the specific features of research writing in Kazakhstan must necessarily relate to such an aspect as trilingualism. This is explained by the active educational policy, which assumes the need for students to master Kazakh, Russian and English languages. Therefore, young researchers can use each of them when implementing scientific activities. However, it should be understood that, despite the chosen language, their works still adhere to the basic rules and principles formed in Kazakhstan's scientific doctrine. In addition, most of them use Kazakh to spread their lexical units to a wider target audience. Thus, it can be established that intercultural rhetoric and interaction are quite clearly reflected in the scientific activities of young Kazakhstani researchers. Therewith, the approaches and traditions considered make it clear that students in their studies usually adhere to formalism, a certain structure. As for the content, the specific features characteristic of Kazakhstan are expressed less in it since their main condition is to achieve scientific originality and benefit society [14].

As for the United States experience, academic research is more common there, unlike Kazakhstan. Such studies are often given considerable attention, especially if they relate to a topical social issue. In addition, the work's internal structure can have a completely personal form, which a young researcher can independently choose to disclose the problem properly [15; 16]. However, one should not think that the tone of such studies is not informal, nor is it official. Still, one study differs from another, which is what the peculiarity of intercultural rhetoric in the United States manifests in [17]. In addition, the conventional foundations in forming academic research can also include using an intercultural perspective from a third person rather than the first and the specificity of a particular issue being investigated, including its problems. Notably, academic research in the United States may use special languages specific to a particular industry, for example, law or medicine [18; 19]. Thus, academic research is

characterised by content consisting of a set of scientific ideas or approaches on a specific issue and is formed within the circle of scientific experts or practitioners. In addition, the traditions in the United States that determine the academic research writing include language. This factor is quite interrelated with the previous one, which makes it necessary to use unambiguous language. This mainly refers to using special categories that have a broad meaning and interfere with correctly understanding the meaning underlying the work. Therefore, students rarely involve insufficiently specific phrases, abbreviations, and non-specifically defined words in their research. This approach indicates that young researchers in the United States are trying to immediately form their own rhetoric and raise the level of their study, bringing them closer to scientific, including through stylistic means [20-22].

The fundamental difference between academic research in the USA is that students mostly give their own opinions, particularly on the research problem. Admittedly, they rely on facts, but they often develop their own vision and understanding of the issue, which gives a special individuality to such studies. Thus, the internal structure is characterised by the author's opinion and justification regarding those scientific facts that cause the problem under study. Based on this, it can be argued that academic research mainly extends to a certain territory, that is, the volume of the target audience, namely a specific academy. In addition, it is characteristic that, despite the narrow territorial prevalence, a number of academics can be involved in such a study for their joint activities. It should also be noted that academic research writing can be implemented in other contexts, for example, the research of dissertations of other persons or writing own works, to achieve personal scientific development while analysing a certain issue.

## **Discussion**

Having established the theoretical foundations concerning the preparation and organisation of academic research and the influence of intercultural development, it would be advisable to discuss the results obtained in the last part of the work, which describes the traditions of academic research writing in Kazakhstan and the USA. Thus, agreeing with the opinion of R.D. Daribaeva et al. [23], that for the successful publication of a scientific study and its dissemination among a large range of people, they must be formed in compliance with two requirements, namely: characterised by high scientific originality, and also be designed a certain way. Thus, a study that does not contain scientific originality is mostly characterised as a retelling or a story since already known information is conveyed to readers, but in a different interpretation, its influence on the development of science does not occur. This factor is common to both countries, which indicates its priority for the level of success of academic research. It is necessary to pay attention to the work of T. Vakhitova et al. [24], in which it is noted that most researchers choose the area that corresponds to their professional education. However, a combination of several researchers whose fields of activity are related in a single work has become more common. According to the authors T. Vakhitova et al. [24], such an approach is certainly a priority for Kazakhstan and its scientific environment; moreover, it promotes active

intercultural development, which involves attracting researchers from different countries to consider one issue. Admittedly, this gives a particularly high scientific value to such a study since it is simultaneously covered from several points of view, a characteristic of different nations. In this case, intercultural rhetoric occupies a special place, which allows establishing a connection between the opinions of researchers and contributes to the correct interpretation of their vision on the issue under study [25].

In addition, based on the analysis of academic research, which students mainly perform, and the basics that U. Connor et al. [17] establishes in his work, the choice of a young researcher, is limited; in particular, it concerns the area of their research. Proceeding from this, the academic scientific environment is characterised by engaging a student in scientific activity under the area of their higher education institution or other scientific organisation to which they are assigned. Therewith, it is important to note that the first studies for young researchers are related to the subject of their theses and dissertations. In this case, the choice is quite wide, allowing the student to write not one but several papers at once, including in co-authorship with the teacher. Based on this and the results disclosed in the previous part of the work concerning the essence and purpose of academic research, they can be divided into several levels with different goals.

In particular, there is no main and unified goal since the purpose of this study is to cover several areas and various aspects at once, distributing to a wider range of people and interesting a larger target audience. Therefore, the confirmation of this statement is the opinion of W. Baker [7], namely that one of the goals of academic research writing may be the desire for its successful and wide scientific dissemination. It can be defined in academic research through such a prism, namely, that the author not only demonstrates their professional competence and knowledge in a particular field of science but also tries to identify qualitatively new features of established phenomena, in particular, to consider something ordinary from a different angle [26; 27]. Using this approach, they achieve one of the conditions of high-quality academic research, namely scientific originality, since something new is covered in their study, which provokes interest among other researchers. That is why methodological recommendations, journal requirements, and personal opinions of well-known researchers are based on the fact that research must necessarily contain a new and valuable norm since this is how it can benefit society, in particular, the scientific environment [28-30].

In addition, as F. Alexandrov [31] establishes, the second purpose of academic research is the direct fact of publication of the work. Indeed, this factor plays an extremely important role, to a greater extent, in the process of personal and professional development of a young scientist. According to the author, this approach is really promising since it affects both the professional competence of specialists and the general scientific environment of the country. In addition, paying attention to academic research, particularly those by students who want to write a PhD thesis or doctoral thesis, it is necessary to possess individual findings on relevant subjects [32]. In addition, discussing the results obtained in the previous stage, it can be argued that students increasingly resort to various

scientific areas in their academic research to determine the most relevant to date. The conduction of studies in co-authorship is characteristic, which can occur not only between students of one educational institution or teachers but also with representatives of other universities that have a different area [33; 34]. Therefore, an approach covered in the study by D. Ward et al. [35], based on academic research writing with international students, is becoming even more relevant. According to the author, this is the key to the successful development of scientific doctrine and the spread of traditions. Although there is an opinion that scientific activity is an established category, the results of this study somewhat contradict it. As it has been established and emphasised, academic and scientific studies are the foundation for the future development of various social spheres. That is why the need for young researchers is urgent since they can form priority approaches to further scientific activity and the development of intercultural interaction based on existing knowledge and information.

In addition, in describing the traditions of academic research writing, it is necessary to focus on such an element as diction. In the work of S. Coronado-Ferrer et al. [36], this category is attributed to the process of vocabulary selection, based on which the study should be formed. Therewith, the authors pay special attention to the correct understanding of words, especially if the research subject has special lexical units that the reader may mistakenly identify with other expressions that do not correspond to the primary content. Therefore, most students try to use well-known words, the essence of which covers their specific meaning. Based on the discussion, it can be argued that different researchers mostly adhere to the same approaches in their positions and arguments. Thus, it can be noted that all of them emphasise attention to certain factors that form the basis of the organisation of the academic research. In this context, it implies the simultaneous rational observance of formalism and individuality in the works. This approach is considered the most successful since it allows the development of scientific doctrine and covers the creative view of the researcher regarding the issue under study.

## **Conclusions**

As a result, it should be established that academic research, despite its seeming simplicity, is quite complex in its internal content. Therefore, intercultural rhetoric deserves special attention, which is increasingly often reflected in the abovementioned process. Thus, the theoretical foundations underlying such categories as academic research and intercultural perspective were examined. Moreover, special attention was paid to the features and properties of both, which allows characterising their internal and external structure, expressed in the relationship between them. In addition, this structure is quite complex, making it necessary to examine it in active informatisation and globalisation conditions.

When discussing the results obtained, a comparison was made of traditions and approaches characteristic of Kazakhstan and the United States, particularly in preparing and academic research writing. Furthermore, promising areas of such a scientific discourse were investigated. For different countries, there are inherent features of

organisational foundations and formalities according to which an academic text is formed, namely, the tone of its writing, structure, and specificity of the presentation of the material. Distinctive features were also identified, which are mostly characterised by the approaches to scientific activity in these countries. In particular, for Kazakhstan, namely its young researchers, it is characteristic to observe a clear formalism in the works to present the material following certain conditions and rules. As for the USA, although future researchers are limited to certain conditions and responsibilities for the design of works, they still get the opportunity to embed scientific material in a free form while combining their own opinion and

attitude to the issue under study with facts. Based on this, a promising area for future research is to determine the list of factors through which fundamental differences are formed in different states concerning scientific activity and the desire for its development.

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#### Conflict of Interest

None.

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## **Написання академічних досліджень з міжкультурної точки зору**

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### **Анотація**

**Актуальність.** На даний момент особливої актуальності набувають питання, пов'язані з міжкультурним розвитком. Це зумовлено динамічними соціальними змінами, викликаними головним чином глобалізацією. Відповідно, дослідники все частіше аналізують особливості кожної культури, в тому числі ті, що стосуються написання академічних досліджень.

**Призначення.** Метою цього дослідження є поглиблене дослідження основних міжкультурних перспектив і факторів, відображених у написанні академічних досліджень.

**Методологія.** Для цього в дослідженні використовувалися різні методичні засоби. Зокрема, функціональний та діалектичний методологічні підходи, методи аналізу та синтезу, порівняння та узагальнення.

**Результати.** Слід зазначити, що під час дослідження було отримано низку суттєвих і пріоритетних результатів, які висвітлюють питання з різних точок зору. Зокрема, в теоретичному контексті досліджено сутність та особливості загальнотеоретичних концепцій, що формують об'єкт дослідження, наукові дослідження та крос-культурні особливості. Крім того, досліджувалися практичні основи, засновані на порівнянні різних держав і культур, зокрема їхніх звичаїв, що впливають на наукову діяльність.

**Висновки.** Практична цінність полягає в можливості використання дослідження для майбутніх досліджень і розробки повноцінної класифікації наукових досліджень за їх територіальною приналежністю. Тема дослідження є досить суперечливою, про що свідчить її багатоаспектність, що потребує подальшого аналізу. Перспективним напрямком для цього є встановлення основних факторів, що впливають на розвиток відмінностей у написанні академічних досліджень у різних країнах.

**Ключові слова:** наукова діяльність; національні особливості; культура; вивчення; традиції.