



DOI: 10.54919/physics/55.2024.263es4

Pedagogical conditions for the formation of intercultural communication among students of humanitarian universities in the process of learning a foreign language

Nazarbek Akylbek uulu

Ala-Too International University
720048, 1/8 Ankara Str., Bishkek, Kyrgyzstan

Nurzat Usupova

Ala-Too International University
720048, 1/8 Ankara Str., Bishkek, Kyrgyzstan

Nurzhan Sartbekova*

Kyrgyz State University named after I. Arabaev
720026, 51A Razzakov Str., Bishkek, Kyrgyz Republic

Abstract

Relevance. The relevance of the study is expressed in the rapid scientific and technological progress and the growth of human communicative abilities, in the education of mutual understanding, dialogue of cultures, tolerance, and mutual respect for the interlocutor.

Purpose. The aim of the work is to identify pedagogical conditions that would successfully model intercultural communication of students in the process of learning foreign languages.

Methodology. For this purpose, the research was conducted, where 16 students of speciality “Chinese language” of the Institute of World Languages and International Relations of Kyrgyz State University named after I. Arabaev took part. The method of conversation and questionnaire of students revealed a qualitative positive growth in the development of intercultural communication.

Results. Students demonstrated adequate communication, increased the level of knowledge and skills of foreign language, showed readiness to communicate professional communication during seminars and round tables at leading universities in China. The article considered the definition of intercultural communication and pedagogical conditions effective for the process of formation of intercultural communication of students of humanities universities. The study showed that it is necessary to work systematically on the formation of intercultural communication, students’ participation in international programmes, foreign practices, which will increase the level of communication and practice in the study of foreign languages, intellectual and creative potential of students, show the revision of value orientations in the training of students.

Conclusions. The practical significance of this article lies in the fact that the main provisions and the obtained conclusions can be used by researchers and teachers interested in the formation of intercultural communication, in the improvement and creation of new curricula and programmes, as well as the training of future specialists of foreign language teachers, in programmes of professional development of teachers.

Keywords: student adaptation; professional competence; personal skills; relationship development; cooperation abroad.

Suggested Citation:

Akylbek uulu N, Usupova N, Sartbekova N. Pedagogical conditions for the formation of intercultural communication among students of humanitarian universities in the process of learning a foreign language. *Sci Herald Uzhhorod Univ Ser Phys.* 2024;(55):2634-2645. DOI: 10.54919/physics/55.2024.263es4

*Corresponding author



Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

Introduction

The basis of the pedagogical process is the formation of the possibility of participation in intercultural communication. The issue of communication is relevant, because the mixing of peoples and their cultures and languages has led to the existence of the problem of educating future specialists in tolerance to foreign peoples, respect, and interest in them [1]. In the world, the number of universities, which receive the status of international and which are united by interstate and international contacts, is increasing. Therefore, the interest in mutual influence, interaction, and the process of studying the specifics of intercultural interaction is increasing in modern science.

Communicative teaching implies the organization of the learning process as a model of the communication process, and a foreign language contributes to the improvement of the culture of communication. Successful intercultural communication presupposes, along with mastery of a foreign language, the ability to adequately interpret the communicative behaviour of representatives of another society, as well as the readiness of communication participants to perceive another form of communicative behaviour, to understand its differences and the difference of cultures. The development of students' intercultural communication is a complex and multilevel process, and its study is carried out through the use of different methodological methods and approaches that would focus on university education and students' learning of the values of intercultural communication, the application of intercultural communication skills, as well as the formation of linguistic personality.

The study of foreign language communication in modern foreign language teaching technology, possession, and process is characterized as intercultural communication. As researcher E.N. Gorbova [2] indicates, a person learning a foreign language should not ignore certain grammatical constructions and culture of the language, words, or gestures of the studied people, to avoid disruption of the process of intercultural communication to possess intercultural competence at the appropriate level. The question of possession of intercultural competence is a priority in pedagogical science and especially in practice. B. Igamberdiev [3] believes that international relations and the inclusion of the country in the world civilization have led to a rapid increase in the importance of a foreign language in society and in the professional activities of specialists. Foreign language is a link of interethnic, interstate and interpersonal communication. At present, the degree of development of intercultural communication of students of humanitarian universities does not fully meet modern requirements. The development of students' personal qualities such as: openness, flexibility, empathy, ability to overcome stereotypes are extremely necessary and especially important for intercultural communication with other cultures.

According to N.A. Abdibekova [4], despite the fairly high degree of linguistic competence of current students, the degree of intersocial, social and cultural competence remains low, which is why some professionals experience some difficulties in foreign language communication of interpersonal and intercultural nature. Students in the process of communication who are unfamiliar with the

language, culture, and traditions of another person, especially need to learn how to overcome the language barrier. H. Schrader et al. [5] point out that in the modern world, communicators belonging to different language cultures can meet with a huge number of problems due to misunderstandings in the process of communication, which implies some dialogue problems that lead to conflicts of different cultures. According to the arguments of the researcher B.Y. Atabekova [6], emotion management is an important skill in successful intercultural communication. The atmosphere of mutual understanding and mutual respect is built on the willingness to compromise, the ability to apply flexibility in emotional terms, the search for common solutions, the management of their own emotions, considering the emotions of the interlocutor from another culture, which will reduce the likelihood of misunderstanding and conflict.

Modern science does not pay enough attention to the study of the topics of formation of intercultural communication, there is a need to study the problems in the aspects of pedagogical and sociological research, which determines the predominance of intercultural interaction of foreign students in the system of universities. All the above motivates researchers to search for new ways of studying intercultural communication, the main problems, and key aspects of adaptation of foreign students, consideration of factors of cultural and communicative aspect. The aim of the work was to study the pedagogical conditions for the formation of intercultural communication of students of a humanitarian university on the example of foreign practice.

Materials and Methods

In the article, the descriptive method, questionnaire, conversation, abstract and axiomatic method, method of analysis were used. With the help of descriptive method, the role and significance of intercultural communication in education is considered, pedagogical conditions of formation of communication of students of humanitarian universities are studied.

In the practical part of the article the research of intercultural communication, which was carried out with students of the Institute of World Languages and International Relations of Kyrgyz State University named after I. Arabaev. The study involved 16 students of the 3rd year of Bachelor's degree. The average age was 19-21 years old, 10 girls and 6 boys. At the Faculty, in March 2023, a competition for participation in foreign study practice was announced. Based on the students' academic performance and Chinese language test and the competition, the top 16 students were selected. During 4.5 months, the students were involved in preparatory measures of organizational nature (selection and acquaintance with accommodation abroad, study of cities to be visited, financial expenses), additional Chinese language courses aimed at intercultural and professional communication. During the internship period (August-September) students of the Institute of World Languages and International Relations of Kyrgyz State University named after I. Arabaev visited popular universities of China: Peking University, Qinghu University, Beijing University of Language and Culture; city museums,

exhibitions, master-classes, quests, quizzes. The internship programme included the study of cultural studies, ethnology, Chinese world-view and national character, language culture. Such cultural projects as “Beijing in 24 hours”, “National cuisine of China”, “Chinese culture and traditions”, “Cinema, theatre, dance”, “Chinese education system”, “Life and study in China for foreign students” were studied. The result of the practice was the formation of intercultural communication, adaptation, ability, and skills of working with information resources, learning the basics of Chinese culture.

To investigate the issue of “Student Adaptation”, a conversation methodology was developed. The conversation was conducted with each student, using a recorder. The interview included questions such as: “Did you have fear of being in a foreign country?”, “Did you feel anxious upon arrival in China?”, “Did you feel depression, desire to return home?”, “Did you feel frustration, dissatisfaction?”. As a result, the students were determined the manifestations of intercultural communication, universal competence through the participation of trainees in international programmes, through international contacts, seminars, meetings. The students’ readiness to communicate with foreign students and teachers in leading universities in Beijing in foreign languages, especially the expression of linguistic and social behaviour in real intercultural cooperation abroad, was also determined. Using the method of questionnaire in the work, the peculiarities of intercultural communication of students of the Institute of World Languages and International Relations of Kyrgyz State University named after I. Arabaev were investigated, the attitude to the country and students’ communication with foreigners were studied. They were asked the main questions that students answered upon their arrival home.

1. In your opinion, has your Chinese language skills improved?
2. Are you ready for intercultural communication in professional communication?
3. Are you motivated to further study the language in the framework of additional education?
4. Do you intend to have further contact with Chinese students and new foreign students you know?
5. Characterize China in three sentences.

Thanks to the method of abstraction, it was possible to focus on the object of the study of the conditions of intercultural communication of students in the process of learning a foreign language, to identify its functions in education. The method of analysis provided an opportunity to study the experience of other countries of the world in the issue of pedagogical conditions for the formation of intercultural communication of students in the process of learning a foreign language. With the help of this method, it was possible to familiarize with theoretical materials on the topic of research. The use of axiomatic method made it possible to determine the pedagogical conditions of the formation of intercultural communication on the example of foreign practice of students of Osh State University of the Kyrgyz Republic.

Results

The programme of teaching a foreign language in humanitarian universities considers and studies the issues

of speech etiquette, cultural peculiarities, country studies, rules of behaviour in the studied cultural environment, and considers those or other situations for students that they will meet in communication with foreigners. Foreign language in training in humanitarian higher education institutions fulfils the humanistic role of development of personal qualities, gives an opportunity for business relations between future specialists, to overcome the existing language barrier, as well as to increase the chances for employment abroad. It is also worth noting that the study of a foreign language involves the study and analysis of cultural peculiarities, which believes the formation of the student as a person during the years of study, implies the formation of readiness for intercultural communication. The main branches of cognition of communication process for future specialists and components of national cultures are: geography, history, basics of religion, linguistics, didactics, economics, psychology, anthropology, sociology, culturology. All these branches of knowledge are included in the teaching of intercultural communication in relation to the cultures and languages taught.

Intercultural communication is cultural cooperation between representatives of different cultures, considering their uniqueness and identity, which creates the need to recognize human values on the principle of comparing one’s own and foreign-language culture [7]. Intercultural communication also implies tolerance of partners. There are such constituent components of intercultural communication: cultural-communicative, value-orientation and personal. The cultural-communicative component shows the degree of the student’s competence in the sphere of communication, his/her skills, specific knowledge, which are necessary for successful understanding of foreign language programmes of speech behaviour. The value-orientation component depends on the acceptance and awareness of intercultural communication as a value, includes interests and attitudes, focus on this kind of activity, the level of emotional acceptance of its features. And the personal component speaks about the formation of secondary linguistic personality and intercultural mentality [8].

The issue of formation of intercultural communication is not limited to the study of linguistics and foreign language. It is also psychology, ethnography, sociology and cultural studies, theory of communication, political science. More interesting and effective form of teaching intercultural communication, which would meet modern requirements, is considered to be role-playing games in classes, discussions, multimedia presentations. Readiness for intercultural communication is a complex new formation of personality, which carries a certain degree of knowledge of a foreign language, linguistic and country studies orientations, as well as communicative skills, with manifestations of functional, social, and socio-cultural competences. In the practice of university education, the development of a student’s readiness for intercultural communication depends on the interaction of the external and internal sides of the learning process. The external one is the goals and methods of teaching, content, sources, and competence itself, and the internal one is the attitude of future specialists to the ways of cognition, motivation of foreign language learning, development of significant professional disciplines. The tasks of foreign language

teaching are not just practical mastering of foreign language communication, but also knowledge about the language and culture of foreign language people, including

cognitive, developmental, and educational aspects. The subject of foreign language teaching is based on three main aspects: practical, cognitive, general educational (Table 1).

Table 1. Aspects of teaching a foreign language

Practical aspect	Cognitive aspect	General educational aspect
It implies the formation of a complex of knowledge, skills, and abilities for the successful implementation of foreign language speech communication. First, with access to a real different culture and its representatives.	Forms students' linguistic abilities and mental processes for successful mastery of communicative activities. Develops ideas about the achievements of national cultures; skills in using rational techniques for mastering a foreign language, such as organizing educational activities (working individually or in pairs); preparation for the educational process and active participation in it (making plans and notes, using a dictionary); organization of communicative activities (planning one's speech, the ability to formulate one's thoughts using gestures and facial expressions).	Understands the question of how the process of teaching a foreign language can or should take part in solving educational problems in general, what qualities a student should develop to participate in intercultural communication in a foreign language.

Source: [8].

The student's intercultural communication skills presuppose such qualities as readiness to communicate, openness, tolerance, respect. Modern society should attach importance to the knowledge of a foreign language as a means of economic, social, scientific, technological, and cultural progress, communication between representatives of different nations for the implementation of interstate relations, economic and trade relations with the countries of the world. The rapid progress of a foreign language in society and education is manifested in its teaching. It means the expansion of learning objectives and advantages of foreign language in the formation of intercultural communication in students, preparing and teaching them intercultural communication. First, it is a favourable environment of communication in foreign language classes, the use of acquired skills, knowledge, abilities in certain real-life situations (scientific discussions in a foreign language, discussion of foreign literature, listening, online courses in a foreign language, international conferences, work as an interpreter). In addition to it, it is at the proper level to include in the programme extracurricular forms of learning: clubs, circles, lectures in a foreign language. It is worth mentioning that for successful mastering of a foreign language, the teaching should be based on the native national culture.

A key episode in the formation of intercultural communication in the process of learning a foreign

language is to familiarize students with the important principles of improving the performance of intercultural communication on the language material. In writing, avoid abbreviations, idioms, jargon, acronyms, be concise in the use of paragraphs, words, and sentences, use specific words, visual aids to explain the message (drawings, charts, graphs). In oral communication, do not speak quickly, do not interrupt the opponent, do not use slang and profanity, maintain feedback, notice non-verbal signals. A specialist in the humanities should have the ability to deal with international issues, possess professional culture and intercultural communication skills. This requires innovation in the education programme as well as the implementation of a humanistic concept of learning in the new environment. Humanistic branches in teaching are the most favourable for effective work in building skills of cultural and linguistic competence based on the professionally oriented preparation of the teaching process. Initial language teaching should provide students with an understanding of elementary language actions of national-cultural specificity (greetings or farewells, expressions of request or consent). When forming intercultural communication in students of humanitarian higher education institutions, the following principles should be noted (Table 2).

Table 2. Principles for the formation of intercultural communication among students

Principle	Formation feature
Culturological saturation of the educational material program	One of the basic principles. Helps to intensify the learning process, enhance cognitive activity, expand communication capabilities, and motivate a deeper study of a foreign language. Instils in students a desire for self-education and self-development. Presenting material according to this principle should be exciting, stimulate thinking, shape taste and influence feelings of tact. Training should be based on materials from the history of the country of the language being studied, the culture and traditions of the people.
Humanitarian values	The specificity lies in the development of pedagogical systems from the point of view of recognition of the personality of the teacher and student, harmonization in relation to their interests, conditions for self-development. In other words, when the educational process is built on the recognition of the student's civil rights and respect for his position. The essence of this principle is to increase the proportion of humanitarian disciplines in university training program, in-depth study and understanding of the history of civilization and culture, cultural heritage. Maximum focus on the student's personality, individual development plans.

Tolerance	The formation of a principle occurs in the course of communication, understanding, and cognition. The interactivity of communication is intertwined with the communication of people, with their joint activities. There must be a certain ratio of individual “contributions” that would involve participants in a single process of activity.
Dialogue of cultures	Dialogue of cultures is considered a necessary element of teaching a foreign language. The possibility of participating in dialogue depends on the degree of national consciousness, the degree of democratization of social processes, on the sense of tact, tolerance, and ability of empathy of the student’s personality. By means of developing linguistic, communication and educational skills, it is necessary to teach students how to interact with others and help them form their own position. Education should be interested in actively supporting the ideas of dialogue between cultures.
Activity	The principle of activity is aimed at creating conditions for the student to develop his universal essence, his own natural forces, where he is an active participant in the educational process, and to take part in an independent collective form of learning. The principle develops the ability to think and self-development. The language learning process must be active.
Features of the secondary linguistic personality	The principle makes the main task of teaching one to be a native speaker of the target language and developing one’s ability to adequately communicate with representatives of other cultures and assimilate extra-linguistic information. A sign of the formation of a secondary linguistic personality is intercultural competence. The educational process should be built according to the logic of development of the student’s individual language acquisition program, the formation of a secondary linguistic subconscious.

Source: [9].

Studying the issue of formation of intercultural communication of students of humanitarian universities, it is worth defining the concept of “pedagogical conditions”. Pedagogical conditions are a set of specially organized, reasoned circumstances and currents of pedagogical activity, which together work for the effectiveness of the learning result of different stages and the result as a whole [10]. The pedagogical conditions for the formation of students’ intercultural competence are discussed below [11]:

1. Teacher’s role and students’ motivation. To create a foreign language professional education environment that would help to form motivational activity of students in the process of achieving the goal of creating intercultural communication. To effectively teach a foreign language, the teacher needs: to know the foreign language and teaching methods at a professional level; to know the history and culture of the country of the target language; to have skills in the art of communication; to form a favourable atmosphere in the classroom with the establishment of feedback; to develop friendly and partnership relations in the group; to stimulate and motivate students to learn themselves; to select material that would interest students and fit the requirements of the programme. The teacher-student relationship in foreign language classes has a partnership character, where the teacher tells different ways and means of learning, helps students in finding the necessary information, motivates and coordinates them to work independently. The students’ activity is not limited to cognition of the material, they have the right to choose the learning material and ways of activity. In order to optimize the learning process, it is worth finding students’ learning motives and being able to manage them correctly. The motivation for language learning is the need to communicate with representatives of a foreign culture. At the beginning of learning, motivation is at a high level, but in the process of learning it decreases, because it takes a lot of time and effort. It is necessary to consider the types of motivation (external and internal motives), which are directly related to the programme of the educational process. The goal to build a

career, to learn the culture and traditions of foreigners, the desire to learn a foreign language, to communicate freely with representatives of this language at international training conferences, master-classes, seminars contribute to the improvement of intrinsic motivation.

2. Interactive visual methods of teaching. The use of interactive teaching methods is one of the main means of developing students’ professional training. Providing students with tasks that would motivate the formation of intercultural communication, promote familiarization with culture, history and reflect communicative real-life situations. Students, when performing such tasks, consider foreign culture from the point of view of norms and values of their native culture. The thematic content of each lesson consists of cultural materials about history, traditions, food, and musical festivals. According to the materials, thus, students consider the mentality, historical, geographical national-cultural differences, social and everyday life conditions of the studied culture. Texts with the content of cultural studies provide an opportunity to reproduce the linguistic, professional, and cultural environment in the classroom. They familiarize students with culture, customs, traditions, and holidays. Working with such texts, students will have the opportunity to learn speech patterns, behavioural situations and learn how to behave appropriately in a given situation, which will enhance the effectiveness of their mastery of intercultural communication. Joint study of a foreign language with major subjects. Includes a program of humanitarian and professional disciplines, which makes it possible to acquire knowledge about the formation of traditions and culture of native speakers, and cultural information. Studying a foreign language along with major subjects helps to develop motivation due to the fact that students find the need to study a foreign language for their future profession. The cultural intensity of humanities subjects helps the formation of moral values and is the basis for professional culture among students of humanitarian universities.

3. Joint study of a foreign language, with specialized subjects. It includes the programme of humanitarian and professional disciplines, which gives an opportunity to

learn knowledge about the formation of traditions and culture of native speakers, information of culturological nature. Studying a foreign language together with specialized subjects helps to form motivation due to the fact that students find it necessary to study a foreign language for their future profession. The cultural intensity of the subjects of the humanitarian cycle helps to form moral values and is the basis for professional culture in students of humanitarian universities.

4. Application of innovative teaching technologies. Innovative technologies that are used in the process of learning a foreign language are: game technologies, project technologies, technology of group discussions. Such technologies consist of a dialogue form of work between students and teacher, which in turn increases the level of quality of learning, creative activity, and productivity in the classroom.

The study in the scientific work of the complex of pedagogical conditions of formation of intercultural communication took place with students of the Institute of World Languages and International Relations of Kyrgyz State University, named after I. Arabaev, where they prepare demanded and competitive high-class professionals in the field of linguistics, Chinese studies and Chinese language, meeting the requirements and innovations of modern society. Regularly developing multilateral cooperation with China and ensuring academic freedom and mobility, the Faculty trains personnel with a new vision, who are able to think freely, solve problems

while preserving their own interests, culture and values, and master foreign languages. The foreign language training of the Faculty implies the development of skills and abilities of intercultural communication.

On the basis of agreements on comprehensive cooperation and friendship signed between the Institute of World Languages and International Relations of Kyrgyz State University named after I. Arabaev and Chinese universities among bachelors of the 3rd year was announced a competition for participation in foreign educational practice. As a result of the competition, 16 best students were selected. Intercultural adaptation of students in Chinese universities took place due to teaching in the language of the host country, reducing the study load, as well as providing excellent living conditions. The foreign internship programme included the following stages: orientation (acquaintance with the area), preparatory (introduction to the course), main (practice itself, visits to universities, participation in seminars and conferences) and final (report writing). At the orientation stage, the students were introduced to the city, university to determine the degree of intercultural adaptation, awareness of their world-view. Then familiarization with the information “China through the eyes of foreigners”, discussion in Chinese of similarities and differences with their own country. As a result, the question of “Student’s adaptation” was investigated by the method of conversation. During the conversation, the initial degree of students’ intercultural adaptation was determined (Figure 1).

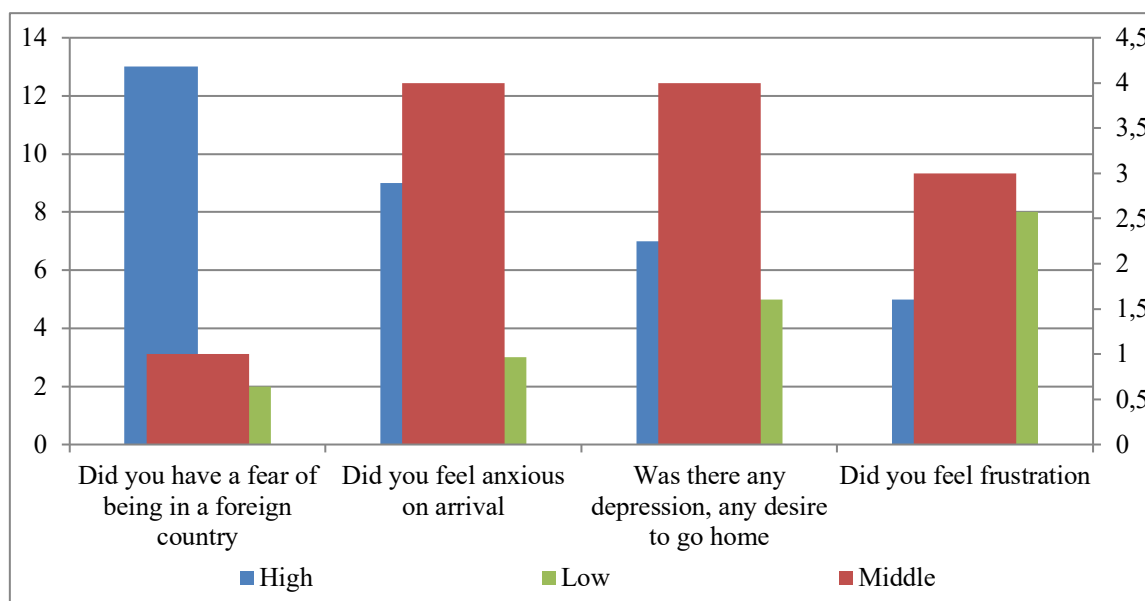


Figure 1. Degree of initial adaptation of students

Source: compiled by the authors.

According to the results obtained from the research question “Student Adaptation” (Figure 1), it can be seen that 9 out of 16 students have a high level of adaptation, 5 students with medium level, and only 2 students had difficulty in adapting to the conditions of the new social and cultural environment. Next, it was intended to explore the diversity of culture and understanding of intercultural communication, the purpose of which was to gain experience, language practice, and communication with foreign students learning Chinese as a foreign language. Within the framework of the practice, students visited popular universities: Peking University, Qinghu

University, Beijing University of Language and Culture, city museums, exhibitions and cultural parks, participated in seminars and master-classes, took part in Chinese language quests, quizzes, visited study tours, historical places. The internship gave the students an opportunity to get acquainted with innovations in education, to improve their professional Chinese through immersion in a foreign language environment, which as a result contributed to the development of intercultural communication. The final stage of the internship was held to evaluate and correct the work done with students, where the level of intercultural communication of students was determined. Students

prepared an artistically designed report in the form of multimedia presentations, using photos from their personal archives, which shows that they showed active social mobility, participation in scientific conferences and projects, in their free time communication with representatives of different cultures. At the end of the trip,

a questionnaire survey of students was conducted, where the level of Chinese language, professional competence, motivation to study the language, interest in international programmes, friendly contacts with Chinese students was determined, and an assessment of the country as a whole was given (Figure 2).

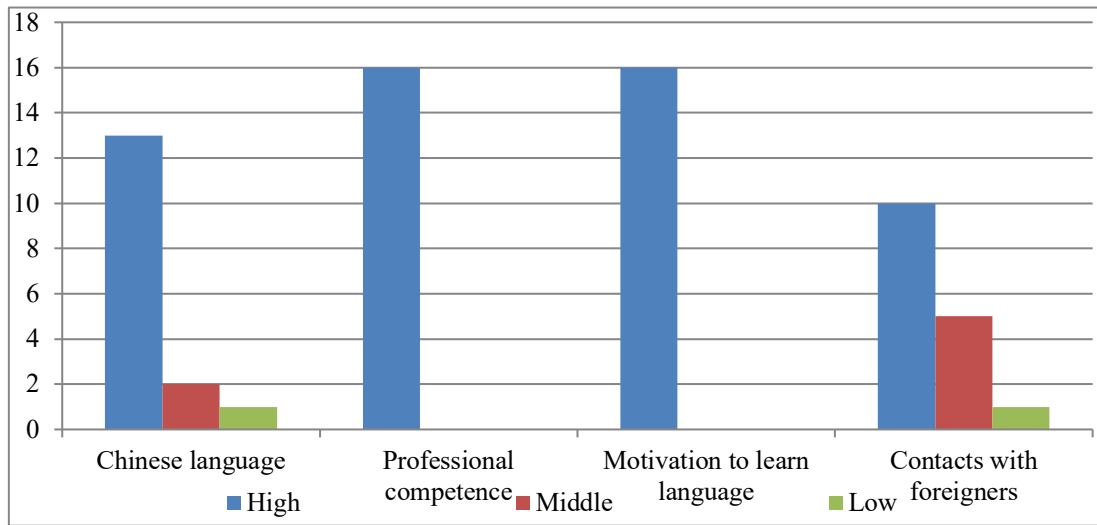


Figure 2. Results of practice
Source: compiled by the authors.

The results show that during their stay in China, the students showed adequate behaviour, improved their knowledge of Chinese language, showed readiness for intercultural communication in the sphere of professional communication. Motivated to further study the language in the framework of additional education, as well as continued contact with Chinese students and new familiar foreign students, the trainees described China as a country with high international prestige, nationalistic character, called China an industrial-agrarian country with free-market relations, noted its technogenic civilization.

According to the results of the conducted work, for the educational programme of higher education institution the following recommendations on the formation of intercultural communication of students were proposed: to introduce in the programme additional study of history, traditions, culture of the country of the studied language; to apply extracurricular activities, interactive teaching methods, role-playing games; to organize round tables, seminars; to create multicultural associations for the formation of intercultural communication of students; to organize professional training of teachers on teaching intercultural communication.

Discussion

The results obtained in the course of the study show that intercultural communication without learning the language and understanding the culture of the country is impossible. It is important for students to develop knowledge and practical skills of intercultural communication in direct communication with foreigners.

Students’ ability to communicate interculturally is the result of the formation of their secondary cognitive consciousness through the acquisition of a foreign language, which is often achieved through the linguistic and cultural study of representative aspects of culture. N.M. Lou and K.A. Noels [12] noticed in their study that

the difference between the learning, perception, and understanding of cultural values by representatives of different nations is made possible in the conditions of intercultural communication and competence. It is so, each culture though has universal character traits, but there is a complex where the difference in the indicators of each culture determines the identity, which requires careful study.

The necessity of studying cultural material in the process of teaching a foreign language is also seen in the scientific works of researchers from Malaysia, M.U. Nadeem et al. [13]. According to the researchers, a tolerant and respectful attitude to the interlocutor of different cultures is created when students of different nationalities are trained in the same group, class, when intercultural competence is formed by teaching the language in educational institutions, studying the history of the people of the target language, the history of their own country, ethnology and ethnopedagogy. It is worth agreeing with the researchers and adding that in modern conditions, universities are able to create a qualitative new system of education, which would provide students with the possibility of non-conflict interaction in real time in the cultural space of both their own country and the world as a whole.

The system of education of students’ formation of intercultural communication is a single set of forms of influence on the student, which help to develop his personal communicative culture, describe its quality and “cultural intensity” of the education system as a whole [14; 15]. The essence of cultural and communicative training, in the course of which the cultural development of the student’s personality is formed, is expressed in order to stimulate the learner to develop himself in socio-culture [16; 17]. A researcher from Great Britain, A. Galamba [18], in his work, has also identified the principles of preparation of students’ formation of intercultural

communication: the principle of humanism (acceptance of the student's personality); the principle of dialogue (the student is an equal subject of the educational process); the principle of spiritual and moral foundations of intercultural communication; the principle of unity of understanding and interpretation in the course of understanding the norms and foundations of intercultural communication; the principle of reflection. According to the conclusions of the researcher, it is necessary to add that the university is a branch of spiritual formation, the product of which is an individual who has received new knowledge and goals, as well as found in himself meaningful forces and abilities to be a subject of cross-culture and personal communicative development.

Investigating the pedagogical conditions of intercultural communication, Indonesian A.A. Itasari [19] identifies five main methods of preparing students for intercultural communication in a foreign language: intercultural competence or orientation (brief mastering of values and norms of foreign language culture), cognitive training (introducing students to history), modelling (researching the culture of the language being studied), training (constitutes the practical component of intercultural communication), case study (basic knowledge of empirical and heuristic skills). The researcher also says that intercultural communication refers to the reality of cultural diversity in society, each of which certainly has ethics and ways of different types of communication, namely from communicator to communicant, where there is language and there is feedback. Absolutely correct is the researcher's judgement, because in today's world, the importance of cultural communication is felt more than ever, and the differences actually create familiarity and cohesion between students.

One cannot but agree with the theory of the Arab researcher N.M. Moussa [20] that the task of teachers in universities is to develop the ability of intercultural communication of students, the ability to master the similarities and differences of cultures, the ability to form dialogical friendly relations, the formation of skills and abilities of effective verbal behaviour, finding a compromise according to the norms of the language in different situations of professional communication. The researcher, like the researchers above, believes that universities can provide more social and multicultural opportunities to attract students of different cultures and develop their social skills. The relationship between people who belong to different cultures, which eventually leads to mutual understanding, taking into account the cultural characteristics of all communicators, is called intercultural communication [21-23].

Americans S.A. Koutlaki and Z.R. Eslami [8] believe that intercultural communication is verbal and non-verbal communication between opponents, a set of actions between people who speak different languages. Researchers also say that the pedagogical meaning of communication is the transfer of information, which results in the acquisition of skills and abilities, the development of professional qualities, the formation of attitudes to other people, the exchange of emotions. This is true, because international students and intercultural communication are closely related, going side by side in the era of internationalization of higher education [24].

Researchers from China and Estonia M.U. Nadeem and A. Zabrodskaja [25] named several factors in their joint study when studying students' intercultural communication: intercultural communication contains essence and personal relationships; style influences personal communication; communication is formed with the basic premise that there are differences in perception between communicative objects and communicators; the goal of intercultural communication is culture-oriented effectiveness. It is also worth considering these factors when teaching students intercultural communication.

It is reasonable to agree with the judgement of S. Huizhou et al. [26] that it is important to teach students to notice the differences between cultures, to take into account the peculiarities of the studied culture, to overcome stereotypes, to master language etiquette, which promotes respect and trust to another culture and makes it possible to feel confident in communication. The teacher's activity, which will be aimed at improving the learning process, will allow competently organizing students' learning, while introducing alternative forms of work. For foreign students, the main thing is not only to rely on intercultural communication, but also to have competence, efficiency, as well as the ability to adapt in the intercultural space [27-29].

S. Syarifudin and H. Rahmat [30] argue that intercultural communication gives students some advantages in the social community, which can help them to improve their understanding of their own identity, increase the activity of social and individual interaction, overcome differences in communication, form a mature citizen within the national or international community, and improve the quality of civilization. People who belong to another culture, therefore, practice intercultural communication in order to achieve interaction and understanding [31; 32]. Right, because intercultural communication brings people closer together.

Kazakhstani educators A. Jiensi and A.Y. Niazova [33] conducted a study of intercultural communication of students at the Eurasian National University in terms of five aspects: the study of intercultural communication, the level of intercultural competence, the formation of intercultural communication courses at the university, students' understanding of intercultural competence and university support in learning. The results made it clear that students' communication ability and level are at a low level, the university does not pay proper attention to intercultural communication training. The researcher concluded that only joint efforts and cooperation with the university administration, teachers, and students can solve the issue of communication level. It is important for the management, teachers, and students themselves to make efforts and pay due attention to solve the problem of teaching intercultural communication, intercultural education of students and provide opportunities for learning through various interactive means [34-36]. Teachers to learn practical and innovative ways of teaching intercultural communication, for example, intercultural games. Students to learn how to overcome the fear of problems, difficulties and to be able to think inclusively, for more interaction with people from different cultures. At the same time, students should acquire intercultural knowledge, apply it in communication, learn from films

and books [37]. Students should also actively participate in all kinds of courses to master intercultural communication skills. The article and conclusions of the researchers can be considered useful, and it is important to add that students should apply their knowledge, skills, and abilities in practice, gaining experience in communication.

As a result, it should be said that the results obtained in the course of this work, as well as the considered robots of researchers from different countries, helped to study the formation of intercultural communication of students of humanitarian universities in the process of learning a foreign language.

Conclusions

This study was conducted to determine the intercultural communication of students of humanitarian universities in the process of learning a foreign language. It should be concluded that intercultural communication is cultural cooperation of representatives of different cultures, considering their uniqueness and identity. It creates the need to recognize human values on the principle of comparing one's own and foreign language culture, and learning a foreign language affects the features of culture, which involves the formation of the student as a person during the years of study and implies the formation of readiness for intercultural communication.

The scientific article defines the concept of intercultural communication, the main principles of formation of intercultural communication in students, their importance in the educational process as a whole, named pedagogical conditions that determine the effectiveness of the result of training at various stages and, ultimately. The study of pedagogical conditions of formation of readiness for intercultural communication was held with students of the Institute of World Languages and International Relations of Kyrgyz State University named after I.

Arabaev, who underwent foreign practice in China. As a result, the study showed that the foreign practice contributed to the formation of skills of professional Chinese at the international level, the acquisition by students of cultural norms accepted in another country, gave the opportunity to familiarize themselves with the latest technologies in teaching, helped to adapt to the foreign language environment, which contributed to the development of intercultural communication. The results of the conducted questionnaire survey of students at the end of the internship showed readiness for intercultural communication in the sphere of professional communication, motivation for further language learning in the framework of additional education, as well as the continuation of communication with Chinese students and new familiar foreign students.

Further research should pay attention to the detailed study of the history, traditions, culture of the country of the studied language, interactive teaching methods for the successful formation of intercultural communication of students of humanitarian universities in the process of learning a foreign language. Also, more detailed consideration should be given to the issues of interest of university administrations in the introduction of the updated programme of teaching intercultural communication in the educational process.

Acknowledgements

None.

Conflict of Interest

None.

References

- [1] Sitorus RK, Dirgantara P. Intercultural communication between Batakese students and Sundanese students at Padjadjaran university. *Medium*. 2022;10(2):347-359. <https://journal.uir.ac.id/index.php/Medium/article/view/10204/4522>
- [2] Gorbova EN. Intercultural communication in the context of globalization. *Proceed Kyrgyz Academ Educ*. 2022;56(1):104-110. <https://izvestia.kao.kg/wp-content/uploads/2022/07/1-56-104-110.pdf>
- [3] Igamberdiev B. Should Russian and English be banned in schools in Kyrgyzstan, or how should we learn the Kyrgyz language. 2023. https://mnenie.akipress.org/unews/un_post:29639
- [4] Abdibekova NA. Development of student's speech activity studying Kyrgyz national games at the English lesson. In: *III International Traditional Turkish Wrestling Symposium and Games* (pp. 257-266); 2016. https://www.researchgate.net/publication/374629476_III_ULUSLARARASI_GELENEKSEL_TURK_GURESLERI_SEMPOZYUMU_VE_OYUNLARI_Bildiri_Kitapcigi8
- [5] Schrader H, Gorborkova G, Mamatova M. Pedagogical and intercultural facets in an international students' research training program in times of pandemic: A case study on "The intersections' of gender, family, and society in Kyrgyzstan". *Int Dialog Educ J*. 2022;9(2):71-95. <https://idejournal.org/index.php/ide/article/view/247/253>
- [6] Atabekova BY. The latest models of text books, learning tools, programs used in teaching the Kyrgyz language on a digital basis. *Bull Kyrgyz Nation Uni, name after Jusup Balasagyn*. 2023;2:153-157. <https://vestnik.knu.kg/wp-content/uploads/2023/07/153-157.pdf>
- [7] ALTaher BB. The necessity of teaching intercultural communication in higher education. *J Appl Res High Educ*. 2020;12(3):506-516. <https://doi.org/10.1108/JARHE-04-2019-0082>
- [8] Koutlaki SA, Eslami ZR. Critical intercultural communication education: Cultural analysis and pedagogical applications. *Int Commun Educ*. 2018;1(3):100-109. <https://doi.org/10.29140/ice.v1n3.110>
- [9] Amal K, Hicham F. Investigating EFL Moroccan University students' level of intercultural communication competence: School of arts and humanities Meknes, Morocco. *Int J Ling Translat Stud*. 2024;5(1):131-149. <https://www.ijlts.org/index.php/ijlts/article/view/411/208>

- [10] Karimova NM. Pedagogical conditions for the development of intercultural communication among students. *Czech J Multidiscip Innov.* 2022;12:88-93. <https://peerianjournal.com/index.php/czjmi/article/view/451/393>
- [11] Yang P. Intercultural responsiveness: Learning languages other than English and developing intercultural communication competence. *Lang.* 2020;5(2):24. <https://doi.org/10.3390/languages5020024>
- [12] Lou NM, Noels KA. Sensitivity to language-based rejection in intercultural communication: The role of language mindsets and implications for migrants' cross-cultural adaptation. *Appl Ling.* 2019;40(3):478-505. <https://doi.org/10.1093/applin/amx047>
- [13] Nadeem MU, Mohammed R, Dalib S, Mumtaz S. An investigation of factors influencing intercultural communication competence of the international students from a higher education institute in Malaysia. *J Appl Res High Educ.* 2022;14(3):933-945. <https://doi.org/10.1108/JARHE-03-2021-0111>
- [14] Kerimkhulle S, Dildebayeva Z, Tokhmetov A, Amirova A, Tussupov J, Makhazhanova U, Adalbek A, Taberkhan R, Zakirova A, Salykbayeva A. Fuzzy Logic and Its Application in the Assessment of Information Security Risk of Industrial Internet of Things. *Symmetry.* 2023;15(10):1958. <https://doi.org/10.3390/sym15101958>
- [15] Kerimkhulle S, Saliyeva A, Makhazhanova U, Kerimkulov Z, Adalbek A, Taberkhan R. The estimate of innovative development of construction industry in the Kazakhstan. *E3S Web Conf.* 2023;389:06004. <https://doi.org/10.1051/e3sconf/202338906004>
- [16] Ruts kaya-Moroshan SS, Abisheva ST, Lila AM. Shared features of pathogenetic aspects, autoimmunity and pharmacotherapy in coronavirus infection (COVID-19) and immunoinflammatory rheumatic diseases. *Sovrem Revmatol.* 2022;16(5):82-87. <https://doi.org/10.14412/1996-7012-2022-5-82-87>
- [17] Kuranov AB, Abisheva ST, Zhusupova AA, Abil'dinova GZ, Zaripova TD, Tabenova AA, Yankevich TE, Alekseev LP, Myuller KA, Boldyreva MN, Momynaliev KT. HLA class II genes and rheumatoid arthritis in the Kazakh Population. *Immunol.* 2016;37(4):188-193. <https://doi.org/10.18821/0206-4952-2016-37-4-188-193>
- [18] Galamba A. International STEM pre-service teachers' intercultural competence. *J Multicult Educ.* 2021;15(4):345-357. <https://doi.org/10.1108/JME-02-2021-0020>
- [19] Itasari AA. Intercultural communication of Nusantara Module students at Slamet Riyadi University. *Form J Appl Sci.* 2023;2(5):593-600. <https://doi.org/10.55927/fjas.v2i5.3964>
- [20] Moussa NM. International students' achievements and adaptation to the United States' culture. *Qualit Res J.* 2021;21(4):498-512. <https://doi.org/10.1108/QRJ-11-2020-0145>
- [21] Kerimkhulle S, Koishybayeva M, Alimova Z, Baizakov N, Azieva G. Created and Realization of a Demographic Population Model for a Small City. *Proceed Engin Sci.* 2023;5(3). <https://doi.org/10.24874/PES05.03.003>
- [22] Rehman HU, Darus M, Salah J. Graphing examples of starlike and convex functions of order β . *Appl Mathem Inform Sci.* 2018;12(3):509-515. <https://doi.org/10.18576/amis/120305>
- [23] Bissenov KA, Uderbayev SS, Saktaganova NA. Physicochemical analysis of structure of foamed concrete with addition of oil sludges. *Res J Pharm, Biol Chem Sci.* 2016;7(4):1701-1708.
- [24] Abdibattayeva M, Bissenov K, Askarova G, Togyzbayeva N, Assanova G. Transport of Heavy Oil by Applying of Solar Energy. *Environ Climate Technol.* 2021;25(1):879-893. <https://doi.org/10.2478/rtuect-2021-0066>
- [25] Nadeem MU, Zabrodskaia A. A comprehensive model of intercultural communication for international students living in culturally diverse societies: Evidence from China. *Front Commun.* 2023;8:1332001. <https://doi.org/10.3389/fcomm.2023.1332001>
- [26] Huizhou S, Sadenova AE, Saporhozhayeva N, Mukhtar LK, Noda LP. Features of formation of cross-cultural competence of foreign students in training and cross-cultural communication of mass media. *Heral J.* 2021;58(4):44-52. <https://doi.org/10.26577/HJ.2020.v58.i4.05>
- [27] Salah J. Note on the modified caputo's fractional calculus derivative operator. *Far East J Mathem Sci.* 2016;100(4):609-615. <https://doi.org/10.17654/MS100040609>
- [28] Salah JY. Properties of the modified caputo's derivative operator for certain analytic functions. *Int J Pure Appl Mathem.* 2016;109(3):665-671. <https://doi.org/10.12732/ijpam.v109i3.14>
- [29] Kerimkhulle S, Obrosova N, Shananin A, Tokhmetov A. Young Duality for Variational Inequalities and Nonparametric Method of Demand Analysis in Input-Output Models with Inputs Substitution: Application for Kazakhstan Economy. *Mathem.* 2023;11(19):4216. <https://doi.org/10.3390/math11194216>
- [30] Syarifudin S, Rahmat H. Intercultural communication of EFL students with foreigners as a strategy of teaching speaking. *Edulang: J Eng Lang Educ.* 2021;4(1):65-89. <https://doi.org/10.20414/edulangu.v4i1.3044>
- [31] Bisenov KA, Uderbayev SS, Saktaganova NA. Optimization of the structure and process parameters of aerated concrete production with the use of oil sludge. *Int J Pharm Technol.* 2016;8(3):17733-17744.
- [32] Uderbayev SS, Bissenov KA. Development of a new method of aggregate treatment in the technology of lightweight concrete-wood concrete. *Mediterr J Soc Sci.* 2014;5(20):2682-2686. <https://doi.org/10.5901/mjss.2014.v5n20p2682>
- [33] Jiensi A, Niazova AY. Importance and formation of intercultural communication communicative students majoring in English teaching. *Bull Toraihyr Uni. Ped Series.* 2022;4:308-318. <https://doi.org/10.48081/DPRO5042>
- [34] Kerimkhulle S, Alimova Z, Slanbekova A, Baizakov N, Azieva G, Koishybayeva M. The Use Leontief Input-Output Model to Estimate the Resource and Value Added. In: *SIST 2022 - 2022 International Conference on Smart Information Systems and Technologies, Proceedings*. Nur-Sultan: Institute of Electrical and Electronics Engineers; 2022. <https://doi.org/10.1109/SIST54437.2022.9945746>

- [35] Shtefan VV, Bulhakova AS, Kanunnikova NA. Electrochemical behavior of Co-Mo alloy. *Funct Mater.* 2022;29(2):215-220. <https://doi.org/10.15407/fm29.02.215>
- [36] Rasulov KZ, Toshmatov ES, Artykbaev DZ. Earthquake-Resistant Steepness of Slope Structures. *AIP Conf Proceed.* 2023;2612:020006. <https://doi.org/10.1063/5.0113268>
- [37] Kerimkhulle S, Mukhanova A, Kantureyeva M, Koishybaeva M, Azieva G. Applying a housing construction model to improve a small town demographic dynamics. *AIP Conf Proceed.* 2023;2700:040047. <https://doi.org/10.1063/5.0125066>

Педагогічні умови формування міжкультурної комунікації студентів гуманітарних університетів у процесі вивчення іноземної мови

Назарбек Акылбек уулу

Міжнародний університет Ала-Тоо
720048, вул. Анкара, 1/8, м. Бішкек, Киргизстан

Нурзат Усупова

Міжнародний університет Ала-Тоо
720048, вул. Анкара, 1/8, м. Бішкек, Киргизстан

Нуржан Сартбекова

Киргизський державний університет імені І. Арабаєва
720026, вул. Раззакова, 51А, м. Бішкек, Киргизська Республіка

Анотація

Актуальність. Актуальність дослідження виражається у стрімкому науково-технічному прогресі та зростанні комунікативних здібностей людини, у вихованні взаєморозуміння, діалогу культур, толерантності та взаємоповаги до співрозмовника.

Мета. Метою роботи є визначення педагогічних умов, які б дозволили успішно моделювати міжкультурну комунікацію студентів у процесі вивчення іноземних мов.

Методологія. З цією метою було проведено дослідження, в якому взяли участь 16 студентів спеціальності "Китайська мова" Інституту світових мов і міжнародних відносин Киргизського державного університету ім. І. Арабаєва. Методом бесіди та анкетування студентів було виявлено якісне позитивне зростання у розвитку міжкультурної комунікації.

Результати. Студенти продемонстрували адекватну комунікацію, підвищили рівень знань і навичок іноземної мови, показали готовність до професійного спілкування під час семінарів і круглих столів у провідних університетах Китаю. У статті розглянуто визначення міжкультурної комунікації та педагогічні умови, ефективні для процесу формування міжкультурної комунікації студентів гуманітарних університетів. Дослідження показало, що необхідна систематична робота з формування міжкультурної комунікації, участь студентів у міжнародних програмах, зарубіжних практиках, що дозволить підвищити рівень комунікативної та практичної діяльності при вивченні іноземних мов, інтелектуальний та творчий потенціал студентів, показати перегляд ціннісних орієнтацій у підготовці студентів.

Висновки. Практичне значення статті полягає в тому, що основні положення та отримані висновки можуть бути використані науковцями та викладачами, які цікавляться питаннями формування міжкультурної комунікації, при вдосконаленні та створенні нових навчальних планів і програм, а також при підготовці майбутніх фахівців учителів іноземних мов, у програмах підвищення кваліфікації педагогічних працівників.

Ключові слова: адаптація студентів; професійна компетентність; особистісні навички; розвиток стосунків; співпраця за кордоном.