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(Almaty, Kazakhstan), inna.ran@yandex.ru\*, lyaziza\_s@mail.ru***THE IMPORTANCE OF CULTIVATION OF CROSS-CULTURAL  
COMMUNICATION SKILLS OF STUDENTS IN THE CONTEXT  
OF MULTICULTURALISM***Abstract*

With the popularization of the internationalization concept of higher education, the field of international exchanges and cooperation between universities continues to expand, and the university campus has increasingly become an important place for the intersection of multiculturalism. In this multi-cultural context, the cross-cultural communication skills of teachers and students in colleges and universities are put forward new challenges. Having strong cross-cultural communication skills is not only an important embodiment of the improvement of the comprehensive quality of students, but also one of the important skills necessary for students in their study and work. The article reveals the factors of development of students' skills in mechanic-cultural communication.

*Keywords:* multiculturalism; cross-cultural communication; cross-cultural communication skills; communicative competence; multicultural environment; communicative competence.

**Introduction.** In the context of globalization, more and more states with different ethnic structures (multi – and mono-ethnic) are integrating into the global educational space. As the experience of student exchange programs shows, students from multi-ethnic countries are more willing to accept the specifics of a new culture. Currently, we can talk about the multicultural context of the modern educational process, which ensures the interchange and mutual enrichment of cultures.

We consider multiculturalism as an opportunity for self-realization of different ethnic and cultural groups, mutual exchange of values while ensuring the preservation of the identity of each culture.

The success of education and professional training in the conditions of academic mobility is ensured not only by learning language of the host country, but also by the student's adaptive abilities and his own willingness to accept the cultural specifics of other students during educational process. One of the leading

factors of successful integration into a new educational environment is determined by the level of student's development in communicational skills and abilities.

The Declaration of the International Conference of Ministers of Education (China, 2015) notes the importance of developing and supporting international cooperation in the field of professional education [1].

**Main body.** The training and improvement of cross-cultural communication skills of students also reflects to some extent the degree to which universities adapt to the contemporary economic environment and better meet the needs of society for talent, which is one of the important indicators to measure the strength of colleges and universities. It provides a basis for modern colleges and universities to adjust the teaching curriculum, improve teaching methods and teaching management, and better achieve teaching goals. Therefore, cultivating cross-cultural communication skills of students in the context of multiculturalism is of great significance to the personal growth of students and the reform of teaching.

**Methods.** In modern conditions of globalization, the flows of academic mobility of subjects of the educational process are increasing, which increases the requirements for the development of communication skills. Scientists from different countries reveal the problems of education in a multicultural educational environment. P. Milrud believes that communicative competence is an integrative personal resource that ensures the success of communicative activity. While communicative competence is a demonstrated area of successful communicative activity based on the acquired means of speech communication, supported by language skills and speech skills [2].

Z. Haji Iksan, Ef. Zakaria studied the communication skills of university students in Malaysia using a questionnaire that assessed the level of development of 10 basic skills. It turned out that during the study at the university, the skills that developed the most are skills of presenting yourself and communicating humbly [3].

N. Cshembry showed the possibilities of developing linguistic and cultural competencies at the regional level (Malta) in connection with professional employment [4].

Yejian Zhou reveals the possibilities of solving cross-cultural conflicts in the context of internationalization by showing as an example the transnational corporations [5].

Ukrainian scientist N. Bessarab notes the role of professional teacher's competence in the development of intercultural tolerance (N. Bessarab, 2021) [6]. D.V. Furth and K.O. Novikova reveal the didactic conditions for the formation of multicultural competence of students [7].

Russian scientists V.A. Goncharova, V.V. Aspatov (2021) consider educational urbanism, which is modeling the urban environment, integrating the resources of the university and urban space, as prospects of development in multicultural environment. This contributes to the formation of value-semantic orientations of students in different cultures [8]. T.A. Naumova and A.E. Prichinin consider the necessary level of ethno-tolerance as the leading factor of academic and professional success [9].

P. Rautakoski also presents the communicative competence as a complex whole in his works. Communicative competence means the ability to carry out speech activity by means of the studied language in accordance with the goals and the situation of communication within a particular field of activity. For a long time in the theory and practice of teaching, speech-language competence meant conscious or intuitive knowledge of the language system for constructing grammatically and semantically correct sentences, and its implementation meant the skills and abilities to demonstrate knowledge of the system through speech [10].

The following are factors affecting cross-cultural communication skills:

Cross-cultural communication is the process by which information senders from different cultural backgrounds share information with information recipients. Its communication process includes information, coding, channel, decoding, interpretation, feedback, background, noise and other elements [11]. First of all, multiculturalism is a prerequisite in cross-cultural communication. Communicators come from different cultural backgrounds, have different languages, religious beliefs, customs, values, etc., which makes the communication between communicators to transmit information, understand information, feedback information becomes more complex and more difficult; secondly, language is an important means to achieve cross-cultural communication.

Cross-cultural communication skills refer to the ability of students to correctly understand cultural differences, master and use effective means of communication, appropriate means of communication, and achieve the expected communication goals in a multicultural context. For communicators, the main obstacles to effective cross-cultural communication are anxiety and uncertainty. The factors that cause the communicator to feel anxious or uncertain come from three aspects: the motivation or willingness to communicate across cultures, the knowledge of cross-cultural communication, and the skills of cross-cultural communication [12].

In the Republic of Kazakhstan, which is known in the world as a multi-ethnic country with established traditions in multicultural relations, shows a stable interest in the issues of multicultural education. Kazakhstan's science highlights various aspects in the problem of forming students' communication skills in a multicultural educational environment:

- Internationalization of higher education (A. Kosherbayeva, S. Issaliyeva, 2020 [13]; D. Zhantassova, 2021) [14];
- formation of intercultural communicative competence (R. Zhumalieva, A. Muratkyzy, 2020) [15];
- cross-cultural interaction in the professional training of specialists (A.R. Raimkulova, 2019) [16];
- formation of a multicultural personality of students (G.B. Isabekova, 2019) [17];
- motivation of foreign students studying in Kazakhstan (P. Dzhugal, M. Ospanova, 2020) [18].

**Results and discussion.** Thus, the factors affecting cross-cultural communication ability can be roughly divided into the following four aspects.

1) *The environment in which the communicator is located.* Cross-cultural communication requires a specific multicultural environment. In a relatively open society, people have many opportunities to engage with multiculturalism and are more likely to conceptually agree with the need for cross-cultural communication. Open environment and atmosphere, give people more opportunities and conditions for cross-cultural communication, attract people to understand, to learn from reference, so that communicators have a strong desire for cross-cultural communication.

2) *The communicator's understanding and mastery of the means of communication.* Language is the main means of communication. In cross-cultural communication, language differences are also the main obstacles to cross-cultural communication. Therefore, communicators master or master foreign languages, not only can better communicate with each other, but also enhance their confidence in cross-cultural communication.

3) *Communicator's understanding and understanding of cultural differences.* To communicate across cultures, communicators need to learn and understand relevant cultural background knowledge, such as taboos and customs in various countries. In this way, we can understand the deep meaning behind each other's behavior and avoid misunderstandings and conflicts.

Communicator's understanding of the communication process and good communication habits and communication skills. As can be seen from the communication process, in order to achieve the desired communication effect requires the communicator to be able to clearly and accurately transmit information, the recipient can correctly understand the information and its cultural connotation, and timely feedback of the necessary information; in addition, the communicator must also master the knowledge and skills of cross-cultural communication, develop good communication habits, and continue to practice; but also have the mentality of always learning, constantly improve and improve this skill.

4) *Current situation and problem analysis of cross-cultural communication skills of students.* According to O.F. Vasilyeva, the problems of communicative competence can be divided into methodological, linguistic, psychological and sociolinguistic. It is obvious that with this approach, the content of communicative competence is a methodically, linguistically, psychologically and socio-linguistically coordinated unity of all components that form communication situations, as well as the knowledge and skills necessary for students to understand and generate their own programs of speech behavior [19].

From what has been discussed above, we can conclude measures to develop and improve students' cross-cultural communication skills.

Combine the relevant factors that affect cross-cultural communication ability and the current reality. In order to improve and cultivate cross-cultural communication skills of college students, it is necessary to take targeted measures.

1. *Establish an open concept of learning and cultivate the desire to communicate across cultures.* In the 21st century, cross-cultural communication ability is an important aspect of college students' quality ability. In the context of internationalization of education, it is necessary to actively communicate with the international community and constantly learn the latest and most advanced knowledge achievements in order to keep up with the pace of development of the times [20]. Desire or motivation is the premise of action, with an open concept of learning, a strong desire for cross-cultural communication, it will be conducive to the communicator to take positive action to achieve and fulfill this desire.

2. *Establish appropriate institutional systems to create an environment and atmosphere conducive to cross-cultural communication.* The realization of the goal of cultivating talents to meet the needs of internationalization requires the guarantee of the system. Such as training systems, policies and measures to encourage teaching reform and innovation, etc. Extensive international cooperation and exchanges will be carried out to expand the number of teachers and students benefiting from cooperation projects. Invite foreign experts and scholars to give lectures, continue to increase the number and proportion of foreign students, etc., to create more opportunities and a more favorable environment for cross-cultural communication.

3. *Improving teachers' cross-cultural communication skills, encouraging them to apply teachers' words and examples in teaching and demonstration effect on the improvement of cross-cultural communication skills of students,* has a role that can not be ignored. To this end, we should pay attention to the improvement and training of teachers' relevant abilities and qualities, and encourage international academic exchanges. With the general improvement of teachers' language ability and cross-cultural communication ability, bilingual teaching in colleges and universities will inevitably bring more in the teaching reform of professional courses. Good teaching effect.

4. *Deepen teaching reform, adjust curriculum, so that more students can*

*systematically accept the relevant knowledge learning.* With the changes in the environment, the relevant curriculum settings are adjusted accordingly, such as the establishment of cross-cultural communication, communication principles, management communication, cross-cultural management and other related courses as public elective courses, so that more professional students can systematically participate in learning. At the same time, improve the construction of necessary hardware facilities, such as increasing the number of subscriptions to foreign-language materials and books, improve the utilization rate of the network and so on. Organize participation in related activities or training programs, so that a larger proportion of students can have the opportunity to participate.

Through these measures, it is conducive to helping students form a strong desire to communicate, learn to master the basic knowledge of cross-cultural communication, and through some practical exercise, improve the methods and skills of communication, so that students in cross-cultural communication practice to establish self-confidence, grow in a more open environment, adapt to the needs of society in the new era of talent.

**Conclusion.** Thus, the analysis of modern research has shown problem's importance in forming communication skills by the context of multiculturalism. The educational institution should develop its own strategy for creating an open tolerant developing educational environment. In addition, the organizational policy of the education should be aimed at studying its teachers modern technologies for the development of intercultural communication skills. Also an important aspect is in inviting foreign teachers, which will contribute to the policy of multiculturalism. An important role is played by the constant updating of educational programs aimed at the formation of communicative intercultural competencies. The flexibility of the programs involve a variety of forms of classes and elective courses aimed at consolidating communication skills.

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### Мультикультурализм жағдайында студенттердің мәдениетаралық қарым-қатынас дағдыларын дамытудың маңызы

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#### Аңдатпа

Жаһандану жағдайында мультикультурализмнің тенденциялары артып келеді. Жоғары білімді интернационализациялау тұжырымдамасының танымал болуымен халықаралық алмасу мен университеттер арасындағы ынтымақтастық өрісі кеңеюде. Университет ортасы барған сайын мультикультурализм көрінісінің маңызды орнына айналуға бастайды. Бұл көпмәдениетті жағдайда колледждер мен университеттер оқытушылары мен студенттері үшін мәдениетаралық қарым -қатынас дағдыларын қалыптастыруда жаңа міндеттер туындайды. Күшті мәдениетаралық дағдылардың болуы оқушылардың білім сапасын жан -жақты жақсартудың маңызды көрінісі ғана емес, сонымен қатар кәсіптік оқытуда оқушыларға қажетті маңызды шарттардың бірі болып табылады. Мақалада әр түрлі елдердің ғалымдарының көпмәдениетті білім беру ортасындағы білім сапасы мәселесіне қазіргі көзқарастарының талдауы берілген. Оқушылардың мәдениетаралық қарым -қатынас дағдыларын дамытудың факторлары мен шарттары ашылды.

*Түйін сөздер:* мультикультурализм, мәдениетаралық қарым -қатынас, мәдениетаралық қарым-қатынас дағдылары; коммуникативтік құзыреттілік; көпмәдениетті орта, коммуникативтік құзыреттілік

### Важность развития межкультурных коммуникативных навыков студентов в контексте мультикультуризма

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#### Аннотация

В условиях глобализации возрастают тенденции мультикультурализма. С популяризацией концепции интернационализации высшего образования область международных обменов и сотрудничества между университетами продолжает расширяться. Университетская среда все больше становится важным местом проявления мультикультурализма. В этом многокультурном контексте возникают новые задачи по формированию навыков межкультурного общения преподавателей и студентов колледжей и университетов. Наличие сильных навыков межкультурного общения является не только важным воплощением всестороннего улучшения качества образования учащихся, но и одним из важных условий, необходимых учащимся в профессиональной подготовке. В статье приводится анализ современных подходов ученых разных стран на проблему качества обучения в условиях поликультурной образовательной среды. Раскрываются факторы и условия развития у студентов навыков межкультурного общения.

*Ключевые слова:* мультикультурализм; межкультурное общение; навыки межкультурного общения; коммуникативная компетентность; мультикультурная среда; коммуникативная компетентность.

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