

# INTERCULTURAL COMMUNICATION AS A MEANS OF RUSSIAN LANGUAGE LEARNING MOTIVATION IN PARTNER UNIVERSITIES OF THE REPUBLIC OF INDONESIA

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## ABSTRACT

*The article defines the phenomenon of intercultural communication, describes the stages of socio-cultural design and suggests methods and techniques of socio-cultural design. A way for students of the open Russian language training centres in the Republic of Indonesia to participate in socio-cultural projects is described in the article.*

*Keywords: intercultural communication, project, socio-cultural design, open education center.*

## 1. INTRODUCTION

Globalization as a worldwide trend in the development of the society and a civilizational challenge has become increasingly widespread in recent years, which puts the search for ways of effective cross-country and intercultural communication back on the radar.

In this article, we will not analyze in detail all existing approaches to the definition of the phenomenon of "intercultural communication", but rather provide the definition, which we will use when discussing this phenomenon, as the result of the analysis and synthesis of various points of view. Intercultural communication will be defined in this article as the exchange of information and cultural values at different levels of mutual understanding between people with different cultural codes given their regional and ethno-religious characteristics.

Intercultural communication as an exchange of information, interaction and mutual understanding between different cultures is based on the principles of universal and national values that complement each other, and is closely connected with the strengthening of the spiritual sovereignty and distinct identity of individual nationalities. In this context, the study of intercultural communication as a process with certain social goals is of particular relevance [2, 3].

Intercultural discourse is usually focused on the pragmatic aspect associated with receiving the information in order to solve practical problems. The ethical aspect which determines the values and norms of speech behavior in situations of real-life communication given the national features or way of thinking is also important.

## 2. RESEARCH METODOLOGY

In socio-cultural design, it is advisable to identify the following stages:

1. Identification of a problem or problematic situation requiring a resolution and its grounds. This is achieved by means of analysis of the current situation. Since we are talking about socio-cultural design, methods of analyzing not only the internal state of a socio-cultural object, but also its environment are most often used. For example, the factor analysis (SWOT analysis).

2. Identification or formation of a social procurement to resolve a problem or problematic situation. At this stage, methods of problematization of the social groups that are essential for influencing the current situation are most often used.
3. The study of the object of socio-cultural design, i.e. obtaining and analyzing data on processes or phenomena, their functioning and development.
4. Goal setting, which is carried out by comparing the procurement, the needs of the designer, its capabilities (meaning the designer's possession of methods, technologies of transformative activity) and the conditions in which socio-cultural design will be deployed. After that, the tasks for achieving the goal are set [4].
5. Forecasting, which is a prediction of trends and prospects for the possible development of an object of socio-cultural design. A significant role in forecasting is assigned to modeling the future state of the object and its expert assessment.
6. Development of the actual project with all its components.

In fact, all the stages amounts to three components, namely determining the problem field, goal setting and instrumentalization.

In socio-cultural design, the idea-matrix method, the analog method, the association method, the brainstorming method, and the method of synectics were used to achieve goals. These techniques complemented each other at various stages of the design.

The socio-cultural design at the Center was organized on environmental topics, as this content is relevant to representatives of any country. You can always find points where interests overlap and material for intercultural communication in this topic.

### **3. RELATED RESEARCH**

Let us consider tackling the task of organizing intercultural communication in the open Russian language training centres (hereinafter referred to as the Centers), created on the initiative and with the support of the Ministry of Education of the Russian Federation in many countries of the world including the Republic of Indonesia. The Open Education Center was opened by KSPU named after V.P. Astafiev in Denpasar (Bali) in 2023. The purpose of this Center is to develop intercultural communication, popularize Russian science, culture and education, and strengthen friendly relations between Russia and the Republic of Indonesia. This project is unique in terms of the development and implementation of educational programs in Russian, as well as multimedia educational resources for teaching Russian language and literature to Indonesian citizens, organizing and conducting educational, scientific, methodological, and educational events in Russian language.

The content of the implemented programs was of a general developmental nature and was aimed at familiarizing the students of the Center with the national characteristics and traditions of Russia. The following programs were implemented in Russian: "7 Wonders of Russia" (description of interesting places in Russia exemplified by Kamchatka, Lake Baikal, Peterhof, St. Basil's Cathedral, Mamayev Kurgan, Elbrus, Manpupuner rock formations), "Sport Means Life", "Such a Different Russia", "Culture and Traditions of the Peoples of Russia", "Beautiful Places of Siberia", and "Russia is a Country of Opportunities". Moreover, the Centre hosted the events "Maslenitsa", "Museums of Russia – Virtual Tour", and a round table "Current Issues of Teaching Russian as a Foreign Language".

The students of the Open Education Center were involved in participation in the III All-Russian Ecological festival "EcoSkazy", organized on the initiative of the Park "Royev Ruchey" with the support of the Department of External Relations of the Department of the Head of Krasnoyarsk, the Central Department of Culture of the

Krasnoyarsk Administration, and the Central Department of Education of the Krasnoyarsk City Administration.

The purpose of the Festival is to involve children and adolescents in various types of creative environmental activities through the development and implementation of socio-cultural projects with an environmental focus.

The main objectives of the festival are to develop design culture, the ability to express their attitude to natural and cultural values through the results of design, research, and creative activities in children and adolescents; to foster ecology culture and an active life position in relation to global problems facing humanity in children and adolescents.

Students of the Center took part in the Festival under the mentorship of the teacher of the KSPU named after V.P. Astafiev. Using the aforementioned methods of socio-cultural design, the participants presented projects in two categories of the Festival: in the contest of scientific, research, and design works "Nature is an Invaluable Gift, One for All" and the contest of environment protection themed photographs "Eco-lense".

### **3. RESULTS AND DISCUSSION**

The works of the students of the Center were marked by the jury of the festival as the best and the participants received respective diplomas and prizes. The participants state that every country has environmental problems, but all of us have the same task – to protect our planet. Thanks to such festivals such as EcoSkazy, such topics as what environmental problems exist in Indonesia and how residents cope with them can be discussed. According to the contestants, participation in this Festival allowed to identify the relatable views of the partner countries on environmental issues and communicate with native speakers of the Russian language.

While completing the programs and participating in the events, students and participants got acquainted with the basics of the phonetic and grammatical system of the Russian language, expanded their vocabulary, and improved communication skills. Students were also included in socio-cultural projects on the basis of the Center.

### **4. CONCLUSION**

Based on the foregoing, it can be concluded that the involvement of the Center's students in socio-cultural projects contributes to the development of intercultural communication of the participants and can be used as activity-based formats for teaching in Russian and teaching the Russian language.

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