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## **АНАЛИЗ КРОСС-КУЛЬТУРНЫХ КОМПЕТЕНЦИЙ УЧАСТНИКОВ МЕЖДУНАРОДНОЙ ОБРАЗОВАТЕЛЬНОЙ МИГРАЦИИ**

**Аннотация.** В данной публикации рассматриваются особенности международной образовательной миграции, в частности основные участники данного процесса. Акцент сделан на межкультурных компетенциях, которыми должны владеть представители различных сфер миграции, а именно административные отделы, преподаватели

и студенты. Автор сделал предположение, что проблемы, с которыми встречаются иностранные студенты во время обучения за границей весьма распространенные во многих странах, в том числе и в России.

**Ключевые слова:** кросс-культурные коммуникации; образовательная миграция; международная миграция.

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## **ANALYSES OF CROSS-CULTURAL COMPETENCES OF PARTICIPANTS' INTERNATIONAL EDUCATIONAL MIGRATION**

**Abstract.** This publication discusses the features of international educational migration, in particular, the main participants in this process. The emphasis is on intercultural competencies, which should be owned by representatives of various areas of migration, namely administrative departments, teachers and students. The author made the assumption that the problems encountered by foreign students while studying abroad are very common in many countries, including Russia.

**Keywords:** cross-cultural communications; educational migration; international migration.

In the modern society we are facing active migration process which contains huge social and political influence for many countries. The world community recognized that population migration is a phenomenon that requires a systematic approach, thoughtful, coordinated, purposeful decisions. States discuss migration issues not only at the bilateral, regional, but also, recently, at the global level. For coordination and international cooperation to be successful, a common language is needed.

The main causes of migration are economic and social reasons. For example, job searches with higher incomes, relocation in order to change the lifestyle — rural to urban, gaining a higher social status, etc. An im-

portant role is played by political, racial and religious persecution, military and other reasons.

In this particular section of our work, we will mainly focus on the educational migration.

**Educational migration** is determined by the satisfaction of the need for education and advanced training. In fact, educational migration is a broader concept, which includes a variety of internships, additional education, courses, as well as other forms of advanced training [1].

Educational migration can also act as an additional demographic resource, provided that a migration policy is developed to promote naturalization, as a result, Russia will be able to additionally receive qualified young citizens who have working specialties in demand on the Russian labor market and have already adapted to living conditions in the country [2].

**The problem of educational migration** from foreign countries to Russian professional educational institutions in domestic science was not enough studied yet. State funding for such research is almost never done. The studies of educational migration that were conducted in the past did not focus on the analysis of the attractiveness of study conditions for foreigners in professional educational institutions. Most of cases were conducted the scientific potential Russia and the dangers of “brain drain” [3]. This does not provide a comprehensive assessment of the overall emerging picture, which is important for creating a system of efficient use of the available resource base, which is necessary when creating a migration policy that encourages the influx of investment from study migration of foreigners to Russia, the emphasis on which is promising in the current conditions of the state of Russian education and science [4].

It should be noted that there are certain **problems of adaptation of foreign students** and the process of adaptation of educational migrants does not go without problems.

*On the first place* is the impossibility of legal employment of foreign students in Russia. *On the second place* is the high cost of living in Russian cities for foreign students. It should be borne in mind that many foreign students pay for their studies themselves, in addition, they also spend significant amounts of money on housing, food, travel, literature, etc. Especially tangible costs in the capital and other major cities of Russia [5].

*The third place* in the ranking of problems of foreign students is occupied by poor living conditions in dormitories. This problem in some regions and universities is also aggravated by such factors as lack of places in dormitories, the use of student dormitories for other purposes, and high dormitory fees for students studying at their own expense [6].

Thus, the process of socio-economic adaptation of foreign students in Russia can only be considered successful partially. Students themselves are quite active in job search and employment, striving to realize their potential in the labor market. However, they experience many problems that are generated by cumbersome legislation, a bureaucratic apparatus and difficulties at the university level. At the same time, measures related to removing barriers to employment, providing housing and medical insurance, can significantly increase the efficiency of the process of adaptation of foreign students in Russia.

However, in term of intercultural environment both sides can face much more difficulties if we are going to compare a group where all participants from one country and a group where all members are representatives diverse cultures. That is why, in order to succeed in cross-cultural communication and international environment was created the term “**intercultural competence**” (IC).

Intercultural competence “includes the knowledge, skills and attitudes that comprise a person’s ability to get along with, work and learn with people from diverse cultures” [7]. There are at least four components of the IC:

- Linguistic competence;
- Communicative competence;
- Cultural competence;
- Emotional intelligence.

**Linguistic competence** is ability to communicate freely with representatives diverse cultures in a foreign language. The level of language proficiency must be at least Upper-intermediate (B2) — Advanced (C1) for successful communication from both sides. In order to show the interlocutor his high level of language competence, the correspondent must know and be able to use stable expressions, idioms in speech and try to increase the general speaking skill, namely the pace [8].

**Communicative competence** includes certain techniques and skills that affect the effectiveness of cross-cultural communication. The main

role here is played by the ability to empathize, sympathize, as well as intuition. That is, in other words, the correspondent during intercultural communication should actively show interest in the interlocutor, correctly decipher the verbal and non-verbal signals of the communicator, and feel the mainstream of the conversation, be able to choose a suitable topic for discussion and foresee the subsequent reaction [7].

**Cultural competence.** During a cross-cultural conversation, it is very important to know what is accepted in a particular country, and not to forget about the “taboo” (the so-called Do’s and taboos). Many foreign correspondents note that in order to take the first step (“Break the ice”) during the first meeting, you can learn some simple phrases in the native language of the interlocutor. It is always appreciated in any culture and allows you to start a casual conversation [7].

**Emotional intelligence** in our opinion is the “pillar” of intercultural communication on which all interpersonal communication rests. This is an opportunity to recognize and correctly interpret the emotions of our interlocutors, and in accordance with this choose the most appropriate model of behavior. As a rule, foreign correspondents with a high level of emotional intelligence quickly enough cope with the cultural shock, which is very common in their work. In addition, international EQ journalists (emotional intelligence “EQ”) try to maintain good relationships with all guests and interviewees they have ever met and talked to [7].

Other active **participants of international educational migration** process are **universities** in general. Here we can say that they are playing one of the most important roles, because universities making a strategy where they have to be promoted and recognized by international students. Moreover, students will have to have a desire to share an information about gained experienced of education in Russia with other friends from native country.

Here we would like to mention the comment of *Artem Plaksin, the head of the adaptation center for international students at Ural Federal University.*

“This activity should be divided into two components. There is the work of the university as a whole, and there is our department of adaptation international students. Speaking generally about the university, there is a Directorate of Academic Development, which is searching for new international students and establishing new contacts with other universities or communicating with existing partners from other countries.

As for the unit that I am heading, we are already joining at the stage when we know who exactly is coming to us. Our main task is to make the adaptation for the student who came to us go as quickly as possible. We provide escort directly to Yekaterinburg, we assist in the passage of procedures that are mandatory for all foreign citizens (this is registration, medical insurance, accommodation, etc.)”

However, main activities in case of education of foreign students connected with **professors of choosing university**. In this case, both sides of this communication process needs to be ready for cross-cultural differences within communication and to be ready to adjust and adapt to it.

Here we will mention a comment with *Ludmila Starostova, associate professor of Ural Federal University, PhD in philosophy, Department of PR and Advertising*.

“I am teaching in English MA program since 2016, and firstly we had just exchange students who came here for one or two semesters. At that time, we were happy to get this cross-cultural experience, because for students who is coming in the frame of part-time exchange program is important to get cultural experience and knowledge of our country. It was positive experience for both sides, because they were talking about themselves; also, I gave them tasks where they had to give some comments about their countries also”.

Another aspect, which is worth of mentioning, is communication process of foreign students with their **groupmates**. It is common fact that most of foreign students are studying in a group, which consists from Russian and students from other countries. In other words, in looks like very intercultural community where every participant needs to respect each other in order to succeed in interpersonal communication. Below we will present comments of participants such intercultural educational groups.

*Sheunesu Mawiwi, undergraduate student of Ural Federal University from Zimbabwe, Department of PR and Advertising:*

“Most of members of my group are Russians and I can truly say that we have really wonderful communication with them. I do not have any problems, because there are people who is actually help me with things that I do not understand. For example, it is some words or expressions, which are coming in Russian, and I do not understand it. We have done many projects in the last year, because there was some modules, which wanted

us to be in groups and make some practical tasks like video shooting and filming. Of course, we had to make many presentations together, it was also wonderful and I did not have any problems. For now, everything is quite ok”.

In this passage we have discussed an issue of educational migration processes and discover that nobody discussed and analyzed it fully before. Moreover, we have taken into account members of educational migration, which include state, profit and non-profit organizations, universities and so on.

We found out that every step of this process plays a key role in an impression of arrived foreign student, because he has to communicate actively with all representatives of chosen country and university in general. Nevertheless, participants of our survey confirmed successful integration of foreign students within university system, but still it needs to be improved and reviewed.

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