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THE SYSTEM OF INTERCULTURAL INTERACTION IN HIGHER PEDAGOGICAL EDUCATION

Abstract. This research determines to illuminate the crucial role of teacher-student engagement in cultivating foreign learners' preparedness for intercultural collaboration. This preparedness is particularly vital within a university's diverse academic setting. Furthermore, engaging in cross-cultural dialogue is essential for aspiring professionals to unlock their career capabilities. Consequently, the study's objective is to provide both theoretical grounding and practical evidence for the necessity of pedagogical guidance in fostering foreign students' readiness for intercultural cooperation during foreign language instruction. The research employed theoretical approaches, encompassing a thorough examination of pedagogical and methodological literature, alongside relevant materials and publications from educational and scientific sources pertinent to the inquiry. This involved processes of concretization, analogical reasoning, and an analysis of pedagogical practices observed in various universities. The study's outcomes illuminate the foundational principles for structuring pedagogical support aimed at cultivating foreign students' preparedness for intercultural collaboration. Furthermore, they deepen our comprehension of the specialized educational content for these students. A key finding underscores the critical importance of conveying the inherent value of intercultural education for the holistic development of a foreign student's personality and their professional formation. These resources are shaped by the author's unique understanding of the research concept and a flexible array of pedagogical methods.

Keywords: organizational and pedagogical conditions, intercultural communication, resources, approach, foreign language, social and cultural activity, intercultural interaction, pedagogical support.

Introduction

In the context of globalization and increased academic mobility, intercultural communication has become a fundamental component of higher education. Students, as a socially active group, are particularly sensitive to global transformations, including migration processes, digitalization, and cultural hybridization.

Modern higher education institutions are expected not only to provide professional knowledge but also to develop students' intercultural competence, which includes the ability to interact effectively with representatives of different cultures.

The development of a student's character is a pedagogical journey driven by the interplay of their inner world and external circumstances. The educator, acting as a conductor of these external forces, bears the primary responsibility for guiding the foreign student's growth. Their aim is to cultivate a self-assured individual, capable of critically assessing and managing external pressures, and ultimately making sound choices. Socio-economic transformations have had a certain impact on the renewal of the structure, content, and dissemination of best practices in educational activities at higher education institutions.

As the most educated and socially active macro-group of young people, students are particularly sensitive to the changes taking place in society. Due to the destructive trends in social development, sociologists have observed an increase in pragmatism among young people and an increased susceptibility to the influence of low-quality mass culture. In these contradictory conditions, intercultural education becomes relevant at all levels of public life and can have an effective impact on the formation of spiritual and moral values, aesthetic culture, worldview, and behavioral patterns among the younger generation (Agasieva, 2015). This is because the pedagogical process itself is where individuals cultivate their preparedness for engaging in intercultural exchanges. The significance of this subject is beyond dispute, given that the topic of intercultural interaction is intrinsically linked to cultivating tolerance and esteem for diverse religions, cultures, and languages. Furthermore, its urgency is particularly pronounced today, owing to escalating global migration and the consequent blending of populations.

The systematic investigation of educational phenomena inherently necessitates the development of a model representing the phenomenon under scrutiny. Within contemporary scientific logic and methodology, a model is conceptualized as a representation and it can be a schema, structure, or symbolic system of a particular segment of natural or social reality. It can also be understood as a construct of human culture, or a conceptual/theoretical construct.

From an epistemological standpoint, a model functions as a surrogate for the original object in both cognitive processes and practical applications. In this capacity, it fulfills both an explanatory and a discovery-oriented function.

Recent international research demonstrates a shift from traditional descriptive approaches to competence-based and integrative models of intercultural learning. For example, Deardorff (2020) emphasizes that intercultural competence should be understood as a process-oriented construct, including attitudes, knowledge, skills, and internal outcomes. Similarly, Byram (2021) highlights the importance of critical cultural awareness as a key component of intercultural education.

In recent years, scholars have increasingly focused on digital intercultural learning environments. According to Helm and Guth (2022), online collaboration platforms significantly enhance intercultural dialogue by enabling authentic communication across borders. Another important trend is the concept of global competence in higher education (OECD, 2021), which integrates intercultural communication, critical thinking, and social responsibility.

However, despite the growing number of studies, several gaps remain:

- insufficient integration of pedagogical modeling and intercultural competence;
- lack of structured models for non-linguistic universities;
- limited focus on teacher mediation in multicultural classrooms.

Thus, this study aims to address these gaps by proposing a conceptual model of intercultural interaction.

As global interactions intensify across all facets of life, contemporary societal progress necessitates professionals adept at navigating cross-cultural exchanges. To effectively conduct business and professional interactions with international counterparts, intercultural proficiency is paramount. However, cultivating this competence in students pursuing non-language degrees presents a challenge, largely due to the specialized nature of their field-specific communication. This paper examines the aims of foreign language instruction through the lens of communicative and intercultural methodologies within language education. It distinguishes between the competencies required for general intercultural communication and those specific to foreign language interaction. The importance of emphasizing profession-specific elements within the framework of knowledge, skills, and abilities has been demonstrated, stemming from an analysis of the unique characteristics of professional intercultural communication for

aspiring specialists. Furthermore, the article discusses criteria for evaluating the degree to which intercultural communicative competence has been developed (Byram, 2021).

Research methods and organization

The construction of a pedagogical system model begins with conceptualizing an idea, followed by the elaboration of a preliminary design. This is complemented by an analysis of comparable prior efforts and culminates in a scientific description of the emergent system. Modeling finds its utility in two distinct situations: firstly, for examining the operational mechanisms and developmental trajectories of subjects that defy direct perception or interaction (where the model itself is subsequently analyzed); and secondly, for the creation or real-world construction of novel entities. The latter application is notably frequent in pedagogical practice.

This study is conceptual and theoretical in nature and is based on a combination of qualitative research methods. First, a systematic literature analysis was conducted using sources indexed in Scopus and Web of Science, covering publications from 2020 to 2025. This allowed for the identification of key trends, approaches, and gaps in the study of intercultural competence and its development in higher education.

Second, a comparative analysis of existing models of intercultural competence was carried out to evaluate their structural components, underlying principles, and applicability in contemporary educational contexts. This analysis provided a foundation for identifying common patterns and limitations across different theoretical frameworks.

Third, pedagogical modeling was employed to construct a conceptual framework aimed at fostering students' preparedness for intercultural communication. This approach enabled the integration of various theoretical perspectives into a coherent model.

Finally, the synthesis method was applied to combine psychological, cultural, and activity-based approaches, ensuring a comprehensive and interdisciplinary foundation for the proposed model.

The development of the model was guided by several key criteria, including internal consistency and integrity, applicability within higher education settings, and adaptability to multicultural learning environments. Given the present circumstances, our chosen approach to constructing pedagogical systems within this research involves a progression from foundational theoretical concepts (or a collection of pedagogical notions that underpin the system's model) to the actual creation of that model. We define a model here as any conceptual or symbolic representation of the pedagogical system under development. Within educational system theory, a model can represent either an existing system (a model of the present) or a system that is yet to be realized (a model of the future) (Karaulov, 2012).

At present, investigations into pedagogical modeling reveal the establishment of a scientific framework for this concept. The methodological underpinnings of this modeling approach are rooted in principles of holism, coherence, comprehensiveness, and the faithful representation of established pedagogical phenomena, even amidst conditions of uncertainty. Here, uncertainty is understood as an inherent characteristic of humanitarian systems, including the pedagogical, stemming from the presence of subjects as crucial components. These subjects exhibit variability, emotional responses, and the capacity for qualitative transformation (development) in their awareness and actions.

A core attribute of any pedagogical framework is its adaptability, a concept explored in academic discourse through two primary lenses: intrinsic and extrinsic. Intrinsic adaptability refers to the dynamic and effective integration of diverse pedagogical systems, methodologies, and paradigms within the educational and developmental process, acknowledging that no single approach is entirely self-sufficient. A prerequisite for this internal flexibility is the harmonious coexistence of varied educational philosophies within the learning environment. Extrinsic adaptability, conversely, is demonstrated by the educational system's prompt

responsiveness to evolving socioeconomic and sociocultural landscapes, alongside its timely capacity to address societal demands and individual requirements. The development of the theoretical framework for the proposed pedagogical model aimed at fostering students' readiness for intercultural communication is grounded in key psychological and pedagogical approaches to education.

First, the anthropological approach conceptualizes the student as both an active subject and a product of culture. Within this perspective, the learner is not only a recipient of knowledge but also an agent who interprets, reproduces, and transforms cultural meanings through educational interaction.

Second, the cultural approach emphasizes that, in the context of contemporary global competition, individual success is determined not solely by specialized knowledge or technical competencies, but by a holistic integration of general and professional culture. Such a cultural foundation promotes personal development, enables individuals to transcend conventional boundaries, and fosters the capacity to create, interpret, and transmit values within diverse sociocultural contexts.

Together, these approaches provide a conceptual basis for understanding intercultural communication as a multidimensional process that requires not only cognitive competencies but also cultural awareness, reflexivity, and value-oriented thinking. The activity-based approach stands as the paramount determinant in shaping a model for cultivating this preparedness. It dictates the foundational design strategy of the model, fostering highly adaptable, invariant pathways for the future individual's growth and self-actualization across all forms of engagement, including educational pursuits. To effectively implement this approach, it is crucial to not only structure fruitful educational (or other) activities but also to imbue them with a communicative focus, embedding them within a broader cultural communicative framework, while considering their unique characteristics, methods, and operational contexts (Gasnov, 2010).

A methodical examination of educational events facilitates a comprehensive view of how pedagogical systems integrate. It is this wholeness and systematic organization that unlock our understanding of general and communicative culture's many sides, including its moral, teaching, aesthetic, innovative, and other dimensions. In contrast, a student-centered approach concentrates on developing socially relevant personality characteristics, catering to individual student interests, and acknowledging the intricate and dynamic nature of cultural development.

Our theoretical investigation during this research indicated that readiness can be understood in two ways: as a transient condition and as an inherent personality trait.

Psychology recognizes a notion of "situational readiness," which defines readiness as a temporary state of an individual. This state dictates how effectively an activity can be performed at a particular juncture and within defined circumstances. Beyond this fleeting mental state, readiness also exists as a more enduring personal attribute. Given that our current work is dedicated to cultivating intercultural communication proficiencies, we deem it essential to explore the concept of "culture" as a foundational element for constructing a pedagogical framework aimed at nurturing these skills within the university's academic environment.

The engagement between educators and international learners seeks to establish a comprehensive pedagogical framework within the realm of cross-cultural collaboration between national and international academic institutions. This involves replicating successful socio-cultural practices within the global educational arena. Foreign students' learning is facilitated by showcasing various facets and paradigms of socio-cultural engagement in both intercultural education and practical socio-cultural endeavors. Consequently, the international student's identity evolves, gaining diverse competencies through participation in intercultural activities. Key phases of this process incorporate elements of both specialization and unification within the overarching pedagogical approach.

Results and their discussion

In constructing a model for fostering students' preparedness for intercultural exchange, a fundamental principle we adhere to is that the model must accurately reflect the reality it represents. The subjects of our modeling are intricate social and educational dynamics, inherently shaped by human involvement. This encompasses both the journey of cultivating students' intercultural communication skills and the pedagogical interventions designed to guide this development.

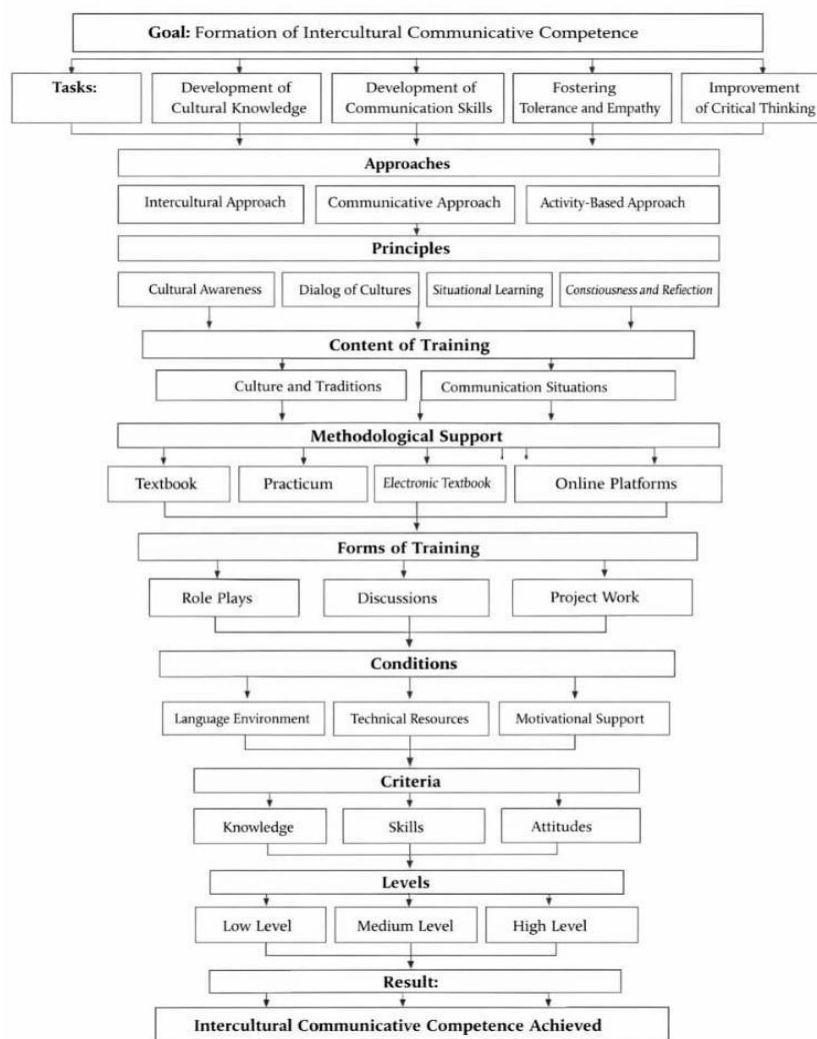
The model demonstrates that intercultural interaction is not a spontaneous process but a structured pedagogical system.

Teacher mediation plays a pivotal role in facilitating students' engagement with intercultural experiences by providing guidance, scaffolding, and reflective support throughout the learning process. In parallel, the integration of digital technologies significantly expands opportunities for authentic intercultural interaction, enabling learners to access diverse cultural contexts and communication environments.

In contrast to traditional pedagogical approaches, the proposed model is characterized by a stronger emphasis on systemic integration, ensuring the coherent alignment of objectives, content, and instructional methods. It also demonstrates a high degree of adaptability, allowing for flexible implementation across different educational contexts and learner needs. Furthermore, the model prioritizes practical application, focusing on the development of transferable intercultural competencies through real-world tasks and interactive learning activities. This comprehensive model represents a holistic system for forming intercultural communication competence in higher education. It integrates theoretical and practical components, ensuring the development of knowledge, skills, and attitudes necessary for effective intercultural interaction.

The proposed model places particular emphasis on comprehensive methodological support, which is implemented through a combination of traditional and digital learning resources. These include textbooks that provide the theoretical foundations of intercultural communication, as well as practicum materials consisting of exercises, tasks, and case studies aimed at developing students' applied skills. In addition, electronic textbooks are incorporated to offer interactive modules, multimedia content, and digital exercises that enhance student engagement. Online platforms also play a crucial role by enabling virtual simulations, discussions, and collaborative project work, thereby extending learning beyond the classroom environment (see Table 1).

The implementation of this model contributes to the creation of an interactive and multicultural learning environment that promotes tolerance, dialogue, and intercultural awareness. As a result, students are better prepared to achieve a high level of intercultural competence and effectively participate in global communication contexts.

Table 1*The model of formation of Intercultural Communication*

Understanding a new culture involves several key elements. The first is factual knowledge, encompassing language proficiency, historical context, cultural values and characteristics, and social norms. The second is the development of skills. This includes the ability to learn and integrate new cultural information, to apply that information practically, to compare and contrast the new culture with one's own, to interpret cultural nuances, and to objectively evaluate both cultures. Effective intercultural communication relies on the proper application and integration of both knowledge and skills.

To build strong relationships across cultures, mastering the skills mentioned is crucial. This allows individuals to effectively adapt their communication style and choose the best approach for each intercultural interaction, leading to more successful and positive outcomes.

Building successful relationships across cultures requires cultivating the skills mentioned previously. This allows individuals to adapt their communication style and choose the most effective approaches for each intercultural encounter. Ultimately, this leads to productive and positive interactions.

However, despite the significant scientific interest in this issue, the aspect of organizational and pedagogical conditions for the formation of intercultural communication among university students has not been sufficiently addressed in scientific research. A theoretical analysis of the literature on this issue, as well as a study of the experience of forming

intercultural communication among university students, revealed the following contradictions:

- the need to address the current challenges in the formation of intercultural communication and the lack of new approaches to solving this problem;
- the potential for the formation of intercultural communication among university students.
- the presence of separate empirical experience in the formation of intercultural communication and the insufficient development of organizational and pedagogical conditions for their implementation (Knyazeva, 2018).

Conclusion

Intercultural communication is a key priority in modern higher education. The proposed model provides a structured framework for developing intercultural competence and can be used in curriculum design and pedagogical practice. Future research should focus on empirical validation of the model.

Consequently, educators must ensure that foreign students grasp the intercultural dimension of their learning by identifying intercultural contexts within their professional studies and engaging in reflection on socio-cultural activity concepts, understanding the substance of intercultural education, and utilizing methods to enhance socio-cultural engagement. Intercultural communication is crucial in education because it fosters mutual understanding among students and broadens their perspectives on the world. This, in turn, cultivates tolerance and teamwork abilities. Educators are key to this process, and thus, they must continuously update their expertise in intercultural communication.

Ultimately, building strong intercultural communication skills is an ongoing endeavor. While it demands dedication, it's a vital component in building a society that values harmony and acceptance.

Intercultural communication is a key aspect of modern pedagogy in a globalized and multicultural society. In today's interconnected world, fostering intercultural communication is a crucial priority. This skill is essential for individuals to thrive in a globalized environment. Governments also recognize the importance of this. To succeed, people must acquire specific competencies. Education plays a vital role in cultivating these skills by establishing environments and providing resources that promote intercultural understanding.

Also an intercultural communication is crucial in education. It fosters student understanding of diverse perspectives and global issues. This, in turn, promotes empathy and collaborative skills. Educators are key to cultivating this ability, and therefore, must continuously enhance their expertise in intercultural communication. In today's interconnected world, teaching and learning effectively involves understanding how people from diverse backgrounds interact. Successful communication across cultures is essential. This means being able to appreciate and value different perspectives, and being open to having meaningful conversations.

The modern landscape of business and science frequently requires individuals proficient in foreign languages to engage with international counterparts. Therefore, a key aim of foreign language programs is to equip students with intercultural competence. This entails developing strong linguistic skills, including vocabulary and grammar, and fostering the ability to participate in cultural exchanges characterized by mutual respect, acceptance of differences, and the overcoming of barriers. Acquiring intercultural competence means learning about the target culture through its language and adopting the communication styles of its speakers.

Conflict of Interest Statement

The authors declare no potential conflicts of interest regarding the research, authorship, or publication of this article.

Author Contributions

Saya Ayazbayeva: Conceptualization, Methodology, Investigation, Formal analysis, Writing – original draft, Visualization. Maral Yessekeshova: Supervision, Conceptualization, Validation, Writing – review & editing. Viktor Tarantsei: Methodology, Theoretical framework development, Validation, Writing – review. Nursaule Tastanbekova: Data curation, Resources, Writing – review & editing, Project administration.

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