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Initiatives and the process of the development of regional students' cross-cultural communication skills

Инициативы и процесс развития навыков межкультурного общения у региональных студентов

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Written by:

Zhukova Tatyana Anatolyevna⁶⁵<https://orcid.org/0000-0002-2184-4814>**Bogoslovsky Vladimir Ivanovich**⁶⁶<https://orcid.org/0000-0001-7071-244X>**Ivashkina Olesya Anatolyevna**⁶⁷<https://orcid.org/0000-0002-0229-444X>**Kozlovtsseva Nina Aleksandrovna**⁶⁸<https://orcid.org/0000-0002-2323-0752>**Khalevina Svetlana Nikolayevna**⁶⁹<https://orcid.org/0000-0002-7458-0015>

Abstract

The article states the problem of preparing students for cross-cultural communication by some means of initiatives. The authors provide a detailed series of definitions and determine the necessity to consider regional specificities during the development of initiatives aimed at improving the students' cross-cultural communication skills. Thus the following main prospects outline the design of the initiatives: the examination of the quantitative and qualitative analysis, which will enable to identify the students' preparedness for the project; the review of research works and analytical data reflecting the role and importance of initiatives; the analysis of the mechanisms for initiatives' implementation, one of which is a professional task. The main results are the determination of the value foundations of the mechanisms for students' preparation, justification for the selection of the region taken for comparison and analysis, the experience of which is adapted to the conditions of the local region, consolidation

Аннотация

В статье обозначена проблема подготовки студентов к межкультурному общению посредством методов инициатив. Авторами представлено описание основных дефиниций данного исследования, определена необходимость учета региональных особенностей при разработке инициатив, направленных на развитие навыков межкультурного общения студентов. Для реализации метода инициатив необходимо: проведение количественного и качественного анализа, который позволит определить готовность студентов к проектной деятельности; обзор исследовательских работ и аналитических данных, отражающих роль и важность реализации метода инициатив; анализ процесса реализации метода инициатив - одна из форм реализации метода инициатив - профессиональная задача. Цель исследования - разработка и в будущем реализация метода инициатив, направленного на развитие межкультурной коммуникации. Основные

⁶⁵ PhD in Education, Associate Professor, Department of Foreign Languages and intercultural communication, Financial University under the Government of the Russian Federation Moscow, Russia.

⁶⁶ Dr. of Pedagogy, Professor, Department of digital education, Herzen State Pedagogical University, St. Petersburg, Russia.

⁶⁷ Senior English language teacher Department of Foreign Languages and intercultural communication, Financial University under the Government of the Russian Federation Moscow, Russia.

⁶⁸ PhD in Culturology, Senior English language teacher, Department of Foreign Languages and intercultural communication, Financial University under the Government of the Russian Federation Moscow, Russia.

⁶⁹ PhD in Philology, Associate Professor Department of Foreign Languages and intercultural communication, Financial University under the Government of the Russian Federation Moscow, Russia.

of the main areas of students' cross-cultural training implemented within the project framework, and the design of a predictive model of the initiative. Systematic and structural-functional approaches are used to fulfill the goal set (to expand the right understanding of the prospects for the design of initiatives during the development of cross-cultural communication).

Keywords. initiatives in education, improvement initiatives, educational projects, cross-cultural communication, regionalization, comparative analysis.

Introduction

We view it essential within this research to highlight the regional nature of process organization. This is determined primarily by the existing in Russia principle of decentralization in management, which gives each region the freedom and openness to its own innovations, findings, and various initiatives. However, common problems on all of the lands of the country create the need for convergence of regional educational institutions. At the same time, the concern is relevant due to various ethnocultural processes occurring in regions. It is crucial to consider those processes and apply different forms of organizing education to develop and further improve cross-cultural communication.

Theoretical analysis revealed the following areas of the subject matter under research. *The first* area is the study of cross-cultural communication and the specifics of its implementation at the regional level (Aniskin et al., 2011).

The second area is the investigations devoted to the peculiarities of application of initiatives with the purpose of developing cross-cultural communication considering regional specifics (Kozareva, Radionova, and others 2004).

The third area is the works on comparative study and their role in developing initiatives to improve cross-cultural communication (Kamenskaya et al., 2019).

результаты настоящего исследования - определение ценностных основ механизмов подготовки студентов, важность обоснования выбора региона, взятого для сравнения и анализа, опыт которого адаптирован к условиям рассматриваемого региона, интеграция основных направлений межкультурного обучения студентов, реализуемых в рамках рамки проекта и разработка прогностической модели инициативы. Системный и структурно-функциональный подходы используются для достижения поставленной цели (расширить понимание перспектив проектирования инициатив в ходе развития межкультурной коммуникации).

Ключевые слова: инициативы в области образования, инициативы по улучшению, образовательные проекты, межкультурная коммуникация, регионализация, сравнительный анализ.

Literature Review

Whenever we speak about cultural interaction, we mean contacts between large groups of people (Smirnov, 2002). In present conditions, the development of cultural links occurs in such fields of human activity as tourism, sports, personal contacts, and many other. Besides, the social, political, and economic changes that have taken place in the world in recent years have resulted in large-scale migration of people, their resettlement, blending, but also conflicts. As a result of these processes, more and more people have to overcome cultural barriers which previously separated them. They not only interact with other cultures but have to integrate into them. Thus, in reality, the interaction of cultures occurs precisely through contacts between individuals. These contacts represent the process of cross-cultural communication.

It is a well-known fact that cross-cultural communication occurs if the sender and the receiver of a message belong to different cultures if the communication participants realize each other cultural differences (Novikova, 2007). In fact, cross-cultural communication always means interpersonal communication in a specific context when a cultural difference is detected between the participants. It may cause many problems due to differences in expectations, prejudice and stereotypes that are natural for each person and are obviously different in different cultures. Cross-cultural features can be viewed as differences in verbal and non-verbal codes in a specific communication context. Moreover, each

member of cross-cultural communication possesses the system of rules enabling to code and decode the incoming and outgoing messages.

It is evident that cross-cultural communication can be established on both macro and micro levels (Kurylo, 2019). The regional level and the process of preparing students for cross-cultural communication with regional specificity are of particular interest within this study. Recent frequent use of such phrases as «regions», «regional problems», «regional policy», and many others give the impression that regional issues are of high priority in both real life and the public opinion of the Russians. This process has an equitable basis. Regionalization as one of the strategic directions of modern politics is largely determined by the federal structure of the Russian State.

Hyperunification and overstandardization were being implemented for decades in the former USSR and education in regions ceased to be the sphere of independent creativity for both administrative and teaching personnel. The intensification of the regional issue with self-identity nowadays is a natural response to these processes.

Regionalization of education is one of the principles of global education determined by modern trends in the socio-cultural development of a society, the recognition of the uniqueness of national and regional variants of cultures, their unity, and integrity. However, several obstacles and difficulties arise in the development process of the regionalization of education. They are low levels of regional awareness of education necessity among the population; preparedness and ability of the region to act as education stakeholder; development of a philosophical, methodological, and methodical foundation for integration and differentiation between federal and regional education components.

The current regional policy in the field of higher pedagogical education is designed in such a way as to, *firstly*, conform to the global trends of globalization and ensure the adjustment of the existing ones and the identification of innovative cultural aims and tasks of education in order to preserve the national culture and sustain the cultures of integrated people, taking into account the ethnocultural peculiarities of the regions.

Secondly, to ensure the preservation of a unified all-nation educational environment, to expand integrational ties between various educational regional institutions in order to intensify the

teachers' work and find new approaches to changing the teachers' training. In other words, to increase the efficiency of regional educational systems and maintain the quality of education.

As researchers note, the necessity to manage regionalization objectively follows from the social nature of people's lives. In current conditions, the problem of management improvement becomes of particular relevance. It is associated with a change in relations within society both vertically and horizontally. In that connection, the category "management" itself defines new ways of interaction between representatives of different regions, establishing subject-subject relations.

One possible form of organizing regionalization is the initiative. We will concentrate on the analysis of initiatives. An initiative is a form of a research project. It includes research and developments to solve urgent theoretical and practical problems of social and cultural importance. Research projects present scientifically based solutions to problems of the particular region under study. Initiatives are projects provided by an educational institution or land. They contribute to the increase of openness and interaction. Their implementation provides free access to comprehensible information about the education institution activity, encourages involvement into work reference groups, public organizations, and unions (Dyuzhakova, 2022).

Some researchers consider initiatives as follows: a global, regional problem to be solved by the project; a particular task within the problem to be solved by the project; methods and approaches, as well as a general scenario proposed for the entire period of work; expected scientific results (a detailed description with an estimate of the degree of originality); the current state of research in the area and comparison of the forecast results on the national and federal levels; existing groundwork concerning the project offered; the results obtained earlier (with an assessment of the degree of originality); methods developed (with an estimation of the degree of novelty); a list of relevant publications which most relate to the project offered; an inventory and characteristics of the project support available (Nieto et al., 2008).

The authors of the current paper will agree with those researchers who point out that an «initiative is the achievement of a specific new goal within a time frame and with the use of limited resources. This goal demands specific approaches regarding its achievement and certain

steps to be followed. The steps include a project team, management (how to ensure the implementation of the project considering quality requirements», expenses and deadlines), an estimate of the results obtained. They will undoubtedly make it possible to reassess the content, existing conditions, and methods of cross-cultural communication improvement. Besides, assess the advancement of secondary operations influencing the developing process. Also, analyze crisis phenomena, transformation, and the effectiveness of the experience borrowed and used in educational practice. Moreover, it will allow conditions for adaptation and management of the open, nonlinear self-organizing systems to update these practices.

Methods

The purpose of this study is to identify the prospects for the design of initiatives in developing cross-cultural communication.

In this article, we appeal to a system approach, which allows us to first study in detail the existing practices of preparing students for cross-cultural communication separately, then to analyze and compare them with each other's, and finally, to combine them into a holistic system. The performed research with the system approach will make it possible to identify the structural elements of the components taken for consideration and determine functional dependencies between these elements. In this regard, structural and functional approaches were used for this study. Since the function is established as a result of the interaction between the regional education system and the higher education system of the Russian Federation and expresses its involvement in the formation and functioning of the system components. It mirrors the value content of these components and, consequently, it reflects the integrity and differences during the process of the problem consideration by researchers from different regions. Thus, the function reflects the regions' choices effect, which reveals the features of the development of cross-cultural communication through initiatives with the account of the regional specifics.

The authors use the review literature and analyze the literature on the problem of the current research. Moreover, they refer to literature regarding the specificities of the initiatives in a real teaching practice. The following review of literature points to some of the main critical aspects of the further prospects of the multicultural initiative's development. This

review has been helpful in structuring the study and may serve as the first step towards the solution of the problem of the paper. The conceptual framework included phases identifies obstacles to the instruction for the development of the initiatives in teaching practice.

Results

The areas considered in this study as prospects for the design of initiatives in developing cross-cultural communication of regional students seem to bear importance which requires further analysis.

Firstly, it is an examination of quantitative and qualitative analysis, which will enable us to identify the level of students' preparedness for initiatives. These are primarily such methods as interviewing (free interview, semi-standardized and standardized interviews), questionnaires, participant observation, group conversation, focus group, expert assessment). A combination of methods is of equal importance as it provides the possibility for an unpretentious understanding of educational reality.

A principal procedure of collecting information in this regard is working with a focus group, which should be viewed as a research method of (semi-standardized) interviews held in the form of a group discussion and focused on obtaining information from its participants about their attitude to a particular problem and the way they act in a specific situation. Concerning the problem under study, the people participating in the work of a focus group must be homogeneous. As a rule, the focus group is small and consists of not more than six to ten participants. That enables to carry out data collection rather quickly.

The main stages of the preparation include determining the place and time of a focus group, providing necessary technical equipment, choosing criteria for the selection of participants, selecting and inviting the participants, preparing the scenario for the focus groups, selecting and training a moderator, selecting methodological techniques depending on the preplanned level of discussion of the information to be obtained, preparing the material required for the specific techniques, providing recording of the process.

It is important to note that a focus group is not synonymous with group interviewing, during which the researcher also asks the whole group a series of questions, but the participants answer them individually. During group interviews, participants are encouraged to discuss and study

the issue among themselves, while the researcher uses these discussions as information. The effectiveness of the method is largely determined by how much the conditions in the discussions are close to the conditions of everyday communication between people, how appealing these conditions are to the participants, and to what extent they facilitate natural behavior during group discussion.

A distinctive feature of focus groups compared to other survey methods is that their participants can spontaneously express their emotions during the discussion making it livelier and more attractive. Besides, they provide essential additional information. Furthermore, compared to an individual interview, the advantage of a focus group interview lies in the fact that every participant expressing their opinion, judgments, and arguments stimulates the mental activity of the others. That allows having a broader and more thorough consideration of the problem under study.

Focus groups can consist of target group members and other people included by the researchers, as they may possess some essential information. It could be representatives of the professional teaching community such as school principals, members of parents' associations, young teachers, and others. At the same time, experts in assessing professional pedagogical activity can be participants of one of the target groups of the focus group discussion. In this regard, the specifics of using expert assessment should be considered.

Expert assessment is a method of organizing the work with experts and processing experts' opinions. These opinions are usually expressed partly in a quantitative and partly in qualitative form. To reach a decision by means of expert assessment, a working group is created which organizes the experts' work on behalf of the decision-maker. The experts comprise an expert commission making the expertise examination. Expertise examination as a research method is based primarily on the competence and experience of experts. During expertise, several techniques are used. Such techniques as comparisons, ranking, identification of the progress of specific processes help obtain the information necessary for the system analysis.

All the information received from various resources during the expertise examination is generalized and comprehended by the group of experts who also define characteristics and

develop the models. The performed analysis is used to develop the recommendations.

According to the range of experts, the expertise can be:

- a group one (a group of experts). The group assessment is more reliable since it ensures maximum credibility provided that competent specialists are selected;
- a collective one. It involves cooperative assessment made by a group of specialists and provides multidimensional thinking and consistent perception of several areas within the framework of the system under consideration. A new, unusual viewpoint on the phenomena under analysis allows the collective expertise to detect some concealed processes since certain phenomena appear to be in a wider knowledge field;
- an individual one (an expert). An examination of a specific area is carried out by an individual specialist in accordance with the existing standards or particularly developed criteria;
- a reflective one (self-examination).

Secondly, this is the study of research sources and original analytical materials, which reflect the role and significance of initiatives:

- documents on the development of higher professional education including higher pedagogical education in Russia and abroad. These consist of programs, projects, and studies of the Council of Europe, «The Bologna Process: European and National Qualifications Frameworks»; «Quality assurance in education: Glossary», Federal laws in Education;
- regulatory documents concerning various aspects of vocational training at a university: Federal state educational standards including all amendments; educational programs of bachelors;
- materials reflecting the needs and changes of educational practice: experimental work, competitive research made by teachers, research and creative work made by students of pedagogical higher education institutions; the results of sociological research; information and teaching materials including educational programs and curricula of regional universities («Guide to the modules at the university», «Comments on academic disciplines at the university»). The sources for that information can be specialized electronic Russian and foreign

databases (publicly available on the Internet), specialized magazines, newspapers, official educational structures, Ministries, information from external consultants, experts, analysts from different countries and regions, and other.

- publications of national and foreign research work devoted to the problems of improving cross-cultural communication of university students: collections of scientific papers, doctoral studies, abstracts of dissertations, teaching materials.

Thirdly, it is an analysis of the mechanisms for the implementation of initiatives, one of which is a professional task. The examples of the most significant professional tasks used as an integral component of initiatives to develop cross-cultural communication include:

- seeing oneself in the process of cross-cultural communication – to be able to determine the motivation and preparedness to interact with representatives of other cultures and build tolerant relations with them;
- establishing interaction with the other participants of cross-cultural communication;
- designing and implementing self-education, improving own analytical and synthetic skills, which are the basis for the differentiation and integration of the knowledge about the characteristics of other cultures (socio-cultural, professional, and other.)

Discussion

Unfortunately, little attention is paid in the regional higher professional education to both the «cross-cultural content» and the regional aspect. Although, the latter is widely recognized. Moreover, we want to highlight that, despite a large number of studies showing the importance of the problem, the recent trend to study the elements of culture based on the results of direct comparison of formal aspects, such as statements or actions, remains and has led to the reinforcement of stereotypes (Zhukova & Shrenk 2016). In this regard, an increasing number of studies carried out by numerous scientists have recently emphasized the necessity to borrow the experience of various regions and countries solving similar issues (Zair-Bek, 2017).

In this matter, we believe that comparative studies and the stages of their organization should play an important role.

It is known that comparative studies enable to overcome the traditional methodology contradictions of comparative pedagogy, which are the following:

- on the one hand, the analysis of the educational systems of various countries is made through strict differentiation (separation) of research objects and subjects, resulting in a lack of understanding the necessary correlation between general tendencies of education development and the development of education in individual countries;
- on the other hand, consideration of the general trends in the development of education in the world does not allow us to fully present the specifics of the current development uniqueness of each national education system.

The general purpose of the comparative analysis of the education systems in different countries is to give an objective assessment of their development, identify the development trends and the best precedents through comparative studies.

Improvement of cross-country analysis enables to evolve and modify national practices of preparing students. Foreign approaches in education, which are based on the principles of openness, non-linearity, and social interaction (Kokarevich, & Sizova, 2015), can be applied. Students should understand the importance of continuous and lifelong learning. These tasks are not possible to achieve only by correcting the existing national practices' training. A significant transformation is necessary utilizing international experience).

The analysis of how researchers view the essence of certain phases of the process shows that the organization of comparative pedagogical research is based on an inductive approach, which implies that the inferences and conclusions are drawn by going «from specific to general». It is the use of the inductive approach that can serve as the basis for choosing the following phases for the research: the first phase is problem-oriented. «It includes a description and statement of the characteristics of the subject of the research, thereby turning it into an object of a study»; the second phase is critical» (Zhukova, Bogoslovskiy and Klimova 2022). It contains a discussion and criticism of the presented and compared knowledge obtained empirically; the third phase is constructively-oriented. It is forecasting and designing new

models, approaches, and other, considering the characteristics of the region and the adoption of the principle of regionalization as one of the leading in modern education.

Phase 1 - defining the value basics of the mechanisms for preparing students for cross-cultural communication.

The implementation of higher education reforms is characterized by global and local changes in education. Among the specific features is fundamental research on the priorities and values of education, manifested in the activation of regional ethnocultural and ethnopolitical movements. They, in return, are stimulated by the processes of globalization and integration (Wu, & Havens, 2005). The close attention to local differences, the importance of the formation of cultural identity, the growing interest in the traditions of ancient times have determined the demand to form a single but diverse regional-oriented network that requires maximum consideration of ethnocultural characteristics in the region. At the same time, it is obvious that «the best practice is not an absolute and final decision, the implementation of which ensures the improvement of the work of a higher education institution; rather, «the best practice» means finding the best approach in a given situation, since institutions or individual organizational programs are very different in their structure and scope» (Nieto et al., 2008). Although modern education is based on the adopted competency-based approach, the purpose of which is the focus on the freedom of choice for a student, the openness of education, the new quality of education, in general, and the mechanisms for the development of cross-cultural communication, in particular.

Phase 2 – justifying the choice of the region selected for comparison and analysis. The experience of the region taken for comparison is adapted to the conditions of the region of application.

For a comparative study, it is also essential to justify the choice of the higher education institution. It is particularly necessary to study those universities that have had many years of positive experience in preparing students for cross-cultural communication, have a similar activity area (training bachelors and masters of education), and have a regional status. Consequently, the partnership between regional educational institutions is vital. The result of such partnership would be natural conditions for studying the cross-cultural communication

development mechanisms. Another reason for choosing a specific regional university may be the access to information about how education is developing there (Zhukova et al., 2022). The main task of this stage is the search for the most successful cases.

A precedent is an option of the system being modeled (part of its functionality) due to which an individual can obtain a specific, measurable, and desired result. It corresponds to a particular component of the system, defines one of the use cases, and describes a typical way in which an individual interacts with that system. Use cases are usually employed to specify the external requirements for the system, taking into account the influence of sociocultural factors.

Some foreign researchers consider a precedent (Eng. Case) as a specification of the sequences of actions (variants of sequences and invalid sequences) that a system, subsystem, or class can perform when interacting with external actors. While the precedent describes some integral fragment of the system and the interaction of the system with the actors, the case describes an individual incident. In this process, the main issue is to establish the relationship between these concepts. As it is known, the research strategy of a “case” is defined as an empirical study of an individual incident. A “case” refers to methods of “qualitative research”, which means any type of research when obtaining results is not achieved by quantifying and processing data using statistics.

The choice of the research method of precedents (Case-based Reasoning) allows, in our understanding, to solve a new, unknown problem by using or adapting the solution of an already known problem. Thus, employing already accumulated experience in solving similar problems. Whereas, the case itself is a description of a specific issue (Ziegele, 2006). The current understanding of the precedent method enables to determine the possibility of using the accumulated experience repeatedly; to reduce the time spent on the search for a solution; to avoid re-obtaining an invalid solution. As negative features that define the boundaries of the precedent, the study indicates the following: it is problematic to determine the criteria for comparison; the method is applicable only in regions where the principle of regularity is employed and the types of problems are repeated; insufficient level of generalization of the precedent under the study.

In further research, a German university will be taken as a precedent.

Firstly, because the current system of university education in Germany has significantly influenced the development of higher education in various countries of the world. For more than two centuries, the Humboldt university model has been a prototype for universities in Europe and the world. The model of an ideal university in Germany, developed by W. Humboldt and later implemented, expanded the concept of the university with the following ideas: universities have become an area for scientific research; systematic lectures were replaced by seminars; serious attention was paid to the study of languages; democratic approach to the educational and scientific process was developed.

Secondly, it is no less important to consider for comparison the fact that in 1998 “a level structure of instruction was introduced by law in Germany”, which provided the introduction of new bachelor’s and master’s qualifications. As a result, the Russian and German universities have been solving several common tasks related to the integration of the Bologna reforms into the internal university processes.

Phase 3 – summarizing the main programs of cross-cultural communication training of students implemented within the framework of initiatives, carried out from the perspective of general, specific, and private features.

The authors of this study believe that the model used for students’ training is of primary importance. The model of adaptive behavior and the model of professional development are of particular attention. The main goal of the adaptive behavior model is to form the skills of a person to fit in the surrounding reality. Whereas the main emphasis in the model of professional development is on shaping the ability to transcend everyday routine; see, realize and evaluate various problems, constructively resolve them following own value system, consider any difficulty as an opportunity for further development. While the adaptive model is focused on the instant response to external changes, the professional development model focuses on the anticipation and consideration of future changes in training.

According to philosophy, any object unites both individual features as of a unique identity and general features as the governing law. The combination of the general and the individual

composes the specific. While the individual is the form of existence of the general in reality, the specific is the general implemented in the individual. These categories form in the process of understanding the world. Each object appears to a person as something individual. In the course of cognitive activity, several objects discover to have recurrent features, which allow them to be combined into «classes», thus determining the features:

- general ones. They reflect national trends in the development of higher education which are influencing the development of cross-cultural communication among students (for example, focus on rapidly changing ethnocultural processes in the regions; implementation of sustainable development in the field of education; ensuring close cooperation with the regions);
- specific ones. They are of regional nature in a particular regional higher education institution under study (ensuring cooperation with various educational and social organizations, identifying development initiatives in terms of ideas for the development of cross-cultural communication);
- individual ones. They reflect individual characteristics of students (designing an “individual educational route” through the choice of educational programs and implementation of humanitarian learning technologies; providing scientific and research, administrative and informative activity in order to develop cross-cultural communication skills).

Phase 4 – designing a predictive model of the initiative.

It is known, that modeling is one of the most effective system tools of strategic management. In the field of education, this method is aimed at creating the most adequate, detailed vision of the future object, system, or process, from which all other components of the change strategy will be developed. In the study, we talk about the significance of the predicted changes that allow us to forecast the course of possible transformation due to the strengthening of ethnocultural processes in the region and determining the specifics of education development and, accordingly, the teacher training.

Modeling of the results is part of a whole analytical complex that makes it possible not only to carry out a promising examination of

educational outcomes but also to correct the practical process of their obtaining. In doing so it is necessary to focus on innovation and creativity. Continuity of already existing in the national science pedagogical theories, as well as the logic of stage design, should be observed in building a modeling theory.

A predictive model is a forecast model, the study of which allows one to obtain information about possible states of an object in the future and (or) ways to achieve these states. When building and evaluating a predictive model, it is impossible to carry out a direct check of the conformity of the model with the original version since this check must relate to the future states of the object. At the moment, the object itself either does not exist (the projected object), or it exists, but it is not known what changes it may have experienced by a given moment (Vargas, 2000).

Obviously, the predictive model must meet the following requirements: be complete, adaptable, and dynamic, provide the ability to include a sufficiently wide range of amendments, supplements so that a consistent advance to the model is possible; be abstract enough to allow a large number of variables to be used; comply with the conditions limiting the time for problem solving; ensure the receipt of useful information about the object in term of the assigned research task (Yarovoi, 2007).

The priority types of initiatives should include the following:

- «Cooperation» which involves interethnic cooperation within multinational conglomerates (designing initiatives the purpose of which is to find ways of enhancing interaction between regions).
- «Ideas» to increase vibrancy and creativity in various fields of knowledge (initiatives related to the search for ways to develop education in a multicultural society).
- «Personnel» regarding training, mobility and increase in the quantitative potential of researchers (initiatives, the purpose of which is to find ways to improve teachers training).
- «Opportunities» to maintain regional knowledge initiatives and integrated regional research centers, the potential of which is not constrained by limited national frameworks (incentives as anti-crisis technologies for teacher training).

It is obvious that the implementation of these projects is possible within modular education. Modular learning system implies the division of

disciplines into relatively small components called modules. A module contains learning material grouped in accordance with the professional tasks to be solved. Each topic can be studied to a particular extent. For example, by in-depth study of the problem tasks and application of typical methods to arrive at the solution or by special approach to the problem-solving with own choice and justification of actions. That allows students to choose their individual training route and ensures the sustainability of the learning process. In further work the authors of the article plan to develop these initiatives and introduce them into educational practice.

Conclusion

Thus, summarizing the above, we may note the following: pursuing the stated goal of this article, the authors have identified several prospects for the design of initiatives in the development of cross-cultural competence of students in the regions. These are the analysis of quantitative and qualitative analytics, which will enable to examine the students' preparedness for the implementation of the initiatives; the study of the research sources and authentic materials, which reflect the role, and significance of initiatives; the analysis of the mechanisms for the implementation of initiatives one of which is a professional task. In the future, the authors of this article plan to implement the indicated promising areas.

It is without a doubt that knowledge about ways to improve students' training is very short-term, quickly becoming obsolete, requiring constant flexibility and precise refocusing which demands integration both at the level of states and state regions. This reveals the compensatory nature of teacher training, which implies the removal of institutional and personal barriers that prevent the full and equal participation of all citizens in the life of a society.

This means that special conditions may be required during a transitional period in the process of teacher training, determining further changes. The changes may involve the rejection of linearity, initiation of practice-oriented and individual teacher training routes, reinforcement of sustained learning. They should be reflected in the future in the process of designing and implementing initiatives.

We believe that this study opens up new perspectives for the improvement of mechanisms for preparing students for cross-cultural communication and the implementation of

initiatives. In particular, it is beneficial to study such problems as technologies for improving initiatives; technologies for organizing an integrative space in an educational institution in order to improve initiatives; anti-crisis technologies for managing initiatives/

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