Intercultural Educational Policy: Strategies and Implementations in a Globalized World

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Abstract. In the era of globalization, educational policies promoting intercultural interaction are pivotal for fostering understanding and collaboration across diverse cultural contexts. This article explores strategies and practical implementations of intercultural educational policies aimed at addressing challenges and leveraging opportunities in a globalized world. Theoretical foundations of intercultural education are discussed, emphasizing its relevance in preparing individuals to navigate complex multicultural environments. Additionally, the article examines current strategies and practical applications of intercultural educational policies, including curriculum development, teacher training programs, cultural exchange initiatives, and institutional collaborations. It analyzes how these policies integrate cultural diversity into educational practice, promoting inclusivity and equity. Moreover, challenges encountered in implementing intercultural educational policies such as resistance to change, cultural biases, and resource limitations are explored. Effective approaches to overcoming these challenges, including stakeholder engagement, policy adaptation to local contexts, and ongoing evaluation and improvement, are discussed.

1 Introduction

Higher education institutions today encounter significant challenges related to fostering a culture of interethnic relations within their multicultural educational environments. These challenges encompass several key areas: developing individuals' axiological attitudes by enriching their consciousness with culturally specific values, ethnopedagogical education aimed at broadening and deepening ethnocultural knowledge among youth, shaping worldviews that emphasize tolerance and intelligence in interethnic relations, and fostering harmonious intercultural interactions among students. However, these issues are often addressed independently within individual universities, courses, or specializations.

Russian universities are notably diverse in their student demographics, characterized by a blend of nationalities. While many universities implement various technologies, forms, methods, and means to foster interethnic relations, our research indicates that 30% of students exhibit a low level of readiness in this regard, with only 2.1% demonstrating a high readiness for constructive dialogue with peers from different cultural backgrounds.

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2 Materials and methods

This situation raises several contentious issues that necessitate fresh perspectives, particularly concerning CIS reintegration, devising new mechanisms for social and humanitarian interaction, and preserving the status of the Russian language as a medium for interethnic communication and education.

The sociocultural landscape of CIS countries, historically characterized by unique multicultural communication dynamics, resonates distinctly in today's rapidly evolving global information society. The emergence and growth of online communities exemplify the cultural creativity of the modern era, often defying conventional classifications and challenging traditional methodological tools. Integration processes involving the formation of network communities in higher education span numerous states worldwide, complicating the self-identification process for participants in transnational educational projects. Key research methodologies employed included comparative analysis, structural-semiotic analysis, comparative-historical analysis, typological analysis, system analysis, categorical synthesis, content analysis, and theoretical modeling, selected to comprehensively address various research objectives.

3 Results and Discussion

In the context of the emergence of network communities within an informatized environment, intercultural dialogue undergoes notable transformation. It evolves into a supra-ethnic, polylogical framework where participants from various ethnolinguistic and ethno-confessional backgrounds engage in dialogue. The core principles of intercultural dialogue in this new (information) phase include recognizing sociocultural pluralism, liminality, tolerance, mutual respect, trust, mutual interest, horizontal interpersonal relationships, shared goals, information awareness, harnessing cultural creative potential, enriching cognitive practices mutually, recognizing universal human norms intersubjectively, and aiming for consensus and mutual understanding beyond mere truth-seeking efforts.

Despite the complexities involved in establishing effective network interactions in science and higher education, the CIS sociocultural space merits special attention due to its accumulated cultural creative potential, essential for shaping a sustainable model of an information-centric "knowledge society" of a new format.

Within the CIS countries, efforts are underway to explore effective mechanisms for implementing innovative strategies that promote conflict-free development of multicultural network communities, alongside the conceptual evolution of a unified scientific and educational system. This underscores the methodological significance of intercultural dialogue as a catalyst for innovation and enhanced integration in CIS science and higher education, especially in the context of developing networked communities.

The ongoing research is timely, supported by an expanding knowledge base facilitated by the active scientific and practical initiatives of CIS Language and Culture Organizations, and the establishment of new institutions like the International Institute of CIS Languages, the Interuniversity Council for Spiritual Education of CIS Member States, and the CIS Network University. Thus, the challenge of integration in CIS science and education within the burgeoning information society necessitates socio-philosophical inquiry employing the concept of intercultural dialogue.
Cloud is a term used to describe computing services that can be accessed online. In 2021, the industry standard for cloud services is on-demand accessibility and pay-as-you-go subscriptions. An April 2020 survey by Deloitte found that 50 CIOs who were surveyed expected to see the proportion of total workload done on-premise drop from 59% in 2019 to 38% in 2021, a reduction of 41%.

The post-COVID-19 corporate world is seeing enterprises across industries migrate their applications and workflows to the cloud. It is a logical step if your company is looking to move away from the need to constantly manage uptime. With remote work becoming the norm in 2021, cloud migration is bound to make growth and profitability effortless for companies with a proper use case.

Cloud migration improves organizational scalability, allowing companies to commission or decommission IT resources instantaneously, as required. Similarly, the superior flexibility offered by cloud migration translates to swift expansion or contraction of memory, processing, and storage resources to meet business demands and ensure cost savings. A key advantage of cloud migration is data storage optimization, which enables enterprises to fulfill dynamic business demands without worrying about planning and mapping cloud capacity.

In action, these benefits translate to never worrying about an unexpectedly large influx of users. It would be impossible to cater to such an influx with traditional on-premise infrastructure, which would lead to requests being denied and business being hampered. However, a cloud-ready business has access to virtually infinite computing resources, allowing it to handle spikes in demand efficiently.

The surreal capabilities of these next-generation tools may give the impression that EdTech advances have peaked. However, the horizon is replete with innovations that will continue to positively impact the way young professionals experience and study information technology for decades to come. Cybersecurity, network engineering, software development, and similar IT roles will require their level of evolution and adaptation to stay relevant and effective. With AR and VR, teachers can implement these updates into their virtual classroom experiences in ways that can only be imagined today.
The problems of the modern world as a communicative space, ethno-linguistic identity, the relationship between intercultural communication and language acquisition, and other related issues are explored in the works of domestic scientists such as M.B. Bergelson, T.G. Grushevitskaya, D.B. Gudkova, V.G. Zinchenko, V.G. Zusman, Z.I. Kirnoze, V.V. Kochetkova, V.D. Popkova, A.P. Sadokhina, S.G. Ter-Minasova, and O.V. Timasheva.

Education is recognized as a multifunctional social institution primarily dedicated to instruction and moral development. Traditionally, its primary role was the transmission and preservation of established cultural norms across generations. However, contemporary educational priorities are increasingly centered on fostering cultural creativity as a means of modernizing society, promoting social reform, and advancing individual self-improvement. Both domestic and international philosophers have extensively explored the nexus between culture and education.

In this context, the article underscores the activity-oriented approach to culture, exemplified by the Rostov cultural school (including figures like V.E. Davidovich, G.V. Drach, Yu.A. Zhdanov, E.Ya. Rezhabeck, among others), as well as V.V. Davydov's approach to educational practices.

Today, education is evolving into a realm of enhanced communication facilitated by technologies such as the Internet, satellite television, video platforms, and educational mobility. This mobility empowers individuals to pursue studies in diverse countries based on their interests, capabilities, and motivations. Modern education extends beyond mere knowledge dissemination; it seeks to nurture a culture, cultivate a creative (reflective and projective) mindset, and foster proactive thinking capable of addressing complex challenges in any context.

The importance of intercultural communication is increasingly recognized in today's globalized world. As globalization deepens, various forms of intercultural communication emerge, encompassing social, public, intergroup, professional, mass, and interpersonal interactions within small groups. Intercultural interaction has thus become integral to globalization itself. There is a growing need for a social and philosophical comprehension of multiculturalism, the effectiveness of intercultural communication, and its alignment with democratic ideals. Philosophical development is particularly crucial for concepts like "intercultural dialogue," "cultural competence of communicators," and "communicative factors that ensure cultural identification."

The social basis of intercultural communication lies in its dialogic nature, emphasizing equality and partnership among participants. Through dialogical exchange, individuals encounter diverse cultural perspectives, enriching their understanding and expanding their cognitive horizons. Dialogue forms the core of intercultural communication, facilitating the exchange of spiritual values and promoting mutual cultural enrichment. Importantly, this dialogic approach respects participants' cultural interests without requiring them to compromise their own values, aligning closely with cultural relativism.

Cultural relativism acknowledges the necessity of coexisting in an intercultural environment, advocating for respect towards both one's own cultural heritage and that of others.

4 Conclusion

The chapter concludes that higher education in the North Caucasus region is shaped by global, national (as reflected in state educational policies), and regional trends in education development. It underscores the challenges posed by balancing these trends with the region's unique geo-ethno-regional fragmentation.

Updating higher education in this multicultural region is proposed to be anchored in the integration of ethnocultural values through multicultural education. This approach aims to
foster a cohesive cultural and educational environment by leveraging educational technologies. Moreover, democratizing education is crucial for enabling independent development within the framework of state policies.

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