

# **The practice of building the elective course “Psychology of Intercultural Communication” in the framework of international cooperation**

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# Elective courses

- Provide individualized educational programmes
- Organize professional interaction of students of different specialties
- Summarize the theoretical knowledge obtained in the study of basic courses, deepening and expanding certain issues
- Highlight new problem areas

# Project description

- Kazakh-Russian International University (KRMU) (Aktobe): elective courses in different fields
- Elective courses are interdisciplinary
- Elective courses are taught both by local and invited speakers

# Course structure

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- Introductory classes
  - Webinars
  - Research projects

# Course content

- Concept of culture. Culture dimensions
- Symbolization as the way to understand culture
- Ethnic identity
- Barriers to intercultural communication
- Intercultural competence
- Intercultural training

# Research participants

- Students from Kazakhstan, taking part in the course “Psychology of Intercultural Communication” - 20 students
- Students from Russia, taking part in an introductory programme on practical psychology including a course on intercultural communication, - 20 students

# Theoretical basis

## Socio-cognitive theory by A. Bandura

- learning takes place in the process of analyzing the behavior of other people
- internal determinants of human behavior act as cognitive variables
- person constructs ideas about the world and his own efficiency (self-efficacy)
- every human action is determined by the expectation of a possible result

# Theoretical basis

## Symbolization

- Artifacts as cultural phenomena, reflecting cultural values
- Symbols as “means of cognitive activity” (Veraksa, 2013)



# Control tasks

- Series of cases in which students had to describe the type of culture in which these artifacts were created in accordance with the presented artifacts.
- Artifacts were works of art (music, painting, sculpture), architecture and ritual recordings

# Qualitative analysis of control tasks

- Better understanding of ICC concepts among students from Kazakhstan
- Wider diversity of topics among students from Kazakhstan

# Research methodology

- Self-efficacy test (J. Madduks, M. Scheer modified by L. Boyarintseva). Measures ideas about one's potential for efficiency in the field of subject activity and in the field of communication
- Social representations about cultures, 10-point Likert scale

# Research results

- Students from Kazakhstan

Statistically significant correlation between results of the Likert scale and the assessment of self-efficacy in the field of subject activity

- Students from Russia

Statistically significant correlation between results of the Likert scale and the assessment of self-efficacy in the field of subject activity

# Discussion

- Learning results are more pronounced in the group from Kazakhstan
- Personal dynamics are similar in both groups
- Self - efficacy in communication does not correlate with the Likert scale in both groups