

The main forms of intolerance are:

- insults and mockery;
- negative stereotypes based on negative traits and qualities;
- ethnocentrism is the attitude of prejudice or mistrust towards strangers that may exist within a social group;
- discrimination on various grounds of deprivation of social benefits, the restriction of human rights, artificial isolation in society;
- racism, nationalism, exploitation, fascism;
- xenophobia;
- desecration of religious and cultural monuments;
- the expulsion and repression;
- religious persecution.

In modern life, these forms of intolerance are generated by a variety of reasons, so there is a very urgent problem of purposeful development of tolerance.

The principle of a dialogue that allows to connect different cultures, not reducible to each other, behaviors and activities, value orientations in people's thinking and activities may serve the basic educational principle in the development of tolerance among the young generation. Such a value of dialogue is caused by the fact that the dialogue is not only seen as mastering any knowledge, but also as the essence and meaning of transmitted information which gives a real practical sense for the interaction of cultures, communicating with each other.

Conclusion

Thus, tolerance is such a human quality which absolutely any person should possess. To achieve this, it is necessary to create such a society in cultural environment of which all the differences between people will be «washed out» or disappear at all. One needs to bring up a child with the orientation that there are no others or strangers. We are all different, we have got a different mentality, colour of the skin, traditions but we are components of one large system which is called the Universe. And if we can't understand, sympathize and help each other, how we can speak about the development everyone tries to achieve.

It is known that in order to change the world it is necessary first of all to change ourselves. So let us be more patient to each other, learn to empathise and only then we'll understand that there is no difference between us, indeed, and we are similar, possessing various peculiarities.

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ТОЛЕРАНТНОСТЬ В МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

Статья посвящена толерантности в современном обществе, которая является важнейшей частью социума и играет огромную роль в диалоге культур и их коммуникации. Данный вопрос весьма актуален в настоящее время, когда среди молодежи становятся популярными различными экстремистские, националистические и фашистские взгляды, которые могут привести в дальнейшем к ужасным последствиям, особенно в такой стране, как Россия. Целью данного исследования было изучение понятия толерантности, ее видов и роли в межкультурной коммуникации.

Ключевые слова: толерантность, общество, межкультурная коммуникация, интолерантность, религия, культура.

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THE ADAPTATION CHALLENGES OF FOREIGN STUDENTS IN TPU FROM THE PERSPECTIVE OF CROSS-CULTURAL COMMUNICATION

The goal of Russian universities is to join the international scientific community. This aim is closely connected with the attraction of foreign students to study in Russia. TPU is one of the greatest centres to attract foreign students in our region. There are different programs of the adaptation to life in Tomsk and university life for foreign students. For our research it was important to learn about the features of the adaptation of foreign students who are away from home. We held a survey with 22 foreign students. In our research we identified important problems faced by foreign students: problem with communication; the problem of

isolation living in separate hostels and studying; climate component in the process of the adaptation. In conclusion, we can say that Tomsk can be considered prosperous and hospitable zone for foreign students.

Keywords: *TPU, adaptation, foreign students, communication, education.*

The goal of Russian universities is to join the international scientific community. This aim is closely connected with the attraction of foreign students to study in Russia. The percentage of foreign students at a University is one of the key indicators of internationalization. There is a lot of research which is connected with the adaptation of foreign students. A particularity of foreign students as objects of research is that when they come to another country they are forced to learn new cultural models for the successful functioning as a member of the host community. It is important to understand how the process of adaptation of foreign students occurs; what difficulties they are feeling. There is a collision of old and new values in the period of the adaptation. A result of this conflict is the continued operation of the student as a member of the host society.

TPU is one of the greatest centres to attract foreign students in our region. In connection with the desire to enter the top - 100 universities in the world TPU has a flow process chart in which one of the important points is to attract international students. In practice, in 2013–2014 this program showed the result that the number of foreign students has increased and amounted to 23 %.

There are different programs of the adaptation to life in Tomsk and university life for foreign students. TPU has a centre of international education. It is the Institute of International Education and Language Communication. Foreign students can study the Russian language at this institute. The university has a youth organization which is called the «Buddy Building Club». This organization attracts students to help a foreigner with adaptation.

For our research it was important to learn about the features of the adaptation of foreign students who are away from home. We held a survey which is connected with the biographies of students, the reasons for their arrival, their training in Russia and the difficulties of adaptation. The total number of foreign students is about 5,000 people in TPU. The survey was conducted with 22 foreign students from countries such as Mongolia, Vietnam, America, and Korea. The survey consists of questions, for example:

1. Where are you from?
2. What is the year of studying? What is your future specialty (major)?
3. How do you overcome the language barrier?
4. How did you choose TPU for your education?
5. Do you have any difficulties in communication with Russian students?
6. How do you estimate accommodations in the hostel?
7. Does the climate have any impact on you? Is it easy to get used to the Siberian climate?
8. How do you usually spend your free time?
9. Did you ever have any incidents with local inhabitants?
10. Are there any problems connected with education, hostels, or living in the region?

In this survey with foreigners, one of the problems was the desire to understand what the key characteristics of the adaptation are distinguished by students. Trying to identify the aspects of the adaptation in the survey was undertaken by the desire to understand the difficulties faced by students.

According to various estimates, 70–85 % of students note that they have problems connected with communication in Russian. It is based on the fact that Russia has not yet fully developed English-language programs. Students coming to study in Russia are forced to learn the Russian language for the development of a future profession. As a result of the survey, the language barrier at TPU comes in the first place: it is mentioned as the main problem faced by students in the learning process. The barrier is related to the fact that, coming to Russia, foreign students are not always prepared for training in Russian. To facilitate adaptation of language and overcome the language barrier, TPU offers courses of language training. For several months before entering the main program of study, students take a course in the study of Russian as a foreign language. However, according to students, a few months are too little time for further training in groups with Russian students. Language skills obtained during this time, do not allow sufficiently perceive and handle the material offered in the learning process.

The language barrier arises primarily in connection with the necessity of mastering the educational information in the language of the host country. As a rule, students often mention the difficulties associated with the establishment of educational communication in order to obtain a future profession, rather than communication with other students. In the Russian universities, the educational environment is not yet fully adapted to teach foreigners. In the process of teaching, foreign students aren't devoted special attention: the teachers are not interested in checking whether foreigners can understand the course of reading in their new language. In the course of the survey allocated, the difficulty was included in the student community of foreign students. As the barriers and difficulties of establishing communication among students, students mentioned the reluctance of Russian students in contact with them and the complexity of establishing such contact.

One of the important aspects for students is accommodation. According to the survey it was found that foreigners were quite positive about the organization of accommodation. About 80 % said they had good living conditions, 15 % – satisfactory and only 5 % – bad. Although students expressed some comments on the organization of everyday life in a hostel associated with the lack of washing machines and bureaucratic difficulties. However, these problems are perceived now as an integral part of everyday life.

According to various estimates 80–95 % of students note that climate is important for students. For 75 % of students the climate in Tomsk was acceptable, for 10 % is cold, for 15 % – very cold. Based on the survey can make conclusion that this aspect of the adaptation is most important for students who come from countries with a warm climate.

There are several aspects with regard to the cultural component of life in the international community. One of the aspects refers to the tolerance and respect for the students from the residents of the host community. Compared with studies in other regions, foreign students in Tomsk feel at ease in the city. 96 % of the students note that they don't have incidents connected with manifestations of stigma from local populations.

Another aspect of adaptation is a coexistence with different cultures, organizing and conducting joint leisure. As shown by our survey, 80 % of students communicate within their peer group. Possibility of closure within the groups there, but the university seeks to involve students in leisure activities: organizes various national holidays, an international student conference and international festivals. In the learning process of students receiving education in the basic training programs, the communication barrier is destroyed.

Talking with foreign students leads to a deeper understanding of the problems and to examine characteristics of different groups of building communication. The analysis of the interview is acceptable to assume that the current form of separation and learning between Russian and foreign students contributes to the closure of the circle of communication of students at their reference group and creates a barrier for intercultural exchange.

The first barrier of intercultural communication type serves students in dorms: there are two hostels for foreign students (and the usual hotel-type) and a separate hostel for Russian students in TPU. Students from two different types of residences for foreigners, as well as Russian students who have little or no common points of intersection: the training and accommodation occur along different trajectories.

The same division can be seen in the organization of educational groups: the learning process is built mainly on the principle of separation of foreign and Russian students. Foreign students in the learning process may not overlap at all with Russian students (academic exchange programs), and overlap, but fall into a group of Russian students after some time.

To sum up, it is possible to identify the most important challenges faced by foreign students. First, that is communication: though foreign students do have some difficulties with the survival language, the question of concern is academic communication. The lack of academic language skills prevents foreigners from reaching their main goal, which is a profound technical education. One of the possible ways to cope with this problem is to organize a special course on academic language. Secondly, foreign students feel isolated living in separate hostels and studying in accordance with their own educational path. Therefore, joint education seems to be more preferable. Thirdly, there is a climate component in the process of the adaptation, which cannot be adjusted but is successfully compensated by supportive and tolerant attitude towards foreigners in the city of Tomsk. In some Russian cities with a milder climate, there are mass activities held against the foreigners. However, Tomsk is not in this list and can be considered prosperous and hospitable zone for foreign students.

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ПРОБЛЕМЫ АДАПТАЦИИ ИНОСТРАННЫХ СТУДЕНТОВ В ТПУ С ТОЧКИ ЗРЕНИЯ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

Задача российских вузов – выйти в международное пространство и прочно утвердиться в нем. Эта цель тесно связана с привлечением иностранных студентов для обучения в России. ТПУ представляет собой один из крупнейших центров по привлечению иностранных студентов в своем регионе. Для иностранных студентов университетом предусматриваются различные программы адаптации к жизни в городе и к университетской жизни. Для нашей работы представлялось важным узнать об особенностях адаптации иностранных студентов, находящихся вдали от дома. Мы провели анкетирование 22 иностранных студентов. В нашей работе по опросу были выявлены важные проблемы, с которыми сталкиваются иностранные студенты: проблема с коммуникацией; проблема социальной замкнутости: отдельное проживание и обучение; климатическая составляющая процесса адаптации. В заключение мы можем сказать, что Томск может считаться процветающей и гостеприимной зоны для иностранных студентов.

Ключевые слова: *ТПУ, адаптация, иностранные студенты, коммуникация, образование.*

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ACADEMIC MOBILITY AS A WAY OF CROSS-CULTURAL INTERACTION

The article discusses the problem of academic mobility in perspective of personal and international profit. The modern trends and prospects of its development being analyzed, economic side of a question was considered. Based on students' experience, situation with academic mobility in TPU was analyzed.

Keywords: *academic mobility, TPU, student, university, education, globalization.*

Today's job market is quite competitive and the higher education of the applicant doesn't ensure future employment. As a result, there is a list of additional qualifications which can be required to get the position. Among the most frequently used ones is knowledge of foreign languages, communicative skills, and flexibility. Currently, there is a promising way to gain all these qualities and skills while studying at university. That is academic mobility.

A potential employee that studied abroad for a certain period of time is a priority able to speak foreign languages. He has a lot of experience with foreign colleagues. He has a broader view of life gained after a long stay in a foreign environment. Developing his own as a specialist, he is ready to help develop his employer's business. That is why more and more students every year choose participation in the programs of academic mobility as a good investment of money, time and effort, because they know that everything will pay off handsomely.

However, there are many challenges which students may face. An academic mobility program and its preparation at various levels is a very laborious process that requires close cooperation between the various representatives of universities that are organizing them. This article will examine the history of academic mobility of students as a global process, along with its main problems and prospects of development.

Academic mobility is the movement of students and teachers of higher educational institutions for a certain period of time to another educational or scientific institution within or outside their country for the purpose of studying or teaching. International Academic Mobility is one of the most effective ways of developing opportunities at an individual level. Students that take part in mobility programs open the way to improved educational and research courses and programs. They return home not only with new knowledge, but also with invaluable experience. It is important to note that the term does not imply emigration or long-term training (work) abroad.

One of the mobility's features is physical displacement of mobility entities. Physical mobility cannot be replaced by a virtual one. Such a remark is contained in documents since the Bologna Appeal European rectors in Salamanca in 2001.

Academic mobility of students is a process that is very important for personal and professional development as each participant faces the need to solve different life problems and to analyze them from his own position and the «foreign» culture's position. It automatically and often unconsciously develops certain qualities:

- the ability to choose the way of interaction with the outside world;
- the ability to think in a comparative aspect;
- the ability for cross-cultural communication;
- the ability to recognize the insufficiency of knowledge, or knowledge of a lack of knowledge that determines the motivation to learn;
- the ability to change the self-image;
- the ability to view their country in cross-cultural aspect;
- knowledge about other cultures.

The objectives of higher education mobility can be different. They not only can be educational, research, or teaching related goals, but also personal, cultural, social, immigration, language, or other ambitions for the acquisition of high-quality education.

Goals of the Russian system of higher education in the field of academic mobility are formulated in the state program «Development of Education» for 2013–2020, adopted in October 11, 2012 at the Russian Federation's Government meeting. The main focus in this case should act as the formation of a pan-European educational space, which is realized by means of programs aimed at promoting the development of higher education systems in country-partners (non-EU). Integration of the overall educational environment is achieved through the expansion of cooperation in the field of higher education in the context of the Lisbon Strategy and the Bologna process.

The Bologna process is the process of creating the European Higher Education Area (EHEA) among common European countries, whose main objectives must have been achieved by 2010. It began with the signing of the Bologna Declaration in 1999 in Bologna, Italy, which set out the main goals of leading to the achievement of comparability and harmonization of national educational systems of higher education in Europe.