

2. TPU has a great potential in developing international education and scientific collaboration with Asian countries due to its leading place and geographical position.

3. Keeping academic contacts with different countries, TPU should pay special attention to more intensive relation with China Universities, regarding this country as a strategic partner.

4. To create a world-wide positive image (brand), it is necessary to take quite a number of measures at all levels of education system. The University should be intensively involved in PR creating its brand step by step.

5. To be in high demand among foreign students, the University should ensure a wide variety of high quality education programs that meet international standards, comfortable social and communication environment.

6. Positive image of Russian education may further contribute to positive image of the country as a whole. Personal attitude of foreigners graduated from Russian Universities may positively change the attitude to Russia in other countries. Though, it may take plenty of time and the consequences can hardly be predicted one hundred per cent.

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### **ВЗАИМОДЕЙСТВИЕ СО СТРАНАМИ АЗИАТСКО-ТИХООКЕАНСКОГО РЕГИОНА: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ**

Рассматривается современное состояние и перспективы ближайшего будущего в международных отношениях со странами Азиатско-Тихоокеанского региона посредством взаимодействия между собой университетов на фоне исторических аспектов и сложившейся на сегодняшний день политической ситуации в мире. Также рассматривается создание российского национального бренда высшего образования как средства привлечения иностранных студентов в страну.

*Ключевые слова:* высшее образование, Азиатско-Тихоокеанский регион, Россия, взаимодействие, бренд.

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### **TOLERANCE AND CHALLENGES OF INTERCULTURAL INTERACTION AMONG STUDENTS**

The paper presents the research results on correlation between the parameters of communicative tolerance and intercultural adaptation of international students in a multinational university (Tomsk Polytechnic University (TPU)). 42 respondents took part in the research from different parts of the world: Asia (China), Africa, the countries of Central Asian region. The level of communicative tolerance was measured with the following techniques: «General communicative tolerance» by V. V. Boyko, the questionnaire of human adaptation to new socio-cultural environment by L. V. Yankovsky, Kruskal-Wallis one way analysis of variance was used for statistics. The study reveals that high rate of communicative tolerance, as a whole, has positive impact on intercultural adaptation of international students in Russia.

*Keywords:* Intercultural adaptation, tolerance, communicative tolerance, international students, multinational University.

## 1. Introduction

In the twenty-first century the academic mobility of students is growing all over the world including the Russian Federation. Russian education is becoming more and more attractive to international students, and every year the quantity of students coming to study in the Russian universities increases. But the majority of the foreign students face difficulties in adapting to a new culture, which can have negative impact on learning performance. Thus, the research on intercultural adaptation of international students is very relevant. This problem has a special importance for a multinational university such as Tomsk polytechnic university (TPU).

TPU is one of the leading higher technical education institutions in the Russian Federation. It provides education service both to Russian and foreign students with the number of latter ones being about 2,500 students from 160 countries. They represent more than 20 nations and nationalities of the world.

We suppose that one of the most important factors of intercultural adaptation is tolerance. The tolerance is regarded from different points of view in modern psychology: as value of personality, attitude, and personality trait. [1, p. 761]

For two weeks we were studying tolerance among the Russian and international TPU students in the context of intercultural communication and adaptation [2, 3, p. 414–416].

We identified four types of tolerance among international students:

- «Real tolerant» students have higher indicators of all three types of tolerance and the most harmonious character of cross-cultural adaptation;
- «Ethnic tolerant» students have high levels of ethnic and personality tolerance, but low social tolerance, and they do not have many difficulties with adapting to a new culture;
- «Tolerant in social communications» students have high level of social tolerance, but are moderate in personality tolerance and low in ethnic tolerance. They are not very satisfied with their adaptation in the foreign country. They are not willing to be included in the new environment but do not have strong nostalgia, anxiety or helplessness;
- «Intolerant» students have the lowest indicators of all three types of tolerance, and ambivalent indicators of intercultural adaptation: they are ready to interact with the new environment, but have strong feelings of anxiety, depression, emptiness, isolation and helplessness [2].

In this paper we present a study of communicative tolerance among the TPU international students in correlation with the features of their intercultural adaptation.

**Communicative tolerance** is a characteristic of person's attitude to other people. It shows the degree of tolerability to unpleasant or inappropriate psychological states, qualities and actions of interacting partners. According to V. Boyko overall communicative tolerance is due to life experiences, personality traits, the moral principles of human [4, p. 14–16].

The aims of our study are:

- 1) to compare the level of communicative tolerance among TPU international students from different regions;
- 2) to reveal correlation between such parameters as communicative tolerance and intercultural adaptation among the TPU international students from different regions.

The basic hypothesis is that high level of communicative tolerance is proportional to efficient intercultural adaptation of TPU international students.

## 2. Methods of research

The level of **communicative tolerance** was measured by the technique «General communicative tolerance» by V. V. Boyko, which includes 9 scales:

1. Misunderstanding of individual features of other person;
2. Establishing themselves as a standard to evaluate other person's behavior and mentality;
3. Being conservative when evaluating other people;
4. Being unable to keep negative feelings when confronting non-social partners;
5. Being willing to correct some of partners' features;
6. Being willing to fit partner for themselves, make her/him «convenient»;
7. Being unable to forgive other people's mistakes, their awkwardness or accidental troubles they cause;
8. Being intolerant to physical or mental discomfort caused by other people;
9. Being unable to accommodate to the other people's nature, habits and desires [4, p. 24–28].

High rates of each scale indicate a high intolerance in communication. The sum of all scales is the General index of communicative tolerance (intolerance).

The Questionnaire of adaptation of the person to the new socio-cultural environment (APSCE) by L. V. Yankovsky [5, p. 111–112].

This questionnaire includes six scales:

– **Contentment scale** reflects the degree of personal satisfaction, feelings of social and physical security, sense of belonging to a new society and the level of activity in a new environment;

**Interactivity scale** reflects the degree of disposition to the expansion of social relations in a new society, focusing on cooperation with others and following social norms;

**Conformity scale** reflects the degree of orientation on social approval, dependence on a group, need for affection and emotional relationship with people;

– **Depression scale** reflects the level of helplessness while facing life difficulties, feelings of hopelessness, doubt, anxiety, depression, emptiness, isolation;

– **Nostalgia scale** reflects the degree of internal disorder caused by being separated from traditional values and norms, and a sense of dreamy, anguish, melancholy;

**Alienation scale** reflects the level of rejection of new society, claims of inconsistency and real opportunities, feelings of loneliness, impatience, helplessness.

The first three scales (**contentment, interactivity, conformity**) correspond to rather «positive» indicators of intercultural adaptation, and the last three scales (**depression, nostalgia, alienation**) indicate certain adaptation problems. However, the research showed that **nostalgia** is typical for most of the international students and its level is positively related to positive adaptation parameters [2, 6, 7].

42 respondents took part in the research, including 23 young men and 19 young women from different parts of the world: Asia (China, Korea), Europe, Africa, the countries of the Central Asian region (former Soviet Republics). All the respondents were the first, second and third year students of various TPU departments.

### 3. Results

The results of the research conducted with the techniques mentioned above in the Table 1.

Table 1. Statistical evaluation of general communicative tolerance between the international students from the different regions

Regions	Count	Mean	Median	St.dev.	Min.	Max.	Range	Kruskal-Wallis Test	Analysis of Variance Df=4
1	2	3	4	5	6	7	8	9	10
1. Misunderstanding of individual features of other person									
Africa	8	5.39	5.0	3.43	0.0	15.0	15.0	H = 20.06 P-Value = 0.00048	F = 4.37 P-Value = 0.0019
China	10	7.08	7.5	2.77	0.0	12.0	12.0		
Central Asia	24	5.05	5.0	3.06	0.0	10.0	10.0		
Totals	42	5.86	6.0	3.19	0.0	15.0	15.0		
2. Establishing themselves as a standard to evaluate other person's behavior and mentality									
Africa	8	5.93	6.0	3.36	0.0	15.0	15.0	H = 11.611 P-Value = 0.02049	F = 3.04 P-Value = 0.0175
China	10	6.18	6.0	2.39	0.0	11.0	11.0		
Central Asia	24	4.50	4.0	2.95	0.0	11.0	11.0		
Totals	42	5.80	6.0	3.09	0.0	15.0	15.0		
3. Being conservative when evaluating other people									
Africa	8	6.22	6.0	3.45	0.0	15.0	15.0	H = 6.924 P-Value = 0.13995	F = 1.48 P-Value = 0.2082
China	10	6.90	7.0	2.45	0.0	10.0	10.0		
Central Asia	24	5.64	6.0	3.29	0.0	13.0	13.0		
Totals	42	6.45	7.0	3.08	0.0	15.0	15.0		
4. Being unable to keep negative feelings when confronting non-social partners									
Africa	8	6.39	7.0	3.67	0.0	15.0	15.0	H = 20.903 P-Value = 0.00033	F = 3.86 P-Value = 0.0045
China	10	5.11	5.0	2.86	0.0	11.0	11.0		
Central Asia	24	5.13	5.0	2.82	0.0	12.0	12.0		
Totals	42	6.13	6.0	3.70	0.0	15.0	14.0		
5. Being willing to correct some of partners' features									
Africa	8	5.94	7.0	3.50	0.0	14.0	14.0	H = 9.69939 P-Value = 0.04580	F = 2.53 P-Value = 0.0406
China	10	6.40	6.0	2.54	0.0	12.0	12.0		
Central Asia	24	4.83	5.0	3.42	0.0	15.0	15.0		
Totals	42	5.96	6.0	3.22	0.0	15.0	15.0		
6. Being willing to fit partner for themselves, make her/him «convenient»									

Africa	8	5.98	7.0	3.56	0.0	15.0	15.0	$H = 7.953$ $P\text{-Value} = 0.09330$	$F = 1.31$ $P\text{-Value} = 0.2672$
China	10	5.88	6.0	2.40	0.0	11.0	11.0		
Central Asia	24	5.03	5.0	2.89	0.0	12.0	12.0		
Totals	42	5.85	6.0	3.06	0.0	15.0	15.0		
7. Being unable to forgive other people's mistakes, their awkwardness or accidental troubles they cause									
Africa	8	5.37	5.0	3.02	0.0	12.0	12.0	$H = 14.689$ $P\text{-Value} = 0.00539$	$F = 2.67$ $P\text{-Value} = 0.0321$
China	10	6.17	7.0	2.48	0.0	11.0	11.0		
Central Asia	24	4.83	5.0	2.95	0.0	14.0	14.0		
Totals	42	5.82	6.0	2.93	0.0	14.0	14.0		
8. Being intolerant to physical or mental discomfort caused by other people									
Africa	8	5.81	6.0	3.61	0.0	15.0	15.0	$H = 20.649$ $P\text{-Value} = 0.00037$	$F = 4.79$ $P\text{-Value} = 0.0009$
China	10	5.96	6.5	2.78	0.0	11.0	11.0		
Central Asia	24	3.83	4.0	2.50	0.0	12.0	12.0		
Totals	42	5.51	6.0	3.27	0.0	15.0	15.0		
9. Being unable to accommodate to the other people's nature, habits and desires									
Africa	8	5.24	5.5	3.17	0.0	12.0	12.0	$H = 11.007$ $P\text{-Value} = 0.02648$	$F = 2.86$ $P\text{-Value} = 0.0235$
China	10	5.48	6.0	3.08	0.0	11.0	11.0		
Central Asia	24	4.03	4.0	2.59	0.0	9.0	9.0		
Totals	42	5.31	5.0	3.25	0.0	13.0	13.0		
<b>General index of communicative tolerance (intolerance)</b>									
Africa	8	52.31	58.0	24.93	0.0	105.0	105.0	$H = 18.162$ $P\text{-Value} = 0.00114$	$F = 3.63$ $P\text{-Value} = 0.0065$
China	10	55.20	58.5	17.01	0.0	79.0	79.0		
Central Asia	24	42.90	43.0	20.02	0.0	81.0	81.0		
Totals	42	52.73	58.0	21.69	0.0	105.0	105.0		

Eight significant differences between the reference groups of students were discovered including General index.

Significant differences between students from different regions were discovered on the first scale «*Misunderstanding of individual features of other person*» [5]. Chinese students have relatively higher results on that scale, which means that they will show more intolerant attitude to individual features of their partners (slowness or restlessness, originality or irregularity, etc.).

Significant differences between students from different regions were also discovered on the second scale «*Establishing themselves as a standard to evaluate other person's behavior and mentality*» [5]. Students from Central Asia show the lowest results, which means they will less likely react negatively in case if their partner is different from them (different intellectual level, being more or less initiative in communication, etc.).

Great differences between students from different regions were discovered on the fourth scale «*Being unable to keep negative feelings when confronting non-sociable partners*» [5]. Chinese and Central Asian students have the lowest results, which means that they will likely hide their negative emotions.

Significant differences between students from different regions were also discovered on the fifth scale «*Being willing to correct some of partners' features*» [5]. Central Asian students got the lowest results; they do not tend to make offending comments on someone's behavior in order to make somebody's behavior better.

Significant differences between students from different regions were also discovered on the seventh scale «*Being unable to forgive other people's mistakes, their awkwardness or accidental troubles they cause*» [5]. Central Asian students have the lowest results, they do not tend to feel offended and maintain that feeling for a long time, if the original offence was accidental.

Significant differences between students from different regions were also discovered on the eighth and ninth scales: «*Being intolerant to physical or mental discomfort caused by other people*» and «*Being unable to accommodate to the other people's nature, habits and desires*» respectively [5]. The differences are similar: Central Asian students

have the lowest results (the lowest comparing to the other scales) which significantly differ, pair wise, from the results of the students from other regions. That means that Central Asian students are more attentive to their partners and adaptation to «difficult» partners is easier for them.

Significant differences between students from different regions were also discovered on *General index* of communicative tolerance. The differences are similar to the aforementioned: Central Asian students have the lowest index (42.9) which differs, pair wise, from the total indexes of the other students (52.3 – 55.6) [5].

Thus, the students from Central Asia, in most cases are characterized by higher rates of communicative tolerance toward partner in communication.

#### 4. Discussion

Most of the examined TPU international students have average indicators of the communicative tolerance. Students from Central Asia, in most cases are characterized by higher rates of tolerance toward partner in communication. This data correspond to results obtained by another method [2]. Chinese students have more intolerant attitude to individual features of their partners (slowness or restlessness, originality or irregularity, etc.), but they (like Central Asia students) will likely hide their negative emotions.

The comparative analysis of correlations between indicators of Communicative Tolerance and Intercultural Adaptation has shown that there is no communication which would repeat in all subgroups of students, but there is a distinct correlation between intolerant communicative attitudes and *depression* and *alienation*. It is possible to say that in most cases the international students with more tolerant communicative attitudes (aspiration to understand and accept individuality of other, tolerance to features of the partner, absence of desire to adjust a partner to himself/herself, etc.) have fewer problems in the course of intercultural adaptation.

There is more strongly pronounced specificity of communications in general and intercultural communications, in particular, in the Chinese student subgroup. That is the Chinese students who are less intolerant in the course of communications, as a whole, better adapt to a new environment, but are more prone to depression, disconnection, miss the motherland more. Thus, it is possible to tell that the communicative tolerance in Chinese students group, certainly, is connected with features of their intercultural adaptation. However, as process of communications in the Chinese culture has certain features, character of the given correlations not always corresponds to the tendencies revealed in other subgroups of international students. It is possible to assume that a part of the Chinese students prefers to adapt together with their own ethnic group, and some of them choose «individual style of adaptation». Therefore, while developing communicative training course for Chinese students, it is necessary to develop additional exercises, taking into account ethno-psychological specificity.

It is also necessary to reveal the factors that are more closely connected with intercultural adaptation than communicative tolerance in the Central Asia student subgroup.

#### 5. Conclusions

Summing up the results of the study, it can be concluded that:

- Most of the examined TPU international students have average indicators of communicative tolerance; students from Central Asia in most cases are characterized by higher rates of tolerance toward a partner in communication;
- The level of communicative tolerance, as a whole, is one of the positive factors of intercultural adaptation (especially for the students from Africa);
- It is necessary to develop programs of individual and group psychological and pedagogical work with TPU international students from the different regions, aimed at developing tolerant attitude to different cultures in general, to Russian culture, in particular, towards accepting the diversity of the world around.

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## **ТОЛЕРАНТНОСТЬ И ПРОБЛЕМЫ МЕЖКУЛЬТУРНОГО ВЗАИМОДЕЙСТВИЯ В СТУДЕНЧЕСКОЙ СРЕДЕ**

Рассмотрены результаты исследования взаимоотношения параметров коммуникативной толерантности и межкультурной адаптации иностранных студентов в мультинациональном университете (на примере Томского политехнического университета). В исследовании приняли участие 42 респондента из различных частей Мира: Азия (Китай), Африка, страны Центрально-азиатского региона. Уровень коммуникативной толерантности измерялся с использованием следующих техник: «Общая коммуникативная толерантность» по В. В. Бойко, опрос личностной адаптации к новому культурно-социальному окружению по Л. В. Янковскому; для обработки статистических данных была использована методика «Kruskal-Wallis one way analysis of variance». Исследование выявило, что высокий уровень коммуникативной толерантности в целом оказывает положительное влияние на межкультурную адаптацию иностранных студентов в России.

*Ключевые слова:* межкультурная адаптация, толерантность, коммуникативная толерантность, иностранные студенты, мультинациональный университет.

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## **FEATURES OF WEDDING TRADITIONS AND THE RELIGIOUS RELATIONS IN THE DIFFERENT COUNTRIES**

It is impossible to neglect relevance of studying and the comparative analysis of world cultures, and furthermore cross-cultural communication in general. These phenomena developed long ago, and, in present, and in past, they concern directly last, real, future of the countries and the whole people. For achievement of a goal general-theoretical methods are used nowadays. Confirmation of the fact concerning knowledge of sociocultural realities is a result of this research which promotes understanding of culture and mentality of the Russian and English people. As conclusions of the article offers on studying of processes and features of cross-cultural communication can be served.

*Keywords:* superstitions, culture, cross-cultural communication, traditions, ethnos, signs, languages, religion.

There are many definitions for the term «superstition», «superstitions». We chose, in our opinion, the most successful definition. «Superstitions are the prejudices representing belief in any supernatural otherworldly forces». Proceeding from this definition, it is possible to draw a conclusion that in etymology of this word «superstition», the sense is the belief which doesn't have scientifically confirmed proofs in the basis is put. Nevertheless, superstitions exist only at epoch-making events at human life when a lot of things define its further destiny from birth to death.

The set of wedding superstitions occurs presently, some of them completely coincide with signs and traditions of the Russian culture, some coincide only partially, and some are characteristic only for English-speaking culture.

In America it is accepted to prepare for a wedding during the long time. Sometimes it takes very long time. Approximately one year before the wedding the man proposes marriage to the girl. Thus he gives her a ring. And if in Russia many people do in this way, but not everyone, in America it is a tradition. Without diamonds it isn't accepted to ask the girl for being the wife. The modest girl will ask a ring of one carat on engagement. Diamond can cost from 3,5 thousand dollars indefinitely. Americans have an opinion that the ring on engagement has to cost not less than three salaries of the groom. Americans have a serious relation to engagement. If stains are quite natural phenomenon, the rupture of engagement is considered to be a shame. Engagement in America is perceived as a certain responsibility for each other, a fidelity sign. After all engagement is not still a wedding, not marriage, it only the announcement of intention to get married.

### **Preparation for a wedding**

On preparation for a wedding in America it takes away of a year or two. It is connected, first, with the fact that the wedding is a very responsible action and it is accepted to prepare for it quietly and in good time. And, secondly, that the best, the most beautiful and well-known platforms are reserved for some years ahead to get on them extremely not easy. The wedding industry in America is very strong, even despite of fluctuations in economy.