


## Chapter 57

# The Cross–Cultural Analysis of Australia and Russia: Cultures, Small Businesses, and Crossing the Barriers

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## ABSTRACT

*The chapter examines the comparison of the cross-cultural analysis of the green country, Australia (NSW), and the northern country, Russia (Republic of Karelia). Based on the results of the analysis, it shows how a small business from Russia, Green Roofs, overcomes barriers in Australia through the application of blockchain technology. The authors hope that examples of development and thoughts about the driving sources of these transformations, chosen by taking into account the interests of the development of the Russian digital economy, can be interesting and useful for Russian enterprises, small businesses that have begun their digital transformations.*

## INTRODUCTION

As shown by Chernyshenko (2009,2013), intercultural experience is considered a valuable contribution to personal and professional growth, especially in urban promote social growth & cohesion of HHH University (Australia, NSW), Russian State Social University, Open University for the Humanities and

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Economics (Russian Federation) and Petrozavodsk State University (Russian Federation, Republic of Karelia) in training teachers and social workers.

Nowadays literary review showed, in an urban environment, intercultural experience is useful in training teachers and social workers to training with students in multicultural classroom teaching. Our experience in the above mentioned team has shown that such work is especially important for the training of teachers and social workers in the city and urban environment at all levels, as Australia is recognized as a culturally diverse nation through its diverse immigration policies. Our experience in the Australian Federation has shown that Australian professional standards for graduate teachers and social workers require that teachers and graduates of social schools should have the knowledge and skills about learning strategies that meet the strengths and abilities of students in various linguistic, cultural, religious and socio-economic groups, especially in large, medium and small urban environment. In the course of our daily work, we became convinced that it is very important for teachers and social workers to be able to conduct a variety of professional experiences in different sociocultural settings and educate teachers prior to the start of training in order to understand teaching and learning in multicultural contexts and develop the student's ability to work with classes with multi-ethnic students from different cultures.

This chapter summarizes our reports on the intercultural pedagogical experience of pre-school teachers and social workers at HHH University (Australia, NSW) to three Russian Universities: Russian State Social University, Open University for the Humanities and Economics (Russian Federation) and Petrozavodsk State University (Russian Federation, Republic of Karelia). HHH University (Australia) was created in January 2001 by bringing together the resources All Armenian Internet University and Campus Armenian Catholic High School in Sydney. Our university offers higher education, social and vocational education and training on the Sydney campus. The University of HHH is an open access university, which is both regional and international. To provide teachers who have completed preliminary training, an international outlook and to enable graduates to effectively participate in studies in a multicultural class, HHH University has developed several foreign offices for teachers, which include the cities of Moscow, Petrozavodsk (Russian Federation). In accordance with the Memorandum of Understanding signed between the Petrozavodsk State University and the University of HHH, teachers and social workers of pre-school education in the third or fourth year of their undergraduate program were invited to the primary or secondary school in Petrozavodsk for three to four weeks prior to the beginning of the the main official program. During this training in the Russian Federation, we planned and implemented special, additional English lessons, attended regular training sessions for teachers and participated in joint preparatory activities for the lesson. They also had the opportunity to get acquainted with Russian culture and learn to understand the Russian education system, including strategies and approaches to teaching and teaching. Petrozavodsk is the capital of the Republic of Karelia in the northeast of the Russian Federation with a population of about one million people. Before the trip, none of the teachers before the start of the training did not have intercultural training in the classroom outside the Australian context. For four students, it was their first visit to Russia when they first saw the "big" class (with 50-60 students) taught by one teacher in the classroom, and their first experience was to start the work day before 7:00 am to prepare for the first the lesson of the day, which usually began at 8:00. For our students, these were new problems and experiences related to new opportunities in the learning and training process. The second author, a representative of the Russian-speaking university and the organizer of this placement in Russia, was in Karelia with four of his students. To study the broader picture of this international teaching practice, she interviewed four local instructors and interviewed 80 Russian students who were taught and trained by the University of HHH to find out their views and perspec-

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