

СЕКЦІЯ 5. ВИЩА ОСВІТА

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SECTION 5. HIGHER EDUCATION

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**MULTICULTURAL UNIVERSITY SPACE AS A FACTOR
OF STUDENTS' INDIVIDUAL DEVELOPMENT**

Different scholars believe that exploring ways to utilize interdisciplinary approaches in developing university students' ethnocultural competence should be of particular importance.

We agree with researcher O. Danishenko, who emphasizes the importance of creating an "ethnocultural educational environment within the university" [1]. The importance of developing students' ethnocultural competence in a multiethnic educational environment is analyzed by S. Kostyuk [2], O. Kotenko [13], and others.

A multicultural environment is an integrative component of the university's interdisciplinary educational space. We define the concept of a "multicultural university space" as a community of representatives of various nationalities who enjoy equal relations within education institutions, taking into account the specifics of the regulatory framework and education standards, and who engage in ethnocultural interaction based on such cross-cultural communication qualities as tolerance, empathy, assertiveness, benevolence, compassion, congruence, reflection, patriotism, and respect for the legal, education, sociopolitical, and religious characteristics of individuals.

The university's multicultural environment is integrated and interdisciplinary. Pedagogical approaches and conditions for the development of students' ethnocultural competence, considering modern education trends, are aimed at successfully adapting students to their ethnocultural background, fostering respect for representatives of other nationalities, and harmonizing ethnocultural interests and perceptions based on mutual respect for cultural and historical characteristics, customs, and traditions.

Researchers highlight the personality-oriented approach as one of the significant ones. Also, based on the theoretical analysis of the research, the following

approaches to the formation of students' ethnocultural competence can be distinguished: value-oriented (aimed at implementing a set of conceptual, methodological and normative-target conditions for the formation of ethnocultural competence, development of an individual's value-semantic orientations); interdisciplinary (aimed at solving the problems of developing students' ethnocultural competence in an integrated academic environment using interdisciplinary technologies); synergetic (aimed at self-realization of the individual in accordance with his or her activities, internal motivation, preferences, moral and ethical standards); cultural (aimed at understanding cultural traditions, customs, religious and ethnic heritage), project-based (ensures the use of various forms of project work, trainings, case methods); information technology (allows finding innovative ways of using digital technologies, forms and methods of online learning, educational Internet platforms); system-activity (the integration of all the above approaches).

The system of pedagogical conditions for the formation of students' ethnocultural competence is aimed at ethnocultural adaptation and personal development and includes such components as goals, objectives, principles, content and methods. Based on the analysis of theoretical sources, the following necessary conditions for the formation and development of students' ethnocultural competence can be identified: normative-target (contain normative-target guidelines of the state, regional and university policies); scientific and methodological (ensure continuity of all educational levels, determine the target and substantive focus of the educational and methodological complex); organizational and managerial (aimed at the systemic organization of educational and upbringing processes, competence-based development of the university's human resources); instrumental and technological (ensure the use of educational Internet technologies, online learning platforms), psychological and anthropological (allow taking into account psychological, personal and age characteristics of students); educational and upbringing conditions (aimed at acquiring knowledge, forming competencies based on innovative forms and methods in the educational and upbringing process).

The definition of individual educational trajectories of students as a component of a personally oriented approach to learning is also a significant component of the process of developing the ethnocultural competence of university students.

L. Mutz notes that "Individual forms of work provide the realization of the individual's ability to continuously learn throughout life" [4].

Individualization of the learning process and the development and implementation of individual educational trajectories motivate students to develop personally and independently, developing the necessary skills for ethnocultural communication during ethnocultural adaptation.

The online learning format has changed the process of developing ethnocultural competence, demonstrating that while successful approaches to developing

ethnocultural competence online have not yet been identified, the level of development of this competence is significantly higher in offline settings. Experimental work has revealed that over 80% of international students experience difficulties in ethnocultural adaptation, especially in online learning.

The survey revealed that a high percentage (71%) of students who rent housing and live with their compatriots, rather than in dorms, experience difficulties in ethnocultural interaction. These students do not actively engage in ethnocultural interaction with representatives of other nationalities. Only 19% of students living in dorms experience difficulties in ethnocultural interaction: the dorm-dwelling group communicates intensively offline outside of class time, and therefore more easily overcomes language barriers and communication difficulties both offline and online.

Based on the results of the questionnaires and surveys, a need was identified for new methods of developing ethnocultural communication skills through online elective courses. The educational work conducted using the developed online elective course showed that the level of development of students' communication skills increased from 54% to 78%. Therefore, it can be argued that the development and implementation of elective courses in the educational process is a significant condition for developing ethnocultural competence in the context of intensive online learning. For example, an interdisciplinary online elective course can be used to supplement existing humanities subjects and expand the range of students' ethnocultural communication on topics such as family, hometown, history and cultural heritage, customs and traditions of peoples, future professions, celebrities, prominent figures, the education system in Ukrainian universities and abroad, hobbies, and more. To implement educational activities within the content of an online elective course, such forms as lectures, competitions, folk art concerts, trainings, roundtable discussions, and debates on the issue selected for discussion may be used.

An important area for the successful development of ethnocultural competence is the creation of Ethnocultural Development Centers at the university using blended learning technologies (offline and online).

The current stage of development of the educational space of higher education is characterized by new benchmarks of the competency-based approach, one of which is the formation and development of students' ethnocultural competence. Creating pedagogical conditions and finding approaches to successful ethnocultural adaptation and the development of students' ethnocultural communication skills are significant in the university's multicultural space, given current development trends characterizing this space as global, mobile, interdisciplinary, high-tech, continuous, and ongoing.

In an era of intensified use of virtual educational platforms, the development of elective online courses, the creation of various projects and training sessions aimed at the formation and development of ethnocultural competence, and the organization of Ethnocultural Development Centers will facilitate students' ethnocultural adaptation to the university's educational process.

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СУЧАСНІ ПІДХОДИ ДО ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАГІСТРАНТІВ ЕКОНОМІЧНОГО ПРОФІЛЮ У ПЕДАГОГІЧНІЙ ТЕОРІЇ

Сучасне суспільство потребує висококваліфікованих фахівців економічного профілю, які здатні креативно мислити, ефективно вирішувати професійні завдання та впроваджувати інноваційні рішення. Такі випускники другого рівня вищої освіти не лише працюють у сфері економіки, а й роблять внесок у розвиток соціальної, наукової й технологічної сфер. Динамічні зміни в економічному та суспільному житті зумовлюють необхідність переосмислення підходів до підготовки магістрантів економічного напрямку. Саме тому сучасна педагогічна теорія орієнтується на пошук нових методів, технологій і форм навчання, що відповідають вимогам часу та сприяють формуванню професійної компетентності майбутніх економістів [1, с. 25].

Вагомий внесок у розвиток сучасних підходів до підготовки економістів зробила Н. Самарук, яка досліджувала професійну спрямованість навчання