РОЗДІЛ 3. ТЕОРІЯ І МЕТОДИКА ПРОФЕСІЙНОЇ ОСВІТИ

CULTURAL DIVERSITY IN THE EDUCATIONAL ENVIRONMENT OF THE UNIVERSITY

КУЛЬТУРНЕ РОЗМАЇТТЯ В ОСВІТНЬОМУ СЕРЕДОВИЩІ УНІВЕРСИТЕТУ

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The article is devoted to an overview of the general aspects of cultural diversity in the university educational environment. Such diversity is characterized by dynamics. Its development depends on the transformation of education in general and the technological support of various forms of communication. The stated problem is revealed through the vision of the potential for enhancing the reputation of universities, ensuring the quality of education, supporting beginning researchers, and creating communities of professional and scientific orientation within the framework of the implementation of the European Charter for Researchers. The purpose of the article is to specify the content of the concept and tools for ensuring cultural diversity in the university educational environment. The author notes the following. Cultural diversity in the university educational environment is the process and result of educational interactions of participants in the educational process, taking into account different cultural identities within the framework of achieving a common defined goal and expected educational outcomes in the course of mastering educational programs. Principles of cultural diversity in the university educational environment: equality and non-discrimination, dialogue and partnership on the basis of parity, axiological content and methodological support of the educational process, transparency and openness of the educational process with the a priori importance of security and protection of personal data. Signs of support for positive cultural diversity in the educational environment: clear and transparent organizational structure and responsibility for developing the content of quality educational programs at different levels of education; use of the potential of media and social networks, new relevant forms of communication (social media pages, educational hub, blogs, communities in messengers, forums, blogs, podcasts, social media) to develop cultural diversity in the educational environment. A general overview of the experience of H.S. Skovoroda Kharkiv National Pedagogical University has made it possible to identify a number of conditions for using the key concept of the article to achieve educational goals and ensure the quality of higher education. It is promising to develop guidelines and algorithms for the clip format of educational content to support the construct of cultural diversity in the university's educational environment.
Key words: education, university, cultural diversity, quality of education, identity, student, educational environment.

Стаття присвячена огляду загальних аспектів культурного розмаїття в освітньому середовищі університету. Таке розмаїття характеризується динамікою. Його розвиток залежить від трансформацій освіти загалом, технологічного забезпечення різних форм комунікацій. Заявлена проблема розкрита через бачення потенціалу для піднесення репутації університетів, забезпечення якості освіти, підтримки дослідників-початківців, створення спільнот професійного і наукового спрямування у межах реалізації Європейської хартії дослідників. Мета статті полягала у конкретизації змісту поняття та інструменти забезпечення культурного розмаїття в освітньому середовищі університету. Авторкою зазначено наступне. Культурне розмаїття в освітньому середовищі університету – це процес і результат навчальних взаємодій учасників освітнього процесу з урахуванням різних культурних ідентичностей у межах досягнення спільної визначеної мети і очікуваних результатів освіти під час опанування освітніх програм. Принципи культурного розмаїття в освітньому середовищі університету: рівність і недискримінація, діалог і партнерство на основі паритетності, аксіологічність змістовно-методичного забезпечення освітнього процесу, прозорість і відкритість освітнього процесу з апріорним значенням безпеки і захисту персональних даних. Ознаки підтримки позитивного культурного розмаїття в освітньому середовищі: чітка прозора організаційна структура і відповідальність розроблення змісту якісних освітніх програм різних рівні освіти; використання для розвитку культурного розмаїття в освітньому середовищі потенціалу медіа і соціальних мереж, нові актуальні форми комунікації (сторінки соціальних мереж, освітній хаб, блоги, спільноти в меседжерах, форуми, блоги, подкасти, соціальне медіа). Загальний огляд досвіду Харківського національного педагогічного університету імені Г.С. Сковороди дозволив виділити низку умов використання ключового поняття статті для досягнення освітніх цілей і забезпечення якості вищої освіти. Перспективним вбачається розроблення приписів і алгоритмів кліпового формату подачі навчального контенту для підтримки конструкту культурного розмаїття в освітньому середовищі університету.
Ключові слова: освіта, університет, культурне розмаїття, якість освіти, ідентичність, студент, освітнє середовище.

Statement of the issue in general. Transformations of education, active movement of applicants, opportunities for students to implement individual educational trajectories, academic mobility – these and related processes enhance the significance of cultural diversity, the development of relevant communicative competencies among higher education applicants. Large-scale support for national and international initiatives, Erasmus + practices provide a general idea of the content, organizational,

methodological aspects of ensuring cultural diversity in universities. Cultural diversity in the educational environment, in our opinion, plays a special role in today's realities, when, despite the development of technologies and global processes of humanization and humanitarianization, armed conflicts take place, and hybrid wars take place not only on the battlefield, but also in the information open space. Understanding diversity identifies the possibilities of realizing the right of each person to harmonize their own interests and the interests of the community, nation, state.

Analysis of recent research and publications. The problem of cultural diversity is in the focus of attention of colleges and universities around the world. This attention is associated with the presentation of educational institutions for applicants – representatives of different nations and ethnicities. Also, cultural diversity in the educational environment is considered an element of ensuring the quality of education, the competitiveness of graduates. For Ukrainian universities, cultural diversity is an important condition for ensuring the realization of the rights of applicants, the manifestation and development of their identities. This publication in the methodology was based on the scientific provisions and conclusions given in the publication of V. Batyrhareieva, V. Vorozhbit-Horbatiuk, D. Yevtieieva on the use of different points of view on the content of educational components of educational programs using the example of organizing binary classes [1]. Also used are the concepts and proposals from the publication of I. Khyzhniak, V. Vorozhbit-Horbatiuk on the creation of a common communicative space between universities [7]. The subject field of this publication correlates with the results of the study of D. Amiks, D. Bristow [2], James Sweeney [5], Josh Moody [6]. The problem of cultural diversity in the context of cross-cultural communication was initiated by the author [8].

Highlighting previously unresolved parts of the general issue. At the same time, the problem of cultural diversity in the educational environment of the university is characterized by dynamics, when development depends on the transformations of education in general, technological support of various forms of communications. The stated issue is dynamic and in the contexts of the reputation of universities, the use of its potential to ensure the quality of education. The stated topic is also important for supporting novice researchers, creating communities of professional and scientific orientation within the framework of the implementation of the European Charter for Researchers [4].

Purpose of the article: to specify the content of the concept and tools for ensuring cultural diversity in the university's educational environment.

An overview of the main material. Douglas Amyx, Dennis Bristow presented the results of the study and the administrative application of the scale in assessment efforts and the directions of research on cultural differences among students from the position of safety [2]. They focused on common interests and means by which cultural differences can be resolved to establish constructive educational interactions [2]. Quite an interesting position is the attractiveness of universities that use cultural diversity as a condition for lively competition, the possibility of developing critical and creative thinking of students, a kind of mentoring support of the educational process, when, according to the principle of «equal to equal», students can help to achieve success in solving educational problems [6; 9; 10]. Cultural diversity has unconditional advantages and prospects for establishing the idea of equality, including through the prism of inclusion in education [10]. We agree with Josh Moody's vision of cultural diversity on campuses, where such diversity is an incentive for critical reflection on one's own and other students' worldviews, and different perspectives allow us to evaluate practical experience not only from the standpoint of the result, but also the contribution and expenditure of resources [6]. Therefore, universities and colleges are increasingly offering applicants the opportunity to take advantage of studying in cultural diversity [6; 9].

In Ukraine, cultural diversity in the educational environment of universities is formed through a variety of identities – national, cultural, geographical, civic, etc. Let us consider the example of the H.S. Skovoroda Kharkiv National Pedagogical University the target, organizational and content-methodological aspects of cultural diversity in the educational environment of the university [3]. Considering this concept, in essence, we believe that it is important to focus attention on how diversity itself is traced in the components of the educational environment of the university. In essence, cultural diversity involves various educational, developmental, motivational, and educational interactions of participants in the educational process at a particular university. The diversity of cultural identities is synthesized in this case by the commonality of goals and interests of applicants, teachers, administrative staff, stayholders, and everyone who ensures the quality of mastering the educational program in the chosen specialty at a specific point in time in clearly defined geolocations, including during the educational process in the online format (synchronously and asynchronously).

Cultural diversity of the educational environment at the university is essentially a process and result of educational interactions of participants in the educational process, taking into account different cultural identities within the framework of achieving a common, pre-defined goal and expected educational results during the mastering of educational programs. Key fundamental prescriptions of cultural diversity: equality and non-discrimination, dialogue and

partnership based on parity, axiological content and methodological support of the educational process, transparency and openness of the educational process with the a priori importance of security and protection of personal data. Cultural diversity is aimed at the development of values and experience through the joint efforts of different individuals and communities to achieve a full, enriched successful life in society.

Cultural diversity in the content components of educational programs and the corresponding provision is manifested in the methods of communication and creation of living space, the system of values that determine the behavior of the participant in the educational process, are related to or relay traditions, faith. Cultural diversity in the content of the educational process is reflected in the topics of educational courses, disciplines, topics, program tasks and methods of educational and motivational interactions. Within the walls of universities, cultural diversity in the educational environment, of course, in the realities of the modern world, should be oriented towards the development of practical experience of peaceful coexistence of different cultures. This is emphasized in the mission and value orientations of professional training and professional education at all levels of higher education at the H.S. Skovoroda Kharkiv National Pedagogical University [3].

The transformations that accompany the development of university education in the modern world are somehow connected with the challenges of wartime. And the pedagogical university promptly responds to the challenges, creating opportunities for applicants to master educational programs in their chosen specialties at a high-quality level. The university has introduced certification of educational courses on the Moodle educational platform [3]. There is a consulting center for schoolchildren, where anyone can receive professional support and guidance in preparing for university entrance. The activities of the Student Parliament and volunteering are actively developing. Much attention is paid to the implementation of the right to education in the context of teaching people with special educational needs and supporting initiatives to develop the issue of inclusion in education [3].

Educational programs implemented at H.S. Skovoroda Kharkiv National Pedagogical University are focused on preserving the prospects of cultural diversity in the educational environment for the development of personal and professionally significant competencies of graduates [3]. To form the experience of educational communications, cross-cultural interaction techniques are widely used, for example: taking into account the peculiarities and standardized requirements for the quality of professional training in various fields of knowledge, the topics of mandatory and elective educational

components are consistently expanded with issues of media education. This helps to form in students the experience of critical perception of information, to distinguish stereotypes and prejudices associated with cultural diversity in the proposed content. Such topics structurally provide for the practices of dialogical cross-cultural communication. Cultural exchanges, scientific and practical activities and creative events at the university create a wide space for the dialogue of cultures, filling educational content with valuable meaning, and allow higher education applicants, teachers, scientists, and stayholders to develop and implement joint projects related to the quality of professional training [3]. The faculties of arts, faculties that provide training for philology specialists, pay much attention in their work with applicants and stayholders to such aspects as:

1. Creation of educational, cognitive and developmental content that reveals the strengths of cultural diversity and the constructs of different cultural and mental identities. This includes the preparation of video content, films with the participation of students, visualization and presentation material that reveals the chronology of the creation of cultural traditions, customs and lifestyles of different ethnic groups and peoples. A separate link, organized in response to the challenges of martial law, was the publication of scientific content, creative works, essays, other creative initiatives (music, literary works, art compositions and sports events) of participants in the educational process, which revealed difficulties and ways to overcome them, the reflection of historical truth, manifestations of cultural identity in war conditions, resistance in temporarily occupied territories and in situations of loss, restoration and support for the forcibly displaced population, active cooperation with educators of underground schools, «metro» school [3]. Open access to a wide audience of the results of such creative initiatives unites communities of cultural diversity and is an expressive way of psychological, social and cultural support for communities and residents of the city of Kharkiv during the difficult time of the long-term armed aggression of the Russian Federation.

2. Creation of platforms for cross-cultural communication. In this aspect, the experience of H.S. Skovoroda Kharkiv National Pedagogical University in creating and operating an educational hub, using social networks and social media to reveal the strengths and best achievements of communities that support cultural diversity in the educational process is interesting. Students create profile pages of faculties, self-governing organizations in the university structure in all mass social networks, use the potential of openness of the communicative audience for the exchange of cultural experience and mutual enrichment of cultures [3]. Forums and blogs with the participation of pedagogical workers

of other educational institutions – partners of the university devote attention to highlighting real cases of effective communication. Students actively create and distribute podcasts where they share their ideas, markings and aspirations. All initiatives have a clear pedagogical and educational significance.

In order for cultural diversity in the university's educational environment to contribute to the achievement of clearly defined educational goals and thus ensure the quality of professional training, it is important to pay attention to the following points. First. The university should promote cultural diversity: encouraging the creation of appropriate content, highlighting educational topics through geographical and historical criteria, supporting cultural initiatives with the participation of stageholders. Second. Strict adherence to general, professional, educational ethics, which excludes any form of support for stereotypes or prejudices. Third. Promoting intercultural and cross-cultural communication. This involves using the potential of the clip approach to presenting educational material: presenting the content of the educational course based on a deep study of the student audience at a specific point in time; content saturated with the values of the university's mission; maximum saturation of information messages, variety of educational content (scientific support, educational, business, technological, etc.); the opportunity for each participant in the educational process to participate in cultural and creative projects in various roles; practices of self-regulation and self-motivation based on the strengths of mentality and cultural characteristics; expansion of the worldview of participants through active participation in the creation and preservation of cultural diversity in the educational process of a particular university; determination of timing taking into account the cultural, social, educational identities of students; modular format for presenting educational material, maximum density, informativeness of classroom or synchronous educational interactions. Fourth and system-forming: regular practices for the formation of information culture, media literacy, cultural awareness in cross-cultural communications, critical thinking, the ability to resist manipulation in the information space, overcoming stereotypes and prejudices, including the fight against prejudices, manifestations of aggression, psycho-social complexes, and other negative phenomena that harm the self-development of the individual and the professional.

Conclusions. Therefore, cultural diversity in the educational environment of the university is a process and result of educational interactions of participants in the educational process, taking into account different cultural identities within the framework of achieving a common defined goal and expected educational results during the mastering of educational programs. Signs of supporting positive cultural diversity in the educational environment: a clear transparent organizational structure and responsibility for developing the content of high-quality educational programs at different levels of education; use of the potential of media and social networks for the development of cultural diversity in the educational environment, new relevant forms of communication (social network pages, educational hub, blogs, communities in messengers, forums, blogs, podcasts, social media). The development of instructions and algorithms for the clip format of presenting educational content to support the construct of cultural diversity in the educational environment of the university is considered promising.

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