THE ROLE OF FOREIGN LANGUAGE TEACHERS IN DEVELOPING MULTICULTURAL COMPETENCE AMONG MEDICAL STUDENTS

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At the present stage of the twenty-first century, society is experiencing complex changes associated with the reformatting and transformation of the global economy, the distribution of political influence, and human priorities. People have faced unpredictable challenges that have become dominant in the modern world and have led to conflicts, confusion, and disorientation in the information and life space. The average adult is on the verge of an unknown and unstable situation. This has led to an urgent need to be able to adapt to the realities of modernity, to be mobile, flexible, effective and able to participate in a dialogue of cultures in order to effectively influence the development of Ukrainian society and the development of their country.

Multiculturalism is the concentration of all spiritual, moral, and ethical aspects of personal development. And its essential feature is the national component, ethnic peculiarities, the idea of nationhood, its origins in the native language, history, ethnography and ethnography. Multiculturalism implies recognition and respect for different cultures, languages, religions and traditions. In times of crisis, minority rights often become vulnerable. Ignoring cultural diversity can lead to discrimination, social exclusion, and escalation of conflicts. The peculiarity of a multicultural educational environment is the multidimensionality of its content, which makes it possible to study problems of a general cultural nature in the education system. The Common European Framework of Reference for Languages officially adopted the ideas of multiculturalism, which correspond to the general vision of language use and learning. This means that in the process of language learning, language users and language learners behave as "social agents, or members of society, and perform certain tasks in socio- and multicultural conditions specific to their environment. The

issue of multiculturalism and the formation of a multicultural personality has been studied by many domestic and foreign scholars. The scientific works of researchers (G. Baker, J. Banks, P. Weber, D. Gollnick, K. Campbell, W. Mitter, E. Hollins and others) highlight the problems of introducing multicultural education, developing the concept and model of multicultural education.

In teaching foreign languages in Europe, the most common approach is learner-centered, communicative teaching. School textbooks are designed accordingly. Foreign language teachers from different countries should be well informed about European initiatives and projects in the textbook development system and have the opportunity to be involved in this process.

In today's context of globalization and growing intercultural interaction, a multicultural approach to foreign language teaching, particularly in the field of medical education, is of particular relevance. The formation of multicultural competence of future doctors contributes to the development of key characteristics of a multicultural personality, such as awareness of the multiculturalism of modern society, participation in intercultural communication on the basis of humanism, tolerance and cultural pluralism. Teaching a foreign language, taking into account students' national identity and openness to the values of other cultures, allows future healthcare professionals to successfully interact with representatives of different nationalities while maintaining respect for cultural diversity. This approach fosters the ability for cultural reflection and self-assessment, promotes intercultural dialogue and cultural enrichment, factors that are especially important in the patient-centered and value-based professional activity of a healthcare professional.

Therefore, a foreign language contributes to the formation of communicative intercultural competence, the development of the ability and willingness to participate in the dialogue of cultures, the ability to adhere to universal norms of behavior, rules of etiquette inherent in certain cultures, all the main aspects that characterize the content of multicultural competence, which is understood as a set of socio-cultural knowledge; skills and abilities of positive interethnic communication; personal qualities and humanistic values necessary for effective life in a multicultural

environment. Multicultural competence contributes to the formation of students' multicultural worldview, which involves recognizing the equivalence of other cultural, linguistic, religious preferences, fostering, through the correct selection of foreign language teaching material, a tolerant attitude towards them, the development of a personality capable of intercultural interaction and dialogue of cultures. Integration of multicultural elements into foreign language curricula may include: studying medical terminology in the context of different cultures, discussing ethical dilemmas and case studies that reflect cultural differences, role-playing and simulations that model intercultural interactions in the medical environment, analyzing literature and media from different cultures to broaden students' worldview.

After all, the use of not only professional texts, but also country studies and educational material will help to form students' multicultural competence, ensure their activity and readiness for intercultural communication, and contribute to the development of the social character of the personality of a future specialist in the era of globalization. During the classes, optimal conditions are created for students to communicate in a multicultural environment, gain experience in constructive interaction, group decision-making, and peaceful resolution of disagreements. A variety of authentic materials and specialized educational literature from foreign publishers are constantly used in foreign language classes. Organization of classes in the form of conferences, country studies, virtual excursions, debates, discussions, preparation of presentations, projects, and national culture days are effective methods of forming the multicultural component of a future specialist.

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EFFECTIVENESS OF IMPLEMENTING COMPUTER TECHNOLOGIES IN THE MANAGEMENT SYSTEM OF EDUCATIONAL INSTITUTIONS IN UKRAINE

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Introduction. Currently, in Ukraine, intensive work is underway both to improve traditional automated management systems and to implement new information technologies based on distributed information processing. Enhancing the effectiveness and efficiency of management systems in educational institutions requires the computerization of all management subsystems without exception. Real improvement in the quality of managers' work necessitates addressing numerous issues related to digitalization and the effective use of computer technologies, interconnected into a unified cycle that mutually conditions each other.

An analysis of scientific research in computerization and the implementation of computer technologies in education management has shown that the issue of increasing the professional competence of educational institution leaders regarding the effective use of information and computer technologies is insufficiently explored and requires further theoretical and practical development. This creates a need for a thorough examination of the peculiarities of applying information and computer technologies to automate management processes in educational institutions.