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THE CRITERIA AND LEVELS OF FORMATION OF PROFESSIONAL JUNIOR BACHELORS' MULTICULTURAL COMPETENCY IN THE PROCESS OF HUMANITARIAN TRAINING IN A COLLEGE

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One of the primary and urgent tasks of modern education nowadays is the upbringing of a highly spiritual, creative and intellectually developed personality. It has become very important for our country and for many countries of the world. Preservation of the unique spiritual and cultural heritage of each ethnic group, each people and at the same time the formation of each person's multicultural competency, which contributes to the understanding and solution of modern ethical, aesthetic and technological problems, has become a priority in the training of future specialists.

The use of innovative approaches to education in general and pre-higher education in particular and updating its content are due to the current state of multicultural development of the Ukrainian society, the new requirements for the training of competitive workers and the level of their professional training. Improving specialists' professional qualifications modern education makes it closer to the needs of the labor market.

Education seekers', in our study professional junior bachelors' cultural training and level of professional training put forward certain requirements for quality education today among which we can name their social activity, readiness to communicate in a modern multicultural society and the ability to acquire multicultural experience.

The level of future specialists' multicultural competency is determined by their moral maturity, general culture and the development of their intellectual abilities.

Fostering junior bachelor professionals' multicultural competency supposes two interconnected parts. Firstly, it is necessary to equip them to effectively function in a multicultural society. Secondly to train them to apply multicultural education principles in their future teaching roles. This demands a focus on developing their professional readiness for diverse cultural environments and their pedagogical ability to manage a classroom that is multicultural. This means it is necessary to promote respect, collaboration and inclusivity towards people with different cultural backgrounds.

Preparation for different activities in a multicultural society and pedagogical preparation for the implementation of the educational process in the future based on the principles of multicultural education are two interrelated aspects of the process of forming junior bachelors professionals' multicultural competency.

It is important to create a model of the formation of multicultural competency in an educational institution as there is a need to possess it in the conditions of a modern world society. The structural

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components of the process of forming multicultural competency of future specialists make the basis of this model which serves as a theoretical model containing a complex of interconnected elements of the educational process. It ensures the formation of a system of future professionals' multicultural knowledge and skills. For this we use certain principles, forms, methods, and means of humanitarian training in the educational process. To reveal the features of the structure, that is, what elements and stages the process of training specialists consists of, the sequence and connection of these elements and the features of building the content of this process in general define the aim of the research. The criteria and levels of formation of multicultural competency are very important structural components of the building of its model.

Keywords: junior bachelor professionals' multicultural competency, the process of formation, pre-higher professional education, multicultural competency formation model, structural components, criteria, levels.

КРИТЕРІЇ ТА РІВНІ СФОРМОВАНОСТІ ПОЛІКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ ФАХОВИХ МОЛОДШИХ БАКАЛАВРІВ У ПРОЦЕСІ ГУМАНІТАРНОЇ ПІДГОТОВКИ В КОЛЕДЖІ

I. Д. Микитенко

Одним із першочергових та актуальних завдань сучасної освіти є виховання високодуховної, творчої та інтелектуально розвиненої особистості. Це стало дуже важливим як для нашої країни, так і для багатьох країн світу.

Збереження унікальної духовної та культурної спадщини кожної етнічної групи, кожного народу та водночас формування у кожної людини полікультурної компетентності, яка сприяє розумінню та вирішенню сучасних етичних, естетичних та технологічних проблем, стало пріоритетним завданням у підготовці майбутніх спеціалістів сьогодні.

Використання інноваційних підходів до освіти загалом та до передвищої зокрема, а також оновлення її змісту зумовлені сучасним станом полікультурного розвитку українського суспільства, новими вимогами до підготовки конкурентоспроможних працівників та рівня їхньої професійної підготовки. Підвищуючи професійну кваліфікацію спеціалістів, сучасна освіта наближає її до потреб ринку праці.

Культурна та професійна підготовка здобувачів освіти, у нашому досліджені фахових молодших бакалаврів, висувають певні вимоги до якості освіти сьогодні, серед яких можна назвати їхню соціальну активність та мобільність, готовність до спілкування в сучасному полікультурному суспільстві та здатність набувати полікультурного досвіду.

Рівень полікультурної компетентності майбутніх спеціалістів визначається їхньою моральною зрілістю, загальною культурою та розвитком їхніх інтелектуальних здібностей.

Виховання полікультурної компетентності молодших бакалаврів передбачає два взаємопов'язані аспекти. По-перше, необхідно підготувати їх до ефективного функціонування в полікультурному суспільстві. По-друге, навчити їх застосовувати принципи полікультурної освіти у своїх майбутніх професійних ролях. Це вимагає зосередження уваги на розвитку їхньої професійної готовності до різноманітного культурного середовища та їхньої здатності жити та діяти у соціумі, який є полікультурним. Це означає, що необхідно сприяти повазі, співпраці та інклюзивності до людей з різним культурним походженням.

Підготовка до різних видів діяльності в полікультурному суспільстві та професійна підготовка до впровадження освітнього процесу в майбутньому на основі принципів полікультурної освіти – це два взаємопов'язані аспекти процесу формування полікультурної компетентності фахових молодших бакалаврів у коледжі.

Важливо створити модель формування мультикультурної компетентності в навчальному закладі, оскільки існує потреба в її володінні в умовах сучасного світового суспільства. Структурні компоненти процесу формування полікультурної компетентності майбутніх спеціалістів складають основу цієї моделі, яка слугує теоретичною моделлю, що містить комплекс взаємопов'язаних елементів освітнього процесу. Вона забезпечує формування системи полікультурних знань та навичок майбутніх спеціалістів. Для цього ми використовуємо певні принципи, форми, методи та засоби гуманітарної підготовки в освітньому процесі в коледжі. Розкриття особливостей структури, тобто з яких елементів та етапів складається процес підготовки спеціалістів, послідовність та зв'язок цих

елементів, а також особливості побудови змісту цього процесу загалом визначає мету нашого дослідження. Критерії та рівні сформованості полікультурної компетентності є дуже важливими структурними компонентами побудови її моделі.

Ключові слова: полікультурна компетентність фахових молодших бакалаврів, процес формування, фахова передвища освіта, модель формування полікультурної компетентності, структурні компоненти, критерії, рівні.

Introduction of the issue. For modern society, multicultural competency which is a part of general cultural competency, is one of the key competencies, since it allows a person to live and successfully interact with others in the multicultural environment that surrounds him (her), taking into account the diversity of cultural values and norms. Since multicultural competency belongs to the sphere of general cultural and social competences, it involves obtaining and using knowledge about different cultures and forming in the individual such valuable qualities of character as openness, respect, respectful attitude, impartiality, etc.

Multicultural competency includes 1) knowledge about different cultures, i.e. awareness and understanding of cultural differences, traditions, values and norms of behavior of different peoples; 2) respect for other cultures, respectful attitude, i.e. respect and respectful attitude to the bearers of these cultures and rejection of stereotypes and prejudices, recognizing the cultural values of other people; 3) development of multicultural communication skills, namely the ability to communicate with representatives of different cultures, taking into account their cultural characteristics and achievements; 4) the ability to adapt to different cultural environments, that is, to be flexible in interaction and behavior with representatives of other cultures. Being an important and integral component of a person's general competency, multicultural competency allows a person to successfully integrate into a modern multicultural society and take an active part in its development.

Guided by the importance of multicultural competency in the modern world society, it is important to create a model of its formation for education

seekers, in our study of professional junior bachelors. The basis of this model are the structural components of the process of forming multicultural competency of future specialists, among which the criteria and levels of its formation occupy an important place, since they evaluate the result.

Research methods. During our study, we used such theoretical methods as analysis and synthesis of special scientific literature, and the method of comparative analysis.

Current state of the issue. The problem of developing multicultural competency has been studied by many scientists, among whom we can name R. Agadullin, G. Bennett, T. Howard, L. Goncharenko, O. Gurenko, etc.

Domestic researcher I. Ivanyuk defines multicultural competency as a set of knowledge about the cultures of other nationalities and religions, the ability and skill to change one's attitude, relationships and behavior in such a way as to be open and flexible towards other cultures in practice, to be ready for tolerant and friendly interaction with representatives of different cultures and religions [1: 28].

N. Sas and Ya. Palhui [2], as well as T. Doronina and L. Kruglenko [3], in their works emphasize the importance of multiculturalism as a significant factor in the professional training of future specialists. The researchers highlight that multicultural competency is considered not only as a practical tool for effective interaction in a multicultural environment but also as a phenomenon that has a deep historical and pedagogical foundation and has evolved within educational traditions.

In the scientific studies by R. Borodko [4], D. Kovrei [5], V. Hlukhota [11], and O. Bida, V. Dziamko, and N. Marynets [7],

a common focus is observed on the issue of developing multicultural competency as a component of the professional training of future specialists. The authors emphasize that multiculturalism serves as a factor in the personal growth of college students towards intercultural interaction. The researchers highlight that multicultural competency integrates a system of knowledge, values, and skills that determine the ability of future professionals to carry out effective activities in a multicultural environment.

The studies of O. Khodakevych, Yu. Mendrukh and E. Ostapenko [13], V. Hlukhota [14], and S. Medynska [15] focus on the issue of multicultural competence in the context of integration into the European and global cultural and educational space. The authors consider it as an important factor in involving students in the European cultural community, analyze the experience of developing this competence in educational institutions of Europe and the USA, and outline the possibilities of its implementation in Ukraine.

Velichko N. considers multicultural competence as a static personal formation that has a certain structure (components) and characteristics (content of components). Multicultural competence is also considered as "dynamic personal formation. The formation of multicultural competence requires the development of appropriate models or technologies, which is extremely relevant in modern conditions of social integration" [11: 165].

Outline of unresolved issues brought up in the article. Despite a fairly large number of scientific studies, multicultural competency and its structure remain insufficiently studied and controversial as it has a complex structure and a complex mechanism of formation. In the papers studied we haven't seen the constituting difference or distinction of such concepts as formation, proficiency (as a (high) degree of a skill) and development of multicultural competency. In our article we tried to distinguish them. We also offered our own criteria and levels of the competency's formation.

Aim of the research is to identify and characterize such structural components of the model of formation of multicultural competency of future specialists – professional junior bachelors in the process of humanitarian training in a college as criteria and levels of formation of this competency.

Results and discussions. We apply a systemic approach to building a model of formation of multicultural competency, since, as noted by O. Berezyuk, it has a complex structure, and therefore a complex mechanism of formation, which makes this process complex and long in time [12: 13]. This process includes the organization of the necessary educational environment, the development of work and training programs, syllabi, the use of teaching methods that contribute to the development of both polite intercultural communication and interaction and at the same time critical thinking of professional junior bachelors regarding cultural issues. It is also important to provide conditions for the practical application of the acquired knowledge and skills by participants in the educational process in multicultural communication.

Scientific principles, approaches and pedagogical conditions give us grounds to build a model of a holistic process of forming multicultural competency of professional junior bachelors in the process of humanitarian training in college. The need to improve the process of forming multicultural competency of future specialists necessitates the development of an appropriate model taking into account the implementation of the goals and objectives of the study, as well as the professional orientation of professional junior bachelors, the accumulation of their creative experience, personal and professional qualities necessary for future life in general and professional activity in particular. This will provide them with effective professional orientation in the process of forming multicultural competency during the study of disciplines of the humanities and natural sciences and mathematics cycle.

First, let's consider the concept of "model" (English model from Latin *modus*), which the New Webster's Dictionary of the English Language interprets as a template for imitation or comparison [13: 961].

In the Longman Dictionary of Modern English, in the meaning of "description", a model is defined as a computer representation or scientific description of something, as well as someone or something that people want to copy because it is successful or has good qualities [14: 1056]. It is also an imaginary or conventional image, an analogue of the quantity of an object, process or phenomenon, which reproduces in symbolic form their main typical features [15: 143].

A model is defined by S. Goncharenko as an artificially created system of elements that accurately reflect the properties, aspects, and relationships of the objects being studied [16: 120]. A model in a broad sense is a created structure that reproduces part of reality in a simplified (schematized, idealized) form, and at the same time a means of scientific research of an object. A model as a specially created form helps to reproduce some characteristics of an object that is the subject of knowledge [17: 128].

The Longman Dictionary of Modern English defines modeling as the process of creating a scientific or computer model of something to show how it works or to understand it better, as well as the activity of creating models or objects [14: 1056].

In the scientific dimension, modeling is considered as a scientific method of indirect research of objects of knowledge, the direct study of which for certain reasons is impossible, complicated, ineffective or impractical, through the study of their models – object, sign or thought systems, which respectively reproduce, imitate or reflect certain characteristics of the originals [18: 392].

So, given the above provisions, we can conclude that building a model is one of the important methods of pedagogical research, because it reflects the features,

properties, functions and connections of the object being studied. This allows us to clearly present educational a process that is aimed at achieving a planned result [19: 146].

Scientists traditionally represent the structural parts of the model in the form of components that are interconnected. These are: 1) the target component (goal-motivational, social-targeted) – determines the leading goal of the dissertation work, 2) the content component (content-activity, content-procedural) – reveals the specifics of the content of the studied phenomenon, built taking into account a set of principles, 3) the procedural component (activity, activity-procedural, etc.) – contains a characteristic of the main forms, methods and means of pedagogical activity in connection with the achievement of the set research goal, 4) the effective component (evaluation-resultative, evaluation-reflective) – the component of the model that confirms the truthfulness of the expected result of the applied technology or methodology, is indicated, as a rule, in the form of formed competency, readiness, preparedness, etc. [20: 207-209].

The evaluation and outcome component of the model characterizes the degree of achievement of the set goal, that is, it reflects the structural components of the multicultural competency of professional junior bachelors (motivational-axiological, cognitive, behavioral-activity, personal-reflective); criteria (value-motivational, knowledge-cognitive, activity-communicative, evaluation-resultative), levels of its formation (reproductive, search, creative) and result (formation of multicultural competency of future specialists). This component provides for targeted systematic diagnostics and identification of the main directions of increasing the level of formation of multicultural competency of future specialists, which is carried out within the framework of monitoring the quality of training. This component demonstrates the success of the functioning of the developed model.

The evaluative and outcome component of multicultural competency includes the ability of an individual to evaluate and analyze cultural phenomena, as well as to demonstrate the results of his interaction with representatives of other cultures, which is manifested in appropriate actions and behavior. It encompasses the development of critical thinking about cultural differences, the ability to see cultural phenomena in context, and to demonstrate respect and tolerance for representatives of other cultures. The elements of the evaluative and outcome component are critical thinking and analysis (the ability to analyze cultural phenomena, differences and stereotypes, to distinguish between positive and negative manifestations of cultural influences, and to form one's own well-founded judgments), assessment of cultural values (the ability to determine and realize the meaning and significance of cultural values, both one's own and those of other cultures, and to evaluate them from the point of view of morality and ethics), effective interaction (the demonstration of skills for effective interaction with representatives of other cultures, which includes the ability to adapt to cultural differences, find common ground and resolve conflicts arising from cultural differences), behavior and attitude (the demonstration of respect, tolerance and openness towards representatives of other cultures, as well as the demonstration of appropriate behavior in intercultural situations), self-reflection and self-assessment (the ability to analyze one's own cultural prejudices and stereotypes, as well as to evaluate one's own progress in the development of multicultural competency). The development of the evaluative and productive component of multicultural competency is important for successful adaptation and interaction in the modern multicultural world.

Famous linguodidacticians of today Z. Bakum, L. Vorotnyak, L. Goncharenko, L. Moroz, L. Peretyaga, M. Simonenko and others distinguish units for determining and assessing the

achievements of students in terms of the formation of their multicultural competency. These are: criteria, indicators and levels. The isolation and analysis of the specified categories is important for studying the development of multicultural competency of future specialists – professional junior bachelors at the main stage of studying disciplines in a college.

New Webster's Dictionary of the English language defines criterion, n. pl. criteria [Gr. Criterio, root of krino, to judge.] as a standard of judging, any established law, rule, principle, or fact by which a correct judgment may be formed [13: 376].

A criterion is a set of signs and properties of a phenomenon, object, subject that make it possible to determine its state, level of development and functioning [21: 122].

A. Galimov believes that the criterion expresses the most general essential feature, on the basis of which real pedagogical phenomena are assessed and compared, while the degree of manifestation, qualitative formation, and certainty of the criterion are distinguished in specific indicators.

Scientists L. Vorotnyak, L. Goncharenko, L. Peretyaha, M. Simonenko have identified criteria for the development of multicultural competency depending on the learning problems they study.

L. Peretyaha identifies four criteria for the development of the studied competency: - cognitive (knowledge of the ethnocultural features of one's own and other cultures, of generally accepted rules and norms of behavior during interaction with representatives of other nationalities and cultures, of multicultural terminology); - affective (an emotional reaction that arises during the assimilation of factual information and, based on certain reflective processes, is transformed into a positive emotional attitude towards manifestations of various foreign cultures); - operational (taking into account ethnospécific (proficiency in the native language, observance of traditions and customs,

mastery of national crafts, performance of rituals), multicultural (verbal, non-verbal communication) and information skills (searching for information, using a variety of source databases); - behavioral (expression of the interaction of cognitive, affective and operational criteria of multicultural competency, gaining experience of intercultural interaction) [23].

I. Dyrda identified the following criteria for determining the development of multicultural competency of foreign students during the study of the Ukrainian language: 1) motivational-value - makes it possible to identify a set of motives and needs that encourage the student to develop multicultural competency (indicators: desire to realize one's own knowledge, opportunities, experience; awareness of the need to comply with the rules of communication; formation of values and moral, civic ideals); 2) cognitive - involves determining the level of knowledge about language, culture, traditions, communication features, generally accepted rules and norms of behavior during interaction with representatives of other nationalities and cultures (indicators: awareness of the vocabulary, phonetics, grammar of the native and Ukrainian languages; possession, assimilation, operation of knowledge about the ethnocultural features of one's own and other cultures; appropriateness of the use of culturally marked units in intercultural communication); 3) behavioral and activity - helps diagnose the acquired experience of intercultural interaction, practical skills in applying knowledge, possession of certain communication skills, the ability to solve problems of intercultural interaction (indicators: initiative in establishing intercultural contact; positive attitude towards Ukrainian culture, etc.); 4) axiological - allows you to establish a set of national and universal values, identify the amount of information about the system of moral, aesthetic and other values, the presence of a sense of tolerance, humanism, national, ethnic self-awareness

(indicators: the ability to resolve conflicts, flexibility in intercultural communication; the manifestation of diplomacy to maintain dialogue; compliance with norms, rules of tolerant behavior) [21: 124].

It is important to distinguish between the concepts of "formation", "formation (proficiency)" and "development of multicultural competency".

By the formation of multicultural competency, we understand the process of acquiring knowledge, skills, abilities, attitudes and values of education seekers that allow him (her) to interact effectively in a multicultural environment. Formation (proficiency) is the final result, the level of development of this competency, which means that the individual already possesses the necessary qualities for successful multicultural interaction. It should also be noted that formation is a dynamic process that can last throughout life and includes training, experience, motivation, the formation of attitudes, etc. A participant in the educational process learns to act actively, understanding representatives of different cultures and cooperating with them. The goal of formation is to acquire a complex of knowledge (about other cultures), skills (to communicate, cooperate), skills (effective dialogue) and values (tolerance, mutual enrichment).

Formation (proficiency) is a result, that is, a state when a person has reached a certain level of development of multicultural competency and has such a quality as the ability to integrate into another culture, realizing and preserving his identity. Such a person can conduct a dialogue with representatives of other cultures and cooperate with them, as well as resolve interethnic conflicts.

Formation is a process, a path to a set goal: to form multicultural competency, and formation is the goal or end point of this path. Formation is an action, and formation (proficiency) is the result of an action. Formation refers to the process of acquisition, and formation refers to the state of possession of competencies, in our case multicultural.

Development is a dynamic process of deepening, expanding and improving multicultural competency, which has already begun to form, that is, knowledge, skills and attitudes, their deepening and expansion over time through the accumulation of experience, independent critical thinking, solving problems in the multicultural environment. For example, the ability to analyze multicultural situations, to adapt one's behavior and communication to different cultural contexts, to form positive multicultural ties.

An example of the formation of multicultural competency can be the participation of a professional junior bachelor in an exchange project, which includes the study of the traditions of other countries, communication with foreign peers and analysis of cultural differences. And an example of the formation (proficiency) of his (her) multicultural competency is the ability after the completion of the project to independently explain the cultural features of another nation, to participate in multicultural discussions, as well as to show respectful attitude towards foreigners in everyday life.

Researcher I. Dyrda concludes that the criterion and the indicator are closely interrelated – a scientifically based choice of the criterion largely determines the correct definition of the system of indicators, and the quality of the indicator depends on how fully and objectively it characterizes a certain criterion [21: 125].

Having studied the achievements of scientists, we distinguish the following criteria for the formation of multicultural competency of professional junior bachelors: value-oriented (value-worldview); knowledge-cognitive, praxeological-situational and diagnostic-resultative.

V. Ternopilska and O. Derevyanko define an indicator as quantitative or qualitative characteristics of the formation of the quality, properties, signs of the object being studied, the degree of formation of a particular criterion [24].

When determining indicators of pedagogical activity, V. Bahriy is convinced that the following requirements must be met: clarity of the content of the indicators, the ability to measure them; systematicity of indicators, which should provide the most complete characteristic of the studied process, flexibility, adaptability, the ability to reflect all possible changes in the object; effectiveness and efficiency of indicators [25: 10].

Having defined indicators as the degree of manifestation of the criterion within the definitions analyzed by scientists, it is possible to determine its formation. Let us highlight the main indicators of each of the proposed criteria.

The main indicators of the value-worldview criterion include the value-worldview criterion of multicultural competence include worldview flexibility (the ability to be flexible in one's worldview, the ability to adapt one's views and beliefs under the influence of new experience gained in intercultural communication); openness to other cultures (readiness to perceive new cultural phenomena, people with different cultural backgrounds and their values without prejudice, which includes respect for the uniqueness of each culture and its representatives, respect for cultural differences, tolerance, the ability to understand and accept diversity of values, as well as awareness of one's own cultural identity in the context of a multicultural world); tolerance and acceptance of diversity (the ability to be tolerant of differences in the views, traditions and values of other cultures, i.e. the understanding that there are many ways of seeing the world, and all of them are valuable); openness and respect for cultural differences (awareness of one's own cultural identity, multicultural competence involves a clear awareness of one's own culture, its values and historical context, which allows for a better understanding and interaction with other cultures); empathy and compassion (the ability to understand and feel the emotions of

people from another culture, to put oneself in their position, which contributes to a deeper understanding of their worldview).

Among the indicators of the cognitive-cognitive criterion, we determine the presence of synthesized knowledge (a comprehensive understanding of cultural aspects, which allows us to integrate knowledge about different cultures and use them in life); knowledge of other cultures, their values and features, as well as the ability to apply this knowledge for analysis, understanding of different cultural traditions, customs, values, norms of behavior and language features and positive interaction in an intercultural environment; awareness of cultural differences, the ability as the awareness that there are differences between cultures, and the ability to determine these differences in specific situations. to think critically, interpret cultural phenomena and form an attitude towards them, which contributes to flexible behavior and effective communication; the ability to analyze and interpret as the ability to analyze cultural phenomena, compare them, interpret their meanings and understand the causes of cultural differences; the formation of attitudes, i.e. the development of a positive attitude towards other cultures, based on respect and an open mind towards the new; critical thinking, namely: The ability to evaluate cultural phenomena from different perspectives, avoid stereotypes and prejudices.

The selected indicators form the basis for the development of multicultural competency, allowing an individual to interact positively and effectively with representatives of different cultures.

The key indicators of the praxeological-situational criterion of multicultural competency include the ability to apply knowledge and skills in real intercultural situations, while demonstrating openness to other cultures, the ability to communicate effectively, solve problems and show respect for representatives of different

cultures, the ability to positive multi-ethnic and multicultural interaction, integration into another culture while maintaining one's own identity, as well as manifestations of openness, awareness, self-awareness, respect for other cultures and flexibility of behavior in different situations (the ability to adapt one's behavior to the requirements of different cultural contexts, going beyond one's own cultural system); effective communication (the ability to establish contact, understand and be understood in conditions of multicultural interaction, taking into account verbal and non-verbal aspects of communication); problem solving (the ability to analyze and find effective ways to resolve conflicts and difficulties that arise in a multicultural environment); openness and tolerance (the manifestation of a positive attitude towards other cultural traditions, values and ways of thinking, the willingness to accept new ones); respect for diversity (actively showing respect for the uniqueness of each culture and its representatives, the rejection of stereotypes and prejudices); practical application of knowledge (the ability to use the acquired knowledge about cultural features to successfully solve practical problems in real life situations); openness is the readiness to perceive and understand new cultural information, new culture, new views and ideas; successful implementation of knowledge, skills, abilities and values in the practice of multi-ethnic and multicultural communication, which promotes cooperation and mutual understanding.

These indicators indicate that a professional junior bachelor not only has knowledge and information about other cultures, but can also act in them, and demonstrates practical readiness for interaction in the modern multicultural world.

Indicators of the diagnostic and performance criterion of multicultural competency include: knowledge about different cultures, the ability to interact with representatives of other cultures (availability of knowledge about cultural

values, traditions, customs and features of different ethnic, religious and linguistic communities); tolerant attitude towards cultural diversity, the ability to self-identify in a multicultural environment and participate in positive intercultural interaction and communication (the ability to effectively communicate and cooperate with representatives of other cultures, showing respect and understanding); self-identification (understanding one's own cultural identity and the ability to maintain it in the context of a multicultural environment; value-semantic orientations (formation of a system of personal values that contribute to positive interaction in the intercultural space); behavioral skills (demonstration of practical skills and abilities that allow one to act successfully in multicultural situations, for example, through participation in cultural events or projects); reflexivity (the ability to analyze one's own cultural attitudes, attitudes towards other cultures and adjust one's behavior to achieve better multicultural interaction).

The above indicators assess how effectively a person is able to integrate into another culture, maintaining a connection with their native one, as well as participate in harmonious coexistence in a multicultural society.

Criteria and indicators of the development of multicultural competency are reflected in the levels of formation of multicultural competency of professional junior bachelors.

We determine the degree of formation of multicultural competency of professional junior bachelors through levels that may vary, but in general they aim to determine the degree of awareness of diverse cultural manifestations in a multicultural world, respectful attitude towards representatives of different cultures, speakers of foreign languages, respect for cultural differences and flexibility of behavior in a multicultural society.

The ability of education seekers to function effectively in a multicultural society corresponds to a higher level of

formation of multicultural competency, the initial understanding of cultural diversity and the ability to show respect for representatives of different cultural contexts correspond to a lower level of formation of multicultural competency.

Scientists, as a rule, distinguish general levels of development of multicultural competency: initial, basic and high.

The initial level corresponds to the initial level of awareness of the education seeker with the basic concepts of multicultural diversity, cultural differences and awareness of the existence of different cultures; the formation of basic ideas about respectful attitude towards representatives of different cultures, but without a deep understanding of the main multicultural characteristics of an individual and society in general.

The basic level involves understanding cultural differences, that is, the ability of the student to explain the causes of cultural differences and their impact on the behavior of people in a multicultural world; the manifestation of a tolerant attitude towards representatives of different cultures as the ability to show respect for them and the intention to avoid prejudice and discrimination. Regarding cultural flexibility, it can be stated that students have certain skills of adaptation to a culturally diverse environment, but they are not yet stable.

A high level of formation of multicultural competency means his (her) ability to effectively and actively function in a multicultural world space. A participant in the educational process with a high level of multicultural competency has a deep awareness, understanding and self-awareness of their own cultural values and their influence on the perception of other cultures and has a stable tolerant attitude and respect for representatives of different cultural contexts, feeling the integrity and value of each culture. His (her) behavior is flexible enough, being able to interact effectively in a multicultural society, adapting his (her) behavior to different cultural

environments. Such a specialist actively opposes discrimination which means not only the absence of his (her) prejudices, but also the readiness to actively counteract racism and chauvinism.

I. Kushnir distinguishes three levels of multicultural competency of foreign students in the process of learning the Ukrainian language: low, medium and high. The first indicates the presence of difficulties (barriers during communication) in understanding information between representatives of different cultures, lack of interest in establishing cultural relations, which indicates a general unsatisfactory development of indicators of the formation of all components of socio-cultural competency. The average level indicates the satisfactory formation of each indicator, thanks to which the foreign student compares his communication behavior with that adopted in the intercultural environment, creates a strategy of multicultural interaction with interlocutors, strives for self-development. The high level characterizes the stable development of indicators of the formation of multicultural competency, which involves activity in interaction between foreign students and native speakers, adequate use of knowledge of language and culture, the presence of formed skills in establishing contacts with representatives of another culture, the basis of which is the desire for constant self-improvement, tolerance, humanity [26].

Having analyzed different approaches to the isolation of levels, I. Dyrda defines four levels of development of multicultural competency of foreign students at the main stage of studying the Ukrainian language: elementary, average, sufficient, high. The elementary level indicates a lack of interest in establishing intercultural relations; unsystematic and inaccurate reproduction of multicultural knowledge; the acquired knowledge, skills and abilities are superficial; an elementary stock of knowledge of the language system and limited information about the culture of Ukraine, which is expressed in

the inability to independently participate in intercultural communication; the student does not perceive the acquired knowledge as a source of self-enrichment and expansion of the cultural worldview. The average level assumes the presence of certain inaccuracies during the reproduction of information; insufficient or selective use of knowledge of language tools; the acquired background knowledge does not always correspond to the communication situation or it is used with errors; the student has weak motivation for multicultural interaction; successful and correct use of acquired knowledge occurs with the assistance of a teacher; certain difficulties in communicating with representatives of other cultures, which leads to misunderstandings; incomplete or satisfactory formulation of one's own statements or with the help of a teacher. Sufficient level – possession of deep knowledge about the peculiarities of the culture of one's people and the culture of Ukraine and active use of the acquired knowledge in everyday life, education; positive interaction with foreign speakers; the student has sufficient skills and abilities to construct statements, explanations, justifications. High level is determined by the ability to produce new ideas and independently choose ways to implement them, skillful problem solving, using the Ukrainian language; active interaction with representatives of one's own and foreign cultures; adequate use of knowledge of language and culture; ability to analyze speech (one's own and the interlocutor's); high level of possession of phraseological turns, fixed expressions for expressiveness of speech; possession of such qualities as tolerance, empathy, etc. [21: 127, 128].

We distinguish the following levels of formation of multicultural competencies: receptive, reproductive, search and creative.

At the receptive level of multicultural competency formation, a student – a professional junior bachelor perceives information about cultures, but is not yet able to apply it in various multicultural contexts.

The reproductive level means that a student is able to reproduce existing knowledge, skills and behavioral models related to a multicultural society, but is not able to generate new ideas, analyze various multicultural situations and adapt to them. At this stage, a future specialist successfully applies the learned norms, values and ways of interaction in familiar multicultural conditions, but his (her) actions are more likely to be copying and applying ready-made schemes than independent, creative adaptation to new cultural situations.

At the reproductive level, there is a simple reproduction of the acquired knowledge by a participant in the educational process who is able to accurately convey information about different cultures, their features and values, but does not necessarily and does not always deeply understand them. Adhering to certain standards, he (she) is inclined to follow the established rules and norms of multicultural behavior that he (she) has learned during his (her) studies. The student has limited flexibility in adapting to unexpected cultural situations, he (she) has certain difficulties in solving new, still unfamiliar tasks in an intercultural environment. Lacking a creative approach to interaction with representatives of other cultures, he (she) relies on already known solutions and models of behavior. The actions of a future specialist are characterized by stability of behavior, that is, they are predictable and correspond to learned patterns, but may be ineffective in the modern dynamic multicultural environment.

Unlike the receptive level of formation of multicultural competency, at the receptive level a professional junior bachelor simply perceives information about different cultures, and at the reproductive level he (she) already knows how to apply it. Unlike the creative (higher) level, where there is a deep analysis of multicultural information and new cultural situations, as well as comprehension and generation of new ideas and solutions, at the reproductive level such processes do not yet exist.

Thus, the reproductive level is a transitional stage between the receptive stage and the creative (creative) stage. It demonstrates the acquisition of basic knowledge and skills of multicultural competence, but does not yet provide for deep independent adaptation to a new multicultural environment and innovative thinking.

The search level of formation of multicultural competence concerns the ability of an individual to function effectively in a multicultural society through active search and application of knowledge about cultural differences, manifestation of tolerance, readiness for interaction and understanding of other cultures. This involves not only theoretical knowledge, but also practical skills, abilities and personal qualities that contribute to cognitive, heuristic activity and independent acquisition of new information in a cultural context.

The creative level of formation of multicultural competency means the ability of an individual to act effectively in a multicultural society, applying flexible, innovative approaches to understanding and interacting with other cultures (the manifestation of initiative and the ability to find new, creative ways of interaction, understanding and cooperation with representatives of other cultures), carrying out cultural searches (the ability to independently acquire new knowledge about other cultures, analyze their values and integrate them into one's own activities), which is manifested through tolerance, dialogue and the ability to cultural searches and self-improvement.

Conclusions and research perspectives. Thus, for an objective assessment of the achievements of education seekers - professional junior bachelors, the following units are determined: criteria, indicators and levels. The identification and analysis of the above categories is important for studying the development of multicultural competency at the main stage of teaching disciplines. In order to determine the state of formation of multicultural competency of professional junior bachelors in the process of humanitarian

training in college, we have identified value-worldview, knowledge-cognitive, praxeological-situational and diagnostic-result criteria and the corresponding indicators that reflect their essence. According to the specified criteria and indicators and in accordance with them, four levels of formation of multicultural competency of future specialists have been identified and characterized: receptive, reproductive, search and

creative. The concepts of formation, formation (proficiency) and development of multicultural competency have also been distinguished.

Prospects for further research in this direction will concern the study of the functional components of the model of formation of multicultural competency of professional junior bachelors in the process of their humanitarian training in a college.

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