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ANALYSIS OF THE CONTENT AND STRUCTURE OF MULTICULTURAL COMPETENCE IN THE CONTEXT OF GENERAL SYSTEMS THEORY: FOREIGN EXPERIENCE

Abstract. The relevance of the study stems from the spread of globalization processes on our planet, which is the most important trend in the development of the modern world. From the point of view of the socio-cultural development of societies and states, globalization is implemented in the deepening of multicultural processes that provide for social harmony in a multicultural environment – from educational systems to people's workplaces, revealing their mutual respect and harmonious adaptation to the cultural characteristics of representatives of nations and states, revealing a multicultural identity.

The interdisciplinary study develops the problems of a systemic approach to the content and structure of multicultural competence of education in the context of foreign experience. The study uses a theoretical analysis of the problem field of the research, general systems theory, modified by the author to analyze the content and model of multicultural competence of participants in the educational process, the study is also based on cultural models developed by R. Lewis.

The main components of the content of multicultural competence have been identified, which are extrapolated into the context of the general theory of systems, which enables to build a universal system model of the specified components: cognitive (understanding the essence of multiculturalism, intercultural differences, knowledge of the peculiarities of one's own and other people's cultures), axiological (cultivation of a positive attitude towards cultural diversity, tolerance, awareness of the equality of cultures, one's own cultural identity), behavioral/activity (development of skills of successful social communication in the context of the socio-cultural environment; for educators, this is the ability to organize the educational process taking into account multicultural features, methodical readiness to develop this competence in all participants of the educational process), personal (readiness for self-development

and integration into the multicultural world without losing one's own cultural identity), formative (ability to effectively form skills of intercultural interaction), adaptive (ability to effectively adapt to new cultural conditions determined by social experience and social practice).

Keywords: globalization processes; multiculturalism; multicultural education; systems approach, general systems theory; model of multicultural competence.

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АНАЛІЗ ЗМІСТУ ТА СТРУКТУРИ ПОЛІКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ У КОНТЕКСТІ ЗАГАЛЬНОЇ ТЕОРІЇ СИСТЕМ: ЗАРУБІЖНИЙ ДОСВІД

Анотація. Актуальність дослідження випливає з поширення процесів глобалізації на нашій планеті, що постає найважливішою тенденцією розвитку сучасного світу. З точки зору соціокультурного розвитку суспільств і держав, глобалізація реалізується у поглибленні мульти-культурних процесів, що передбачають соціальну гармонію у мультикуль-турному середовищі – від освітніх систем до робочих місць людей, виявляючи їхню взаємну повагу та гармонійну адаптацію до культурних особливостей представників націй і держав, виявляючи мультикультурну ідентичність.

У міждисциплінарному дослідженні розробляються проблеми систем-ного підходу до змісту та структури полікультурної компетентності освіти у контексті зарубіжного досвіду. У дослідженні використано теоретичний аналіз проблемного поля дослідження, загальна теорія систем, модифіко-вана автором для аналізу змісту та моделі полікультурної компетентності учасників освітнього процесу, дослідження також базується на культурних моделях, розроблених Р. Льюїсом.

З'ясовано основні компоненти змісту полікультурної компетентності, які екстрапольовані у контекст загальної теорії систем, що дозволяє побудувати універсальну системну модель зазначених компонентів: когнітивного (розуміння сутності мультикультуралізму, міжкультурних відмінностей, знання про особливості своєї та чужої культур), аксіоло-гічного (виховання позитивного ставлення до культурного різноманіття, толерантності, усвідомлення рівності культур та власної культурної
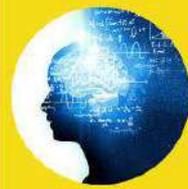
ідентичності), поведінкового/діяльнісного (розвиток навичок успішної соціальної комунікації у контексті соціокультурного середовища; для освітян це здатність організовувати освітній процес з урахуванням мульти-культурних особливостей, методична готовність розвивати цю компетент-ність у всіх учасників освітнього процесу), особистісного (готовність до саморозвитку та інтеграції в мультикультурний світ без втрати власної культурної ідентичності), формувального (здатність ефективно формувати навички міжкультурної взаємодії), адаптивного (вміння ефективно присто-совуватися до нових культурних умов, зумовлених соціальним досвідом та соціальною практикою).

Ключові слова: глобалізаційні процеси; мультикультуралізм; полікультурна освіта; системний підхід, загальна теорія систем; модель полікультурної компетентності.

Problem statement.

One of the most striking and obvious trends in the development of the modern world is humanity's entry into the era of globalization, characterized by internationalization processes [22]. In this regard, the Club of Rome's anniversary report (2017) is of great interest, calling for a "new Enlightenment," a spiritual and moral worldview, and a unified planetary harmonious civilization.

The content of this harmonious civilization is diverse, but one of the most significant aspects is related to multiculturalism [5] and multicultural identity [12]. In the field of education, issues of multiculturalism are realized in the context of multicultural education [3; 5; 9], aimed at developing multicultural competence [21].

Analysis of recent studies and publications.

Multicultural competence has been widely explored in international research across various socio-pedagogical and socio-economic spheres. This competence represents a dynamic paradigm for the 21st century [1], fitting within the context of so called global competencies [17]. Thus, we can speak of the special significance of multicultural competence for the future of humanity.

The essence of multicultural competence [16], the ways and mechanisms of its development in various socio-pedagogical systems and educational environments [6; 11; 14; 20; 21] have been actively explored.

Multicultural competence proves to be an important foundation not only in the field of educational technologies [15; 18], but also in psychological and psychotherapeutic research [6; 10].

For us, particularly important is the study of the structure and components of multicultural competence [8] from the perspective of systemic cultural studies in the context of the multicultural sphere of modern civilization [13; 26]. We

believe that systemic research will help clearly define the structure of multicultural competence [27].

Research objective.

The purpose of our research is to analyse structure and components of the multicultural competence of the participants in the educational process in the context of general systems theory.

Research methods.

To meet the purpose of the article the theoretical analysis of the problem field of the study as well as the general systems theory modified by the author have been used. The research is also based on the cultural models developed by R.Lewis.

Results and discussion.

1. The components of multicultural competence

As the analysis of the problematic field of research has shown [1; 8; 11; 16; 17; 21], the multicultural competence is personality's integrative quality, based on respect for cultural diversity, presupposing knowledge about different cultures and the ability to effectively, conflict-free interact in a multicultural environment. This type of competences representing the dynamic paradigm for the 21st century [1], creating the foundation of personality's global competencies [17] covers socio-cultural identification, a positive attitude towards other cultures and dialogue skills.

Multicultural competence is also an important component of general professional competence, especially for educators, and is formed throughout life due to social experience.

The main components of the content of multicultural competence include:

• *Cognitive* (knowledge): understanding the essence of multiculturalism, intercultural differences, knowledge about the characteristics of one's own and other people cultures, as well as the process of mastering the concepts of cultural values and norms of different peoples.

• *Axiological (value-motivational):* cultivating a positive attitude towards cultural diversity, respect for the rights and freedoms of others, tolerance, awareness of the equality of cultures, awareness of one's own cultural identity.

• *Behavioral (the sphere of person's activity):* development of skills of successful social communication, ability to constructive interaction, ability to prevent and resolve intercultural conflicts; for educators it is the ability to organize the educational process taking into account multicultural features, methodical readiness to develop this competence in all the participants in the educational process.

• *Personality*: readiness for self-development and integration into a multicultural world without losing one's own cultural identity.

• *Formative*: ability to effectively form skills of intercultural interaction.

• *Adaptive*: adaptability to new cultural conditions due to social experience and social practice.

2. The main aspects of general systems theory and its modification.

The general systems theory has been developed by Yuri Urmantsev's due to the integral quality of the Universe, being regulated by fundamental principles/laws, which in the context of general systems theory can be implemented in the «law of system rearrangements», when any systemic entity can be rebuilt/transformed in seven ways: by changing relationship, quantity and quality, being designated as: A (relationship), B (quantity), C (quality) [23] (**Figure 1**).
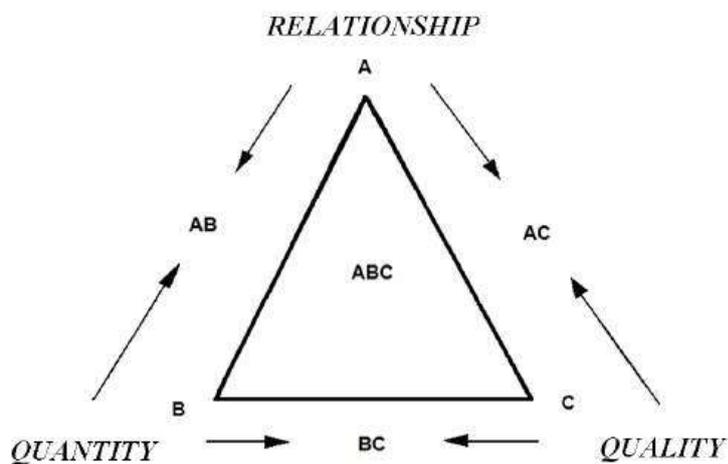

Figure 1. The elements of the general systems theory [23; 24]

Let us present several examples/interpretations of the general systems theory. We begin with the color representation of the systemic organization of reality (**Figure 2**).
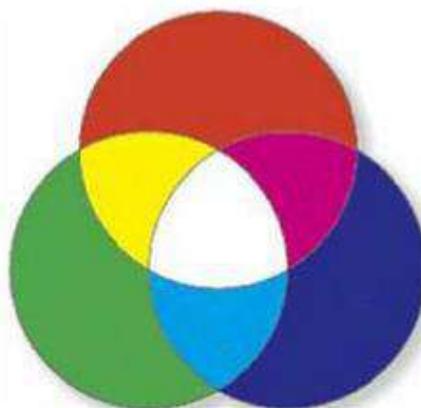

Figure 2. Color interpretation of the systemic organization of reality (developed by the author) [24]

If the elements of the model «relationship», «quantity», «quality» (**Figure 1**) are understood as fundamental categories of human cognition, then in the model these elements determine additional fundamental elements/categories – *«measure», «interaction», «sign»* (**Figure 3**).
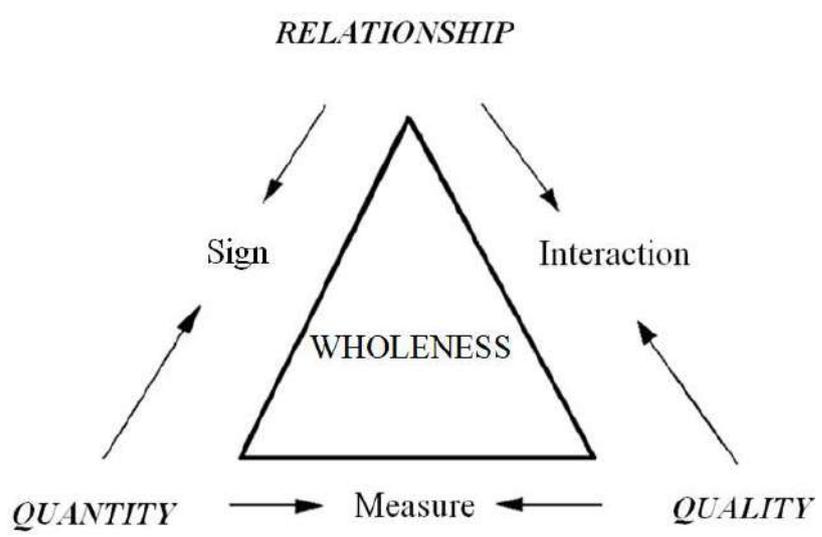

Figure 3. A fundamental model of reality (developed by the author) [23; 24]

Another example of application of the general systems theory is the Sternberg's triangular theory of love [19], according to which perfect love can be represented as a triangle that consists of three basic dimensions: passion, intimacy and commitment (**Figure 4**).
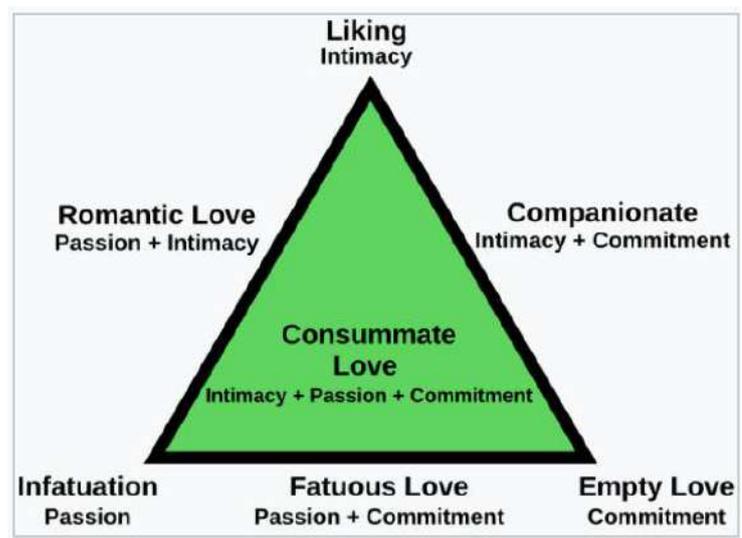

Figure 4. The Sternberg's systemic representation of perfect love [19]

The application of systemic approach enables to developed the model of sciences responsible for the formation of personality's worldview [2] (**Figure 5**).
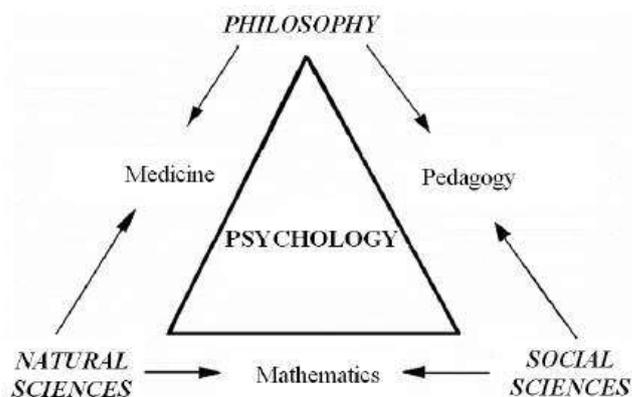
Figure 5. Model of sciences responsible for the formation of the worldview of the personality [2]

Developed by us a fundamental model of reality stems from the general systems theory and is based on the universal and deep laws of *fractal modeling* (a fractal is an entity which constituent parts are similar to the whole when separate parts are self-similar), being illustrated by the fractal triangle of Polish mathematician V.F. Serpinski (**Figure 6**).
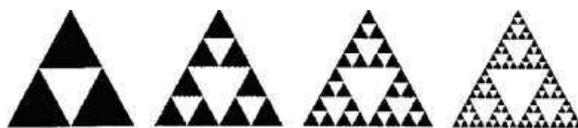

Figure 6. The Serpinski's triangle illustrating the mathematically generated pattern reproducible at any magnification or reduction.

Being built as a Sierpiński curve, the presented triangle is one of the basic and fundamental examples of self-similar sets, it is a mathematically generated pattern reproducible at any magnification or reduction.

The developed models in the context of general systems theory and fractal-holographic integrity can be extrapolated to the systemic model of the school as a social institution (**Figure 7**).
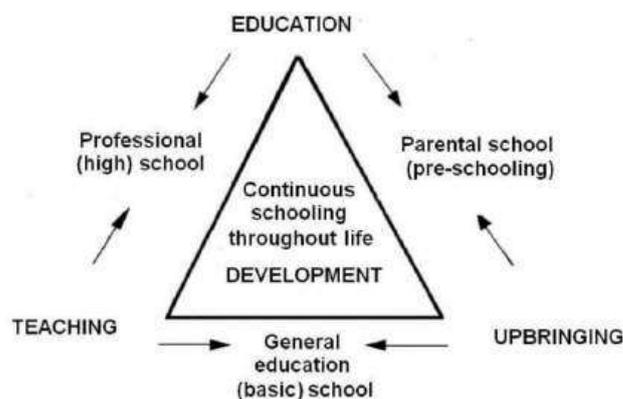

Figure 7. Systemic model of the school as a social institution [24; 25; 26]

3. Universal model of culture being presented
in the sphere of general systems theory

The data presented above enables to develop a fundamental/universal model of culture concerning basic elements of culture (**Figure 8**).
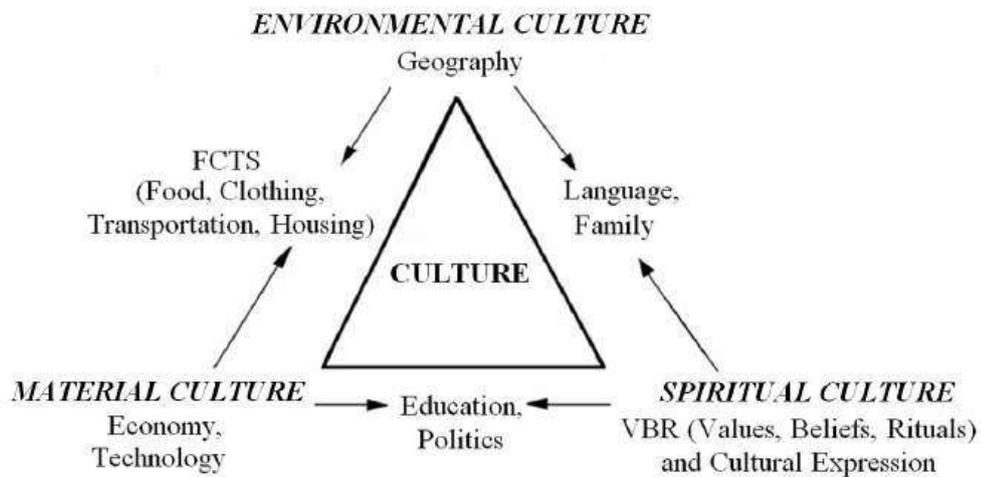

Figure 8. Fundamental systemic model of culture (developed by the author [26])

The presented models (**Figures 1–8**) correspond in detail to the cultural models developed by R. Lewis who used three behavioral factors: *linear-active, multi-active* and *reactive* [13] (**Figure 9**).
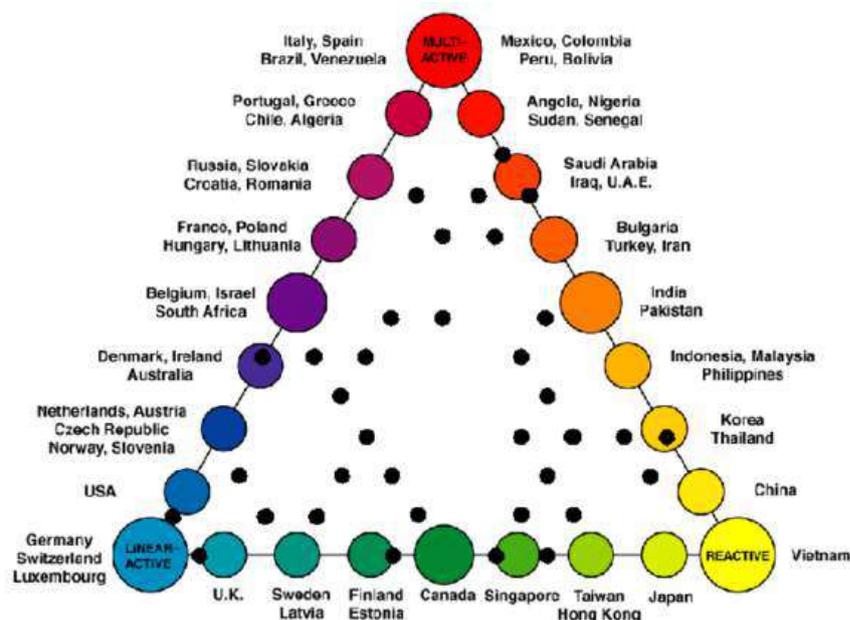

Figure 9. Model triangle pinpointing individual cultural profiles [13]

Our research enables to build fundamental systemic model of cultures interaction showing the details of persons' affinity with the three types of culture (**Figure 10**).
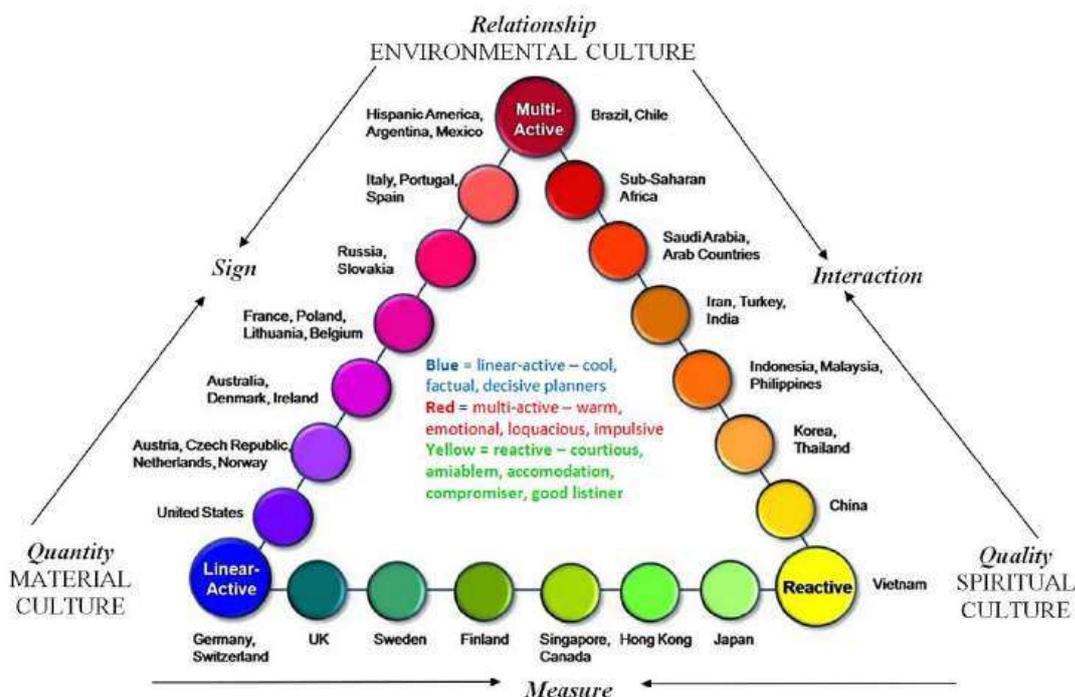

Figure 10. Fundamental systemic model
of cultures interaction (developed by the author [26])

4. The components of multicultural competence
being presented in the sphere of general systems theory

The conducted research enables to develop the universal model covering in a systemic way the elements/components of multicultural competence being presented in the sphere of general systems theory (**Figure 11**).
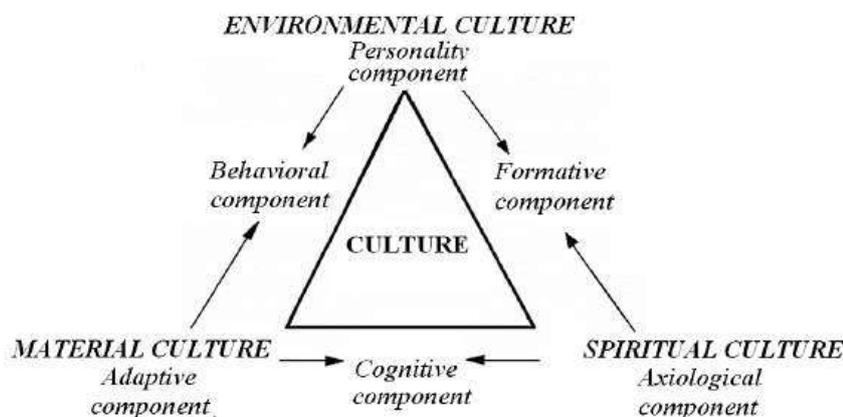

Figure 11. The universal model of multicultural
competence (developed by the author)

The conducted analysis enables to create the systemic correlation of important entities of the field of our research (**Table 1**).

Table 1

Systemic correlation of important entities of our research

Logical and ontological universals	Basic elements of culture	Components of multicultural competence	Sciences directed at the formation of personality's worldview
Relationship	Geography	Personality component	Philosophy
Quantity	Economy, technology	Adaptive component	Natural sciences
Quality	Values, beliefs, rituals, cultural expression	Axiological component	Social sciences
Interaction	Language, family	Formative component	Pedagogy
Sign	Food, clothing, transportation, housing	Behavioral component	Medicine
Measure	Education, politics	Cognitive component	Mathematics

Conclusions.

The conducted research enables to develop the universal model covering in a systemic way the elements/components of multicultural competence being presented in the sphere of general systems theory. The developed by the author the universal model of multicultural competence can be applied to the representatives of any professional groups including the participation in the educational process.

The research covers such aspects as the components of multicultural competence (cognitive, axiological, behavioral, personality, formative, adaptive), the main aspects of general systems theory and its modification and extrapolations (systezmic model of the school as a social institution, model of sciences responsible for the formation of the worldview of the personality, the Sternberg's systemic representation of perfect love, color interpretation of the systemic organization of reality) representing logical and ontological universals (relationship, quantity, quality, interaction, sign, measure), universal systemic model of culture being presented in the sphere of general systems theory (model triangle pinpointing individual cultural profiles, fundamental systemic model of cultures interaction), the components of multicultural competence being presented in the sphere of general systems theory (personality, adaptive, axiological, formative, behavioral, cognitive components).
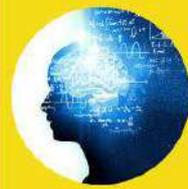
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