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FORMATION THE MULTICULTURAL COMPETENCE OF THE UNIVERSITY FUTURE TEACHER

Abstract. *The article is aimed at theoretical substantiation and experimental verification the effectiveness of the university future teacher multicultural competence process formation. The main research methods were: general, specific, empirical and statistical. As a result of the study it was substantiated the need to develop personal and professional qualities of the future teacher during four stages: unconscious multicultural incompetence, conscious multicultural incompetence, conscious multicultural competence, unconscious multicultural competence. The selection and structuring of the content at each stage was carried out in accordance with the educational program of master's training. The theoretically substantiated content of the future teacher multicultural education was being realized in the conditions of using the traditional and interactive forms process organization of multicultural education. The practical value of research consists in creation of the educational and methodological complex for the formation of the future teacher multicultural competence. The experimental verification confirmed the effectiveness of the proposed content, certain forms and methods of the university future teacher multicultural education. The results of the experiment showed an increase in the level of personal and professional multicultural competence components in the experimental groups. In a subsequent study it is needed problem of the mass media influence on the formation of the future teacher's personality as a person of culture needs further study; foreign experience in training teachers for multicultural education; the problem of improving and filling psychological and pedagogical disciplines with multicultural content; statistics on the state of the multicultural education system in Ukraine and abroad.*

Key words: *multicultural competence, multicultural education, university future teacher.*

ФОРМУВАННЯ ПОЛІКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНЬОГО ВИКЛАДАЧА ЗАКЛАДУ ВИЩОЇ ОСВІТИ

Анотація. *Стаття спрямована на теоретичне обґрунтування та експериментальну перевірку ефективності процесу формування полікультурної компетентності майбутнього викладача закладу вищої освіти. Основними методами дослідження були: загальнонаукові, конкретнонаукові, емпіричні та статистичні. У результаті дослідження було обґрунтовано необхідність розвитку особистісних та професійних якостей майбутнього викладача упродовж чотирьох етапів: несвідомої полікультурної некомпетентності, свідомої полікультурної некомпетентності, свідомої полікультурної компетентності, несвідомої полікультурної компетентності. Відбір і структурування змісту на кожному етапі здійснювалось відповідно до освітньої програми підготовки магістрів. Теоретично обґрунтований зміст полікультурної освіти майбутнього викладача реалізовувався в умовах використання традиційних та інтерактивних форм організації процесу полікультурної освіти. Практичне значення дослідження полягає у створенні навчально-методичного комплексу з формування полікультурної компетентності майбутнього викладача. Експериментальна перевірка підтвердила ефективність запропонованого змісту, визначених форм і методів полікультурної освіти майбутнього викладача закладу вищої педагогічної освіти. Результати експерименту засвідчили підвищення рівня особистісного та професійного складників полікультурної компетентності в експериментальних групах. Подальшого вивчення потребують проблема впливу засобів масової інформації на становлення особистості майбутнього викладача як людини культури; зарубіжний досвід з підготовки викладачів до полікультурної освіти; проблема вдосконалення і наповнення психолого-педагогічних дисциплін полікультурним змістом; статистичні дані щодо стану системи полікультурної освіти в Україні і за кордоном.*

Ключові слова: *полікультурна компетентність, полікультурна освіта, майбутній викладач, заклад вищої освіти*

Introduction. The relevance of the future teacher multicultural education is determined, on the one hand, by openness, university autonomy, academic mobility, which is crucial in achieving the European level of education in

Ukraine; on the other – the growing number of foreign students in universities, academies and institutes. According to the State Statistics Service, at the beginning of the 2016-2017 academic years in Ukraine there were more than

52 thousand foreign students in 165 universities, while the training of future teachers (specialist qualification level «master» in «Pedagogical Education») carried out only in 48 universities. Thus, there is a discrepancy between the need for professionals able to work with people from different cultures, and the actual state of their training. This requires substantiation of the theoretical and methodological foundations of the university future teacher multicultural education.

The aim of the study. The purpose of the study consists in theoretically substantiate and experimentally test the effectiveness of the process the university future teacher multicultural competence forming.

Theoretical basis and methods of research. The theoretical basis of the study are scientific works on the problems: philosophies of education (Kremen V. (2017), Novikov O. (2008), Subetto A. (2009), etc.); multicultural education in Ukraine (Bigunova Yu. (2016), Gurenko O. (2012), Saukh P. (2011), Sultanova L. (2010), Shcherbakova A. (2015), Yaksa N. (2008) and others).

To solve the problem of forming the future teacher multicultural competence a set of research methods were used:

- general scientific (analysis, synthesis, comparison, systematization and generalization for studying the works of foreign and domestic scientists, legislative support, etc);
- specific scientific (interpretations to determine the basic concepts of the study, prognostic analysis to determine the prospects for multicultural education in Ukraine);
- empirical methods (observation to study the state of the problem of the future teacher multicultural education, a conversation for a deeper understanding of students personality, identifying the level of knowledge, motives; questionnaires and testing to identify the level of multicultural competence; method of pedagogical experiment to study the effectiveness of the structural and functional model of university future teacher multicultural education);
- statistical (calculation of the size of a simple random sample in order to determine the representativeness of the sample of the number of applicants; the method of mathematical processing «Student's t-Test» for independent variables in order to determine the presence or absence of differences between the control and

experimental groups; Fisher's multifunctional criterion in order to compare the levels of multicultural competence of the future teacher of higher education).

Results. The formation of future teacher multicultural competence involves the development of personal (system of value orientations, motivation and tolerance) and professional qualities (system of theoretical knowledge on multicultural education, practical skills and abilities necessary for successful professional activity).

The professional component of multicultural competence is represented by the cognitive and operational component of multicultural competence. The cognitive component of multicultural competence is related to a conscious, deeply meaningful attitude to multicultural education and involves the possession of theoretical knowledge on multicultural education. In the operational component, multicultural competence is characterized taking into account the formation of skills and abilities of multicultural competence. The described components are interconnected.

We have identified the following criteria of university future teacher multicultural competence: value system, motivational complex, tolerance, theoretical knowledge of multicultural education, practical skills necessary for successful implementation of activities related to multicultural education. The defined criteria made it possible to distinguish the levels of multicultural competence: indifferent, personality-conscious, value-significant.

The formation of future teacher multicultural competence was realized during four stages.

The stage of unconscious multicultural incompetence involved diagnosing the level of multicultural competence of university future teacher; analysis the results of incoming diagnosis; acquaintance the future teacher with components, criteria and levels of multicultural competence.

The tasks of conscious multicultural incompetence stage were:

- motivation of the future teacher to increase the level of multicultural competence;
- definition of multicultural education values;
- awareness the importance of developing tolerance as a personality trait.

– At the stage of conscious multicultural competence:

– knowledge on multicultural education, obtained in the process of studying the disciplines of the psychological and pedagogical cycle were being systematized;

– content of the special discipline «Multicultural education of the future teacher of a higher education institution» was being studied.

The stage of unconscious multicultural competence is aimed at:

– acquiring the ability to operate with theoretical knowledge on multicultural education;

– mastering critical thinking, skills of intercultural interaction and communication;

– outcoming diagnosis of multicultural competence level and analysis of the obtained results.

The selection and structuring of the multicultural education content was carried out in accordance with master's training educational program. The normative academic disciplines included topics on multicultural education. In particular, there were proposed within the discipline «Philosophy of Education» to study topics: «The impact of globalization on multicultural education», «The phenomenon of culture in pedagogical research», «Modern approaches to the study of multicultural education».

There were included topics: «Modern forms and methods of multicultural education», «Academic mobility as one of the areas of multicultural teacher education», «Socio-cultural function of modern university», «Retrospective of multicultural education in Ukraine» to the content of the discipline «Higher School Pedagogy».

The content of the discipline «Psychology of higher education» provides for the study topics: «Theories of personality», «Spontaneous and purposeful influence of various factors on the formation of the future teacher as a person of culture», «Psychology of conflicts in higher educational process and ways to solve them».

The content of the discipline «Comparative Pedagogy» is aimed at acquiring knowledge about the ideas of multicultural education in the structure of teacher training in higher education abroad.

Within the discipline «Foreign language of professional orientation» the study of English-

language works of art is offered: «To Kill a Mockingbird» (Harper Lee), «The Miraculous Journey of Edward Tulane» (Kate DiCamillo), «Fear and Trembling» (Amelie Nothomb) which highlights the problems of society influence on tolerance and values formation.

We have developed a special course «Multicultural education of university teacher» (designed for 36 hours), which covers three content modules: the first – «Methodological principles of university future teacher multicultural education»; the second – «Theoretical principles of university future teacher multicultural education»; third – «Multicultural competence of university teacher».

For the purpose of professional and practical educating there were worked out the training on development of critical thinking; information lecture on «The structure of multicultural competence of university future teacher»; an interactive form of an informal meeting (Bar Camp) dedicated to the analysis of diagnostic results; the plan of the discussion club meeting on the topic «The influence of society on tolerance and values formation»; business game «Motivator», aimed at motivating university future teachers to increase the level of multicultural competence; two webinars on «Modeling the process of multicultural education» and «Communication as a means of intercultural interaction».

The theoretically substantiated content of university future teacher multicultural education was realized in the conditions of using traditional forms of multicultural education process organization (educational classes (lectures and seminars); independent work; control measures (modular control and credit) and interactive (training, barcamp, business game, discussion with the use of media learning tools, webinar)).

It is recommended to use new and already known in modern didactics teaching methods and techniques that ensure the effectiveness of multicultural education, namely: organization of the educational process; stimulation and motivation of educational and cognitive activities in the educational process; control and self-control over the effectiveness of the educational process; projects; cluster analysis; use of creative questions for the development of critical thinking; analysis of the quality of media publications; use of effective reading technology, etc.

Experimental verification of the proposed content effectiveness was carried out on the basis of Ivan Franko Lviv National University, Mykola Gogol Nizhyn State University, Vasyl Stefanyk Precarpathian National University, Volodymyr Hnatyuk Ternopil National Pedagogical University, Kherson State University, Cherkasy National University.

To determine the representativeness of the sample population of participants' number in the experimental study there was used a statistical method of research - the calculation of the volume of a simple random sample. At different stages of the study in the experiment there were involved 552 applicants educational level «Master» in «Pedagogical Education». The Student's t-Test for independent variables revealed no difference between the control and experimental groups.

With the aim to determine the level the personal component of multicultural competence of university future teacher there were used:

- «Value Orientation» method for determining the system of future teachers' value orientations;
- method of determining the professional activity motivation of Zamfir K. in the modification of Rean A. to determine the motivational complex;
- express questionnaire «Tolerance Index» by Soldatova G. to determine the level and prevailing type of tolerance.

To determine the level of multicultural competence professional component of university future teacher there were used:

- test to determine the level of theoretical knowledge in multicultural education;
- test to determine the level of critical thinking (Starkey, 2004);
- method of assessing the social ability level by Ryakhovsky V. (Hreben, 2007).

Studies of a future teacher's value orientations, person's motivation and tolerance made it possible to determine the level of personal multicultural competence indicator of the respondents in the control and experimental groups. Studies of theoretical knowledge, critical thinking and the level of sociability made it possible to quantify the level of multicultural competence professional component of respondents in the control and experimental groups before the formative experiment.

The analysis of the observational experiment results allowed to determine the priority

directions of formation the university future teacher multicultural competence, among which: formation of instrumental values (tolerance and breadth of views); motivation for professional activity; increasing the rate of ethnic tolerance; development of critical thinking; development of communication skills. The formation of multicultural competence was carried out during four stages: unconscious multicultural incompetence, the purpose of which was to realize their own multicultural incompetence; conscious multicultural incompetence – a stage aimed at forming needs in multicultural education in the university future teacher; conscious multicultural competence, the purpose of which is to master the university future teacher theoretical knowledge on multicultural education; unconscious multicultural competence – aimed at the practical mastery of skills and abilities of multicultural competence. For each stage the purpose and tasks are defined, the maintenance of a stage realization is offered, forms and methods are chosen.

With a purpose to determine the effectiveness of the implemented content of the university future teacher multicultural education, control cuts and measuring of the dynamics the multicultural competence development were carried out in accordance with the selected set of methods.

Taking into account the results of diagnosis at the final stage of the study there were revealed positive changes in the levels of personal and professional components of multicultural competence of the future teacher in the experimental group (Fig. 1).

Fig.1. Dynamics levels of personal (PSCMC) and professional (PRCMC) components the future teacher's multicultural competence before and after the formative experiment

The number of applicants in the experimental group with an indifferent level of the personal component decreased more than

twice: from 28 people (20.28%) to 12 people (8.69%), and the professional component – decreased from 39 people (28.26%) to 15 people (10.86%).

There have been changes in the personality-conscious level of personal and professional components. The number of persons with this level increased accordingly: from 71 persons (51.44%) to 73 persons (52.89%) and from 75 persons (54.34%) to 84 persons (60.86%).

The number of people with a value-significant level of personal and professional components of multicultural competence has significantly increased.

There were only 39 persons (28.26%) of respondents with a value-significant level of personality component before the formative experiment, and 53 persons (38.40%) after the formative experiment.

The value-significant level of the professional component before the formative experiment was in 24 people (17.39%), after the formative experiment – in 39 persons (28.26%).

To compare the results of the identified levels of the university future teacher's multicultural competence, we used Fisher's multifunctional criterion.

Thus, the indicators of (empirical) personality-conscious and value-significant levels of personal and professional components of multicultural competence of the experimental group before and after the formative experiment are equal to 2.79 and 3.72, respectively, which is more than the critical value ($\varphi_{critical} = 2.31$) in psychology of the level of statistical

significance. Comparison of the percentage of research persons with the personality-conscious and value-significant level of multicultural competence personal and professional components in the experimental group before and after the formative stage of the experiment allowed to prove the reliability of the results.

Conclusions. The study of the formation the future teacher's multicultural competence gave the grounds for the following conclusions: the defined structure of multicultural competence is a set of stable links between personal (value-motivational and personal-behavioral components) and professional qualities of the university future teacher (cognitive and operational components). After the formative experiment, the number of future teachers with a value-significant level of personal and professional components of multicultural competence has undergone significant changes. The use of Fisher's multifunctional test confirmed the statistical significance of the changes detected during the experimental study.

The conducted research does not cover all aspects of the problem the university future teacher's multicultural competence forming. The study of the mass media influence on the formation of the future teacher's personality as a person of culture needs further research; foreign experience in training teachers for multicultural education; the problem of improving and filling psychological and pedagogical disciplines with multicultural content; statistics on the state of the multicultural education system in Ukraine and abroad.

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