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## **IMPLEMENTATION OF THE CROSS-CULTURAL APPROACH IN THE MODERN SCHOOL**

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High-quality interaction on a personal or educational, professional level is possible in today's world only through enhanced cultural exchange. It is based on the principles of intercultural tolerance and mutual enrichment. The cross-cultural identity of a student's personality provides for psychological openness to interact with other cultures without losing one's own national or ethnic identity. Evidence of the effective application of the cross-cultural approach in the education of schoolchildren is the high-level cross-cultural competence (CCC).

The aim of the study is a comprehensive analysis of the implementation of a cross-cultural approach to the organization of the educational process in senior school. Methods: general scientific method, molding experiment, qualitative and quantitative analysis of the data obtained through diagnostic methodic of the experiment, statistical and mathematical interpretation of empirical data and their representation in the visual (table, diagrams) form, functional analysis of the data (while generalizing empirical data and making conclusions). Results. Effective, complex (multicomponent) models of primary (input) and secondary (output) diagnostics of CCC were developed. A model of an integrated school environment aimed at intensifying the CCC was also defined. Secondary diagnostics revealed a tendency to improve CCC in both groups. However, the percentage increase in the level of CCC was 4 times greater in the experimental group, than the level of the control group (+ 4.3% vs. + 17.8%, respectively). The mean

values of CCC in the experimental group were confidently at a Good Level (85.7%), that is improved by one order. CCC in the control group was detected at 73.0% (within the Sufficient Level of CCC). The relationship between the level of CCC and the level of foreign language proficiency is proved: CCC is higher in respondents with higher academic achievements in foreign languages. Conclusions. The implementation of a cross-cultural approach to the curricula of school-age children requires close attention of scholars and qualified practical support by the staff of the school. It is advisable to implement a cross-cultural approach in the context of modern schooling through the tactics of facilitation and multicultural modelling. The modern information age opens new horizons for the implementation of the cross-cultural approach in modern schools. Prospects. Further research on the topic involve the effectiveness of integrated learning tactics to increase CCC at other levels of school education, taking into account the variability of the interdisciplinary component (for example, involving also potential of Geography to develop and improve CCC).

The thoroughly globalized and integrated world of the 21st century significantly intensifies transcultural interaction between numerous groups of the world's population. It is common that each participant translates numerous cultural codes in the course of verbal and nonverbal interaction. The interaction between the participants of communication is stimulated in the process of performing a range of personal, educational, professional tasks. In strategic terms, each individual should acquire knowledge and skills in the process of socialization that could potentially be needed in the context of a multicultural environment that is associated with the whole modern world. Cross-cultural competence is composed of multicultural psychological attitudes (understanding the value of each culture and in the broadest sense — a tolerant attitude to the multiplicity of thoughts, views, attitudes, etc.), together with multicultural knowledge and skills of interaction with different cultures. Cross-cultural competence in the modern scientific literature is interpreted as a set of semantic orientations, knowledge, practical skills, experience of personal, educational or professional activities that an individual needs for quality cross-cultural communication [1, 2]. Acquiring cross-cultural competence is an integral part of modern curricula at all levels of education. Including school education, as it is the first institutionally compulsory environment in the drastically necessary modern paradigm of “lifelong learning”. The cross-cultural competence developed and maintained throughout life is the key to rapid and harmonious cross-cultural adaptation of a pupil in today's society at all stages of maturing and adulthood.

In the context of modern scientific and methodological discourse, it is necessary to differentiate semantically similar concepts: multicultural, intercultural, and cross-cultural. Schriefer [3] aptly notes that these three terms are like three branches of one whole. The difference lies in the prospects of communication with the bearer of another culture. In general, they can be used as synonyms. Lexicographic interpretations of these tokens allow doing so. Collins Online Dictionary interprets these concepts as follows: multicultural means consisting of or relating to people of many different nationalities and cultures; intercultural— existing between, relating to, or involving one or more cultures; cross-cultural— means involving two or more different cultures.

Webster's New World College Dictionary qualifies cross-cultural as relating to different cultures, nations, etc. or to comparisons of them. The comparative sema in the latter definition is most fundamental to perception of the term. Although implicitly it is present in other interpretations of this concept. Exactly through comparison the intention to consider two or more cultures in the same plane is actualized, hence from the relation of the "object under consideration" to the "object/objects being compared with it". Cultural differences are not levelled within cross-cultural interaction. Instead, all participants in communication understand and recognize them, having the potential to cause individual worldview changes, without pretending to the niche of collective transformations. In the process of cross-cultural interaction, one culture is usually considered dominant, normative (usually it is a national culture that is state and territorially determined within the intercultural interaction), while other cultures are compared or contrasted with a culture that is determined as dominant in a particular situation of interaction [3]. In our opinion, this perspective allows for maximum integration with other cultures, while preserving the authentic national "the I" of each of the participants in the interaction. Thus, the introduction of this competence in the structure of competencies of the modern student will not devalue the basic national-patriotic competence. In the structure of school education, it is appropriate to talk not about cross-cultural competence in general, but about cross-cultural educational competence.

This means the formation of only those components that can be covered in the learning process (that is outside of professional activities, the sphere of private activity of an adult, etc.). Cross-cultural educational competence is in the plane of eight fundamental transversal skills and competencies. AEGEE (European Students' Forum) determine one of them as cultural awareness and expression. In Europe, crosscultural learning is regulated by special policy documents and programs. For example, Intercultural Competence for All: Preparation for Living in Heterogeneous Worlds [4]; Intercultural Competences. Conceptual and Operational Framework [5]. At the initiative of the Association of National European Delegations, a special web resource focused on cross-cultural learning was also created: <http://intercultural-learning.eu/>.

Despite the clear focus on interaction and mutual enrichment of cultures in the educational space recognized at the level of international educational organizations at national ministries, the issue of implementation of crosscultural markers directly in the learning process, in particular in school, is still not solved. Therefore, the main direction of this study is to integrate the theoretical foundations of the formation of a sufficiently high level of CCC in modern schoolchildren directly with the practice of implementing all aspects (and generalized desired level) of CCC development. This idea qualitatively distinguishes the model of our study from most scientific works on CCC (they will be discussed below in the Literature Review paragraph), which present the problem too theorized. Or, conversely, in the form of cases with a lack of generalized findings and theoretical conclusions that can be deduced from the analysis of empirical data in the process of practical experience of CCC achieving. Two particularly relevant areas of the unsolved problem of CCC formation are outlined: first, the diagnostics of the level

of cross-cultural competence of pupils; second, ways to intensify the readiness of the modern pupils for cross-cultural interaction. They are the central subject of this research.

The implementation of the cross-cultural approach in the modern school in the context of the modern educational paradigm has sharply shifted from the category of recommendations, propaganda to the category of clear, documented requirements. The method of intensive implementation of the cross-cultural approach in the modern school has shown significant effectiveness provided that there is enough time for its implementation (for example, 1.5 years, as suggested by the study). The developed models of diagnosis of CCC in various ways (cognitive, activity, psychological) assess the formation of this competence in secondary school students. They can continue to be used in empirical research to measure CCC in high school students. In an adapted (simplified) form, these techniques can be used for research in junior school classrooms. The innovative nature of the current study is: - high-quality and mutually beneficial, mutually beneficial integration of theoretical and practical research aspects of the formation of the CCC in the learning process in secondary school; - developed and implemented on an experimental basis a program to stimulate the CCC; - developed and implemented author's system of complex diagnostics of CCC; - the integrative nature of research based on advanced scientific papers on the categorization of CCC in modern contexts of the globalized world; - interaction and subject dialogue with researches of modern authors concerning CCC; - multi-vector coverage of research results and the depth of scientific generalizations about the nature and manifestations of CCC, as well as the peculiarities of CCC development in the context of school education

Some other innovative generalizing aspects of the general problem of coordination of the phenomenon of CCC and the phenomenon of school education are given below. It is advisable to implement a cross-cultural approach in the context of modern schooling through the facilitation tactics. Motivational and activity attitudes of pupils and teaching staff also significantly influence the development of pupils' CCC. CCC requires integrity, systematization, synergy of pedagogical action. Therefore, cross-cultural education of the younger generation is effective through the integration of school subjects, in-class and extracurricular activities. The difference in the level of the CCC at the stage of secondary diagnostics between the control and experimental groups indicates the potential of activities towards stimulating the CCC. On the other hand, this indicates the shortcomings of typical school curricula for the development of the pupils' CCC. Only a person who stays in a multicultural environment and successfully realizes the range of his/her intentions can speak about a properly and fully developed CCC. Outside the direct practice of CCC, it is impossible to reliably assert the equivalence of the indicators that we obtained and the real crosscultural potentials of schoolchildren. However, the digitalized modern educational space opens new horizons for the implementation of the crosscultural approach in modern schools. This is partly reflected in this study. Other opportunities for the development of the issue of cross-culture and school education in this way can be promising areas for further research on the topic.

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## **КОНЦЕПТУАЛЬНІ ПІДХОДИ ДО ФОРМУВАННЯ УПРАВЛІНСЬКОЇ КУЛЬТУРИ МАЙБУТНІХ МЕНЕДЖЕРІВ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ**

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Глиbokі соціальні, духовні й економічні зрушення, що відбуваються нині в Україні, спонукають до утвердження людини як найвищої соціальної цінності. Нині держава потребує фахівців нового зразка — інтелектуальних, креативних, цілеспрямованих, динамічних з високими духовними потребами. Завдання формування управлінської культури майбутніх менеджерів залежить насамперед від здатності вільно орієнтуватися в соціальних і природних умовах, розуміти особливості розвитку цієї особистісно-професійної якості. За своїм змістом управлінська культура фахівця у галузі менеджменту характеризується його успішністю в організації та реалізації управлінського процесу, реалізації управлінської праці, застосуванні управлінської техніки, а також низкою вимог, що висуваються до управлінських систем і працівників та відповідають нормам, а також принципам суспільної моралі, права, етики, естетики. Відтак, управлінську культуру менеджера варто розглядати як системну узагальнювальну якість будь-якої діяльності в управлінні, що включає якісні особистісні риси керівника, а також особливості його праці [3]. Важливість ефективної професійної підготовки