

FORMATION OF A POLYCULTURAL PERSONALITY OF A STUDENT: A THEORETICAL ASPECT

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Relevance of the Problem

Modern European society is characterized by increasing cultural diversity caused by intracontinental migration, changes in political borders, and the influence of globalization, which has compressed space and time on an unprecedented scale. Under such conditions, pluralism, tolerance, and breadth of perspective acquire particular significance. Migration processes and the internationalization of higher education lead to the creation of multinational, multilingual, and polycultural societies, which actualizes the need for the formation of a polycultural personality capable of effective interaction with representatives of different cultures. The relevance of the study is also determined by the need to distinguish theoretically between the concepts of "multiculturalism," "polyculturalism," and "interculturalism," which are often used as synonyms in scientific and pedagogical discourse, although they describe different models of the coexistence and interaction of cultures

Main Provisions of the Study

Multiculturalism means the coexistence of different cultures within one society that preserve their distinctiveness; however, interaction between their representatives may remain limited, and knowledge about other cultural groups may be superficial. Polyculturalism emphasizes the historical interpenetration and mutual enrichment of cultures, recognizing that cultures are dynamic, interactive, and mixed through historical and contemporary interaction. Interculturalism emphasizes active dialogue and interaction between cultures aimed at achieving mutual understanding, cooperation, and the development of common norms through communication.

The formation of a polycultural personality of a student is considered a comprehensive and systematic psychological and pedagogical process that involves taking into account the cultural interests of different national and ethnic minorities, the sociocultural adaptation of young people to different values, and the development of knowledge, skills, and abilities for positive interethnic and intercultural interaction based on dialogic relations. The polycultural personality of a student is defined as an integrative and dynamic characteristic of an individual who is open to interaction, culturally flexible, and socially responsible, who possesses the knowledge, values, and intercultural communication strategies, and who has an active life position, a developed sense of empathy, tolerance, and intercultural sensitivity. In the structure of the formation of a polycultural personality, three interrelated components are distinguished: cognitive, motivational and value-based, and activity-based. The

cognitive component includes cultural knowledge, cognitive flexibility, multicultural and multimodal literacy, and critical thinking about stereotypes and categorization. The motivational and value-based component determines the internal beliefs, value orientations, and personal meanings that shape a student's attitude toward cultural diversity, in particular tolerance, respect for the equality and dignity of all peoples, openness to intercultural dialogue, and cultural empathy. The activity-based component ensures readiness for intercultural interaction, mastery of intercultural communication strategies, the ability to overcome intercultural barriers, flexibility, adaptability, and reflection.

Research Results

The theoretical analysis has demonstrated that the formation of a polycultural personality cannot be limited to providing students with information about different cultures, but must include the development of values, motivation for intercultural interaction, and practical communication skills. It has been established that a polycultural personality develops through the integration of diverse cultural experiences without the loss of personal autonomy and the integrity of the self. Direct interpersonal interaction plays an important role in this process, within which students' cultural values expand and are reconsidered, which contributes to more effective functioning in a culturally diverse environment. It has been found that the contemporary higher education environment should take into account not only oral and written communication, but also digital and multimodal forms of interaction, since multimodal literacy ensures the effective practical use of knowledge from different fields.

Conclusions

Thus, multiculturalism, polyculturalism, and interculturalism reflect different models of the coexistence and interaction of cultures, while polycultural education emphasizes the interdependence and interpenetration of cultures, where a constant exchange of cultural meanings takes place between different groups. The formation of a polycultural personality of a student is a comprehensive psychological and pedagogical process that combines cultural knowledge, value orientations, motivation, and practical intercultural communication skills. The purposeful development of all components in their inseparable interrelation determines the integrity of the process under study and ensures the formation of a personality capable of integrating into a multicultural environment while maintaining a connection with their own culture.

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КОНСТРУЮВАННЯ ЦИФРОВОЇ ІДЕНТИЧНОСТІ СТУДЕНТА В СОЦІАЛЬНИХ МЕРЕЖАХ

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Сучасний етап розвитку цифрового суспільства, що характеризується динамічністю, гіперпідключеністю та алгоритмізацією соціальних взаємодій, зумовив фундаментальні зміни у процесах соціалізації молоді. Соціальні мережі та цифрові платформи трансформувалися у складні екосистеми, де відбувається безперервний процес конструювання, валідації та переформатування особистісної ідентичності. Заклади вищої освіти (ЗВО) постають перед нагальною потребою перегляду традиційних педагогічних моделей. Директивне управління поведінкою здобувачів освіти виявляється неефективним в умовах стирання меж між приватним та публічним, реальним та віртуальним просторами. Педагогічна наука стикається з новими викликами: від феномену кіберкомунікативної залежності та етичних дилем алгоритмічного контролю. Відповідно, формування цифрової компетентності, медіаінформаційної грамотності, навичок управління цифровим слідом та основ е-професіоналізму