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THE PRINCIPLE OF MULTICULTURALISM IN SHAPING A WORLDVIEW OF MODERN YOUTH

Annotation. The article explores the concept of multiculturalism and its formation in European space. The main concepts of multiculturalism policy are outlined and examples of intercultural interaction and intercultural recognition are given based on American traditions and the practice of international student exchange. The importance of cultivating multicultural awareness is indicated in order to prevent the spread of discriminatory rhetoric promoted under the influence of right-wing populism, which is gaining popularity in the West.

Key words. *multiculturalism, polyculturalism, multicultural education, Ukraine, European Union*

Анотація. В статті розкрито поняття мультикультуралізму та його формування в європейському просторі. Окреслено основні концепти політики мультикультуралізму та наведено приклади міжкультурної взаємодії та міжкультурного визнання на основі американських традицій та практики міжнародного обміну студентами. Вказано про важливість виховання полікультурної свідомості задля превенції розповсюдження дискримінаційних риторик, які просуваються під впливом правого популізму, який набуває популярності на заході.

***Ключові слова.** мультикультуралізм, полікультуралізм, міжкультурна освіта, Україна, Європейський союз*

Introduction. With the intensification of migration processes in the world and the inevitable cultural diversity of the globalized world, it is important to support the development of democratic values, in particular among modern youth, because it is young people who usually actively participate in building civil society and promoting social policies. One of the concepts that includes the values of democratic states is multiculturalism, or the recognition and support of equality among representatives of different cultures, ethnicities and religious groups within the territory of one country. Against the background of economic difficulties and acute social problems, right-wing radical parties and candidates in elections in the EU and the USA have used populist (and sometimes neo-racist) rhetoric, therefore, understanding the need for the coexistence of cultures in modern society and educating the younger generation in meaningful life values with an orientation towards a liberal-democratic model of life is becoming increasingly important. It is especially important to build this process in Ukraine, which is on its way to joining the European Union and post-war reconstruction will inevitably encounter mass migration processes.

Turbulence of political relations at the level of interaction of states, open military-political conflicts accompany modern globalization processes. Mass immigration and economic crisis phenomena, which lead to the growth of populist rhetoric (both radical right and radical left), the formation of new types of discrimination, in particular neo-racism, which is now based not on biological differences (like classical racism), but on cultural diversity, which, according to some politicians, leads to the “inability” of different cultures to get along in one territory. All this emphasizes the importance of considering the concept of multiculturalism and the development of multicultural consciousness in modern youth.

Therefore, **the purpose of our article** is to outline the importance of forming the concept of multiculturalism in modern societies as a component of the worldview

of schoolchildren and university students, which primarily means the denial of neo-racism and the promotion of multicultural consciousness.

Research Results. Presentation of the main material. Multiculturalism as a separate policy emerged against the background of labor emigration and the development of the economies of the Euro-Atlantic region and the spread of liberal values after World War II. For many years, the policy of multiculturalism has periodically encountered obstacles in the form of the growth of populism, the politicization of the immigration issue, which caused waves of discriminatory processes, which are accompanied by the division of social groups in the minds of citizens into «us» and «others», and neo-racist rhetoric. Dutch political scientist Cas Mudde points to the use by right-wing elites of populist rhetoric about multiculturalism as an elitist concept that ignores the titular nation, overburdens the social system and citizens, which in turn has led to the «immigration crisis» in the EU: «In an attempt to mitigate the heated hype around «migrants» and «terrorists», mainstream parties and politicians have shifted to the right, unleashing an unprecedented wave of authoritarian, nativist and populist discourses and policies. This has created a narrative in which non-European immigration and multiculturalism are seen as threats to European identity and security, which is being spread by populist far-right and mainstream parties across the continent» [6, p. 38]. Despite the difficult promotion of multiculturalist policies, this concept has not ceased to exist and in modern European societies performs one of the core functions of unification. One confirmation of this can be considered modern norms of coexistence of countries in the international arena – international organizations that aim to create a conflict-free world, where all ethnicities and cultures have the right to exist – the international intergovernmental UN and its branches UNICEF and OSCE, as well as the economic and political union of the EU.

The modern definition of multiculturalism is primarily associated with the cultural pluralism of most modern world societies, in which two or more ethnicities and cultural traditions coexist, and it is precisely «multiculturalism seeks to include

the views and contributions of different members of society, while maintaining respect for their differences and refraining from demanding their assimilation into the dominant culture» [5]. The settlement of these issues is primarily entrusted to state institutions through practices of inclusion and non-discriminatory attitude towards different ethnic and cultural groups: «at the national level, multiculturalism advocates for cultural pluralism, allowing different cultural identities to coexist without dominating one over the other» [7]. Along with state institutions, which find it difficult to ensure the full implementation of these processes, civil society is becoming one of the main channels for the spread of multiculturalism. Civil society, relying on state regulations, forms its attitude towards other ethnicities and their culture and traditions. Regarding the individual level of perception and reproduction of multiculturalism, it is stated that «at the individual level, multiculturalism concerns how people form their cultural identity and interact with others» [7].

Thus, the rejection of multiculturalism can be identified with opposition to liberal democracy, which takes into account ethnic, racial, cultural differences and recognizes their equality. Liberal democracies create national identity and promote social cohesion in society, which enables equal access to social goods and intercultural political dialogue. Under such conditions, «national identity must include all identities and histories, so that all citizens can identify with the national identity and with each other. This requires that all groups and citizens adhere to liberal democratic values and constitutional rights, accept democratic norms of equality, abandon entrenched (illiberal and exclusive) traditions, abandon ideas of superiority and enter into new democratic relations» [4, p.7].

When interacting in a multicultural society, it is necessary to understand and take into account the cultural values of «other» individuals. For effective intercultural interaction, certain factors must be taken into account. American researcher Patricia Zander identifies three components, namely: cultural awareness, cultural knowledge, and cultural skills. Cultural awareness begins with the creation and awareness of one's own values and beliefs, cultural knowledge can be obtained

during interaction with representatives of other cultures, and cultural skills become a tool with the help of which cultural interaction occurs without obstacles and without prejudice [8].

One of the countries that has successfully built multicultural interaction is the USA, where policies have been aimed at the recognition and parity of other cultures. American researcher Shana Bass points to four vectors of the development of multiculturalism – Celebration; Harmony; Promotion; Parity – and reveals the essence of each of them. «The policy of celebration includes the official recognition of diverse cultural heroes and stories, such as Martin Luther King Day or Latino Heritage Month. The policy of harmony adopts laws that recognize discrimination and hate as crimes. The policy of promotion, such as those supporting bilingual education, makes it easier for people to learn about each other and interact in society. Finally, the policy of parity tries to ensure equal access to government, for example, through affirmative action or majority and minority constituencies in Congress» [1]. At the same time, with the strengthening of right-wing tendencies among the modern US political elite, multiculturalism has suffered significant oppression, starting with the rejection of DEI (diversity, equality, and inclusion) policies, which can be observed recently.

An element of active promotion of multiculturalism is intercultural dialogue, based on the recognition and respect of other cultures. At the level of one state, it is extremely important, because it allows to avoid situations of exclusion and marginalization of individuals who are not carriers of the «title culture». Intercultural dialogue also has a positive effect on social cohesion. The Council of Europe emphasizes the importance of creating a space for intercultural dialogue, based on tolerance and mutual respect, which directly supports and mutually enriches different cultures. «Educational strategies should identify common or complementary ideas and values, but they should also identify and take into account differences. Effective intercultural dialogue requires the acquisition of intercultural competences, including multiperspectivity and the ability to see oneself and familiar situations and events

from the point of view of the culture of «others» [2]. It follows from this that the acquisition of intercultural competences is extremely important for success in the modern world.

Multiculturalism in modern democratic societies is helped by multicultural consciousness, which is actively formed through intercultural dialogue. An element of the spread of multicultural consciousness is educational institutions that effectively introduce students to other ethnic groups and their cultural practices «through language education that introduces students to other cultures, external or internal to their own society», as declared by the Council of Europe[2]. The role of multicultural education is constantly increasing in the modern world, which is especially noticeable in the Ukrainian education system, which actively encourages plurilingualism and the promotion of liberal democratic values. And educational student exchange programs are a good and effective practice for this.

Ukraine offers programs such as ERASMUS+, Fulbright, and House of Europe with the support of the Goethe-Institut and the European Union. At the same time, information and the possibility of participation of a significant number of interested parties in these programs in Ukraine remain at an insufficient level. There is also a tendency for a correlation between education and tolerance: the higher the level of education, the greater the level of tolerant attitude towards representatives of other cultures. As of 2023, more than 70% of the population in Ukraine has received higher education and the social cohesion index is at 3,7, which means that most ethnicities are not ready to be accepted by Ukrainians as family members, but at the same time they are not against them being colleagues or neighbors [11].

It is worth noting that multicultural consciousness consists of three main components: self-awareness, knowledge of differences and interpersonal disposition. During self-awareness, an individual begins to associate himself with a certain cultural heritage and heritage, and their influence on the formation of values and beliefs. Knowledge of differences is characterized by the ability to see and recognize other cultures and traditions and the value system formed on their basis. Interpersonal

disposition is manifested in tolerant dialogue between representatives of different cultures and the formation of intercultural ties [3, p. 113].

For example, in the American educational tradition, multicultural competence is referred to as cultural competence due to the historically multiethnic composition of the population. As researcher S.R. Dean notes, «cultural competence encompasses a person's awareness of assumptions, biases, and values; understanding of worldviews; knowledge of cultural groups; and the ability to develop methods and intervention strategies for working with diverse people» [3, p. 111].

The development of multicultural consciousness is best developed in a combination of classroom and extracurricular educational processes, one of such forms can be a combination of art history lessons at school, as well as museum pedagogy approaches, which can not only enrich young people with new knowledge about other cultures, but also visually confirm it. This includes traditional interethnic regional festivals, the participation of school communities in the programs of former British Prime Minister Tony Blair, etc.

In Ukrainian scientific discourse, multicultural education is one of the important directions in the development of the education system. The leading scientist in the field of multicultural / intercultural education is V.B. Yevtukh. In one of his recent studies, V.B. Yevtukh notes that in a significant part of the regions of Ukraine, which have areas of compact residence of representatives of different nationalities, «it would be more natural to use the term multicultural education, since its orbit includes representatives of various communities with fairly stable ethnocultural traditions and a long history of residence in the regions, which forms a field of multi-vector interethnic interaction... And here there are still chances to fight for equality, in which multicultural education can play a positive role» [9, p. 25]. At the same time, the scientist places the main emphasis on the approach that really ensures both social equality and individual conscious attitude to equality in interethnic societies. He notes: «However, this does not mean that the issue of multicultural / intercultural education should be ignored in other regions of the country, since representatives of

various ethnic communities live throughout the territory of Ukraine, they study together in many Ukrainian educational institutions» [9, p. 26]. The scientist emphasizes that in any case, the program should include material about all ethnic communities of Ukraine. It is this approach that will ensure «the inclusion of ethnic components in the Ukrainian (in the political dimension) mainstream», as well as «the understanding of multiculturalism in interethnic interaction in certain areas, which ensures the preservation of identity with parallel inclusion in the aforementioned mainstream» [9, p. 26].

Ukrainian preparation for joining the European Union and the approximation of the education system to the European one, and the responsibility of state institutions for the upbringing of national and moral values and the maintenance of intercultural interaction under martial law and in the post-war period, necessitate special attention to intercultural education. This approach ensures the formation of an appropriate worldview with the affirmation of the values of freedom, equality, respect for human rights and human dignity, and the development of skills and competencies for interaction with representatives of different races, ethnic groups, cultures and religions. According to S.O. Lavrenko, it ensures «the upbringing of a person with a democratic worldview and culture, characterized by a high appreciation of national achievements, respectful of the traditions of other peoples and their cultures, actively involved in the implementation of the ideas of a culture of peace, striving for tolerant interaction with the world community» [10].

Conclusions. Modern Ukrainian education should continue to support the policy of multilingualism, creating an educational space for familiarization with various cultural and historical features of other ethnicities.

Ukraine on the path to European integration must continue to ensure the principles of multiculturalism in the education system. At the same time, the struggle of Ukrainians for their own existence necessitates the formation of the worldview of modern youth, where one of the central positions should be occupied by multicultural consciousness, which will help promote liberal-democratic values. The development

of multiculturally competent citizens should become the main mission of higher education, which will enable citizens to become aware of their own cultural differences and competencies, reduce prejudices against other cultures and traditions, and promote effective cooperation and mutually beneficial cultural exchange and interaction. It is in education that it is necessary to form multicultural consciousness, which, through intercultural interaction, would contribute to the preservation of national cultural values and increase the social cohesion of society.

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