

Development of Multicultural Education: Tasks, Tools and Project Solutions

Liudmyla Ovsienko ¹, Lyudmyla Rakityanska ², Olena Kulyk ³,
Lyudmila Pet'ko ⁴, Ganna Turchynova ⁴, Tetiana Zavadzka ⁴

¹ Department of Ukrainian Language, Borys Grinchenko Kyiv University,
Bulvarno-Kudriavska, 18/2, Kiev, 04053, Ukraine

² Department of Methods of Musical Education, Singing and Choral Conducting, Kryvyi Rih
State Pedagogical University, Gagarin av. 54, Kryvyi Rih, 50086, Ukraine

³ Department of Professional Education, Hryhorii Skovoroda University in Pereiaslav,
Sukhomlinskyi Str., 30, Pereiaslav, 08401, Ukraine

⁴ Department of Foreign Languages, Dragomanov National Pedagogical University,
Pyrohova str., 9, Kyiv, 01601, Ukraine

Abstract – The methodological model of multicultural education in the country has been developed and substantiated in the article, which is able to ensure timely identification of current problems of multicultural education and innovative ideas for their solution, planning, and implementation of effective measures for the development of multicultural education in accordance with existing objective needs and opportunities. The study was carried out due to the fact that global factors of population formation create a multicultural environment, which forms the conditions of multicultural education. The study suggests that achieving the goals of multicultural education should be through a synthesis of educational principles, methodology, tools of system-targeted approach to management and activity approach to building personality-oriented education, and ensuring the integration of management resources at regional, municipal, and educational institutions.

Keywords – Multicultural education, educational innovations, development program, models of educational development.

DOI: 10.18421/TEM123-25

<https://doi.org/10.18421/TEM123-25>

Corresponding author: Lyudmila Pet'ko,
Department of Foreign Languages, Dragomanov National
Pedagogical University, Kyiv, Ukraine


Email: petko553@ukr.net

Received: 23 April 2023.

Revised: 18 July 2023.

Accepted: 21 July 2023.

Published: 28 August 2023.

 © 2023 Liudmyla Ovsienko et al; published by UIKTEN. This work is licensed under the Creative Commons Attribution-NonCommercial-NoDeriv 4.0 License.

The article is published with Open Access at <https://www.temjournal.com/>

1. Introduction

The presence of multicultural environments has become a fundamental characteristic of the contemporary globalized world. The specific reflection of this problem in the field of education becomes inevitable. The growing awareness within the global community regarding the increasing confrontation between the rising levels of polyethnicity in the social environment where people live and work, and the unpreparedness to address these changes, has led recognition of multicultural education as an essential characteristic that aligns with the modern realities of socio-political development worldwide. The fact that the problem is not localized but rather inherent in educational practices across different countries, confirms its scale, significance, and severity. We are discussing the significant changes in the expectations for the outcomes of education and upbringing of the younger generation. There is an urgent need to develop their willingness and ability to thrive in a digital society where individuals from diverse nationalities and ethnic groups coexist, each carrying their unique cultural traditions. On the eve of the XXI century, a global concept of education has been formulated in the UNESCO documents, the purpose of which is to ensure the prevalence of values and ideals of a culture of peace, tolerance, and active intercultural communication in the future society; development of international cooperation [1]. Currently, the issue has gained relevance in countries with a diverse population structure, owing to a combination of external and internal factors. The problem has become relevant almost for countries with a multinational and polyethnic population structure, more for megacities and big cities as well as increasingly for small towns and rural areas.

To find adequate solutions, it is important to understand due to what circumstances the polyethnicity of the population of a territory has been formed, whether it was historically formed in the process of its settlement and development, or it was such as a result of the strengthening of international migration processes in recent decades. In each case, a detailed analysis, identification of specific characteristics of the situation, and the choice of measures, which comprehensively allow to solve these social problems by means of education in a complex way. In this case, the decisions must, of course, be in line with humanistic approaches and legal norms. It is in this statement that the relevance and significance of research in terms of development and modernization of multicultural education are determined.

The formation of innovative experience in building systems of multicultural education received a boost in the socio-economic and political reforms in the world at the turn of XX-XXI centuries, within a new educational paradigm, which is characterized by processes of strengthening ethnicization, and localization of education content. So great interest in understanding the role of multicultural education in the formation of personality are the ideas [2], [3], [4] which determine the relationship between the national and universal component in pedagogy. The peculiarities of the pedagogical process, which is due to national values, include: language, religion, and a way of life.

To understand the essence of multicultural education, the provisions of study [5] are of special importance; is about a person as a unique world of culture, who interacts with other individuals-cultures, who improves himself/herself in the process of such an interaction and actively influences other people [6]. These provisions were later used by other experts in developing the theory and practice of dialogue learning. The mechanism of interaction of individuals-cultures in their concepts is dialogue, which is interpreted by scientists as a form of communication between individuals and as a way of interacting with objects of culture and art from a historical perspective. The new socio-pedagogical phenomenon of cultural and educational pluralism has been widely reflected in the scientific literature under various terms: cross-cultural education, multiethnic education, multicultural education, multiculturalism in education [7], [8], [9].

The actualization of cultural and educational pluralism and research in this area coincides with the periods of growth of the processes of integration of the world community and, in particular, the unification of national education systems into a single world educational space.

The basis for the development of the theory and practice of multicultural education at the present stage was the paradigm and concept of personality-oriented education [10], [11], [12], according to which human is the subject of his/her life, development, learning, and education, which provides for the indirect nature of educational activities in relation to its basic needs, motives, and aspirations; priority function of the educational institution and teachers (in relation to the functions of information, management) is the individual and personal support of the child, as well as psychological and pedagogical support of education.

It is within the school of dialogue of cultures that the following basic principles of modern multicultural education have emerged and developed [13], [14], [15]:

- Dialogicity (more precisely, polyphony) of the educational environment, culture and process, in other words, any knowledge (including monologue) is a kind of ‘convolution’ of past interaction events (dialogue or polylogue);
- The possibility of infinite knowledge and self-knowledge of man and culture through appeal to ‘another’. Any problem, including cognitive, practical, and emotional ones, becomes the beginning of a dialogical process that has no ‘absolute’ and only end;
- The presence of a culturological basis of ‘obvious’ and ‘natural’ phenomena and problems.

Pedagogical models are based on the fact that the assimilation of folk culture enriches not only the idea of the world, the life of the people, its traditions and heritage but also, due to interest in it, changes the individual as a whole, his/her worldview, values, and world relations. The role of traditions and their connection with worldview, place of residence, way of life, work, creativity of the people, and ways of their preservation and application in the field of modern education are covered [16], [17]. In their works, there is an idea of the need to organize education based on the culture and traditions of their people using the experience of modern pedagogy. The model of multicultural education presented in the works is of particular interest [18], [19], [20]. This model is aimed at solving the problem of socialization of adolescents, taking into account the traditions of folk arts, regional conditions, ethno psychological characteristics, individual, group and collective activities, family, and public education.

2. Material and Methods

Any changes in multicultural education occur through the development of new educational techniques, models, or technologies.

To manage these processes it is necessary not only to have a good idea of the role of the teacher in initiating and implementing changes but also to know the logic of new ideas, the main characteristics of the innovation process, its structure, content, conditions under which it will be effective.

Within the framework of our study on the specifics of the multicultural education, we conducted a descriptive-informative sociological study, which is structurally presented in the following organizational-technical stages:

- Preparatory;
- Collection of primary sociological information;
- Coding, systematization and preparation of collected information for processing and theoretical analysis;
- Analysis of study results and reporting on the conducted scientific research, formulation of forecasts and recommendations.

A descriptive-informative study is formed as the result of specific sociological research. It aims at obtaining empirical information capable of providing a holistic view of a social phenomenon and its structural components. In such a study, the choice of information collection methods is determined by its direction and task. As a rule, such a study is carried out according to the full program and is preceded by pilot testing of the instrumentation.

We analyze the statistical base of the research on the axis of using a sample of respondents. First, the sample model is created based on many indicators as certain proportions that correspond to the main characteristics of the general population as a whole. Such indicators can be gender, age, education, social status, place of residence, belonging to a certain denomination, etc. If the created sample model corresponds mainly to the general population by the selected parameters, it can be assumed that such a sample will generally reproduce the general population by other indicators that for one reason or another were not included in the sample. The use of a sample becomes possible only under the condition of a sufficient representation of the general population (availability of statistical data, observational materials or official information on the staff list from the personnel department — the number of employees by gender, age, education, in shifts, workshops, teams, etc.). Then survey units are selected corresponding to the proportions in the general population. Our general population consists of 1000 men and 1000 women. If you take a 10% sample, you need to interview 100 men and 100 women, respectively. Other population groups are subject to the survey, but in accordance with the main characteristics of the general population, that is, equal proportions are maintained in the sample (by gender, age, education, place of residence, etc.).

In our study, we will introduce a scale for evaluating answers within the formed statistical sample. In such a scale, we record the classification of the motivation for receiving multicultural education: ‘get a diploma of higher education’, ‘acquire knowledge, abilities, and professional skills’, ‘get a prestigious profession’, ‘decide one’s own destiny independently’, etc. In this case, it is impossible to order the proposed statements in a certain coordinate system in the sense that one motive is better and the other is worse, they are just different. At the same time, the quantitative representation of the data, which are grouped in the nominal scale, can be the basis for carrying out a certain analysis of the motivation of studying at a university.

In the nominal scale, there are the following possibilities of numerical operations according to the formula:

$$n_1 = \frac{N_i \times n}{N} \tag{1}$$

wherein:

n_1 is the number of items to be selected from a certain series;

N_i is the number of units in a series;

n is sample;

N is general population.

For example, this can be the number of respondents from a specific population (sample) who selected a certain answer option in the questionnaire regarding the motivation of multicultural education. Accordingly, this can be done as a percentage of the total number or in indicators of the mode of distributions (M), i.e. the largest group (Table 1).

Table 1. Rating scale of respondents' answers

Combinations of answer options	Number of answers	Share in % of all respondents
ABC	46	23
AB	34	17
AC	29	14.5
BC	24	12
A	22	11
B	25	12.5
C	20	10
Total	200	100

In our study, out of 200 respondents who had the opportunity to select a certain answer option, the option ‘A’ was marked by 230 respondents, the option ‘B’ by 290 respondents, and the option ‘C’ by 80 respondents. The total number of answers received is 600, which is 38.3% for ‘A’, 48.3% for ‘B’ and 13.4% for ‘C’. Thus, it is possible to single out the group with the largest number of respondents who selected the option ‘B’, which is called modal.

Using these scales, it is possible to study the interaction between different groups or classes of phenomena.

The creation of such a scale makes it possible to detect the presence or absence of relationships between the characteristics recorded in the scales within the current study, i.e. it is possible to construct cross-compatibility tables. For example, there may be differences in the answers of men and women, which are recorded in Table 2.

Table 2. Calculation of percentage proportions of study results

Answer options	Female	Male	Total answers
A	194 (48.5%)	91 (45.4%)	230 (38.3%)
B	118 (29.5%)	83 (41.5%)	290 (48.3%)
C	88 (22%)	26 (13.1%)	80 (13.4%)
Total answers	400 (100%)	200 (100%)	600 (100%)

The analysis of the table makes it possible to find significantly smaller proportion of men who selected the options ‘C’ and significantly larger proportion of women who selected the option ‘A’. The calculation of percentage proportions makes it possible to visualize this.

The ordered nominal scale can reflect relationships between classes of objects, but not distances between different gradations (classes). For example, there arises a need to build a scale for recording activity in a certain area and offer classes that are ordered by the activity criterion: A — maximum activity, B — moderate activity, C — low activity. However, the differences between highly active and inactive are not the same as between moderately active and inactive. In this case, the order is just recorded. Such scales are also known as ranking scales. The authors used the following gradations in the ranking scales: ‘completely agree’, ‘rather agree’, ‘more agree than disagree’, ‘difficult to say clearly’, ‘rather disagree’, ‘more disagree than agree’; or: ‘fully support’, ‘partially support’, ‘difficult to say’, ‘mainly do not support’, ‘do not support at all’; or: ‘it always happens like this’, ‘yes, sometimes it happens’, ‘it happens both like this and sometimes not like this’, ‘it rather does not happen like this’, ‘it never happens like this’; or: ‘completely satisfied’, ‘satisfied’, ‘rather satisfied than not satisfied’, ‘difficult to say’, ‘rather dissatisfied than satisfied’, ‘not satisfied’, ‘not satisfied at all’; or: ‘very important’, ‘important’, ‘it is difficult to say whether it is important or not’, ‘not very important’, ‘completely unimportant’.

Content analysis of documents during information collection.

Content analysis is a method of collecting information and analyzing the content of the text. With the help of ‘content analysis’ it is possible to study the semantics of words, pictures, symbols, concepts, topics of TV shows, radio broadcasts, and other messages that can be the object of communication. To obtain quantitative indicators of the content of the text, the researcher uses an objective calculation and systematically records the obtained data. Such actions are often called ‘text coding’ [21]. In content analysis, along with qualitative characteristics of text interpretation, there are also quantitative data on the content of a specific text.

The positive aspects of content analysis can include the reliability of the received information, which has the character of a latent effect on the reader or viewer. In this case, a specific text or content of a television or radio broadcast is analyzed by a researcher who acts independently of the creators of the communicative message and does not influence the communication process. After all, watching television programs, listening to radio programs, reading newspapers, magazines take place in a personalized form.

3. Results and Discussion

World processes of globalization of the economy and unification of universal civilization lead to sustainable processes of globalization and internationalization of culture and education. These tendencies accumulate generalized and universal characteristics of national educational systems, without education itself the ethnocultural character is lost.

3.1. Features of Formation and Development of Multicultural Education in the Modern World

Therefore, the entry of national systems into a single world educational space without losing its identity is a problem of multicultural education. Taking into account the new socio-cultural realities, world pedagogical thought develops an appropriate educational strategy. Report of the UNESCO International Commission on Global Strategies for Educational Development in the XXI century emphasizes that one of the most important functions of modern education is to teach people to live together, to help them transform the existing interdependence of states, and ethnic groups into conscious solidarity. To this end, education should help a person realize his/her roots and thus be able to determine his/her place in the world, as well as to instill in him/her respect for other cultures [22].

Often, as one of the goals of multicultural education, the development of the student's personality is proclaimed. However, in most cases, it is nothing more than a declaration because in reality curricula and educational technologies are focused on the transfer of a certain amount of knowledge and the development of few practical skills.

Activity is formed at one level or another only when a person has a value attitude to it. A school graduate, for example, may be well prepared to enter a university having not only a willingness to continue education but also a maturity in choosing the way to get it after school. Maturity is understood as a choice that, on the one hand, meets individual abilities and needs, and on the other personal capabilities and level of practical training of students. It is important to ensure that already at school they can make the right choice of their future direction in life. The basis for a mature choice of students is a wide range of information readiness for its implementation. It includes awareness of [23]:

- Possible ways to obtain the desired education after school;
- The efforts to be made to obtain it;
- Availability of their own practical readiness and abilities to receive the chosen education;
- Professions that can be mastered through future education;
- The content and conditions of possible professional activity;
- The consequences that may occur after graduation (for example, the need for professionals with certain data in the labor market, wages, opportunities for personal growth and careers);
- Opportunities to realize their life goals and plans through the chosen way of education and further professional activity.

In addition to informational maturity, the presence of practical and motivational-value readiness of a person to choose is also assumed. Practical readiness includes:

- The ability of school graduates to choose the further way of receiving an education;
- Students have the practical knowledge and skills, which are needed to continue education after school in the chosen field. The ability to make a choice implies that the student has several skills, which include: the selection of alternatives to get education, appropriate own needs and capabilities; assessment of their advantages and disadvantages;
- Choosing from the available options the best one.

Motivational-value or psychological readiness includes: the formation of the graduate's self-esteem, which is adequate to personal abilities and opportunities to obtain the desired education; the presence of value orientations and individually expressed goals related to the further way of receiving education and future profession. Mature choice, in contrast to romantic, implies that the student is aware of their life goals and plans, and correctly assesses the possibility of their realization through the choice made. In this case, the student makes a choice that does not differ from personal value orientations and allows him/her to realize his/her own intentions [24].

Thus, the statement of the purposes of development of multicultural education in the polyethnic environment of this or that region of the world is based on the carried-out problem analysis and is directed on overcoming of the revealed lacks in results of multicultural education. The requirements for the goals stem from the functions, which are performed by multicultural education in each country in a situation of increasing globalization (Table 3). Polyethnicity and multi-confessionalism in most parts of the world require the formation of supra-confessional and supranational cultural regulators [25].

Table 3. Levels of development of multicultural education in relation to education

1st level. Awareness and understanding	2nd level. Evaluation and consent	3rd level. Persuasion and protection
Awareness of the group and race	Promoting social justice	Design, implementation, and evaluation of multicultural experience
Understanding the social inequality	Promoting feelings of unity	Realistic and critical attitude to social reality
Assessing the ways in which social institutions, including the school, perpetuate discrimination against prejudice	Acceptance of cultural pluralism. Promoting the development of a positive "I-concept"	Actions for positive social change. Encouraging discussions on racial and social issues
Acquiring knowledge about other cultural groups, their contribution to society, history, ideals, and beliefs. Accumulation of relevant experience in primary school	Exemption from stereotypes. Acquisition of multicultural education. Intergroup intercultural learning	Use of personal experience in the analysis of cultural discrimination. Active involvement in democratic problem solving

In the absence of them, the danger of domination of one of the nations, the restriction of small ethnic groups, and the emergence of interethnic conflicts increase significantly. What does this mean for education? How can these regulators be formed by means of education? First of all, it is a problem of goals at the level of the basic approach — what kind of identity needs to be formed in the education system. Depending on the approach, the national, national-regional, and school components will be filled with different content [26]. Thus, the overall goal of multicultural education is to form an individual, which is ready for creative activity in a modern multicultural and multinational environment that preserves its socio-cultural identity, which seeks to understand other cultures, respects other cultural and ethnic communities that can live in peace and agreement with representatives of different nationalities, races, and beliefs. Indicative in this sense is the genesis of the ideas of multicultural education, where approaches to the problem have undergone a qualitative evolution.

Analysis of the state of the national system of multicultural education reveals the need for necessary changes in it as a whole and in its individual components. But what is needed may not always be possible. In order for the necessary changes to become possible, based on the results of problem-oriented analysis, it is necessary to develop a draft of agreed changes in the system of multicultural education of the country and a plan for their practical implementation.

3.2. Development of Level Programs of Multicultural Education

The program for the development of multicultural education in the country, which is aimed at solving polyethnic problems, is a model of coordinated changes, which ensures the transition from the existing educational system with its results in multicultural education, educational processes, and conditions of their implementation to the desired ones. It determines what the educational system should be for this in the future and what, when, and how to do it (Figure 1).

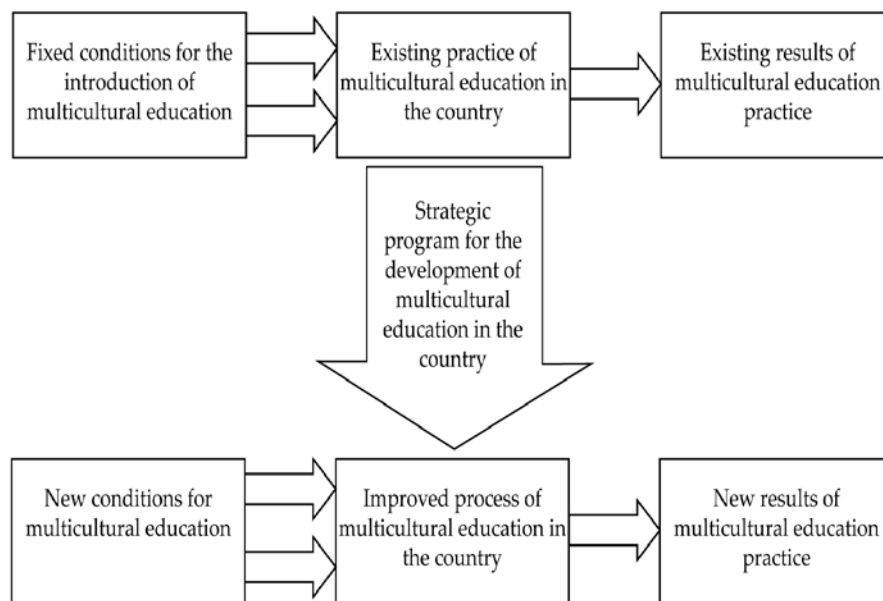


Figure 1. Program for the development of multicultural education in the country

At the same time, the program is a model of education authorities, which identifies: current issues of multicultural education in the country; the concept of multicultural education; existing opportunities to improve the conditions of educational institutions and the general idea of using these opportunities (program strategy); the task of changing the conditions of functioning and development of educational institutions; a set of related and coordinated measures to address these challenges;

resources required for the implementation of measures; expected results (goals of the program).

The absence of any of these properties in the program will lead to the fact that either the desired results will not be obtained at all, or they will be obtained at a later date and/or with greater than expected costs. When developing a program for the development of multicultural education in the country, it is advisable to identify the following stages [27]:

- Formation of the concept of the desired system of multicultural education;
 - Development of private innovation projects;
 - Development of a specific joint project to change the educational system;
 - Development of a strategy based on the directions and tasks of updating the system of multicultural education;
 - Defining the goals of the program for the planned future;
 - Formation of a plan for the implementation of changes in the educational system.
- Purposeful development of multicultural

education is carried out as a process of identifying problems and solving them with the help of innovations. But the problems that exist in multicultural education in the country have different scales. Some of them are related to the implementation of multicultural education programs within individual educational institutions, others with multicultural education programs in the country, city, with the activities of the entire system of multicultural education in the country. Figure 2 demonstrates the recommended structure of the process of managing the development of multicultural education on a national scale.

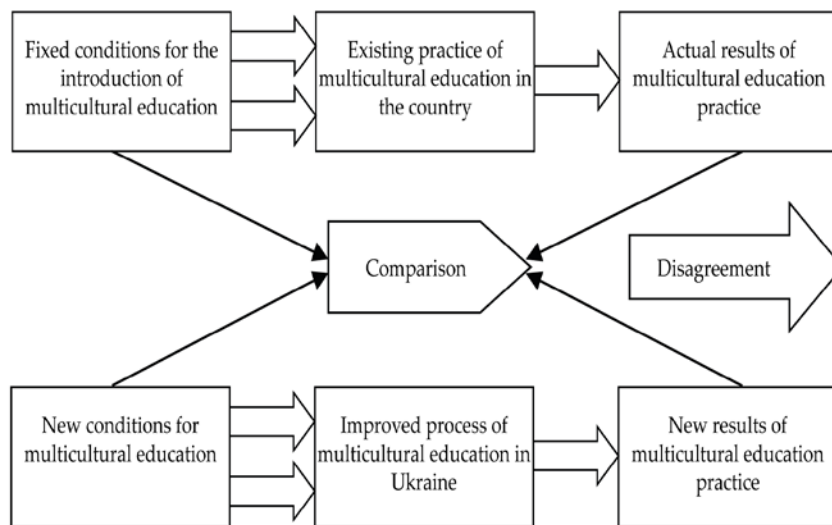


Figure 2. Model of the problem of multicultural education as a system

As can be seen in the general case, innovation processes in the system of multicultural education in the country should have a hierarchical structure. This means that the process of managing it must also have a hierarchical structure. The functions of analysis, planning, organization, control, and motivation should be performed at the regional level, municipal level, and the level of educational institutions. They provide for the implementation of management of eight basic management functions at each level:

- Problem identification;
- Development of problem-solving projects;
- Designing changes in the goals, organization, technologies, and conditions of activity;
- Development of a strategy for change;
- Planning the implementation of innovative projects;
- Organization of works on realization of innovations;
- Management of the implementation of innovations;
- Control of innovations.

So, the need to solve problems arises in the case of changes in external requirements when the goals are reviewed or it turns out that the actual results do not meet the desired ones. At the national level, leadership should constantly monitor changes in the requirements for the results of multicultural education and adjust the objectives of activities in cases where they no longer meet these requirements, make changes in the content and technology of education [28].

Thus, the tasks of the analysis are to identify the problems that the program of multicultural education in the country is focused on. When solving these problems, it is necessary to give reasonable answers to the following questions [29]:

- What exactly in the state and dynamics of change of multicultural education does not meet the objective requirements;
- What changes are the most priority for the national education system;
- What factors prevent these changes? When analyzing the national education system, it is necessary to highlight all the current problems of multicultural education but not one.

In addition, it is necessary to establish links between them. Thus, the problem must be defined as a system, i.e. to record the discrepancy between the existing system of multicultural education and the desired one.

Readiness for the realization of the purposes of multicultural education can be estimated from the point of view of knowledge by the pedagogical worker of tasks, the basic ideas, concepts of multicultural education; he (she) should have cultural, ethno-historical, and ethno-psychological knowledge that allows to understand the diversity of the modern world and the specifics of cultural manifestations at the level of the individual, group, society, to provide understanding of the importance of cultural pluralism for the individual and society; the ability to highlight or contribute to the content of general education ideas that reflect the cultural diversity of the world, country, ethnic group; ability to organize the pedagogical process as a dialogue of carriers of different cultures in time and space.

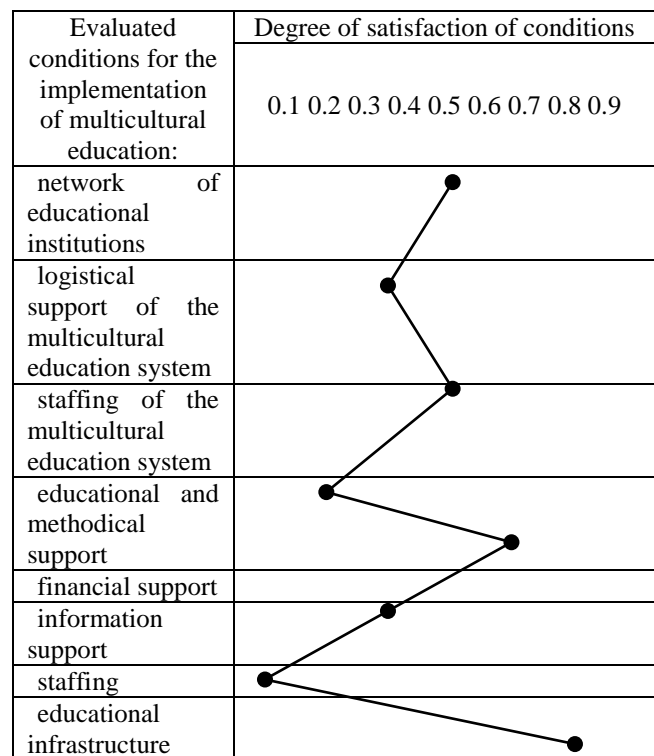
3.3. Implementation of the Concept of Multicultural Education

Analysis of the existing conditions in the educational system includes the following steps. Initially, an expert assessment and ranking of all existing conditions in terms of their relevance to the processes and end results of multicultural education, as well as in terms of their current benefits are conducted. As a result, those that are recognized by experts as the most unfavorable and most significant for the final results are distinguished. Then the further detailed analysis is already carried out only in relation to the most unsatisfactory and at the same time significant group of indicators allocated during problematization. This scheme requires less time and effort of specialists, as it allows to conduct the rapid diagnosis of general conditions using expert assessment, to cut off the least significant of them, and to focus the efforts of experts on the analysis of only the most important part of the conditions.

In cases when quantitative data can not be obtained by a number of indicators, and hence quantitative assessments, a qualitative expert assessment is carried out according to the scheme described above, which should answer the question of what conditions of educational processes and what indicators are most unsatisfactory currently. Then the data which are the resulting expert estimations received on the basis of individual estimations are entered in the auxiliary tables. Each of the experts fills in the questionnaire according to the instructions, entering their estimates in the table. After that, the expertise results are processed and the resulting expert assessment is formed.

According to the results of the expertise, a 'profile' can also be formed, which clearly shows which of the existing conditions can be considered the most unfavorable at the moment and require change. Once all inconsistencies, gaps between the desired and actual level for all indicators are recorded, they are identified and ranked in terms of the need for change, i.e., the degree of significance for improving this condition (Table 4). The assessment is carried out by experts. Then all these indicators are evaluated by experts in terms of the possibility of changes in the education system.

Table 4. Profile of conditions for the implementation of national multicultural education



As a result, a list of the most pressing problems that exist in the conditions of educational institutions, which has prospects for solution, i.e., to some extent provided with opportunities, is defined. It is this list of problems that should be used when building a development strategy and determining the composition of specific measures to improve the conditions of multicultural education [30]. After a general assessment of the conditions for the implementation of educational programs of all kinds for each condition, all the shortcomings are revealed separately, negatively affecting the implementation of multicultural education processes (Table 2). One of the significant reasons for the low quality of the results of multicultural education may be the insufficiently effective system of management of this process. Identifying problems of management organization is considered as a necessary stage of problem analysis, as its completion.

Analysis and evaluation of the national management system of multicultural education in general and its individual subsystems are carried out using the same generalized set of indicators that reflect the main characteristics of the education management body, as well as the quality of management tasks [31].

When developing a program, after defining the strategy, the goals of the first stage of the movement to the future should be formulated. The procedure for setting goals is carried out by forecasting the results at the exit of each major process in the framework of multicultural education after the implementation of the changes, which are envisaged by the first stage of transformation. Once the forecast of expected results is formed, it is necessary to assess the extent to which the expected changes at different levels of education and other subsystems are consistent with each other. In other words, we are talking about adjusting goals. The fact is that any innovations, whatever they relate to (the content of education and upbringing, the organization of the educational process or methods, etc.), are not introduced in all levels, educational institutions, and subsystems simultaneously [32]. Here it is necessary to think, the innovation is connected with the results of education and upbringing, which have been received in the previous stage. From here it becomes obvious that it is necessary to coordinate (if possible) the transition to a new stage of innovation of those who studied according to new content, new programs, and those who did not study according to them. If coordination is not possible, the goal should be abandoned and innovations should be introduced while for another group of classes a different goal should be set so that the planned changes do not harm students [33]. Only with this approach, it is possible to determine the control points when the result to be achieved during this period is recorded.

In these circumstances, the effectiveness of multicultural education, the achievement of the stated socially significant goals depends not so much on pedagogical concepts and technologies (although they are certainly very important at the level of each educational institution) but on the quality of education management, which is implemented in certain countries and allows to competently identify the most pressing problems for each country or territory, to choose a strategy to solve them, to set realistic and objectively necessary goals, to plan activities for their implementation, and to integrate all available resources. To do all this is possible only with modern educational technologies. The action of external and internal factors (processes of globalization, the growth of extremism in the world community, socio-economic transformation of world

society, the revival of religious education, the growth of national identity) necessitates the continuous development of multicultural education. All this indicates the existence of an urgent practical problem of improving the management of multicultural education, the success of which largely depends on the dynamics of its development and the formation of maximum tolerance in the world community.

4. Conclusion

A study of the problems and features of multicultural education has shown that it allows achieving the three most important pedagogical goals, which are denoted by the concepts: pluralism, equality, association. Pluralism of cultural models in education allows for respect and preservation of cultural diversity. Recognition of the equality of educational needs of different ethnic groups, both dominant and small ethnic groups, is an important condition for social stability and the development of society's potential through education. Combining different ethno-cultural traditions, features, and their integration into a special integrity contributes to the education of the younger generation in the spirit of national political, economic, and spiritual values.

An approach to building management systems for the development of multicultural education at the regional and national levels, which implements the idea of synthesizing the principles of system-targeted management of educational institution development and activity approach to building personality-oriented multicultural education systems, was developed during the research. Based on it, a theoretical model of system-targeted management of multicultural education in the country was created. It provides effective integration of resources of regional, municipal levels and educational institutions to solve problems of educational development on the principles of multiculturalism.

A model for managing the development of multicultural education in the region was proposed, based on the definition of educational function, the allocation of a convenient organizational structure, the introduction of a logical sequence of management actions, the use of their implementation, and evaluation of results. It is shown that the management system, arranged in this way, has the ability to create conditions for the effective flow of innovation processes in the system of multicultural education in accordance with the objective needs and opportunities for its change. The fundamental possibility of building real management systems for the development of multicultural education on the basis of the developed methodological model was substantiated.

References:

- [1]. Alismail, H. A. (2016). Multicultural Education: Teachers' Perceptions and Preparation. *Journal of Education and Practice*, 7(11), 139-146.
- [2]. Sleeter, C. E. (2018). Multicultural education past, present, and future: Struggles for dialog and power-sharing. *International Journal of Multicultural Education*, 20(1), 5-20. Doi: 10.18251/ijme.v20i1.1663.
- [3]. Ameny-Dixon, G. M. (2013). Why multicultural education is important higher education now than ever: A global perspective. *International Journal Of Scholarly Academic Intellectual Diversity*, 6(1).
- [4]. Shadiev, R., Wu, T. T., Sun, A., & Huang, Y. M. (2018). Applications of speech-to-text recognition and computer-aided translation for facilitating cross-cultural learning through a learning activity: issues and their solutions. *Educational Technology Research and Development*, 66, 191-214. Doi: 10.1007/s11423-017-9556-8.
- [5]. Anderson, Sh. K., MacPhee, D., & Govan, D. (2000). Infusion of multicultural issues in curricula: A student perspective. *Innovative Higher Education*, 25(1), 37-57. Doi: 10.1023/A:1007584318881.
- [6]. Aydin, H., & Tonbuloglu, B. (2014). "Graduate students" perceptions on multicultural education: A qualitative case study. *Eurasian Journal of Educational Research*, 57, 29-50. Doi: 10.14689/ejer.2014.57.3.
- [7]. Valiandes, S., Neophytou, L., & Hajisoteriou, C. (2018). Establishing a framework for blending intercultural education with differentiated instruction. *Intercultural Education*, 29(3), 379-398. Doi: 10.1080/14675986.2018.1441706.
- [8]. Bruna, K. (2007). Finding new words: How I use critical literacy in my multicultural teacher education classroom. *Journal of Education for Teaching*, 33(1), 115-118. Doi: 10.1080/02607470601098377.
- [9]. Derderian-Aghajanian, A. (2010). Multicultural Education". *International Education Studies*, 3(1), 154-160.
- [10]. Aslan, S., & Aybek, B. (2020). Testing the Effectiveness of Interdisciplinary Curriculum-Based Multicultural Education on Tolerance and Critical Thinking Skill. *International Journal of Educational Methodology*, 6(1), 43-55.
- [11]. Desmet, P. M. A., & Hekkert, P. (2009). Special issue editorial: Design & emotion. *International Journal of Design*, 3(2), 1-6.
- [12]. Gorski, P. C. (2009). What we're teaching teachers: An analysis of multicultural teacher education coursework syllabi. *Teaching and Teacher Education*, 25(1), 309-318. Doi: 10.1016/j.tate.2008.07.008.
- [13]. Lázaro-Pérez, C., Martínez-López, J. A., & Gómez-Galán, J. (2020). Addictions in Spanish College Students in Confinement Times: Preventive and Social Perspective. *Social Sciences*, 9(11), 195. Doi: 10.3390/socsci9110195.
- [14]. Miftah, M. (2016). Multicultural education in the diversity of national cultures. *Qudus International Journal of Islamic Studies*, 4(2), 167-185.
- [15]. Oberle, M. (2012). Pupils' political knowledge regarding the European Union. *Citizenship, Social and Economics Education*, 11, 89-104. Doi: 10.2304/csee.2012.11.2.89.
- [16]. Oberle, M., & Stamer, M. M. (2020). Reaching the Hard-To-Reach with Civic Education on the European Union: Insights from a German Model Project. *Social Sciences*, 9(10), 173. Doi: 10.3390/socsci9100173.
- [17]. Park, N. K., Chun, M. Y., & Jinju, L. (2016). Revisiting Individual Creativity Assessment: Triangulation in Subjective and Objective Assessment Methods. *Creativity Research Journal*, 28, 1-10. Doi: 10.1080/10400419.2016.1125259.
- [18]. Platt, A. (2002). Desegregating multiculturalism: Problems in theory and pedagogy of diversity education. *Social Justice*, 29(4), 41-46.
- [19]. Reed, J. T., & Black, J. D. (2006). Toward a Pedagogy of Transformative Teacher Education: World Educational Links. *Multicultural Education*, 14(2), 34-39.
- [20]. Reingold, R., & Zamir, S. (2017). Multicultural Education vs. Implicit and Explicit Ethnocentric Education: Text Analysis of a Contemporary Israeli Value Education Program. *Center for Educational Policy Studies Journal*, 7(4). Doi: 10.26529/cepsj.364.
- [21]. Sardoč, M. (2016). Equality of Opportunity, Cultural Diversity and Claims for Fairness. *Center for Educational Policy Studies Journal*, 6(2). Doi: 10.26529/cepsj.86.
- [22]. Sleeter, C., & Stillman, J. (2015). Standardizing Knowledge in a Multicultural Society. *Curriculum Inquiry*, 35(1), 27-46. Doi: 10.1111/j.1467-873X.2005.00314.x.
- [23]. Smith, E. B. (2009). Approaches to multicultural education in pre-service teacher education: philosophical frameworks and models for Teaching. *Multicultural Education*, 16(3), 45-50.
- [24]. Van Garderen, D. & Whittaker, C. (2006). Planning Differentiated, Multicultural Instruction for Secondary Inclusive Classrooms. *Teaching Exceptional Children*, 38(3), 12-20.
- [25]. Wallace, K. R. (2001). Incorporating multicultural/multiethnic topics in teacher preparation. *Electronic Magazine of Multicultural Education*, 3(2), 1-7.
- [26]. Yılmaz, F. (2016). Multiculturalism and multicultural education: A case study of teacher candidates' perceptions. *Cogent Education*, 3, (1), 1172394. Doi: 10.1080/2331186X.2016.1172394.
- [27]. Zupančič, T., Köster, A., & Torres de Eça, T. (2015). Grammar school students' opinions on the art curriculum: an Estonian, Portuguese and Slovenian comparative study. *Center for Educational Policy Studies Journal*, 5(3), 33-50. Doi: 10.26529/cepsj.126.
- [28]. Setyono, B., & Widodo, H. P. (2019). The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed EFL textbook: a critical discourse analysis. *Intercultural Education*, 30(4), 383-397. Doi: 10.1080/14675986.2019.1548102
- [29]. Üzümlü, B., Akayoglu, S., & Yazan, B. (2020). Using telecollaboration to promote intercultural competence in teacher training classrooms in Turkey and the USA. *ReCALL*, 32(2), 162-177. Doi: 10.1017/S0958344019000235.

- [30]. Nakaya, A. (2018). Overcoming ethnic conflict through multicultural education: The case of West Kalimantan, Indonesia. *International Journal of Multicultural Education*, 20(1), 118-137. Doi: 10.18251/ijme.v20i1.1549.
- [31]. Aragona-Young, E., & Sawyer, B. E. (2018). Elementary teachers' beliefs about multicultural education practices. *Teachers and teaching*, 24(5), 465–486. Doi: 10.1080/13540602.2018.1435527.
- [32]. Bonk, C. J. (2020). Pandemic ponderings, 30 years to today: Synchronous signals, saviors, or survivors. *Distance Education*, 41(4), 589-599. Doi: 10.1080/01587919.2020.1821610.
- [33]. Mikander, P., Zilliacus, H., Holm, G. (2018). Intercultural education in transition: Nordic perspectives. *Education Inquiry*, 9(1), 40-56. Doi: 10.1080/20004508.2018.1433432.