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## PRINCIPLES OF TEACHERS' MULTICULTURAL COMPETENCES DEVELOPMENT IN THE ART CYCLE DISCIPLINES

### ЗАСАДИ ФОРМУВАННЯ ПОЛІКУЛЬТУРНИХ КОМПЕТЕНТНОСТЕЙ ВЧИТЕЛІВ ДИСЦИПЛІН МИСТЕЦЬКОГО ЦИКЛУ

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#### ABSTRACT

*Multicultural competencies in education refer to the knowledge, skills, and attitudes that enable teachers to effectively engage with students from diverse cultural backgrounds. In the context of art cycle disciplines, these competencies are particularly significant because art, in its various forms, is a powerful medium for expressing cultural identities, values, and*

*Мультикультурні компетенції в освіті стосуються знань, умінь, навичок і ставлень, які дозволяють вчителям ефективно взаємодіяти з учнями з різних культур. У контексті дисциплін мистецького циклу ці компетенції є особливо важливими, оскільки мистецтво у своїх різноманітних формах є потужним засобом для вираження культурної ідентичності, цінностей і традицій. Педагоги з*

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traditions. Educators with strong multicultural competencies can help students appreciate and understand the rich tapestry of global cultures, fostering respect and empathy in the classroom.

The article **aims** to determine the methodological principles of the development of multicultural competencies of teachers in the disciplines of the art cycle, how to develop multicultural competencies for students in the modern world, and prepare them for practical activities in the future.

The **methodology** involves a systematic approach, which provides: a comprehensive literature review, defining research questions and hypotheses; outlines the general strategy of the research; an in-depth analysis of individual practices of developing the multicultural competence for teachers in the disciplines of the art cycle oriented to international/global projects such as "One Belt, One Road"; selection of successful practices for imitation and adoption (implementation); data analysis; conclusions and recommendations.

**Results.** Art cycle disciplines explore the role of culture in personality development, emphasising the need for the constant development of students' worldviews and the search for methods to prepare for multicultural competence development. By prioritising students' perspectives and taking into account changes in the cultural environment, teachers can develop cultural sensitivity, a cornerstone of multicultural competencies.

**Conclusions.** International experience and individual practices show that the following activities can be very effective: in-service workshops and professional development seminars specifically focused on multicultural education; creating learning communities where teachers and stakeholders (potential employers) can share their experiences, resources and strategies; encouraging teachers to use interdisciplinary approaches; participation in cultural immersion programs can significantly improve teachers' understanding of different cultures; encouraging teachers to reflective practice and self-assessment; methodical support for curriculum development, which includes various cultural perspectives, etc.

**Keywords:** competence approach, digitalisation, education, globalisation, methodical support, "One Belt, One Road" initiative.

розвинутими мультикультурними навичками можуть допомогти учням оцінити та зрозуміти різноманіття культур, виховуючи повагу та співпереживання.

**Мета статті** – визначити методичні засади формування полікультурних компетентностей учителів дисциплін мистецького циклу для виховання в учнів полікультурної компетентності в сучасному світі та підготувати їх до практичної діяльності в майбутньому.

**Методологія** дослідження базується на системному підході, який передбачає: комплексний огляд літератури, визначення питань дослідження та гіпотез; окреслює загальну стратегію дослідження; поглиблений аналіз окремих практик формування полікультурної компетентності вчителів дисциплін мистецького циклу, орієнтованих на міжнародні/глобальні проекти, на кшталт, «Один пояс, один шлях»; відбір успішних практик для наслідування (впровадження); аналіз даних; формування висновків та рекомендацій.

**Результати.** Дисципліни в межах мистецького циклу досліджують роль культури в розвитку особистості, підкреслюючи необхідність постійного розвитку світогляду учнів і пошук методів для формування мультикультурної компетентності. Визначаючи пріоритетність поглядів учнів, враховуючи зміни у культурному середовищі, вчителі можуть розвинути культурну чутливість – наріжний камінь мультикультурної компетентності.

**Висновки.** Міжнародний досвід та індивідуальні практики показують, що є дуже ефективним у формуванні мультикультурної компетентності вчителів: семінари без відриву від роботи та семінари з підвищення кваліфікації, спеціально зосереджені на полікультурній освіті; створення навчальних спільнот, де вчителі та зацікавлені сторони (потенційні роботодавці) можуть ділитися своїм досвідом, ресурсами та стратегіями; заохочення вчителів до використання міждисциплінарних підходів; участь у програмах культурного занурення; заохочення вчителів до рефлексивної практики та самооцінки; методичне забезпечення розробки навчальної програми, яке включає різноманітні культурологічні перспективи.

**Ключові слова:** компетентнісний підхід, цифровізація, освіта, глобалізація, методичне забезпечення, ініціатива «Один пояс, один шлях».

## **INTRODUCTION**

In the realm of education, research plays a pivotal role in shaping the future of teaching practices and methodologies, particularly in fostering multicultural competence among teachers. This competence is essential in the context of globalisation, where interactions between diverse cultures are increasingly common. Understanding the perceptions of classroom and preschool teachers regarding multicultural competence is crucial, as it can shed light on the factors influencing its development.

One significant aspect to consider is the relationship between teacher characteristics and their cultural competencies, as highlighted in a study involving 120 teachers (UNESCO, 2018). It is evident that teachers play a critical role in instilling values and soft skills related to multicultural competence among learners, emphasising the importance of teacher education and curriculum design in addressing these aspects effectively at both primary and secondary levels (García-Martínez et al., 2020). Ultimately, the goal is to equip teachers with the necessary tools to communicate effectively in cross-cultural settings, thus preparing them to navigate the complexities of a globalised world successfully.

Art education plays a pivotal role in shaping the aesthetic competence of school-age children, which, in turn, can have far-reaching implications for international economic projects. With the diverse array of schools in Europe, each with its unique set of priorities and target groups, the complexity of the education system is evident, showcasing the varying degrees of emphasis placed on art education across different institutions.

The understanding of aesthetic languages and codes has emerged as a critical component in education, significantly influencing the way in which aesthetics are perceived and integrated into the learning process. As highlighted by the impact of arts on various aspects of European societies, including citizens' lives and work, it is evident that art education is not only essential for personal development but also for societal advancement.

Aesthetic competence, therefore, holds immense importance in the daily lives of young individuals, underscoring the necessity for educational institutions to prioritise the integration of art education within their curricula to foster the development of this vital skill among students (Bamford & Wimmer, 2012, pp.8-12). By nurturing aesthetic competence through art education, schools can contribute to the cultivation of a generation equipped with the creativity, critical thinking, and cultural appreciation necessary to engage in international economic projects and drive innovation and collaboration on a global scale.

We are talking about a new paradigm that combines many existing areas of education into a more comprehensive concept, in which “all teachers will be language teachers”. Moreover, scaling up approaches such as EMI and CLIL requires new skills for many teachers (King, 2018, p. 36), not just a small group of language specialists. Teachers will need support in both initial training and ongoing professional development if the aspirations described here are to be achieved. In this new paradigm, the core function of teachers is again to prepare young people for the age of communication. This requires consideration of changes in three broad areas: models, policies and teacher training.

In education, the central goals may be to promote multilingualism and develop intercultural understanding, which are the main contributions of soft competence learning. So, what specific measures might be considered?

The **purpose** of the study is to determine the methodological principles of the formation of multicultural competencies of teachers in the disciplines of the art cycle and how to form multicultural competencies in students in the modern world and, with their help, prepare them for practical activities in the future. At the same time, it is not only about the development of future artists but also about the formation of soft competencies such as non-standard thinking, aestheticization of the surrounding space, harmonization of relationships, and others – what is necessary for lifelong learning and success in a career.

## **METHODOLOGY**

In our article, the methodology of the scientific study of methods of art disciplines training teachers for the formation of multicultural competencies involves a systematic approach. This is necessary to obtain valid, reliable, justified results that can be applied in practice. We carried out research in several stages.

The first step was to conduct a comprehensive literature review. This includes the analysis of existing research, theories and models related to the methods of training teachers of various disciplines, including the artistic cycle. The goal is to identify gaps in current knowledge, understand what has already been researched, and build a theoretical framework for new research.

In response to the challenges posed by the pandemic, the field of art education has been swiftly adapting to incorporate innovative teaching methods. Proposals for the enhancement of lectures, group studies, and individual work in art disciplines have emerged as essential tools in navigating the new educational landscape (Xie et al., 2024).

Effective distance learning in the artistic cycle disciplines hinges on a combination of factors, including the dedication of educators, the technological resources available in higher education institutions, governmental backing for pioneering programs, and the seamless organization of virtual art lessons. Among the emerging trends, the integration of virtual reality stands out as a promising avenue for enriching the distance learning experience in art subjects, offering immersive and interactive opportunities for students to engage with the material (Ji et al., 2021, p. 289).

To gain deeper insights into the nuances of teaching art disciplines, investigations conducted by scholars like Garbich-Moshora, O. (2015), Samolyuk N., Shvets M. (2013), Alexandrova E. (2010), Ponomareva A. (2011), Sadirova G. (2021), and Shtykhno L. (2016) on teaching practices in the context of distance learning in Ukraine offer valuable insights into the evolving landscape of art education in a globalized and digitalized world.

Ji F., Kalashnyk N., Chernovol-Tkachenko R., Li S. and Liu Z. (2021) investigate different aspects of management changes in the forming of soft competencies in the educational process. In the current educational climate, studies by Lvova I. & Bakhlova N. (2021), Lemeshko L. (2018), and Solomakha S. (2020) are particularly pertinent resources. Xie, Y., Rublevska, N., Markovych, M., Matsyshyna, Z (2024) research the forms and methods of art disciplines' teaching.

Based on the literature review, specific research questions were formulated. To which we included:

- what can be understood by multicultural competence in the modern world?
- what is the role of the disciplines of the art cycle in the formation of multicultural competence?
- what is the specificity of the process in the conditions of globalisation and digitalisation?
- how can teachers form multicultural competence in students?
- what are the levels of practical implementation of multicultural competence in life?
- what should be the methods of teachers training for the formation of multicultural competence in modern conditions (distance education, digitalisation, globalisation)?

These questions guide research and focus on aspects such as the effectiveness of different teaching methods, the impact on student outcomes, and best practices for teaching the arts.

The research design outlines the overall strategy for conducting the research. In our study, the internal logic was built according to the following sequence: comparing different schools, where one uses a new teaching method and the other does not. In-depth analysis of individual practices for the formation of multicultural competence, research of practice-oriented programs for the formation of multicultural competencies of teachers in the disciplines of the artistic cycle, oriented to international/global projects such as “One Belt, One Road”, as well as examples of specific art programs and teachers’ experiences (Han & Ye, 2017).

The next step – selection of successful practices for imitation and adoption (implementation). The selection of the representative sample is crucial. We determined the sample size and participant selection criteria, ensuring a diverse and representative group of faculty and possibly students. In our case, purposive sampling was used according to the research plan.

Data analysis was also used. The data analysis we applied depended on the type of data collected. During the research, quantitative analysis was applied – statistical methods were used to analyse numerical data; methods of general analysis, including the study of descriptive statistics; qualitative analysis, including thematic analysis to identify patterns in described practices, observational records, analytical reports of international organisations and open responses to surveys (EC, 2024).

At the next step of the research, such methods as interpretation and discussion were applied. We interpreted the results in the context of research questions and hypotheses. Possible implications of implementing different practices for teacher education methods were discussed, given the strengths and limitations of this study. This section also compares the results with previous research and theoretical frameworks.

At the end, conclusions and recommendations were formed. These recommendations are aimed at improving the effectiveness of teacher training methods in the art disciplines cycle with the aim of forming multicultural competence in students.

## **RESULTS**

In today's interconnected world, the significance of multicultural competence cannot be overstated. Multicultural competence, which involves the adeptness to interact effectively with individuals from diverse cultural backgrounds, plays a pivotal role in promoting understanding, respect, and harmony among people from different cultures (Neminska, 2020, p. 154). With ongoing globalisation and increasing diversity in societies, the need for multicultural competence has become more pronounced. It is through multicultural competence that individuals can develop an appreciation and understanding of cultural differences, fostering inclusive and harmonious communities.

Moreover, multicultural competence allows individuals to recognise multiple perspectives, including their own cultural values and those of others, thereby enhancing intercultural sensitivity and awareness of cultural differences (Bo, 2018, p. 60). The ability to navigate real-world multicultural environments effectively is essential in today's society. It allows individuals to accept and integrate diverse cultural backgrounds, contributing to the development of civil-patriotic competence and promoting ethnic tolerance.

By incorporating cognitive, evaluative, behavioural, and reflective components, multicultural competence not only helps foster a tolerant attitude towards other nations but also enhances understanding of how socio-cultural environments shape civil competence among students. In essence, embracing multicultural competence is vital for fostering understanding, respect, and harmony among diverse cultures, making it an indispensable skill in today's world.

The next important question is how does distance education impact the development of multicultural competence? Distance education has emerged as a pivotal tool in enhancing multicultural competence among students. By leveraging the power of online platforms and educational technologies, students can access a wealth of resources and information from around the world, contributing significantly to their understanding of diverse cultures and values.

Through the integration of Open Educational Resources (OERs) in English-as-a-Foreign-Language (EFL) classes, universities have seen a marked improvement in students' multicultural competence, as evidenced by their enhanced communicative strategies and readiness for multicultural encounters (UNESCO, 2018). Moreover, the use of media education technologies in distance learning not only facilitates the formation of translators' multicultural competence but also familiarises students with the importance of social consciousness and cultural awareness.

As teachers in online learning environments increasingly prioritise culturally adaptive education, it becomes imperative to address critical cultural differences and modify educational approaches to better nurture multicultural competence among university students. Feedback from students who participated in courses integrating multicultural competence underscores the significance of actively addressing cultural disparities in various scenarios, highlighting the practical impact of distance education on the development of multicultural competence among learners (Baranovska et al., 2024).

Digitalisation is a key factor in enhancing multicultural competence among students and educators in the modern world. The integration of digital technologies in

educational settings has necessitated a shift in the roles of both students and teachers to meet the demands of the global marketplace. The use of digital tools and applications has become widespread in teacher education programs and public schools, driven by the need for educational institutions to remain globally competitive. This move towards digitalisation has transformed how learners engage with educational content, offering new opportunities for accessing, processing, and interpreting information in diverse and interactive ways.

Additionally, today's students, exposed to digital technology from a young age, have unique learning preferences that make them highly adaptable to emerging technologies, aiding their development as global citizens. By incorporating digital technologies into teaching practices, instructors can effectively promote cultural competence and global awareness in the classroom, fostering cross-cultural understanding and addressing issues such as equity, diversity, and discrimination. As such, equipping both students and teachers with cultural competency and digital skills is crucial for preparing individuals to thrive in a digitalised and globally interconnected society (Keengwe, 2018).

Overall, the amalgamation of digital tools and cross-cultural components in education not only enhances multicultural competence but also contributes to shaping individuals who are well-equipped to navigate the complexities of the modern world.

Engaging in the disciplines of the art cycle can significantly enhance multicultural competence by fostering skill-building and culturally responsive behaviour. This involvement offers a comprehensive overview of cultural competence, emphasising the importance of understanding one's own biases and assumptions about others, which is crucial for developing multicultural competency.

Furthermore, art cycle disciplines explore the role of culture in personality development, emphasising the need for the constant development of students' worldviews and the search for methods to prepare for the formation of multicultural competence. By prioritising students' perspectives and taking into account changes in the cultural environment, teachers can develop cultural sensitivity, a cornerstone of multicultural competence.

Additionally, the art cycle disciplines emphasise the importance of recognising biases and worldviews to effectively serve diverse populations, aligning with the principle that multicultural competency begins with awareness and commitment. Overall, the disciplines of the art cycle provide a comprehensive approach to skill development and culturally responsive behaviour, essential for achieving multicultural competence in counselling and related fields.

The integration of diverse cultural perspectives in the education process is a multifaceted endeavour that necessitates a comprehensive and sensitive approach. By engaging in continuous self-awareness and education, teachers can cultivate the cultural competence essential for creating healing spaces that honour the richness of human diversity. Understanding diverse cultures goes beyond surface-level acknowledgment and requires a nuanced and multifaceted approach.

This includes collaborating with professionals from various cultural backgrounds and seeking supervision from experienced teachers with expertise in cultural competence.

The art cycle serves as a powerful tool for enhancing the understanding of diverse cultures, providing individuals with a person to express and explore their thoughts, emotions, and traumas. Introspective reflection is crucial for fostering genuine connections with students from diverse cultural backgrounds, as it allows teachers to identify and understand their personal biases that may influence their perceptions and interactions within the education relationship.

Emphasising cultural sensitivity, adaptability, and respect for local expertise is also vital for enhancing understanding of diverse cultures in the study process. Ultimately, promoting diversity and inclusivity in the field of education not only shapes its future landscape but also contributes to creating more inclusive and effective teaching practices that cater to the unique needs and cultural backgrounds of students from all walks of life.

The art cycle disciplines, with its intricate stages and processes, serve as a powerful tool for promoting empathy and inclusivity across different cultural backgrounds. By facilitating the integration, rearrangement, and extension of diverse cultural elements, scholars can nurture new cultural concepts that bridge the gaps between various traditions and perspectives.

This fusion of cultural influences in the creation of art not only fosters inclusivity but also challenges stereotypes and promotes understanding among different cultural groups. Through stages like cultural admiration, shock, and adaptation, the art cycle helps individuals navigate through conflicts and contradictions, ultimately leading to a deeper cross-cultural understanding that enhances empathy and inclusivity (Mozgalova et al., 2021, p. 320).

Furthermore, by providing a platform for diverse perspectives and experiences, art and design allow marginalised voices to be heard and contribute to creating a more inclusive and equitable world. Artists who engage in cross-cultural experiences can develop a unified artistic practice that bridges cultural differences, encouraging exploration and understanding of various cultural backgrounds through creative expression.

Additionally, the deep cultural intervention required in the art cycle not only enhances scholars' perception abilities and insights but also promotes inclusivity by improving cultural cognition and empathy across different cultural backgrounds (Mozgalova et al., 2021, p. 324). In essence, the art cycle plays a vital role in promoting diversity and inclusivity by fostering empathy and understanding between individuals from diverse cultural backgrounds, ultimately contributing to a more harmonious and interconnected global community.

The “One Belt, One Road” initiative, proposed in 2013, is a monumental effort to foster global connectivity and cooperation through substantial capital investments and long-term projects. This initiative has the potential to significantly impact various industries, including the fitness and leisure industry, sports competitions, international collaborations, and economic evaluations within the framework of the project's economic growth objectives.

The influence of the “One Belt, One Road” initiative extends beyond China, with the country aiming to enter the European market through strategic collaborations, such as trade partnerships with different countries (Jiang, 2019, p. 75). However, the success and

sustainability of these projects remain uncertain, as the returns on investments may not be adequate to cover the financial obligations to Chinese investors in the long run.

Despite the challenges and uncertainties, the “One Belt, One Road” initiative has already demonstrated its capacity to boost economic activities and international trade, aligning with global Sustainable Development Goals and contributing to international development efforts (Xu, 2021, p. 58). This initiative underscores the importance of global economic cooperation and the potential for arts education to play a role in fostering cultural understanding and creative collaborations among school-age children participating in international economic initiatives like “One Belt, One Road”.

Undoubtedly, the geopolitical initiative “One Belt, One Road” exerts a greater influence on higher education than on general secondary education, but with the course of social transformations, changes are also felt at the school level. And the reaction of art to socio-economic changes also changes the art space of schoolchildren. The main influences of the geopolitical initiative “One Belt, One Road” on changes in the art space of the educational environment of the PRC include the following: scholarship programs and exchange of education seekers, in particular, high school students; infrastructure projects, such as the construction of schools and art centers; joint academic programs and cultural cooperation between teachers from different countries; multicultural projects aimed at promoting language learning and demonstrating artistic achievements; the emphasis on cultural exchange has influenced the fact that curricula include modules on intercultural understanding and intercultural communication, mostly using the example of different art forms, etc.

## **DISCUSSION**

So, the main topic of modern discussion is how can distance and digital education enhance multicultural competence training for teachers?

Distance education offers a unique platform to enhance multicultural competence training for teachers in various ways. One significant advantage is that it allows for the development of essential multicultural skills through convenient and accessible online courses, enabling educators to work effectively with students and families from diverse backgrounds.

Moreover, by bridging the gap between theory and practice, distance education equips teachers with culturally appropriate instructional strategies that they can readily apply in their classrooms to support diverse learners (Ji et al., 2021, p. 289). Additionally, online resources and tools can be implemented to aid teachers in developing the cultural competence necessary for successfully working with students from different cultural backgrounds.

Furthermore, by addressing deficiencies in knowledge, personal experiences, and confidence in working with diverse student populations, distance education serves as a valuable tool in preparing teachers for the challenges of today's global society (European Commission Social Inclusion, 2024). Ultimately, leveraging distance education can lead to the creation of equal educational opportunities, social change, and the improvement of multicultural competence among teachers, benefiting both the educators and the students they serve.

In the realm of education, digitalisation serves as a powerful tool to augment multicultural competence among teachers (Komar, 2020). By leveraging digital resources, educators can immerse themselves in simulated communicative scenarios relevant to diverse urban settings, bridging the gap between real-world experiences and virtual learning environments. Through the utilisation of digital didactic technologies, teachers can gain a deeper insight into the intricacies of foreign language acquisition, with a particular emphasis on the neurocognitive processes involved in learning a new language.

Furthermore, the comparison of similar situations in physical urban landscapes with virtual urban simulations can significantly enrich teachers' comprehension and cultural sensitivity, ultimately enhancing their ability to navigate multicultural educational settings (Keengwe, 2018). This integration of digital tools not only facilitates the development of multicultural competence but also equips teachers with the necessary skills to engage effectively with students and families from a wide array of backgrounds. That is why we should decide in what ways globalisation impacts the methods used in teachers' training for multicultural competence.

Globalisation has revolutionised the landscape of education, necessitating a shift in the methods used to train teachers for multicultural competence. In this new era, teachers are expected to embrace learner-centred instructional practices, focusing on active student involvement and personalised learning experiences rather than traditional didactic approaches.

The impact of globalisation on teacher training emphasises the importance of educators possessing the knowledge and skills to navigate the complexities of diverse and multicultural classrooms brought about by global migration and immigration. To effectively prepare teachers for multicultural competence, training programs must adopt inclusive, accessible, and effective approaches that align with a global teaching perspective (Xu, 2021, p. 69).

Understanding the nature and characteristics of globalisation is paramount in equipping teachers with the necessary competencies to serve as role models for their students in a rapidly changing globalised world. Moreover, the demand for technological literacy, flexibility, and adaptability to new labor markets necessitates a reevaluation of educational policies worldwide, emphasising the need for high-quality teacher training programs that equip educators with essential skills for globalisation (Ministry of Education PRC, 2018).

As education undergoes reforms to meet the demands of a globalised society, teachers play a crucial role in imparting 21st-century skills such as creativity, critical thinking, communication, and collaboration to prepare students for success in a multifaceted world (Bo, 2018, p. 64). Ultimately, in the face of globalisation, teachers must be equipped with the knowledge and skills to effectively prepare students to thrive in an interconnected and diverse global environment.

## **CONCLUSIONS**

Thus, the study of teachers' readiness for the formation of intercultural competence is extremely relevant in the modern world. Globalisation and economic projects create new challenges and opportunities for educational systems, which require new

knowledge, skills and attitudes from teachers. Only by preparing teachers to work in a multicultural environment will we be able to ensure high-quality education and prepare students for life in a globalised world.

The integration of the multicultural environment of global projects into the training system of future teachers will contribute to their professional growth and increase their level of competence, which in turn will positively affect the quality of education in the conditions of globalisation.

Changing the content of the competency approach in the formation of future teachers under the influence of globalisation and international projects involves new requirements and training methods. Globalisation and international projects such as "One Belt, One Road" have a significant impact on educational systems, requiring the adaptation of educational programs and methods to new realities.

It can also be noted that a paradigm shift in the competency-based approach to teacher training is inevitable in connection with the processes of globalisation, the "erasing" of borders, the development of machine learning technologies, artificial intelligence, the acceleration of the obsolescence of knowledge, the development of distance and online education, etc. All these areas should be taken into account and reflected in the new paradigm of the competence-based approach to the training of future teachers.

The preparation of art discipline teachers for the formation of multicultural competence in students is a multifaceted process that involves various promising methods. These methods aim to increase teachers' awareness, understanding and ability to incorporate diverse cultural perspectives into their teaching across disciplines.

International experience and individual practices show they can be very effective: in-service workshops and professional development seminars specifically focused on multicultural education; creating learning communities where teachers and stakeholders (potential employers) can share their experiences, resources and strategies; encouraging teachers to use interdisciplinary approaches.

As well as participation in cultural immersion programs can significantly improve teachers' understanding of different cultures; encouraging teachers to reflective practice and self-assessment; methodical support for curriculum development, which includes various cultural perspectives, etc. By applying these methods, teachers can create a more inclusive and culturally responsive arts education environment that prepares students for success in a diverse and interconnected world.

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### **CONFLICT OF INTERESTS**

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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