

Therefore, the internationalization of higher education is considered as a strategic tool for improving the quality and competitiveness of the university system in the context of globalization. It is interpreted as a process of integrating the international, intercultural and global dimension into the goals, functions and educational practices of universities. Along with traditional student and teaching mobility, the concept of “internationalization at home” is being introduced in higher education, aimed at forming intercultural competence as a component of global competence in all students through the international content of curricula and the development of a multilingual educational environment. The internationalization of educational programs involves the integration of global and multicultural educational components that contribute to the preparation of students for future professional activity in an international context. At the same time, the uneven level of internationalization of different universities, language barriers and limited resources remain significant challenges. One of the effective tools for overcoming these limitations is the development of virtual mobility, which provides international experience without physical mobility. Joint online courses and projects with universities in different countries contribute to the formation of intercultural competence, the development of digital skills, and the preparation of students for global cooperation.

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Oleksandra Ameridze

*Kyiv National University of Construction and Architecture
(Kyiv, Ukraine)*

Olha Ameridze

*Kyiv National University of Technologies and Design
(Kyiv, Ukraine)*

COGNITIVE COMPONENT OF FORMING A MODERN STUDENT'S MULTICULTURAL PERSONALITY

The cognitive component of a modern student's multicultural personality includes knowledge about culture, norms, traditions, customs, lifestyle and related social values, on the other hand, for adequate intercultural communication, knowledge about the diversity of a multicultural society and the problems of the relationship between representatives of different cultures, about the peculiarities of the national character and mentality of the peoples being studied, about the essence and structure of multicultural competence in order to predict the course of communication development, the ability to coordinate the process of interaction to achieve a positive practical result. This knowledge, as the "internal technologies" of the personality, "reflects the socio-cultural experience of humanity and is a repository of original intellectual models created by cultural tradition" (Федоренко, 2017, p. 68).

Cognitive flexibility in the upbringing of a modern student's multicultural personality is considered as the ability to adaptively restructure ways of thinking and behavior in accordance with the requirements of different cultural contexts (Braem & Egner, 2018). According to the theory of cognitive flexibility, an individual can process information in conditions of ambiguity and variability, which is especially important in situations of intercultural interaction. Cognitive flexibility is also associated with the ability to quickly switch between alternative points of view and social norms (Martin & Rubin, 1995).

Within the framework of a multicultural personality, cognitive flexibility is manifested through the ability to: switch between cultural codes, choosing the most

appropriate communication style; accept the diversity of value systems, without reducing the experience of others to their own categories;

– integrate knowledge from different cultural sources, which stimulates creativity and breadth of worldview (Bennett, 2013).

Thus, cognitive flexibility is one of the key components in the formation of a multicultural personality of a Spanish student, ensuring the possibility of effective intercultural communication and social integration in the global educational space.

The unprecedented growth of information and communication technologies in recent decades has made the use of digital information a major mechanism for the transmission of knowledge. Due to its evident impact in many areas, some researchers have already affirmed that, unexpectedly, new digital generations will demand the transmission of knowledge from physical to digital formats in the 21st century (Girón-García & Boghiu-Balaur, 2021). Spanish educators explain that this transformation “has increased the range of semiotic resources for research practice and academic communication” ((Luzón & Pérez-Llantada, 2022, p. 133). For example, the possibility of combining different channels (visual, auditory and verbal) for the transmission of information is one of the main features of the modern educational environment of modern higher education, including Spanish higher education. At the same time, in modern higher education, the Internet is an interactive and multimodal tool of the educational process, which can be supplemented by personal interaction. The multimodal perspective in the modern digital era accepts a new vision of the methods of oral and written communication – from printed to digital formats (González-Lloret, 2016).

Therefore, the cognitive component includes multimodal literacy as “a complex combination of information, visual, multicultural and media literacy, which ensures the effectiveness of the practical use of fundamental knowledge from different fields. The level of students’ academic achievements and their implementation in life directly depends on the degree of knowledge possession, on the ability to apply them, that is, on

the development of literacy as personal qualities” (Федоренко, 2017, p. 69). Multimodal literacy “encourages individual self-responsibility in acquiring and applying knowledge in a flexible, constructive, and morally and ethical manner” (ibid., p. 71).

In addition to multimodal literacy, the cognitive component includes multicultural literacy, which is a complex combination of cultural and intercultural literacies (ibid., p. 73). This literacy in the upbringing of a multicultural personality ensures their ability to interact effectively in the context of their own and other cultures. Multicultural literacy involves: knowledge of different cultures, their languages, traditions, ways of thinking; awareness of cultural prejudices and stereotypes; readiness for tolerant and ethical interaction with representatives of other cultures (Gay, 2018). In other words, a multiculturally literate person is able to read the world through the prism of cultural diversity, recognizing the plurality of points of view and ways of seeing reality.

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