

## **ПЛАТФОРМА 1.**

# **ІННОВАЦІЙНІ МЕТОДИ ІНШОМОВНОЇ ПІДГОТОВКИ ФАХІВЦІВ**

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**Sofia Avramenko**

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

**Scientific supervisor – Assoc. Prof. Kseniia Kugai**

### **SPECIALISTS' TRAINING IN THE CONTEXT OF MULTICULTURAL GLOBALIZATION**

In the contemporary milieu characterized by multicultural globalization and the advent of cutting-edge technologies, the education and training of specialists are experiencing substantial transformation. It involves the integration of different linguistic, cultural, and social spheres of development. The importance of intercultural dialog is growing every day. The international labor market increasingly demands the development of interdisciplinary skills necessary for a successful career. As noted, globalization underscores the significance of personal contacts and verbal communication, particularly in an increasingly interconnected world, thereby necessitating the acquisition of foreign language skills, which are now considered essential for social and professional advancement (Kugai, 2022). Therefore, globalization is rapidly gaining importance for society.

Higher education institutions that provide direct training for specialists in various fields use intercultural competence programs. It is a relevant topic and a so-called “trend” (Leask, 2009). Such programs develop the skills of effective communication with representatives of different cultures. Students working in global markets are primarily interested in this opportunity to study these programs. Educational systems are rapidly evolving and require the adaptation of curricula to the ever-changing requirements of the international labor market. Also, higher education institutions are interested in training real experts and, therefore, constantly update and provide access to quality education. The study suggests that university training should prioritize a dual focus: providing students with in-depth knowledge and skills within their chosen field

while fostering their ability to adapt to diverse and demanding workplace situations (Malykhin, Aristova, Kugai, Vyshnevskaya, & Makhovych, 2024).

In addition, multicultural globalization is causing significant changes in approaches to training. First, it highlights the clarity and clear understanding of the need to develop competencies in language and intercultural communication, digital technology development, and changes and adaptability to the labor market. It leads to another significant point: developing critical thinking skills. These skills are the key to productive and rapid career growth in a globalized world (4).

There are many tasks and challenges in the world caused by multicultural globalization. The most important is the need for a successful combination of educational standards. This aspect helps to distribute even minimal tasks in a quality manner. At the moment, the knowledge assessment system is constantly being updated. This point is integral to successful, positive, and improved development.

Multicultural globalization causes various conflicts when discussing various learning details in an intercultural environment. It may be a negative aspect, but not in this type of development. Conflicts lead to active and informed dialogues that lead to discoveries (5).

Recognizing that multicultural globalization necessitates ongoing development and collaboration among universities, vocational schools, research institutions, and industry partners is crucial. In turn, the global labor market acts as an assistant to development and improvement. Only through the interaction of all these aspects can competent specialists be trained to be ready to work in a diverse cultural and professional reality.

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