

Training of Future Specialists in Modern Conditions: Cultural Aspects

Yurii Horban^{1†}, Oksana Koshelieva^{2††}, Olga Bigus^{3†††}, Oleksandr Chepalov^{4††††}, Dmytro Bazela^{5†††††}
y.i.gorban@gmail.com, renisenb@ukr.net, olga.bigus@gmail.com, chepalovst@gmail.com, ddbazela@gmail.com
 Kyiv National University of Culture and Arts, Kyiv, Ukraine

Summary

An increasing number of students from different cultures study in higher primary schools. This trend is due to: 1) the government's discourse on increasing the level of participation of foreign students in national educational programs and the need for internationalization; 2) the need of employers for professionals who are trained to work in a multicultural environment to meet the needs of different markets and customers. Methodology. This study is based on the results of the OECD (2018) structured survey of 1,093 teachers at universities in Australia, Colombia, the Czech Republic, Denmark, Georgia, Malta, Vietnam, Turkey, and Argentina, examined policy, the practice of cultural characteristics in training specialists, and teachers' attitudes to cultural diversity. Results. The attitude and perception of cultural features by teachers does not determine the practice of forming a cultural environment and managing this environment to ensure quality education of students of different nations. The main culturological aspects of training are self-expression of cultural and ethnic identities, expression of cultural characteristics and their value through multicultural activities in universities, teaching students to combat ethnic or cultural discrimination. Therefore, the formation of a multicultural environment in higher education occurs through the activities of students and teachers, which complement each other. The practical value lies in identifying two important components of the formation of cultural diversity among students, such as self-expression of ethnic and cultural identity and the expression of cultural differences by teachers in the course of educational activities.

Keywords:

culturological aspect, training of specialists, cultural diversity, intercultural competencies, cultural identity.

1. Introduction

An increasing number of students from different cultures study in higher primary schools. This trend is due to the government's discourse on expanding the participation of foreign students in national educational programs and the need for internationalization. As a result, there is a concept of multiculturalism, which can both contribute to the formation of a stimulating environment for learning and teaching, and cause problems (for example, the need for teachers to develop intercultural competencies) (Murray, 2016).

The higher education sector is aware of the impact of rising levels of cultural diversity on educational institutions. Employers increasingly need students who are prepared to work in a multicultural environment to meet the needs of

different markets and customers. This is due to the need of employers to have the skill of working with different team members. The needs of the labor market for diversity have a greater degree of influence on the perspective of multiculturalism of teams than just the diversity of the student body (Vos, Çelik & de Vries, 2016). Therefore, educational institutions need to coordinate strategies, teaching methods for managing cultural diversity (Vos, Çelik & de Vries, 2016).

International student mobility has necessitated the development of a multicultural environment to facilitate the integration of students of different nationalities into the educational environment. Integration of students solves the problems of discrimination based on sex, culture, ethnicity, socio-economic status in society. Integration also ensures the development of cultural diversity. Training in modern conditions takes into account the characteristics of students of different nations and cultures, and educational programs include different teaching methods to support students of different nationalities and socio-economic status. Universities in different countries advocate the internationalization of education and aggressively recruit foreign students of different ethnic backgrounds (Moon, 2016). Despite the activity of internationalization of higher education, cultural diversity among the benefits (student satisfaction and intercultural perception) is also characterized by challenges, including acceptance and perception of the diversity of the educational environment (Rizvi, Naqvi & Batoool, 2016), problems of students related to cultural diversity (Liu, 2019), lack of knowledge of foreign languages, which leads to a lower level of student participation in education (Liu, 2019).

The purpose of the article is to identify the policy and practice of forming a culturological environment for the training of future professionals in today's conditions of culturological diversity.

The main objectives of the study are:

1. Identify examples of cultural diversity in universities (support for ethnic and cultural identity of students, multicultural activities, training to combat multicultural discrimination, teaching methods for integrating global cultural issues into the curriculum).
2. Identify what practices are used in universities to support different cultures (teaching different socio-economic status of students, policies to combat gender and socio-economic

discrimination, support for students from disadvantaged families).

3. Identify the opinion of teachers on the development of cultural environment.

2. Literature review

The cultural diversity under effective management can provide a number of benefits to higher education (Al Muqarshi, Kaparou & Kelly, 2020). In the age of internationalization and globalization, higher education views cultural diversity as an asset to ensure the development of intellectual capital (Al Muqarshi, Kaparou & Kelly, 2020).

In a broad sense, diversity is a concept that can encompass a range of intentions, principles, ideals, programs, outcomes, proportions, curricula, and many other elements (Phillips, 2019). The concept of diversity is seen as a state of difference or diversity. (Alas & Mousa, 2016). Research on cultural diversity began in the 1970s through the study of inequality among students of different racial and ethnic backgrounds, genders, and cultures. The definition of cultural diversity has been extended to the following: "the differences in ethnicity, background, historical origins, religion, socio-economic status, personality, disposition, nature and many more" (Alas & Mousa, 2016). As Chang (2020) notes, students typically face financial, academic, and personal challenges, which are exacerbated by the cultural mismatch between independent universities and the interdependent family environment. The concept of culture in the scientific literature is considered as "the collective programming of the mind that distinguishes the members of one group or category of people from another" (Hofstede and Hofstede, 2005).

The growing diversity of students by ethnic, racial and cultural background coincides with the increasing segregation of racial and social classes in the education system (Wells, 2020). Therefore, many teachers are forced to integrate into educational activities different strategies and teaching methods appropriate to the cultural characteristics of students to promote their integration (Wells, 2020). Teachers argue about the potential of their own activities in the context of ensuring the integration of different cultures with a lower level of standardization and certain criteria for selecting applicants in accordance with the training programs (Wells, 2020). In response to the standardization of educational programs as a barrier to the formation of a multicultural environment Lumby & Foskett (2016) proposes a well-thought-out and careful strategy for managing internationalization to preserve the identity of each culture, promoting equality between different nationalities. The main goal of such a strategy is the long-term commercial interest of universities, social and individual benefits.

In the scientific literature on the example of case studies of universities on the development of a multicultural environment and interviews with students, teachers revealed different levels of implementation of the concept of cultural diversity. For example, Enyeart Smith, Wessel & Polacek (2017) studying students three-year learning experience based on 15 Likert scale questions identified modeling by the University's faculty of cultural competence, given the diversity in the curriculum. This provides knowledge about diversity among students (Enyeart Smith, Wessel & Polacek, 2017). Guerin & Green, (2016) found a smooth alignment of cultural differences at a university in Australia with a high level of academic mobility and internationalization. Degl'Innocenti (2020) offers a theoretical and methodological basis for teachers of higher education institutions in order to develop intercultural knowledge and provide quality education for students of different cultures, which includes three main theories: the theory of cross-cultural characteristics; theories of quality assurance of educational services; design thinking theory as an approach to solving cultural problems. Eventually, the concept of "Cultural Diversity Design Structure" was developed. Hakkola & Ropers-Huilman (2018) notes the need to enhance cultural diversity in US higher education institutions. Eventually, the concept of "Cultural Diversity Design Structure" was developed. Hakkola & Ropers-Huilman (2018) notes the need to enhance cultural diversity in US higher education institutions. Eventually, the concept of "Cultural Diversity Design Structure" was developed. Hakkola & Ropers-Huilman (2018) notes the need to enhance cultural diversity in US higher education institutions.

Vos, Çelik & de Vries (2016) based on interviews with 19 members of six educational teams found recognition by some members of the need to increase diversity and share knowledge and skills to meet the needs of the labor market. International relations training teams are increasingly developing "integration and learning" skills in a multicultural environment. Teams of lawyers noted a lower level of change in the needs of the labor market in the context of multiculturalism. In general, teacher teams have been open to recruiting different teachers and consider this important to meet the needs of student diversity. The study found the value of interaction and joint learning within teams, but did not reveal the value of diversity (Vos, Çelik & de Vries, 2016).

The study by Rahman & Alwi (2018) found that most teachers are aware of the lack of consideration in the academic programs of higher education institutions of cultural origin of students. At the same time, some courses of higher education institutions contained materials on the traditions of foreign students and related to cultural beliefs (to eliminate stereotypes about certain cultures). Accordingly, this requires the use of methods within university curricula to address identified problems. For

example, an increasing number of American higher education institutions include some aspects of cultural diversity in their curricula (Phillips, 2019).

In the scientific literature, there are no comprehensive studies of culturological aspects (policies and practices) of training future professionals. According to Asquith (2019), discrimination, harassment and violence of different groups of students can lead to negative experiences of student learning and the work of university staff. Despite the presence of research and knowledge about such experience in primary and secondary education, there is no research on the policy and practice of cultural diversity in higher educational institutions.

3. Methodology

This study used the results of the 2018 Organization for Economic Co-operation and Development (OECD) Teaching and Learning International Survey (TALIS) survey using a structured interview on learning in Diverse Environments conducted in 2018. An international survey of teachers was conducted to understand the specifics of education for policy development at the national level. The survey was completely anonymous; the sample was formed randomly.

1093 teachers from Australia, Colombia, the Czech Republic, Denmark, Georgia, Malta, Vietnam, Turkey, and Argentina took part in the survey (Table 1). Thus, the sample allows comparing the cultural aspects of training future professionals in different learning conditions. Among the respondents, 37.2% were women and 52.8 were men.

Table 1: Distribution of respondents by country of teaching

Country	Number of participants, person	Share of participants, %	Cumulative share of participants, %
Australia	131	12.0	12.0
Colombia	155	14.2	26.2
Czech Republic	182	16.7	42.8
Denmark	102	9.3	52.2
Georgia	136	12.4	64.6
Malta	49	4.5	69.1
Viet Nam	115	10.5	79.6
Turkey	143	13.1	92.7
Argentina	80	7.3	100.0
Total	1093	100.0	

Source: OECD (2018b).

Table 2: lists the questions related to the culturological aspects of training future professionals in modern conditions.

Table 2: Questionnaire

Question	Answer options
1. Does this university include students of more than one cultural or ethnic background? Please mark one choice.	1 - yes, 2 - no
2. In this university, are the following policies and practices in relation to diversity implemented?	1 - yes, 2 - no
a) Supporting activities or organizations that encourage students' expression of diverse ethnic and cultural identities (e.g. artistic groups)	1 - yes, 2 - no
b) Organizing multicultural events (e.g. cultural diversity day)	1 - yes, 2 - no
c) Teaching students how to deal with ethnic and cultural discrimination.	1 - yes, 2 - no
d) Adopting teaching and learning practices that integrate global issues throughout the curriculum	1 - yes, 2 - no
3. In this university, are the following policies and practices implemented?	1 - yes, 2 - no
a) Teaching students to be inclusive of different socio-economic backgrounds	1 - yes, 2 - no
b) Explicit policies against gender discrimination	1 - yes, 2 - no
c) Explicit policies against socio-economic discrimination.	1 - yes, 2 - no
d) Additional support for students from disadvantaged backgrounds	1 - yes, 2 - no
4. In your view, approximately how many teachers in this university would agree with the following statements?	1 - None or almost none; 2 - Some; 3 - Many; 4 - All or almost all
a) It is important to be responsive to differences in students' cultural backgrounds.	1 - None or almost none; 2 - Some; 3 - Many; 4 - All or almost all
b) It is important for students to learn that people from other cultures can have different values	1 - None or almost none; 2 - Some; 3 - Many; 4 - All or almost all
c) Respecting other cultures is something that young people should learn as early as possible	1 - None or almost none; 2 - Some; 3 - Many; 4 - All or almost all
d) Young people should learn that people of different cultures have a lot in common.	1 - None or almost none; 2 - Some; 3 - Many; 4 - All or almost all
5. In your view, approximately how many teachers in this university would agree with the following statements?	1 - None or almost none; 2 - Some; 3 - Many; 4 - All or almost all
a) Universities should encourage students from different socio-economic backgrounds to work together	1 - None or almost none; 2 - Some; 3 - Many; 4 - All or almost all
b) Students should learn how to avoid gender discrimination.	1 - None or almost none; 2 - Some; 3 - Many; 4 - All or almost all
c) It is important to treat female and male students equally	1 - None or almost none; 2 - Some; 3 - Many; 4 - All or almost all
d) It is important to treat students from all socioeconomic backgrounds in the same manner.	1 - None or almost none; 2 - Some; 3 - Many; 4 - All or almost all

Source: OECD (2018a).

Statistical indicators and methods were used to analyze the survey results: minimum and maximum, mean value, standard deviation and variance. To assess the linear relationship between the policy and practice of forming a multicultural environment and the attitude (attitude, perception) of teachers to the policy of inclusion of different cultures, Pearson's correlation coefficient was used, the

significance of which is estimated at 1 and 5%. The results of the survey were processed in the software environment SPSS 22.0.

4. Results

In general, 69% of respondents noted the integration of students with more than one cultural or ethnic affiliation (Table 3). However, countries are differentiated by the level of integration: in Australia 97% of respondents noted integration, in Colombia 71%, in the Czech Republic 66%, in Denmark 88%, in Georgia - 61%, in Malta - 78%, in Vietnam - 44%, in Turkey - 57%, in Argentina - 69%.

Table 3 : Country which universities include students of more than one cultural or ethnic background

Country	Include students of more than one cultural or ethnic background		Total
	Yes	No	
Australia	125	4	129

Colombia	107	44	151
Czech Republic	115	60	175
Denmark	68	9	77
Georgia	73	47	120
Malta	36	10	46
Viet Nam	51	64	115
Turkey	81	60	141
Buenos Aires Autonomous City (Argentina)	54	22	76
Total	710	320	1030

Source: author calculation OECD (2018b).

In general, cultural diversity practices are being introduced in universities. For example, the university supports the activities of students to express cultural and ethnic identities (Table 4), for example, the activities of artistic groups. 488 teachers from different universities noted this, while 222 teachers noted the lack of such practice.

Table 4 : Descriptive statistics: questions 1-3

	N	Minimum (Yes)	Maximum (No)	Average	Standard deviation	Dispersion
University includes students of more than one cultural or ethnic background	1030	1	2	1.31	,463	,214
Pol and prac Encourage students express. of div. ethnic and cultural identities	710	1	2	1.31	,464	,215
Pol and prac Organizing multicultural events (e.g. multicultural diversity day)	710	1	2	1.39	,489	,239
Pol and prac Teaching students how to deal with ethnic and cultural discrimination	710	1	2	1.21	,407	,166
Pol and prac Adopt. practices that integrate global themes through the curriculum	710	1	2	1.20	,399	,159
Pol and prac Teach students to be inclusive of diff. socio-economic backgrounds	1029	1	2	1.08	,265	,070
Pol and prac Explicit policies against gender discrimination	952	1	2	1.13	,333	,111
Pol and prac Explicit policies against socio-economic discrimination	953	1	2	1.17	,378	,143
Pol and prac Additional support for students from disadvantaged backgrounds	1029	1	2	1.16	,370	,137

Source: author calculation OECD (2018b).

61% of respondents say that there are multicultural events (for example, a day of cultural diversity). The highest levels of this practice were found in Australia (88%), Colombia (78%), Georgia (76%), Malta (81%), and Vietnam (69%).

Whereas in the Czech Republic and Dan Mark the lowest level of organization of such events (32% and 22% respectively). In Turkey, 40% of respondents noted the existence of this practice.

The practice of teaching students to combat ethnic or cultural discrimination is important. For example, 83% of Australian teachers noted the presence of this practice. High level of teaching effective ways to combat discrimination in Colombia (92%), Czech Republic (76%), Georgia (85%), Malta (92%), Vietnam (84%), Turkey (73%), Argentina). Denmark teachers - 38%, noted the lowest level of this practice.

The application of teaching and learning practices, which integrate global issues related to cultural diversity, into all curricula was noted by an average of 80% of teachers across countries. In Australia, 94% of teachers noted the use of this practice, in Colombia - 87%, in the Czech Republic - 80%,

in Denmark - 65%, in Georgia - 68%, in Malta - 81%, in Vietnam - 78%, in Turkey - 74%, in Argentina - 81%.

The use of university policies and practices for inclusive student education, policies against socio-economic and gender discrimination, and additional student support also varies across countries. 92% of teachers say that education provides inclusion for all students with different socio-economic status. 87% noted the practice of training to combat gender discrimination, 83% noted the practice of training to combat socio-economic discrimination. 84% noted the practice of additional support for students from disadvantaged backgrounds (Table 4).

Table 5 : The results of the respondents' answer "yes" to the question "3. In this university, are the following policies and practices implemented? »

	Teach students to be inclusive of diff. socio-economic backgrounds	Explicit policies against gender discrimination	Explicit policies against socio-economic discrimination	Additional support for students from disadvantaged backgrounds
Australia	95%	82%	63%	94%
Colombia	95%	93%	89%	66%
Czech Republic	98%	94%	96%	82%
Denmark	83%	-	-	62%
Georgia	88%	92%	92%	89%
Malta	96%	48%	46%	80%
Viet Nam	78%	77%	66%	100%
Turkey	96%	92%	93%	94%
Buenos Aires Autonomous City (Argentina)	99%	93%	91%	78%
Total	92%	87%	83%	84%

Source: author calculation OECD (2018b).

Teachers' beliefs and perceptions of inclusion policies and practices determine the effectiveness of cultural environment and diversity management. Therefore, it was important to assess the attitude of teachers to the inclusion of students from different cultures. On average, teachers agree with the importance of educational institutions in responding to differences in cultural environment (mean response was 3.39) (Table 6). Teachers also agree on the

importance of providing students with information about the different values of people from different cultures (the average answer was 3.43). Teachers believe that learning to respect other cultures should take place as early as possible (at an early age) (the average response value was 3.5). Teachers argue that students should receive information about the common features of different cultures (the average answer was 3.48).

Table 6 :Descriptive statistics: questions 4-5

	N	Minimum *	Maximum *	Average	Standard deviation	Dispersion
Agree Important to be responsive to diff. in studs cultural backgrounds	1033	1	4	3.39	, 652	, 425
Agree Important to learn that other cultures can have diff. values	1027	1	4	3.43	, 667	, 444
Agree Respecting other cultures children should learn as early as possible	1031	1	4	3.50	, 634	, 402
Agree Children learn that people of diff. cultures have a lot in common	1030	1	4	3.48	, 641	, 411
Agree Encourage studs from diff. socio-ec. backgrounds to work together	1028	1	4	3.49	, 658	, 433
Agree Students should learn how to avoid gender discrimination	1027	1	4	3.59	, 592	, 351
Agree It is important to treat female and male students equally	1026	1	4	3.76	, 475	, 226
Agree Important to treat studs from all socio-ec. background same manner	1027	1	4	3.73	, 503	, 253

Source: author calculation OECD (2018b).

* 1 - None or almost none; 2 - Some; 3 - Many; 4 - All or almost all

Teachers also agree with the encouragement of universities from different socio-economic backgrounds to work together (average response rate was 3.49), teaching avoidance of gender discrimination (average response rate was 3.59), giving importance to equal treatment of women and men (the average value of the answer was 3.76) and the same attitude to students from all socio-economic backgrounds (the average value of the answer was 3.73).

The results of the correlation analysis indicate a lack of linear relationship between diversity policy, practice, and teachers' attitudes toward diversity (Table 7). For example, a negative low linear relationship was found between the practice of encouraging students to express ethnic and

cultural identity and the following attitudes of teachers to diversity: a) the importance of responding to differences in students' cultural backgrounds (-0.167 with a significance level of 1%); b) it is important for students to learn that people from other cultures may have different values (-0.159 with a significance level of 1%); c) respect for other cultures is why young people should learn as early as possible (-0.127 with a significance level of 1%); d) young people should learn that people of different cultures have much in common (-0.094 with a significance level of 5%); e) universities should encourage students from different socio-economic backgrounds to work together (-0.169 with a significance level of 1%); f) students must learn to avoid gender discrimination (-0.082 with a significance level of 5%).

Table 7 : Correlation matrix: questions 2-3 (policy and practice) and 4-5 (teacher attitudes)

		Agree Important to be responsive to diff. in studs cultural backgrounds	Agree Important to learn that other cultures can have diff. values	Agree Respecting other cultures children should learn as early as possible	Agree Children learn that people of diff. cultures have a lot in common	Agree Encourage studs from diff. socio-ec. backgrounds to work together	Agree Students should learn how to avoid gender discrimination	Agree It is important to treat female and male students equally	Agree Important to treat studs from all socio-ec. background same manner
School includes students of more than one cultural or ethnic background	Pearson's correlation	-, 032	-, 064 *	-, 023	, 001	, 012	, 024	, 022	, 041
	So. (bilateral)	, 311	, 039	, 462	, 962	, 695	, 451	, 483	, 186
	N	1030	1024	1028	1027	1025	1024	1023	1024
Pol and prac Encourage students express. of div. ethnic and cultural identities	Pearson's correlation	-, 167 **	-, 159 **	-, 127 **	-, 094 *	-, 169 **	-, 082 *	, 025	-, 025
	So. (bilateral)	, 000	, 000	, 001	, 013	, 000	, 029	, 507	, 500
	N	710	705	708	707	705	704	703	704
Pol and prac Organizing multicultural events (e.g. multicultural diversity day)	Pearson's correlation	-, 178 **	-, 202 **	-, 165 **	-, 146 **	-, 149 **	-, 101 **	-, 008	-, 031
	So. (bilateral)	, 000	, 000	, 000	, 000	, 000	, 008	, 839	, 411
	N	710	705	708	707	705	704	703	704
Pol and prac Teaching students how to deal with ethnic and cultural discrim.	Pearson's correlation	-, 174 **	-, 198 **	-, 197 **	-, 190 **	-, 180 **	-, 156 **	-, 053	-, 055
	So. (bilateral)	, 000	, 000	, 000	, 000	, 000	, 000	, 162	, 145
	N	710	705	708	707	705	704	703	704
Pol and prac Adopt. practices that integrate global themes through the curriculum	Pearson's correlation	-, 115 **	-, 152 **	-, 153 **	-, 165 **	-, 178 **	-, 116 **	-, 019	-, 008
	So. (bilateral)	, 002	, 000	, 000	, 000	, 000	, 002	, 609	, 838
	N	710	705	708	707	705	704	703	704
Pol and prac Teach students to be inclusive of diff. socio-economic backgrounds	Pearson's correlation	-, 111 **	-, 139 **	-, 104 **	-, 178 **	-, 099 **	-, 092 **	-, 093 **	-, 075 *
	So. (bilateral)	, 000	, 000	, 001	, 000	, 001	, 003	, 003	, 017
	N	1029	1023	1027	1026	1024	1023	1022	1023
Pol and prac Explicit policies against gender	Pearson's correlation	-, 115 **	-, 110 **	-, 074 *	-, 148 **	-, 105 **	-, 189 **	-, 103 **	-, 098 **
	So. (bilateral)	, 000	, 001	, 023	, 000	, 001	, 000	, 002	, 003

discrimination	N	952	947	950	950	948	947	945	946
Pol and prac Explicit policies against socio- economic discrimination	Pearson's correlation	-, 073 *	-, 081 *	-, 036	-, 111 **	-, 077 *	-, 118 **	-, 086 **	-, 087 **
	So. (bilateral)	, 025	, 012	, 269	, 001	, 018	, 000	, 008	, 008
	N	953	948	951	951	949	948	946	947
Pol and prac Additional support for students from disadvantaged backgrounds	Pearson's correlation	-, 074 *	-, 049	-, 044	-, 009	-, 108 **	-, 094 **	-, 031	-, 012
	So. (bilateral)	, 018	, 119	, 158	, 774	, 001	, 003	, 315	, 709
	N	1029	1024	1027	1027	1025	1024	1022	1023
*. The correlation is significant at the level of 0.05 (bilateral).									
**. The correlation is significant at the level of 0.01 (bilateral).									
a. The calculation is not possible because at least one of the variables is a constant.									

Source: calculated by the author based on the OECD (2018b).

5. Discussion

This study revealed a high level of integration of students from different cultures by universities in different countries (69%). The culturological aspect of training future specialists involves: 1) first, the introduction of the practice of cultural diversity; 2) secondly, the formation of a positive attitude of teachers to cultural diversity. However, these two culturological aspects are not linearly related, which may mean the introduction of the practice of cultural diversity in universities, regardless of the attitude and perception of teachers of this phenomenon. The first culturological aspect of training involves supporting the activities of students to express cultural and ethnic identities, conducting multicultural activities in universities (e.g., the day of cultural diversity), and the practice of teaching students to combat ethnic or cultural discrimination. In addition, universities apply teaching and learning practices that integrate global cultural diversity issues into all curricula (on average, 80% of teachers in the country have noted such practices).

The second culturological aspect of training involves a positive attitude of teachers to the importance of educational institutions to respond to differences in cultural environment, the importance of providing students with information about different values of people from different cultures, teaching respect for other cultures at an early age, students receiving information about common features of different cultures. In general, teachers agree with the need for universities to encourage students from different socio-economic backgrounds to work together, to learn to avoid gender discrimination, to give equal importance to equal

treatment of women and men and equal treatment of students from all socio-economic backgrounds.

6. Conclusion

The study, based on a survey of 1,093 professors at universities in Australia, Colombia, the Czech Republic, Denmark, Georgia, Malta, Vietnam, Turkey, and Argentina, examined policy, the practice of culturological features in training, and teachers' attitudes toward cultural diversity policy. The attitude and perception of cultural features by teachers does not determine the practice of forming a cultural environment and managing this environment to ensure quality education of students of different nations. The main culturological aspects of training are self-expression of cultural and ethnic identities, expression of cultural characteristics and their value through multicultural activities in universities, teaching students to combat ethnic or cultural discrimination. Thus, the formation of a multicultural environment in higher education occurs through the activities of students and teachers, which complement each other.

Further research should be aimed at studying teaching methods, their effectiveness within the courses and disciplines of educational training programs. In particular, the practice of forming cultural diversity and combating discrimination against teachers during classes with students needs to be studied.

References

- [1] Al Muqarshi, A., Kaparou, M., & Kelly, A. (2020). Managing cultural diversity for collective identity: A case study of an ELT department in Omani higher education. *Educational Management Administration & Leadership*, 1741143220921187.
- [2] 2. Alas, R., & Mousa, M. (2016). Cultural diversity and business schools' curricula: a case from Egypt. *Problems and perspectives in management*, (14, Iss. 2 (contin. 1)), 130-137.
- [3] 3. Asquith, N. L., Ferfolia, T., Brady, B., & Hanckel, B. (2019). Diversity and safety on campus@ Western: Heterosexism and cissexism in higher education. *International review of victimology*, 25(3), 320-340.
- [4] 4. Baker, S., Irwin, E., Taiwo, M., Singh, S., Gower, S., & Dantas, J. (2019). Methodological diversity as an asset for transition - focused higher education research with students from refugee backgrounds. *Review of Education*, 7(1), 5-32.
- [5] 5. Chang, J., Wang, S. W., Mancini, C., McGrath-Mahrer, B., & Orama de Jesus, S. (2020). The complexity of cultural mismatch in higher education: Norms affecting first-generation college students' coping and help-seeking behaviors. *Cultural Diversity and Ethnic Minority Psychology*, 26(3), 280.
- [6] 6. Degl'Innocenti, F. (2020). Leveraging on cultural diversity to design higher education programs. <http://urn.fi/URN:NBN:fi:amk-202003253879>
- [7] 7. Enyeart Smith, T. M., Wessel, M. T., & Polacek, G. N. (2017). Perceptions of cultural competency and acceptance among college students: Implications for diversity awareness in higher education. *ABNF Journal*, 28(2).
- [8] 8. Guerin, C., & Green, I. (2016). Cultural diversity and the imagined community of the global academy. *Asia Pacific Journal of Education*, 36(1), 1-12.
- [9] 9. Hakkola, L., & Ropers-Huilman, R. (2018). A critical exploration of diversity discourses in higher education: A focus on diversity in student affairs and admissions. In *Higher education: handbook of theory and research* (pp. 417-468). Springer, Cham.
- [10] 10. Liu, J., Hu, S., Pascarella, E. T., Liu, J., Hu, S., & Pascarella, E. T. (2019). Are Non-Native English Speaking Students Disadvantaged in College Experiences and Cognitive Outcomes?. *Journal of Diversity in Higher Education*. Advance online publication. <http://dx.doi.org/10.1037/dhe0000164>
- [11] 11. Lumby, J., & Foskett, N. (2016). Internationalization and culture in higher education. *Educational Management Administration & Leadership*, 44(1), 95-111.
- [12] 12. Moon, R. J. (2016). Internationalisation without cultural diversity? Higher education in Korea. *Comparative Education*, 52(1), 91-108.
- [13] 13. Murray, N. (2016). Dealing with diversity in higher education: awareness-raising and a linguistic perspective on teachers' intercultural competence. *International Journal for Academic Development*, 21(3), 166-177.
- [14] 14. OECD (2018a). Teaching and Learning International Survey (TALIS): Principal Questionnaire. Available at: <http://www.oecd.org/education/school/TALIS-2018-MS-Principal-Questionnaire-ENG.pdf>
- [15] 15. OECD (2018b). Teaching and Learning International Survey (TALIS) data: SPSS_2018_international. Available at: https://webfs.oecd.org/talis/SPSS_2018_international.zip
- [16] 16. Phillips, A. (2019). The quest for diversity in higher education. *Pepperdine Policy Review*, 11(1), 4.
- [17] 17. Rahman, S. A., & Alwi, A. (2018). The Inclusion of Cultural Diversity in Higher Education Curriculum Design. *International Journal of Contemporary Educational Research*, 5(2), 87-94.
- [18] 18. Rizvi, A. A., Naqvi, M. A., & Batool, M. (2016). Cultural Diversity in Higher Education Benefits and Challenges. *International Journal of Innovation in Teaching and Learning (IJITL)*, 2(2).
- [19] 19. Vos, M., Çelik, G., & de Vries, S. (2016). Making cultural differences matter? Diversity perspectives in higher education. *Equality, Diversity and Inclusion: An International Journal*. Vol. 35 No. 4, 254-266. <https://doi.org/10.1108/EDI-11-2015-0092>
- [20] 20. Wells, A. S. (2020). Racial, ethnic, and cultural diversity across K-12 and higher education sectors: Challenges and opportunities for cross-sector learning. *Change: The Magazine of Higher Learning*, 52(2), 56-61.