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INTERCULTURAL EDUCATION IN THE ITALIAN REPUBLIC: CONTENT AND PROCEDURAL CONTEXT

The article defines and describes the content and procedural principles in the Italian Republic. The characteristics of intercultural programs offered by different universities in Italy are presented. The article provides examples of intercultural education at Italian universities (Trieste University, University of Padua, University of Milan, University of Naples "L'ORIENTALE"). It is clear that unlike universities in general secondary education institutions in Italy, there are no special disciplines among school courses that would develop intercultural communication skills and form intercultural competence. Instead, there are a number of subjects that prepare students to live and work in intercultural (history, Italian, art education, music education, geography, scientific and mathematical disciplines, biological sciences, foreign languages). It has been found that the content and procedural principles of intercultural education.

Key words: *intercultural education, Italian Republic, content and procedural principles, university, general secondary education institution.*

Introduction. In Italy, education in the direction of diversity is a common feature of the modern educational system. Nowadays, society is fully aware of this diversity and requires all people to develop positive attitude through creativity, flexibility and innovation, along with the ability to combine resources (Delors Report. Italian publication: Unesco, 1997).

In addition to the social aspect, the number of programs aimed at promoting potential development and personal growth of every education applicant and individual courses is increasing in Italy's education. The school system is increasingly based on flexibility and diversified standards, the development of school autonomy, which is a common phenomenon in Europe. This new model of intercultural education, based on the vision of culture as a dynamic element, which, interacting with others, is aimed at raising citizens in multiple and global contexts. Cultural and linguistic pluralism at school is essentially a tool for strengthening openness not only to differences in culture, but also sexual, personal and social in terms of planetary citizenship.

Analysis of current research. In recent years, the problem of intercultural, multicultural education and upbringing has been the focus of scientists as foreign (R. Army, G. Aernhaimer, O. Baksansky, P. Batelaan, K. Baker, D. Benks, D. Golnik. , P. Gorski, K. Grant, O. Gusakovsky, O. Dzhurinsky, G. Dmitriev, D. Dewey, M. Kirst, R. Lewis, P. Mayo, S. Nieto,

V. Nike, K. Alexandrov , K. Sliter, D. Spring, K. Poki, O. Tincherov, M. Hepburn, etc.) and domestic (O. Barankov, L. Golik, L. Goncharenko, O. Griv, O. Gritsenko, O. Ivashko, T. Klinchenko, I. Kovalynskaya, S. Kohut, M. Krasovitsky, V. Kuzmenko, G. Levchenko, Y. Lebedev, I. Leshchenova, D. Popova, O. Rudyk, I. Sikorskaya, etc.). However, the intercultural education of student youth in Italy has never become the subject of a separate study.

The aim of the article is to identify and characterize the content and procedural principles of intercultural education in the Italian Republic.

Research methods. The following methods were used to realize the purpose of the study: general scientific - analysis, synthesis, abstraction, comparison and generalization, which made it possible to find out the peculiarities of the development of theoretical approaches under the development of the phenomenon under study; specific scientific-method of terminological analysis ensured the disclosure of the essence of the studied pedagogical phenomena by means of identifying and clarifying the meanings and meanings of fundamental concepts; System-structural and system-functional analysis became the basis for the identification of content and procedural foundations of intercultural education in the Italian Republic.

Research results. In the context of this study, we consider it necessary to dwell on the characteristics of intercultural programs that are offered by different universities in Italy. So, it should be noted that the beginning of the 21st century in the higher education of Italy was marked by a large number of foreign students from different countries. Therefore, Italian universities offer various international programs at the bachelor's, master's and doctoral degrees. In addition, recently, on the sites of leading universities in Italy, we have a number of courses that contribute to the formation of intercultural competence among higher education applicants.

Within the dissertation work we will give examples of intercultural education at Italian universities.

Thus, at the University of Trieste, a curriculum for consultants and professionals of commercial and tourism business related to the countries of Eastern Europe and the Mediterranean "Science and Methods of Interculturality" is offered (Scienze e tecniche dell'interculturalità).

Graduates of the "Sciences and Methods of Interculturality" course must, within the scope of the "Communication Sciences" course, acquire specific intercultural methodological competence, that is, they must be able to deal with any professional activity, knowing how to compare different

cultures in the perspective of dialogue, overcoming the perspective of monoculturalism, and the perspective of multiculturalism, both inadequate to the needs of modern Italian, European and international society.

Graduates of the degree course S.T.I. must:

1. Have basic skills and special skills in the media sector and be able to perform professional tasks in different systems of cultural industries (publishing, cinema, theater, radio, television, new media) and in the consumer sector; In addition, they must be able to work as consultants for multiethnic school classes, they should be able to work as experts in international relations for M.A.e, as well as for local authorities and private structures involved in cooperation in the field of development and admission of immigrants; They should also be able to act as consultants for commercial and tourist companies related to EU countries.

2. Have skills related to new communication and information technologies, as well as the skills necessary for the activity of intercultural communication in private companies, public administration and cultural heritage.

3. Have special knowledge related to the operational policy of communication and information, also from an institutional point of view, regarding changes in multiple domestic and international sectors, from a cross-cultural point of view.

4. Possess the skills necessary for editorial activities and editorial functions, also in the audiovisual sector, with clear reference to comparisons between different cultures, societies and traditions.

5. Be able to use, in written and oral form, two foreign languages (at least one of which is from the European Union), supported by a broad knowledge of history, culture, religion and economy and EU legislation and other countries - EU countries in which the selected languages are spoken, in a specific field of competence (both in a theoretical and professional sense) and for the exchange of general information, with the aim of establishing operational contacts in the cultural, political and economic spheres with representatives of the various communities present in Italy, as well as with representatives of the countries of origin. Graduates will also need to acquire the skills and knowledge to use the Italian language effectively.

6. Possess the basic skills necessary to produce texts for the cultural industry, for secondary school teachers, development cooperation programs, informational publications for immigrants, text programs for commercial and tourism business and relations necessary for planning international relations.

For these purposes, training programs include:

a) measures aimed at obtaining fundamental knowledge in various fields of communication and information sciences, as well as in the fields of law, economy, sociology, anthropology, historical-religious, linguistic, psychological, art and entertainment, history, geographical, commodity, transportation, etc.

b) laboratory activity and, for specific purposes, the obligation of external activity, such as training internships in companies and laboratories, internships and stay, also in other Italian and foreign universities, within the framework of national and international agreements.

c) internships in tourist organizations, in commercial companies, in "NGOs", in journalist training structures, in employment services of local authorities, in councils, supervisory bodies, school organizations, courts, etc.

As a result of the completion of the proposed program, graduates can carry out professional activities in public and private, national and international organizations, as press officers, public communicators, experts in the management of publishing companies, multimedia experts, experts in distance education, consultants for schools with a multi-ethnic presence, experts on the development of cooperation, experts in the reception and integration of immigrants, consultants in commercial and tourism business and experts in international relations.

University of Naples "L'ORIENTALE", the oldest School of Synology and Orientalism on the European Continent, with a consolidated tradition of studying the languages, cultures and societies of Europe, Asia, Africa and America, proposed itself from the beginning, as a center of learning and research that intends to cover Differences and points of contact between cultures.

Today, in the world in which people of different languages, cultures, religions, multiplicity of thoughts, forms of art, moral attitudes and customs are increasingly in contact, this university is always involved in intensive international cultural relations and in constant cooperation with university institutions of many countries (L'Orientale).

Within the framework of this scientific intelligence, we consider it necessary to focus on the Master of Language and Intercultural Communication in the Euro-Mediterranean region, the university of Naples "L'ORIENTALE" (Lingue e Comunicazione Interculturale in Area Euromediterranea). The master's course belongs to the class of master's degrees from modern languages for communication and cooperation. Its goal is to prepare graduates who can meet the changing needs that arise

in the labor market by the intercultural nature of modern societies, with a special focus on preparation in the field of languages and languages of the Euro-Mediterranean region. For this purpose, leaving enough space for critical knowledge in the field of communication, it aims to provide adequate skills in linguistic, historical, geographical, legal, socio-political and ethical spheres to be able to teach graduates capable of working and properly interfering in Numerous contexts of interaction and exchange between different languages and cultures that characterize the Euro-Mediterranean region that provide knowledge in the field of linguistic analysis, sociolinguistic processes and communication mechanisms.

Thus, the course aims to train, along with staff to teach the languages provided and primarily related to the linguistic features of the Euro-Mediterranean region, professional profiles specialized in mediating between cultural, historical, economic and social spheres related with selected languages: actors, including at the managerial level, experts in the field of international relations in companies, state administration, public structures, local authorities; specialized personnel to work in international organizations for the cooperation and development assistance sectors; useful experts in bodies and institutions in the field of economic, social and cultural integration in state bodies in the field of protection of immigrant languages and in general regarding the linguistic legislation of the European Union.

The Master's Language and Intercultural Communication Course in the Euro-Mediterranean Region allows you to get access to teaching foreign languages and teachers' training courses. The course also prepares for the roles of public relations, high-level oral and written translators, reviews of texts, as well as a teacher on training and professional development and expert in training and planning of curricula, functions that should be performed mainly in an intercultural context.

Master's Language and Intercultural Communication Course in the European-Mediterranean Region puts both a request for the preparation of intercultural communication, which today comes from many working environments, and the different role they take out information and mass communication in the modern world, as well as It is an adequate response to the new challenges that the teaching world faces, more and more focused on a heterogeneous audience marked with an intercultural dimension.

The structure of the course involves a close interaction between the improvement of at least one foreign language every two years and a second

language every year (perhaps every two years with optional credits), and a marked variety of historical, philosophical, geographical and economic teaching and social studies that the student can choose according to their orientations, personalizing the study course and completing their linguistic knowledge and skills in order to obtain a profile that corresponds to the different employment opportunities to which the study course is aimed.

Thus, among the list of educational subjects we find a foreign language (Arabic, Turkish, Albanian, Italian, French, English, German, Portuguese, Spanish, etc.); the history of the modern and modern Mediterranean; processes in the world system; cultural and postcolonial studies of the Mediterranean; philosophy of language; text linguistics; political geography of the Mediterranean region; urban geography and geography of international migrations, etc.

In our opinion, the Master's course "Italian as a second language and interculturality" offered by the University of Udine deserves attention.

The aim of the course is to offer the possibility of specialization in the field of Italian as a second and foreign language (pupils, students and adults) in Italy and abroad, as well as intercultural dynamics, responding in particular to the strong needs for literacy in Italian common in this area. The course aims to meet the professional needs required by the contemporary domestic social situation (linguistic facilitators in schools, cultural and linguistic mediators, teachers of Italian for foreigners in various contexts; training, advanced training and retraining of primary and secondary school teachers).

Educational activity is provided by theoretical and methodological training for acquiring basic skills and practical-applied training within four disciplinary fields:

- Linguistic direction;
- Glottodidactic direction;
- Area of the Italian language;
- Area of interculturality.

Among the academic disciplines offered for study are

- Elements of linguistics
- Plurilingualism/multilingualism
- Intercultural communication
- Learning with the help of audiovisual and game programs
- Psycholinguistics and neurolinguistics: structures and processes of language
- Italian linguistics

- Introduction to teaching Italian
- Internship.

Thus, based on the analysis, generalization and systematization of the information provided on the websites of Italian universities, we can state that in most universities, master's courses in intercultural orientation are offered to students. The content of the courses is aimed at the formation and development of intercultural communication skills.

In our opinion, it is appropriate, also within the scope of this dissertation, to consider the preparation of teachers for the implementation of intercultural education.

Thus, at the University of Padua, on the website of the Faculty of Humanities and Sociological Sciences and Cultural Heritage, the course "Language, Literature and Cultural Heritage" is posted, which is taught to students of higher education in the first and second cycles of study (Padua University). The main goal of the course is to prepare students of the second master's level for work in the field of education, culture, and global society. Training is aimed at forming intercultural competence in future specialists as a result of the processes of globalization and academic mobility.

Based on the analysis of the course materials, we can say that it is built so that future teachers have the opportunity to critically consider and understand the development of society in a global scenario, as well as to understand and take into account in their further professional activities the peculiarities of the construction and existence of various social and cultural structures. In addition, it seems to us that it is important that this course enables students of higher education to develop their own personal principles, develop self-study skills and psychological readiness for constant changes that occur in society.

Note that the structure of the course helps students of higher education go beyond the boundaries of the discipline, which will make it possible to learn the educational material by means of interdisciplinary logic. The course "Language, literature and cultural heritage" is integrated. It integrates two disciplines that are important for becoming a highly qualified education specialist - pedagogy and sociology. We should casually note that students of higher education in the 2nd cycle of study choose the specialization that is most receptive to them. After completing their studies at the university, they can choose a profession from a wide list. Thus, in addition to teaching in educational institutions, graduates of

the University of Padua can work as consultants, coordinators, mentors, facilitators, and monitor educational activities.

Studying at the university lasts 3 years. Future teachers are prepared for teaching at the general secondary education institution of the main subject "Modern languages and civilization". During the first cycle of education, higher education applicants study a number of languages and literatures, such as Italian, English, Polish, Serbian, Portuguese and others. In addition, compulsory subjects include the discipline of the basis of intercultural communication. The cycle of sociological disciplines is represented by the socio-anthropological features of the regions. It should be noted that this cycle is also aimed at the formation and development of intercultural competence through a number of topics that are included in the course, including language and tradition, respect for the culture of other nations, etc. Interesting is the fact that the program does not provide lectures. All titles are held in the form of discussions and trainings.

It should be noted that the second cycle of learning is aimed at ensuring the formation of intercultural competence, as evidenced by the disciplines that are offered here. Among the disciplines we can call "Education, Culture and Global Society", "Cultural Anthropology", "Historical and Cultural Heritage", "Communication Strategies", "Religion of the World", "Modern Languages, Intercultural Communication and International Cooperation" and others. That is, we can confidently argue that the leading skills, which higher education applicants for the specialty "Modern languages and civilization" aimed at developing communication skills, including intercultural ones.

The University of Milan, which offers intercultural training in several faculties at once, such as political, economic and social sciences, attracts attention with its intercultural focus; humanities; medical sciences; of Linguistics and Intercultural Communication (Milan University). In addition, the structure of the university includes the department of science, intercultural communication and intercultural studies. The specified department is engaged in teaching and active conducting of scientific researches, the subject of which are topical problems of linguistics, geography, history, cultural studies, Italian studies, sociology and economics.

So, we can talk about the organization of comprehensive training of a future specialist who has professional teaching and research competences, and receives a complex of knowledge about projected activity.

We describe more content on the content of intercultural education at different faculties of Milan University. Based on the analysis of information provided on the University's website, it should be noted that the Faculty of Humanities provides the most meaningful and deepest preparation for intercultural education at the first bachelor's level. Thus, the program on communication, the main disciplines of which is history, philosophy of cultural values, foreign languages and literature, man and ecology, modern research in the field of communication. The designated program is aimed at obtaining higher education of theoretical and practical and technical knowledge, the development of professional competences in the field of media communications.

It should be noted that the core of the program is to study languages using aesthetic and philosopher, historical traditions and culture of different countries, which in turn contributes to the formation of intercultural competence of the future teacher.

The Faculty of Political, Economic, Social Sciences for Bachelorists offers a number of courses that provide the study of the features of intercultural communication, such as:

- communication and society;
- international studies and European institutions;
- social sciences in the context of globalization.

Within this study we consider it necessary to dwell on the characteristics of the above courses. Thus, the Communication and Society course is aimed at preparing future teachers for distance learning and proposal to study Italian and English.

For the implementation of professional activity in vocational education institutions, the University of Milan proposes a course "Philosophy of Cultural Values", which aims to study cultures of different peoples. Accordingly, the leading task is to understand the diversity of the cultural world and as a consequence - the formation of respect and tolerance for all existing cultures.

The Faculty of Medicine has a slightly different concept of training of future specialists. The peculiarity of this faculty is that the training process is prepared and formed by a qualified specialist in working with adoptive parents, adopted children and informal segments of the population. Accordingly, among the educational components of this program is the discipline "Intercultural Communication", in the course of

studying which the students of education are able to get acquainted with all possible variants of behavior of representatives of different cultures.

In our view, the system of preparation of masters of Milan University in the context of intercultural education is interesting and effective.

Here are the main features of such training, such as:

1) availability of master's programs for the training of future management specialists, international specialists, specialists in social, political, economic and humanities;

2) training of specialists in the field of vocational education;

3) partial or complete teaching of programs in English;

4) comparative approach in teaching disciplines with an emphasis on cultural and educational differences, as well as the intercultural component;

5) the possibility of academic exchange.

The courses and programs and programs of retraining and postgraduate preparation of higher education of Milan University Higher Education are drawn. Thus, the program of retraining linguists and translators, lawyers, tourism and economists facilitates specialization in the communication system, including intercultural in the process of studying such disciplines as "Cultural Heritage", "Modern Languages and Cultures".

And students of postgraduate training are studying intercultural studios in European and poster European dimensions, philosophy and science of man and history, culture.

Based on the analysis of scientific sources and the organization of the educational process in general secondary education institutions in Italy, we came to the conclusion that intercultural education is also a part of teaching and educating students. Thus, in most schools, the need for the implementation of intercultural education is declared in the normative documents of schools, in particular in school programs and regulations.

We would like to emphasize that, unlike universities, in Italian general secondary education institutions, there are no special disciplines among school courses that would form intercultural communication skills and intercultural competence. Instead, there are a number of subjects that prepare students to live and work in an intercultural society. So, among such subjects are history, Italian language, art education, music education, geography, scientific and mathematical disciplines, biological sciences, foreign languages.

Therefore, during the study of history, students become aware of the contribution and autonomous values of different cultures, which

contributes to liberation from strict ethnocentric or Eurocentric attitudes for objective analysis of moments of meeting and clash between peoples and civilizations. At the same time, history reveals the problems of peaceful coexistence between peoples and considers the problem of racism and migration as a recurring historical event.

While studying the Italian language, students get acquainted with the history of the language, world cultures, traditions and relations between countries in the course of their historical development, and also read the works of Italian authors.

In turn, art and music education enable students to get acquainted with the cultural values of other countries, to understand the cultural formation of other nationalities.

Studying foreign languages, in addition to proposing means of communication and facilitating accessibility for learning other languages, brings students to another way of organizing thinking and culture, which is expressed in every language.

Geography is of considerable intercultural value due to the progressive discovery from close to the distant and, therefore, from local reality to national, from the European to the global context.

Scientific and mathematical disciplines make a fundamental contribution to intercultural education, as they contribute to the development of capacity for consistent and reasoned considerations, assessing the comparison of ideas and critical attitude. The reference to the contribution of scientists from different countries to scientific progress demonstrates the debt of each country to external contributions.

In upper secondary school, biological sciences examine the concept of race and challenge existing prejudices. Teaching hours, specially dedicated to civic education, allow to demonstrate the principles of the Constitution in harmony with the Universal Declaration of Human Rights and to present public and international institutions.

Common topics of human rights, peace, international cooperation, relations with developing countries, ecological balance, which have already been mentioned in connection with the global dimension in education, are also used in this area.

Conclusions. Thus, as a result of the study, we can talk about recognition by Italian theorists and education practices The importance of intercultural education and the development of an intercultural education system in higher and secondary education institutions. It has been found

that the content and procedural principles of intercultural education were as follows:

- expansion of programs on intercultural education at bachelor's and master's levels of Italy universities;
- introduction of training courses in intercultural education in university programs;
- diversification of educational topics of studying intercultural courses;
- activation and intensification of study of foreign languages;
- granting special status to Italian;
- increasing the level of teacher training for intercultural learning;
- providing the intercultural component in educational components;
- development of the concept of training of specialists for intercultural education.

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АНОТАЦІЯ

Тригубчак Олена. Інтеркультурна освіта в Італійській Республіці: змістово-процесуальний контекст.

У статті визначено й охарактеризовано змістово-процесуальні засади в Італійській Республіці. Подано характеристику інтеркультурних програм, які пропонують різні університети Італії. Констатовано, що початок ХХІ століття у вищій освіті Італії ознаменувався значною кількістю студентів-іноземців з різних країн. Італійські університети пропонують різноманітні міжнародні програми на рівні бакалаврського, магістерського та докторського ступенів. Зазначено, що останнім часом на сайтах провідних університетів Італії зустрічаємо низку курсів, які сприяють формуванню інтеркультурної компетентності у здобувачів вищої освіти.

У межах статті наведено приклади провадження інтеркультурної освіти в італійських університетах (Університет Трієста, Університет Падуї, Міланський Університет, Університет Неаполя «L'Orientale»).

На основі аналізу наукових джерел та організації освітнього процесу в закладах загальної середньої освіти Італії зауважено, що інтеркультурна освіта є також частиною навчання й виховання учнів. Так, у більшості шкіл необхідність упровадження інтеркультурної освіти задекларована в нормативних документах шкіл, зокрема у шкільних програмах та положеннях.

Наголошено, що на відміну від університетів у закладах загальної середньої освіти Італії серед шкільних курсів немає спеціальних дисциплін, які б формували навички інтеркультурної комунікації та формували інтеркультурну компетентність. Натомість існує низка навчальних предметів, які готують учнів жити та працювати в інтеркультурному суспільстві. Так, серед таких предметів називають історію, італійську мову, мистецька освіта, музична освіта, географія, науково-математичні дисципліни, біологічні науки, іноземні мови.

З'ясовано, що змістово-процесуальними засадами інтеркультурної освіти стали такі:

- розширення програм з інтеркультурної освіти на бакалаврському та магістерському рівнях університетів Італії;
- упровадження навчальних курсів з інтеркультурної освіти до університетських програм;
- диверсифікація навчальних тем вивчення інтеркультурних курсів;
- активізація та інтенсифікація вивчення іноземних мов;
- надання особливого статусу італійській мові;
- підвищення рівня підготовки вчителів до здійснення інтеркультурного навчання;
- забезпечення інтеркультурної складової в освітніх компонентах;
- розроблення концепції підготовки фахівців до інтеркультурної освіти.

Ключові слова: *інтеркультурна освіта, Італійська Республіка, змістово-процесуальні засади, університет, заклад загальної середньої освіти.*