

TOPIC: FORMATION CROSS-CULTURAL COMPETENCE AS GLOBAL SKILLS WITHIN LIFE-LONG EDUCATION



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ACTUALITY OF THE PROBLEM

- Ukrainians` migration in European society;
- Ukrainians` cultural adaptation;
- children`s mental health;
- children`s emotional and behavior changes;
- wide range of cultural difficulties;
- emigrants` adaptation into European society;
- cross-cultural competence stimulates the ability to overcome cultural shock



ACTUALITY OF THE PROBLEM: UKRAINIANS' MIGRATION IN EUROPEAN SOCIETY



REPORT KEY NOTIONS

- “culture”
- “cross-cultural competence”
- “cultural identity”
- “cultural adaptation”
- “cultural shock”.

Culture is a set of values, beliefs, attitudes, and behaviours that are learned and shared in a community. Something becomes part of the culture when clear habitual patterns are established across the group or community.



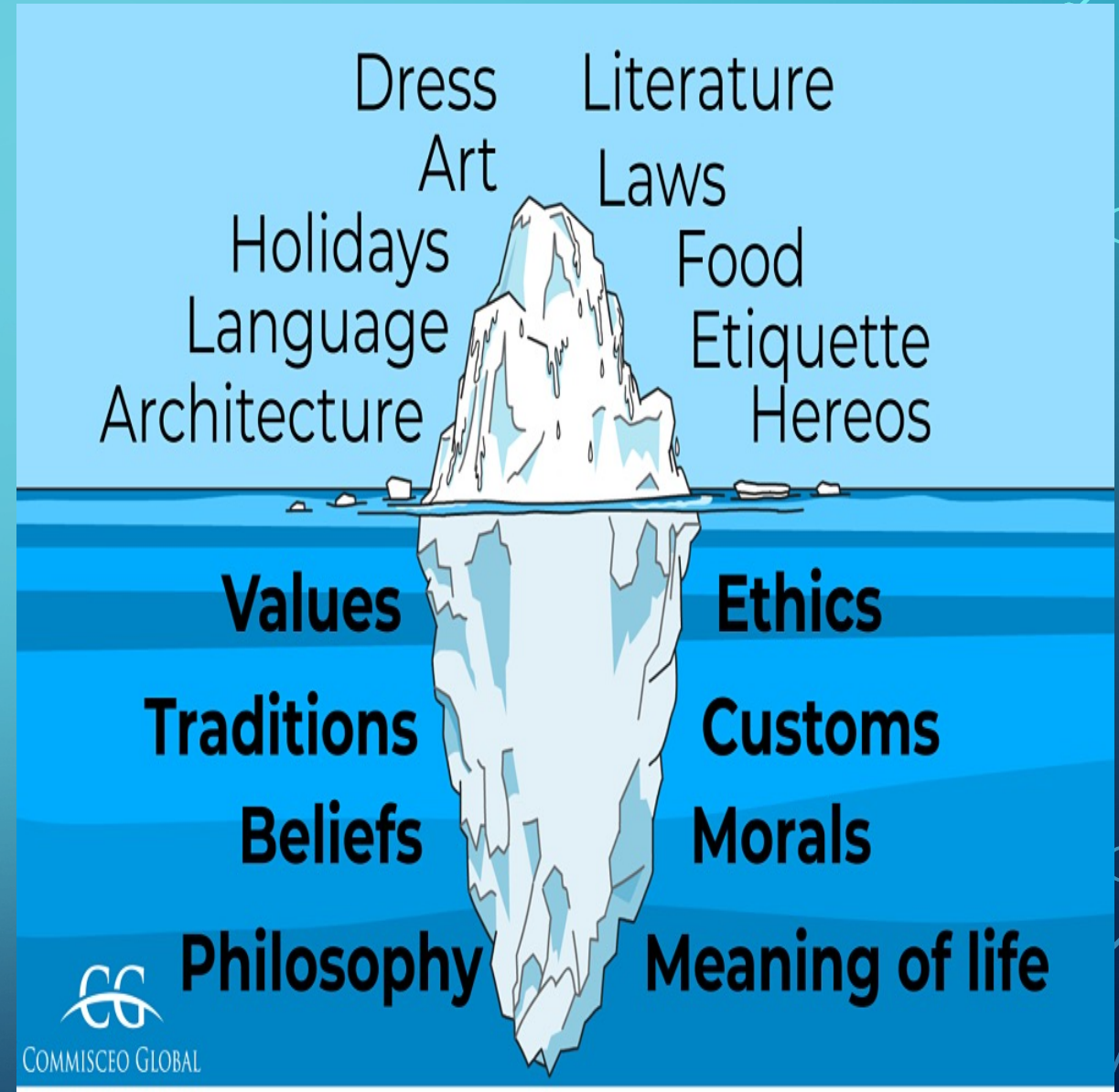
CULTURE ICEBERG

External level (10%):

- food, dress, music, dance, language;
- holidays, art, literature, laws etc.

Internal level (90%):

- gender, race, ethnicity;
- moral issues, values, beliefs, traditions, way of thinking, national mentality etc.



Cultural identity

Cultural identity is our unique sense of self.

Some people argue that a person also has a predetermined sense of self.



Cross-cultural competence

Cross-cultural competence of individuals has always been emphasised as a necessary skill for dealing with migrants' problems.

Cross-cultural competence defines as the interaction of the dominant culture via the different cultural minorities within the host society and vice versa.



Adaptation involves survival skills.

- ✓ how to cook
- ✓ how to eat
- ✓ how to work
- ✓ how to rest
- ✓ how to do banking
- ✓ how to seek transportation
- ✓ and the scores of other things



CULTURE SHOCK

Culture shock is the emotional and behavioural reaction to living and working in another culture. Culture shock is a term used to describe the anxiety and feelings (of surprise, disorientation, confusion etc.) felt by an individual caused by coming into contact with an entirely different environment, a different country.



GENERAL SYMPTOMS OF CULTURAL SHOCK

1. Excessive concern over cleanliness and health.
2. Feelings of helplessness and withdrawal.
3. Irritability.
4. Fear of being cheated, robbed or injured.
5. A glazed stare.
6. Desire for home and friends.
7. Physiological stress reactions.
8. Anxiety, frustrations, and paranoia.
9. Loneliness and disorientation.
10. Defensive communication.



PROBLEM SOLUTION

- starting the formation of cross-cultural competence by visiting museums;
- providing pedagogical support;
- providing parents' support;



Some Benefits of Visiting Museums

Visiting museums encourage children:

- ❖ to compare and analyze historical items, masterpieces or pictures;
- ❖ to be involved into the motivating conversation;



Some Benefits of Visiting Museums

- ❖ to develop higher critical thinking skills;
- ❖ to realize the fact that documented information can be discovered in the museums;



Some Benefits of Visiting Museums

- ❖ to be inspired of dreaming;
- ❖ to break down barriers to access and inclusion;
- ❖ to develop their cross-cultural competence as a life-long skill.



Some Benefits of Visiting Museums

Visiting museums encourage children:

- ❖ to develop their cross-cultural competence as a life-long skill



Some Benefits of Visiting Museums

Visiting museums encourage children:

- ❖ to make easy-going and relax atmosphere



Conclusion

Cross-cultural adaptation process of Ukrainians can be viewed as a process of forming their cross-cultural competence as a life-long skill. Museums may be seen as one of the tools that effectively influence the immigrant's communication competence and social participation in interpersonal and mass communication.



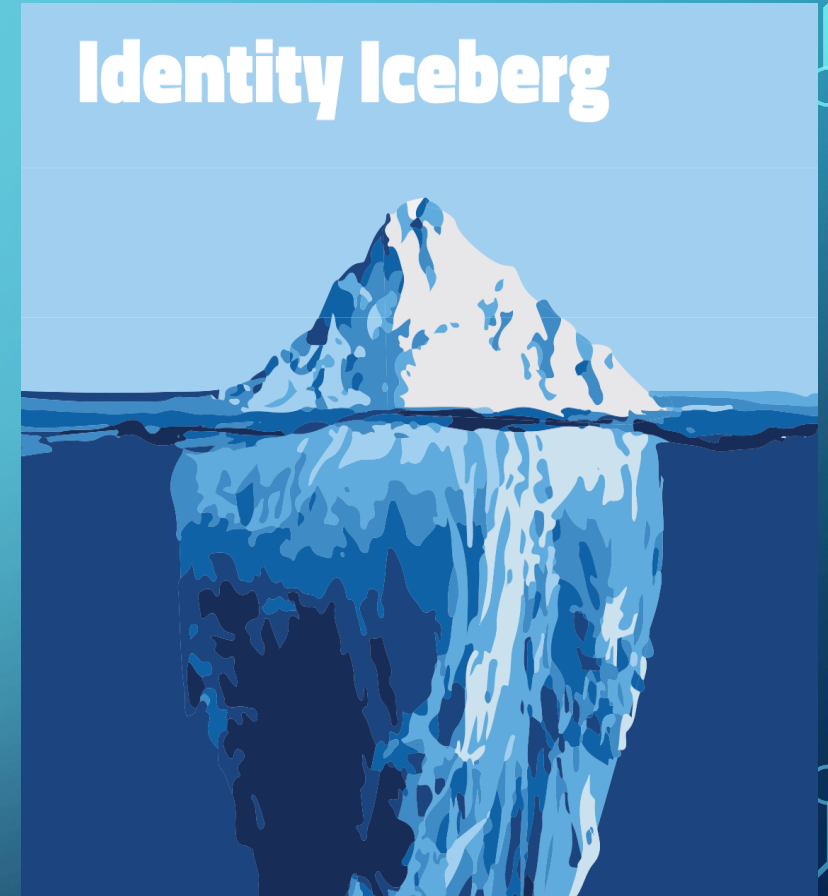
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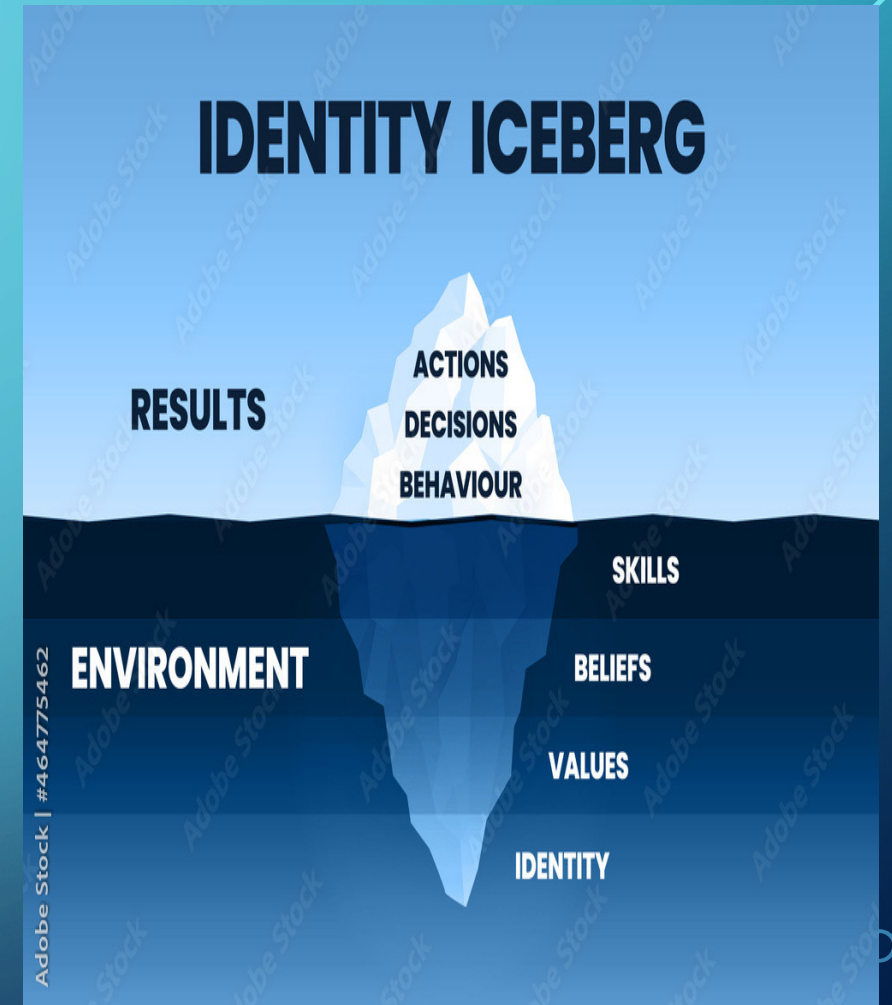
ACTIVITY # 6. VISIBLE AND HIDDEN PARTS OF OUR PERSONALITY (15 MIN). ICEBERG (PART I).

- **Learning outcomes:** 1) Understand how personality in leadership form, are expressed, change and are connected; 2) Value different perspectives.
- **Approach**
 1. In activity 'Me and my personality' we revealed something about ourselves to others in the group. We all have hidden and visible parts of our personality.
 2. Brainstorm with the group some of the hidden parts of our personality in a triangle



DEBRIEF OF THE ACTIVITY # 6

- What do you think the impact is of having most of our personality hidden on new relationships, curiosity and misunderstanding? Can anyone give any examples?
- Share the idea that because a lot is hidden we often rely on our assumptions about other people and that these assumptions can have negative and positive meanings.
- By holding our assumptions lightly, asking questions and revealing the things that are beneath the surface, we can build trust and understanding



ACTIVITY # 7. VISIBLE AND HIDDEN PARTS OF OUR PERSONALITY.

THE JOHARI WINDOW. (PART II)

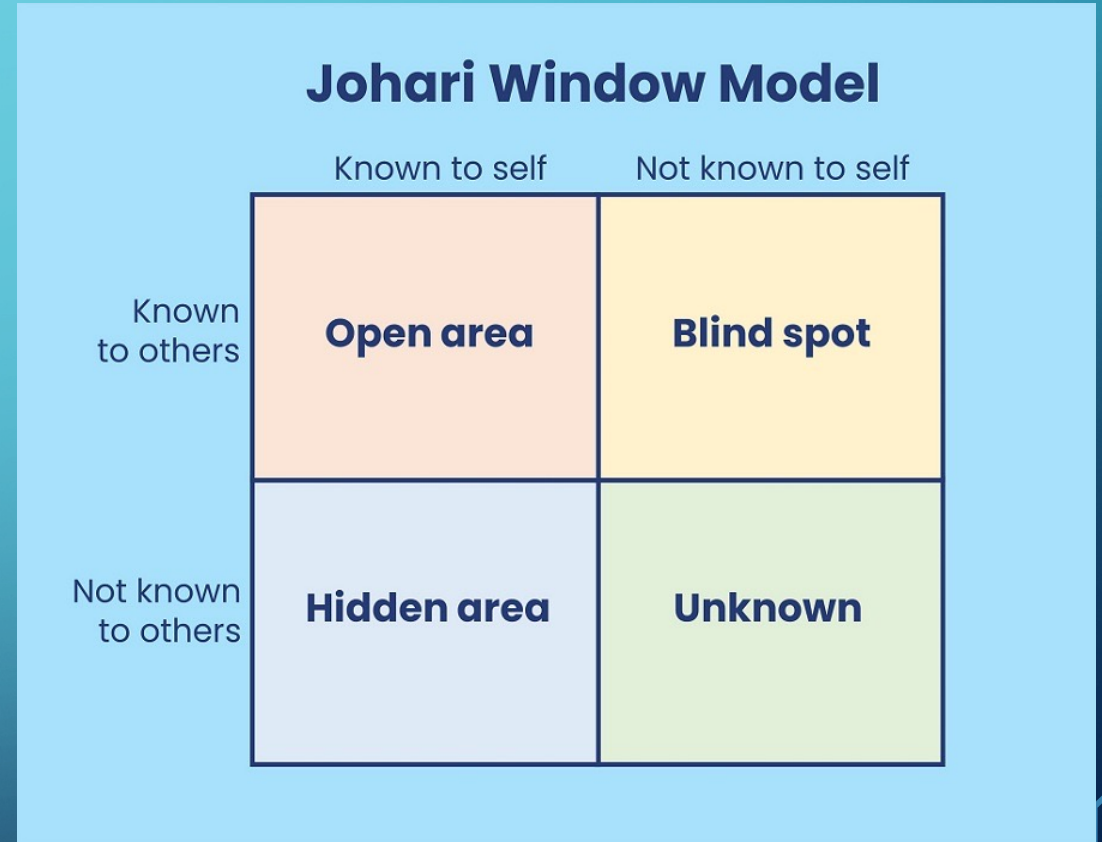
Alternative approach: deeper

- The Johari window gives another way of thinking about yourselves and understanding the value of sharing more about yourselves and receiving feedback from others.
- The ‘iceberg’ helped us understand that there are parts of ourselves that are visible and hidden to others, and that we are going to look at how there are also parts of ourselves that are also hidden from us.

THE JOHARI WINDOW. THE WINDOW REPRESENTS THE SELF – THE WHOLE PERSON. CREATED BY JOSEPH LUFT AND HARRY INGHAM (1955)

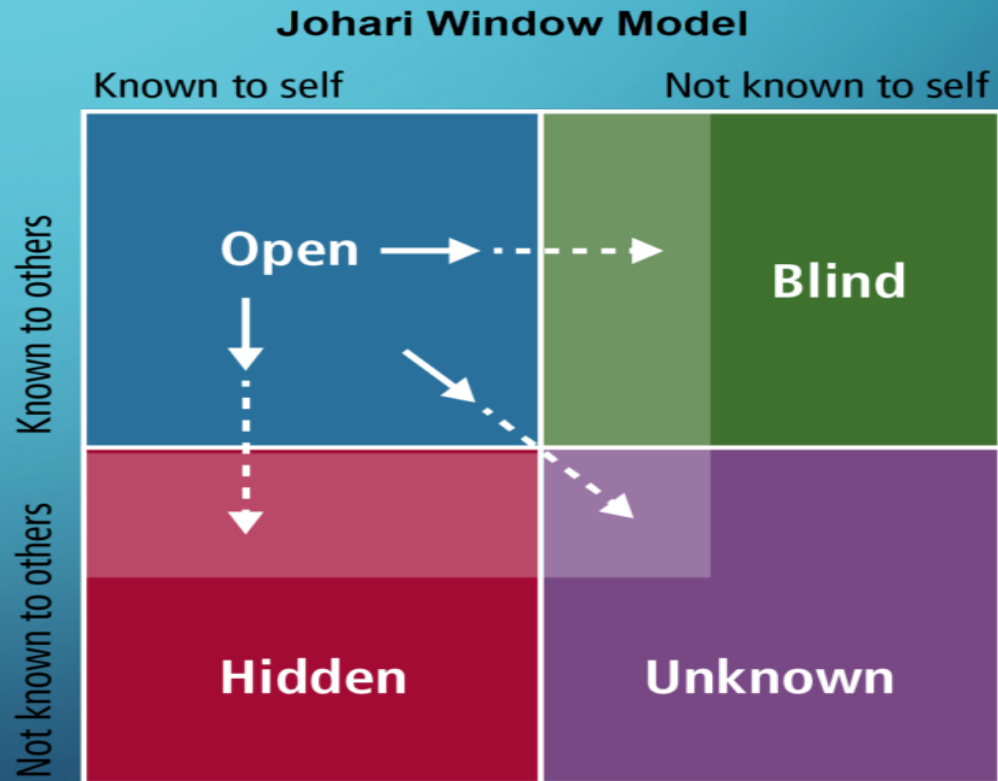
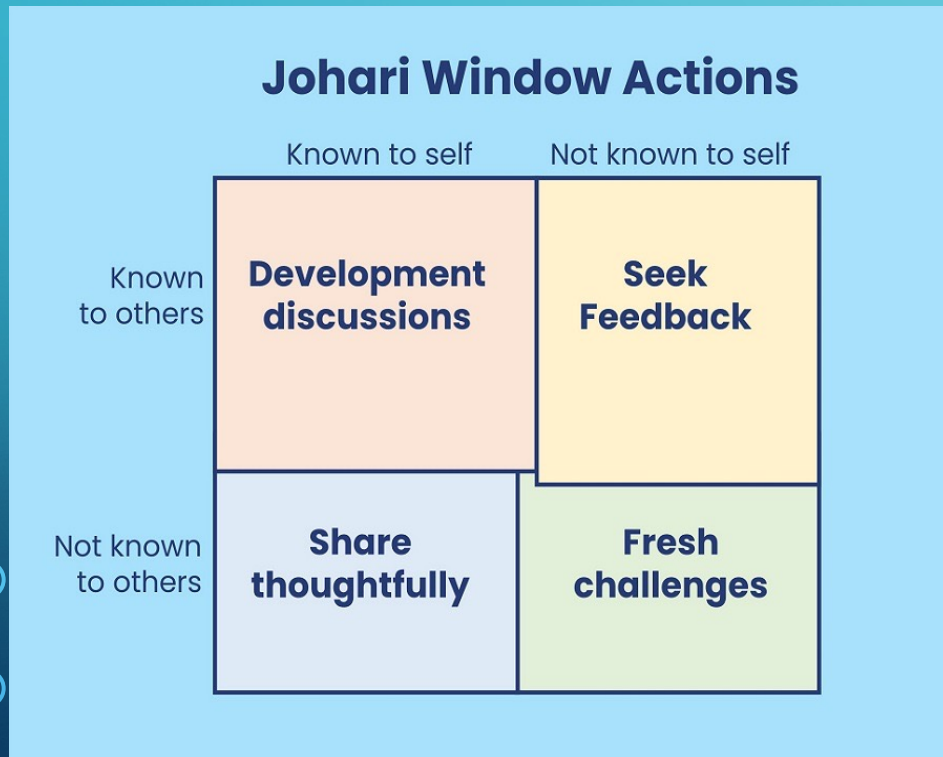
The four panes of the window can be described as follows:

- **free:** the part of yourself known to you and to others;
- **hidden:** the part of yourself known to you but not shared with others;
- **blind:** the part of yourself known to others but unknown to you;
- **mystery:** this part of yourself that is unknown to you and also unknown to others



THE JOHARI WINDOW (VIDEO)

- Give positive and constructive feedback you could follow the introduction to the Johari window with the 'Giving feedback' activities according the Module



ACTIVITY # 8. WHO, ME? (15 MIN)

LEARNING OUTCOMES:

- VALUE DIFFERENT PERSPECTIVES – HOLD ASSUMPTIONS LIGHTLY.
- SELF-AWARENESS

Approach

1. Each participant takes a sheet of paper. On one side you write something that represents how you see yourselves. On the other side you have to write some of the assumptions you feel that people make about you.
2. The participants share (in pairs) what you are comfortable with sharing from the two sides.
3. Why is there a difference between the two sides?
4. What is the value and the risk of holding assumptions?



DEBRIEF OF THE ACTIVITY # 8.



- How do the assumptions you hold about yourself empower you, and how do they disempower you? For example, ‘My best friend is always encouraging me to go for what I want.’
- How do the assumptions others hold about you empower or disempower you?
- How do the assumptions you hold about others empower or disempower them?

Conclusion: Making assumptions are normal, and we often don’t even pay attention to them, but our assumptions have an impact on ourselves and others.

Let us be more aware of our assumptions and their impact; we have a choice about the assumptions we hold.

TEST “DO YOU EASILY INFLUENCED BY OTHER PEOPLE’S OPINIONS?”

Choose an answer to the following questions:

- 1. Do you make major changes to your wardrobe if fashion completely changes?**
 - a) in this case, I have to do so;**
 - a) b) no, I don’t - because you dress according to your own taste not according to the recommendations of fashion magazines;**
 - c) not so much - I will follow some new fashion trends I like.**

2. Are you a good debater?

- a) yes, I am. Most often my thought prevails over the opinion of another;**
- b) it is unlikely – I consider that the other person is more or less right;**
- c) no, I am not - because no matter how confident I am about the particular topic, I cannot find appropriate arguments.**

3. Do you trust other people's opinions about a person you don't know?

- a) depends on who expresses this opinion;**
- b) why not?**
- c) no, I don't - because I only trust what I am certain of.**

4. Does it happen that no one in the company likes a TV show which you do?

- a) of course, our perspectives do not necessarily agree;
- b) it is unlikely - we are unanimous regarding such things like TV shows;
- c) even though it happens, most often I am convinced by others that I am wrong.

5. If you are reproached for what you are going to do: will you change your mind or will you deliberately do it?

- 1) no, I am not going to change your mind;
- 2) it all depends on the form in which it is presented;
- 3) if the reproach is fair enough, I will change it.

6. Can you write beautifully on unlined paper?

- a) no, you cannot write beautifully even on lined paper;**
- b) no, your handwriting is messy and slants to different sides;**
- c) yes, you can.**

7. Do you keep friendly relations with an unpopular person in your team (at school, in a student group, at work)?

- a) no, I don't - why the person, whom everyone does not like, should be pleasant to you?;**
- b) if you like him, then yes;**
- c) yes, I do - I feel that this person needs your protection.**



8. Do you like antique (old-style) houses more or less than you did five years ago?

- a) more;**
- b) less;**
- c) doesn't matter.**

9. Do you think any gossip is baseless?

- a) yes, I do;**
 - b) I guess sometimes there is some truth in gossip;**
 - c) No smoke without fire.**
- 
- 
- 

10. Will you wear clothes that you didn't like before, if many people endorse it?

- a) yes, I will - because perhaps others have a better understanding of fashion;**
- b) no, you won't – because, at any rate, you feel uncomfortable in it;**
- c) it depends on how much you believe those, who praise.**

11. Do you think it is true what critics write in the reviews of the movies?


- a) yes, I do - those who write are professionals;**
- b) no, I don't – neither do I believe of the opposite of what they write;**
- c) you cannot generalize: sometimes I do, sometimes I don't.**

12. If something goes wrong at work, do you tend to get into arguments in the company in the evening after work?

- a) only if there is a valid dispute;**
- b) no, I don't - during such a period I try to avoid such challenges;**
- c) these two things are not related.**

13. Do you fight for your beliefs if one of your colleagues at work (university) does not like them?


- a) if it is worth it, then, of course, I do;**
- b) it depends on who is going to be fought against;**
- c) no, you don't - you've been burned too many times.**



14. If you notice that your colleagues at work (university) allow themselves too much, what do you do?

- a) I allow myself the same;**
- b) I will not pay attention;**
- c) I do what works best for me.**

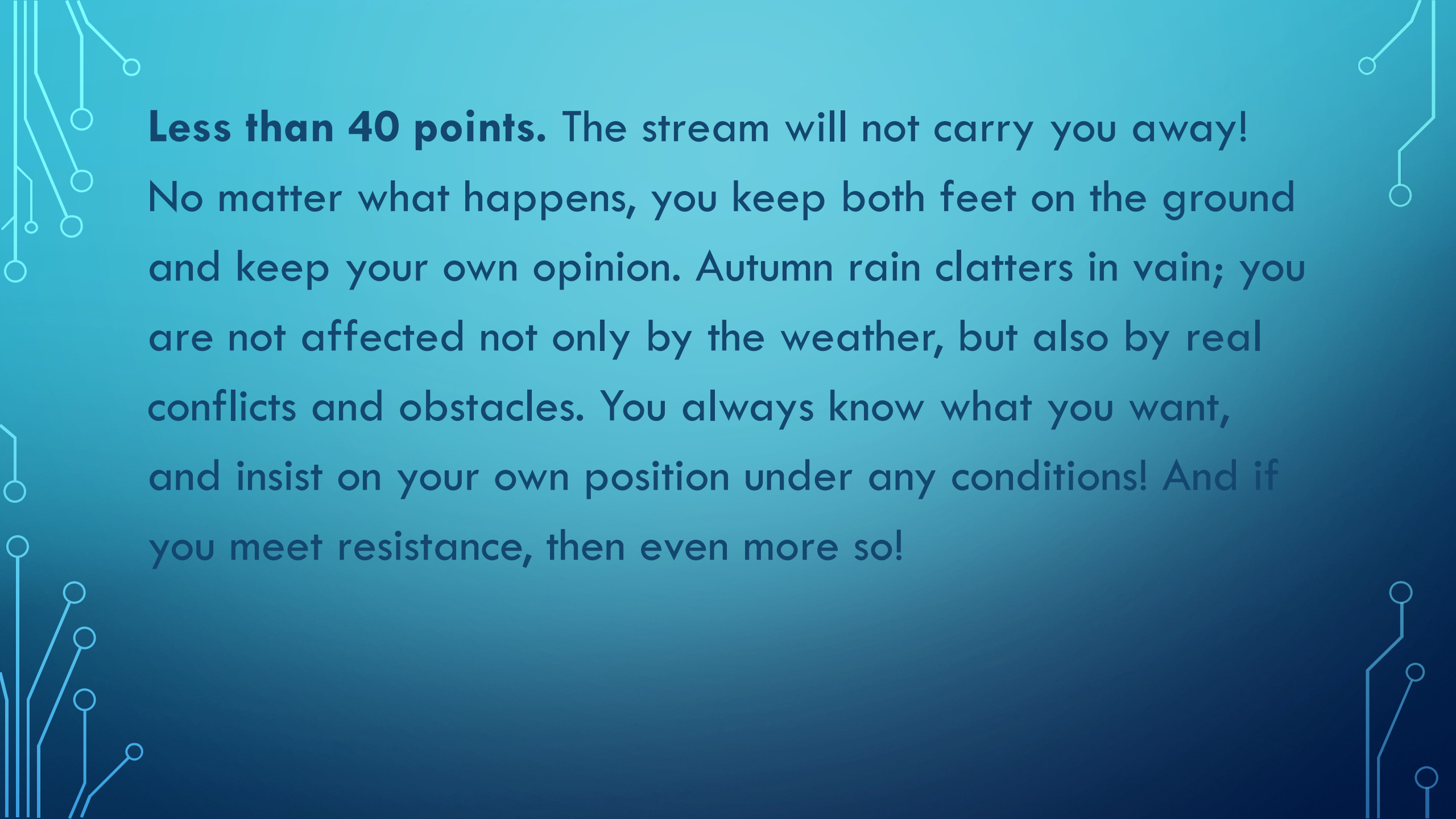
15. What do you think about when you are sitting at the window with a book during bad weather?

- a) it is so nice to be home!;**
 - b) it is so sad that the weather is bad;**
 - c) what a great book!**
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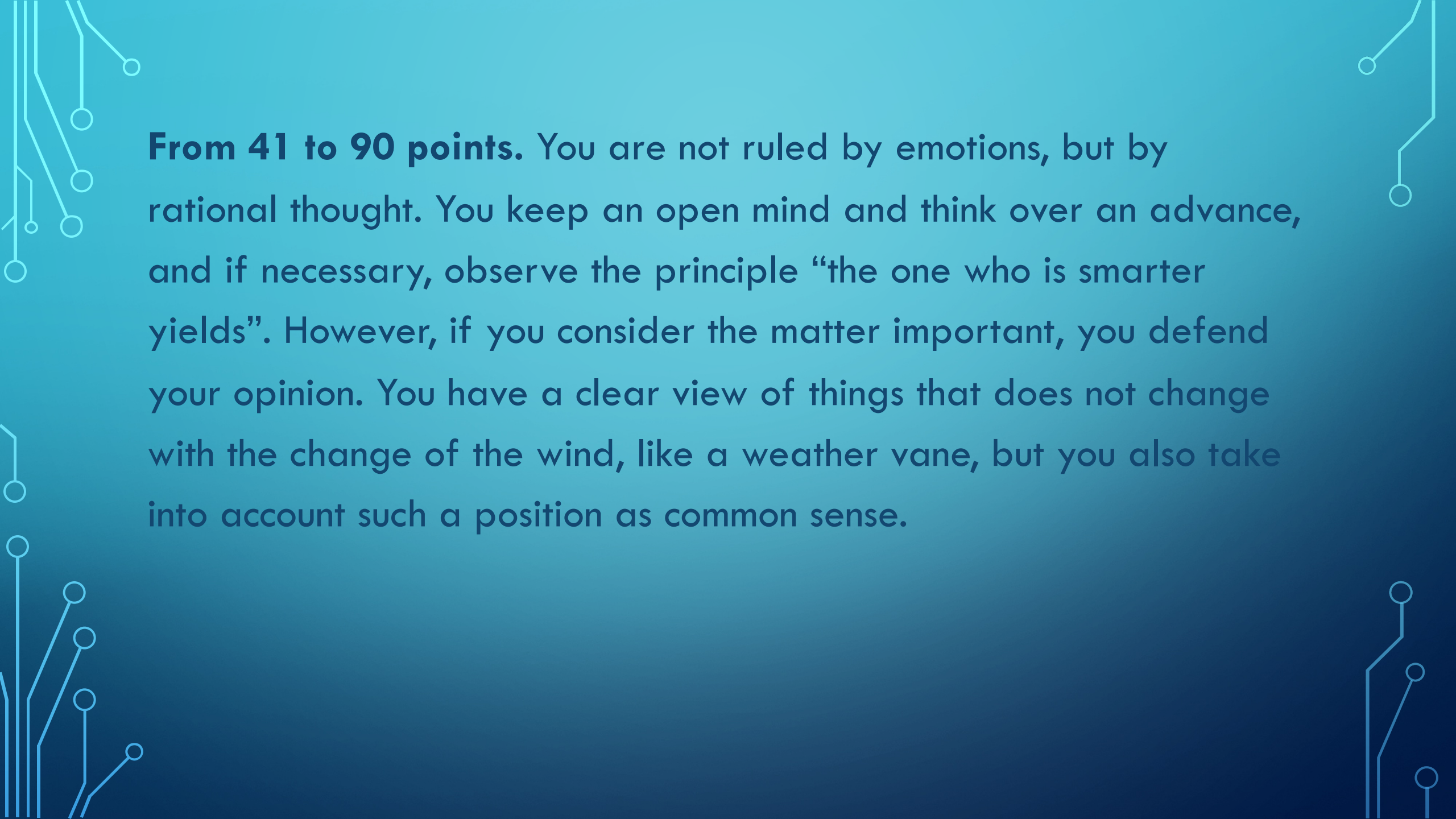


**RESULTS. COMPARE YOUR ANSWERS WITH THE KEY.
CALCULATE YOUR TOTAL POINTS.**

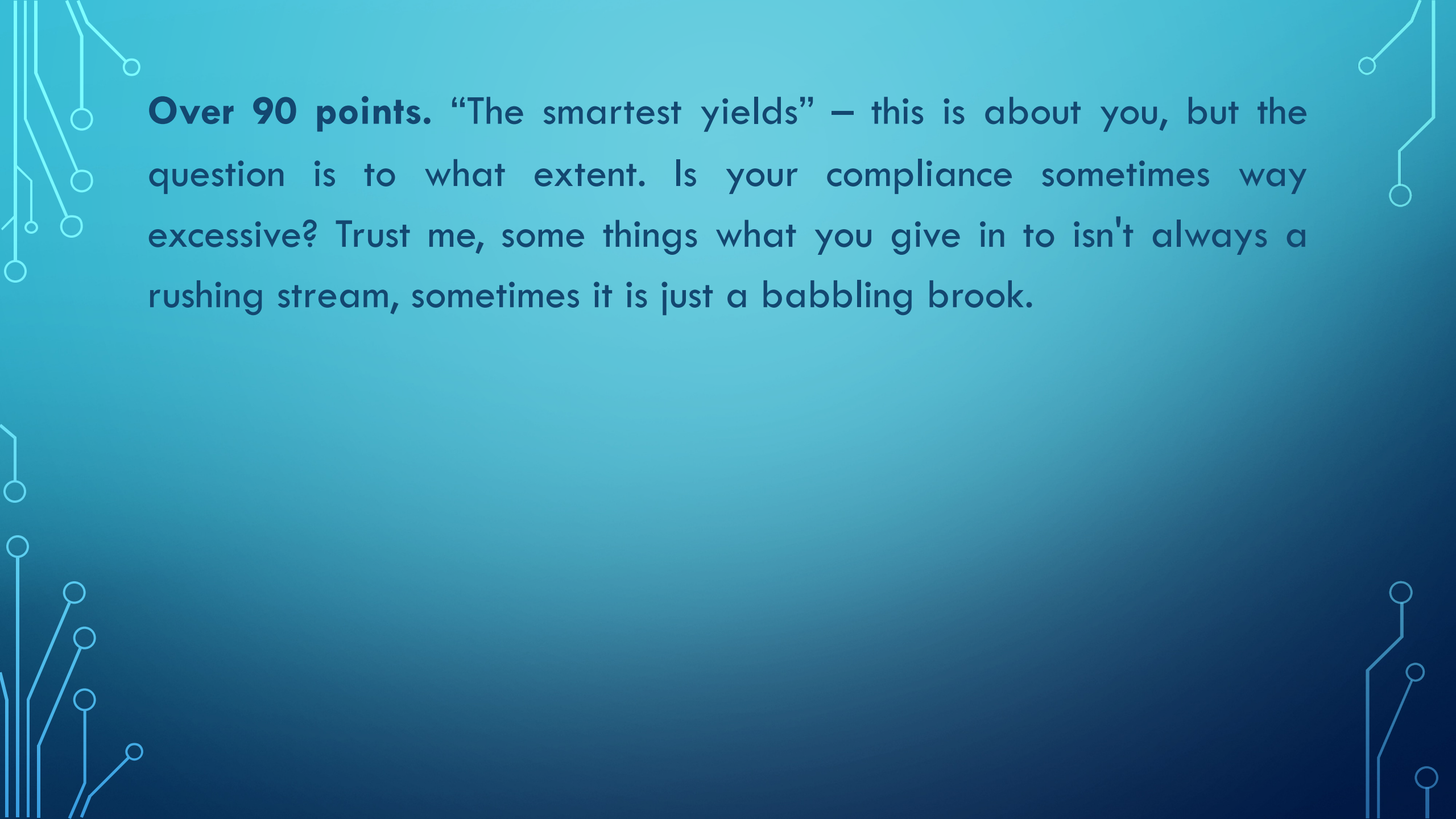
1. a - 8	b - 2	c - 5	9. a - 0	b - 5	c - 10
2. a - 3	b - 9	c - 7	10. a - 9	b - 0	c - 6
3. a - 5	b - 10	c - 0	11. a - 10	b - 0	c - 5
4. a - 5	b - 9	c - 8	12. a - 0	b - 10	c - 5
5. a - 0	b - 2	c - 5	13. a - 1	b - 7	c - 9
6. a - 5	b - 10	c - 0	14. a - 8	b - 10	c - 5
7. a - 2	b - 10	c - 3	15. a - 8	b - 10	c - 2
8. a - 0	b - 1	c - 5			

The background is a dark blue gradient. In the corners, there are decorative white circuit-like patterns consisting of lines and small circles, resembling a stylized PCB or network diagram.

Less than 40 points. The stream will not carry you away!
No matter what happens, you keep both feet on the ground and keep your own opinion. Autumn rain clatters in vain; you are not affected not only by the weather, but also by real conflicts and obstacles. You always know what you want, and insist on your own position under any conditions! And if you meet resistance, then even more so!

The image features a dark blue background with white, stylized circuit board traces in the corners. These traces consist of straight lines and small circles, resembling electronic components or data paths. The traces are located in the top-left, top-right, bottom-left, and bottom-right corners, framing the central text.

From 41 to 90 points. You are not ruled by emotions, but by rational thought. You keep an open mind and think over an advance, and if necessary, observe the principle “the one who is smarter yields”. However, if you consider the matter important, you defend your opinion. You have a clear view of things that does not change with the change of the wind, like a weather vane, but you also take into account such a position as common sense.

The background is a dark blue gradient. In the corners, there are white, stylized circuit board traces with circular nodes, resembling a network or data flow diagram.

Over 90 points. “The smartest yields” – this is about you, but the question is to what extent. Is your compliance sometimes way excessive? Trust me, some things what you give in to isn't always a rushing stream, sometimes it is just a babbling brook.

The background is a blue gradient with white circuit-like lines in the corners. The lines consist of straight segments and small circles, resembling a printed circuit board or a network diagram. They are located in the top-left, top-right, bottom-left, and bottom-right corners.

Thank you for attention!