

SECTION 8. SOCIAL PEDAGOGY

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8.1 Psychological and pedagogical aspects of co-parenting of children in multicultural families

The modern world is characterized by rapid processes of globalization, international migration and cultural exchange, which leads to an increase in the number of multicultural families. Such families are becoming an increasingly common social phenomenon in different countries, in particular in Ukraine and Europe. This context creates unique conditions for raising children, as families are faced with the integration of different cultural norms, values and traditions into everyday life.

According to international studies, the proportion of intercultural marriages and families is increasing, which requires special attention to the characteristics of raising children in such conditions. Children from multicultural families face the problem of double or multiple cultural identities. The lack of proper support can lead to the development of cultural conflict, reduced self-esteem and emotional difficulties. Scientific studies confirm that children from multicultural families often face discrimination, prejudice and social pressure from peers and society [164].

This requires the study of effective psychological and pedagogical support strategies to ensure their successful socialization. The combination of different educational styles and approaches in such families can have both a positive and negative impact on the formation of the child's personality, his emotional state and behavioral characteristics. Despite the relevance of the problem, the issues of psychological and pedagogical aspects of raising children in multicultural families remain insufficiently studied, which requires further scientific research to develop practical recommendations.

Therefore, the study of psychological and pedagogical aspects of joint raising of children in multicultural families is important both for science and for practical

activities, which needs development of effective methods of supporting families that will ensure the harmonious development of children in an intercultural environment.

Recent studies indicate a significant impact of cultural diversity on the psychological development of children in multicultural families. Scientists note that for members of a multicultural family living in a cosmopolitan environment, concepts such as ethnic identity and integration are of great importance and reveal the complexity of identity as a relevant predictor of acculturation outcomes and the development of ethnic identity among members of a multicultural family [166]. Revealing the problem of cross-cultural adaptability of parental influence, they emphasize the importance of developing educational strategies for the global implementation of programs in different cultural contexts [165]. Special emphasis is placed on the problems of self-identification of children growing up in a culturally diverse family, as well as on the possible social and psychological and pedagogical consequences of multicultural approaches to family upbringing of children [167]. Given the lack of research on communication in «multicultural families», there is a limited number of mainstream texts devoted to communication in these families [168].

In general, when defining a multicultural family, the concepts of what constitutes culture, nationality, identity and differences are specified, which always change globally and to a large extent depending on the context. At the same time, studies of multicultural families focus on communication, identity and differences in the family system.

At the same time, in the field of upbringing, unresolved aspects of the problem remain. In particular, the formation of a dual or hybrid identity in multicultural families requires additional research; the issues of children's adaptation to the social norms of both cultural environments are not sufficiently studied; there is a need to develop methods for preventing conflicts associated with different cultural and educational approaches of parents.

Research on this topic will help not only improve parenting practices, but also strengthen the psychological well-being of children in multicultural families. This

makes it relevant to study and develop recommendations for psychologists and educators.

One of the key aspects is the formation of the child's cultural identity. Children in multicultural families are often influenced by two or more cultures, which can lead to cultural ambivalence or, conversely, to cultural synthesis. This aspect is given special importance in the context of modern migration processes and EU integration policy, which poses challenges for international families in preserving cultural diversity and ensuring a comfortable environment for the development of children in a new socio-cultural space. Psychological and pedagogical support for parents in the formation of a positive cultural identity helps the child avoid identity conflict. Defining a «multicultural» family is difficult because our definitions of what constitutes culture, nationality, identity, and difference are always changing globally and largely depending on the context of the study. «Multicultural» families – whether defined as cultural, ethnic, or racial diversity within a family – usually focus on communication, identity, and difference [168].

Multicultural families are carriers of various cultural models that can affect: the linguistic socialization of children, as two or more languages are often used in such families, which contributes to the formation of bilingualism or multilingualism; at the same time, this can cause language barriers or conflicts in choosing the main language of communication; family values, as parents may have different ideas about behavioral norms, discipline and role models for upbringing; social integration, as children from multicultural families often face the issue of identity, which requires a careful approach to prevent internal conflicts.

To effectively raise children in multicultural families, it is necessary to take into account the following aspects:

- first, the psychological adaptation of the child, because the formation of a child's sense of belonging to different cultures can cause mixed emotions and the need for psychological support;

- second, the formation of tolerance, which implies the need to involve both parents and teachers in the process of educating the child in respect for different cultures and traditions;
- third, taking into account the presence of an identity conflict, since the mixing of cultures can cause the child to be confused in matters of self-identification, which requires the development of appropriate psychological skills.

As part of our scientific research into the psychological and pedagogical aspects of co-parenting children in multicultural families, we have developed a psychological and pedagogical training program for parents and teachers of educational institutions «Harmony of Cultures: Psychological and Pedagogical Program to Support Co-Parenting Children in Multicultural Families».

The purpose of the program: To promote the harmonization of the educational process in multicultural families by increasing the level of psychological and pedagogical competence of parents and teachers, forming a tolerant attitude towards cultural diversity and developing effective interaction between all participants in the educational process.

The objectives of the program are defined in the following areas: educational, developmental, social and practical.

Educational objectives: to provide participants with knowledge about the specifics of children's development in a multicultural environment; to introduce effective methods of forming intercultural tolerance and bilingualism.

Developmental objectives: to promote the formation of communication skills in parents and teachers in a multicultural environment; to develop the ability to take into account the psychological characteristics of children associated with their multicultural identity.

Social objectives: to form an atmosphere of mutual respect and trust between the family and the educational institution; to promote the integration of cultural diversity into the educational process.

Practical objectives: to provide parents and teachers with practical tools for resolving conflicts related to cultural differences; to develop individual and group strategies to support the upbringing of children in multicultural families.

The implementation of the program involved a phased implementation.

The first – Preparatory stage – included: studying the needs and difficulties of participants (surveys, interviews with parents and teachers, etc.); forming a team of trainers (psychologists, teachers, experts in intercultural communication, etc.); developing educational and methodological materials and lesson plans.

At the second – Main stage – practical activities were implemented for the Program participants, including, in particular: thematic seminars for parents and teachers (for example, «Features of child development in a multicultural family», «Resolving conflicts due to cultural differences» and others on relevant topics); trainings for developing skills (for example, «Effective communication in a multicultural environment», «Methods of stimulating bilingualism in children» and others on relevant topics). Interactive activities were also organized (in particular, role-playing games and group exercises) and joint creative projects were presented (for example, a presentation of the joint creative project «Cultural exchange» was held).

At the Third – Final Stage – the effectiveness of the program was assessed (in particular, through a questionnaire and analysis of feedback from program participants). Practical recommendations were developed for further work with multicultural families.

The analysis of monitoring the effectiveness of the program was presented at the final conference and round tables as part of the international conference.

During the implementation of the program, we covered the following areas:

- Psychological – working with the emotional state of parents and teachers in difficult educational situations; developing children's sense of self-esteem and respect for other cultures.

- Pedagogical – integrating cultural diversity into the educational and educational process; using bilingualism as a means of intellectual and personal development of children.

- Social – establishing constructive interaction between the family and educational institutions; organizing extracurricular (extracurricular) activities aimed at creating an atmosphere of cultural exchange.
- Culturological – forming a tolerant attitude towards cultural diversity in children and adults; popularizing the traditions of different peoples and ethnic groups through creative and educational projects.

We fully agree with the findings of researchers regarding the importance of considering various aspects of the family as important for educational outcomes, in particular, the cultural diversity of the family, which improves children's educational achievements by promoting family harmony. And the process of adapting to cultural differences in the family contributes to a harmonious atmosphere with effective communication, which positively affects children's educational outcomes [169].

In the process of implementing the Program, psychological and pedagogical conditions for competency-based learning were provided: organizational: creation of a stimulating environment that contains information space, material and technical support aimed at mastering modern educational technologies; implementation of differentiated holistic methodological support of activities; structuring the process of increasing the level of competence through the creation of an individual route, participation in network communities, strengthening the role of monitoring effectiveness, etc.; and personal: development of a value-based attitude to activity based on the integration of a personal position and existing general cultural, psychological and pedagogical, methodological and methodological knowledge, updating individual experience; inclusion of participants in the process in active creative interaction based on «subject-subject» relations; reflection of psychological and pedagogical actions at different stages of activity (self-analysis and self-assessment) [170].

Therefore, the implemented program «Harmony of Cultures: Psychological and Pedagogical Program to Support Co-Parenting Children in Multicultural Families» provides for the creation of conditions for comprehensive support for children, parents, and teachers in the process of joint upbringing in a multicultural environment,

contributing to the harmonization of cultural diversity and the formation of a tolerant society.

It should be noted that during the implementation of the educational process, we pay special attention to the implementation of multilingual education, which, in our opinion, is especially important in the context of European integration processes. After all, multilingual education is a response to the needs of a multicultural society, and the scope of multilingualism in everyday life is expanding every day. Thus, the implementation of multilingual education corresponds to modern trends in European education.

The Commission of the Council of Europe declares that the peaceful coexistence of many languages symbolizes the desire of the European Union to be united in diversity. Knowledge of languages unifies people and opens doors to other countries and cultures, which facilitates mutual understanding. A successful multilingualism policy expands people's life opportunities: it increases the chances of employment, facilitates access to services and rights, and promotes community. Diversity is one of the cornerstones of the European project. The Conclusions on the European Union's priorities for cooperation with the Council of Europe emphasize the importance of multilingual education as a component for supporting democracy [173].

In this context, the need to develop and update the fundamental aspects of the theory and methodology of multilingual education is clearly determined, which is confirmed by the regulatory framework of Ukraine, in particular, the Law of Ukraine «On Education» and is defined among the national tasks and targets for achieving the «Sustainable Development Goals: Ukraine» by 2030.

Thus, linguistic diversity is becoming an asset for every citizen, playing an increasingly important role in the modern globalized world.

The concept of «multilingualism» is interpreted as the ability to operate in several languages in oral or written form and is considered, firstly, at the national level - the use of several languages in a certain social community; secondly, at the individual level – the use by an individual of several languages, each of which is chosen in accordance with a certain linguistic situation [174]. In the context of multilingual education,

multilingual education is considered as a means of involving several languages in the educational process [171]. Research on multilingual education as a separate paradigm highlights the factors of influence at different educational levels, justifies the role of leadership in this type of educational activity. At the same time, state/regional and individual level factors for the successful implementation of multilingual education are highlighted [172].

The most important advantage of multilingual education is the fact that it helps develop intercultural communication skills and tolerance, which contributes to the development of a peaceful civil society in multi-ethnic countries. People who find multilingualism natural are more difficult to involve in conflict. The goal of multilingual education is to improve the quality and competitiveness of domestic education by creating an organic and comfortable multilingual environment.

The tasks of multilingual education: to develop the active and passive vocabulary of students in the context of lifelong education, to enrich the grammatical structure and sound culture of the language in different languages; to acquire language communication skills in several languages; to promote awareness of language as a phenomenon of spiritual culture, understanding cultural patterns with its help, mastering culture through language; to promote the formation of positive motivation to master non-native languages, etc.

The main principles of multilingual education are: flexibility and openness (timely and adequately responding to changes in the socio-cultural and psychological-pedagogical situation in the context of continuity of education); multiculturalism (expression of diversity and cultural diversity, the ability to create conditions for the formation of cultural tolerance of students); continuity (sequential transfer of knowledge and experience, the connection between phenomena in the process of development); differentiation (orientation on the individual educational trajectory and taking into account the achievements of students, satisfaction and development of the interests, inclinations and abilities of all participants in the educational process); diversity (creation of conditions for choice in the education system and providing each subject of the educational process with a chance for success through the ability to

choose the pace of learning, achieve different levels of education, etc.); democracy (freedom of choice and provision of psychological and pedagogical cooperation); integration of language and content of education (teaching in another language should be aimed at involving students not only in the method of linguistic communication, but also in the culture of the people who speak the language being studied, in the national and cultural specifics of linguistic behavior); humanism and the priority of universal values (relationships of mutual respect between students and teachers, based on respect for the rights of each person; on preserving and strengthening health, a sense of self-dignity).

The goals and objectives of multilingual education are implemented in the educational process of educational institutions in the system of continuous education. The main forms are classes and extracurricular activities. In the practice of implementing multilingual education, both general didactic and special teaching methods and techniques are used. Special methods include, in particular, subject-language integrated teaching of a foreign language, as well as immersion – full or partial use of a new language as a language of active activity and communication.

The implementation of the principles of multilingual education requires the use of active and interactive methods in the educational process, which include: discussions, situational role-playing games, project activities, etc.

Models of multilingual education provide for the variability of the language of instruction. The existence of different models and approaches to their implementation is due to differences in the determination of: the contingent of education seekers; goals, content and methods of teaching and upbringing; the level of training and professional competence of pedagogical workers of educational institutions, etc.

The implementation of multilingual education is a complex task and requires centralized coordination, which requires scientific and methodological justification and development of methodologies for implementing various models, educational and methodological (technologies, forms and methods) and material and technical (state and grant support) support, training of pedagogical and scientific and pedagogical

personnel and improving their qualifications, organization of monitoring and establishing relations with the public.

It is necessary to take into account: management of educational programs; training and consulting of pedagogical and scientific and pedagogical personnel, heads of educational institutions and civil servants of the education system; preparation and publication of educational and methodological materials, coordination of research activities; exchange of experience between state institutions and foreign partners; relations with the public. The implementation of multilingual education requires determining the level of language training of education seekers, the competence of the staff and the educational environment of educational institutions.

Creating a communicative environment for communication is one of the necessary conditions for the successful implementation of the tasks of multilingual education. The implementation of a multilingual education system in the context of European integration processes will contribute to: expanding opportunities to engage in intercultural dialogue, forming a zone of cultural rapprochement; preserving and developing different languages in countries and regions; forming empathy and tolerance; preventing and averting conflicts in interethnic and linguistic contexts; forming broad socio-cultural competence; realizing the value of ethnic and cultural diversity as the basis for the sustainable development of modern society.

Emphasizing the importance and significance of implementing multilingual education in the context of joint upbringing of children in multicultural families, we note that multilingual education plays a key role in the development of children from multicultural families, creating conditions for the integration of cultural diversity and harmonious development of the individual.

Teacher education must remain sensitive to social and cultural changes to empower teachers to better understand, support and collaborate with families with transnational backgrounds [176].

In the context of scientific research into the psychological and pedagogical aspects of joint upbringing of children in multicultural families, multilingual education is not only an educational strategy, but also an important tool of psychological and

pedagogical support. It contributes to the preservation of children's cultural identity, forms tolerance and openness to other cultures, and also creates a favorable environment for personal and social growth.

Thus, multicultural families enrich society with their diversity, but require specialized support in raising children. Taking into account the psychological aspects of joint upbringing contributes to the development of a harmonious family environment and ensures the healthy psychological development of the child.

Pedagogical work with children from multicultural families requires: the use of interactive teaching methods (in particular, such as role-playing games and group projects that contribute to the development of cooperation skills); the implementation of thematic classes that introduce participants to different cultures; the organization of joint events for children and parents aimed at creating an atmosphere of mutual understanding and support.

Multicultural families create both unique opportunities and challenges for raising children. The psychological and pedagogical aspects of joint upbringing should be based on the principles of respect for cultural diversity, tolerance and support for the child in his or her self-realization. Teachers play an important role in forming a harmonious environment that contributes to the development of a multicultural identity and successful socialization of the child.