

2. Castles, S. and Davidson, A. (2010) *Citizenship and migration: Globalization and the politics of belonging*, Macmillan, UK.

3. Паніна Н. Фактори національної ідентичності, толерантності, ксенофобії, та антисемітизму в сучасній Україні // Соціологія: теорія, методи, маркетинг. — 2015. — №4. — С. 26–45.

4. Расизм та ксенофобія в Україні — нові виклики у сфері захисту прав людини. [Електронний ресурс]. — Режим доступу: <http://www.mvs.gov.ua/mvs/control/main/uk/publish/article/114079>

5. The official site of the Ministry of Internal Affairs of Ukraine — <https://mvs.gov.ua>

6. The official site of the Kiev International Institute of Sociology — <https://www.kiis.com.ua>

7. Oxford Dictionary. Available at <https://en.oxforddictionaries.com>.

8. OSCE Hate Crime Reporting. Available at <http://hatecrime.osce.org/what-hate-crime/racism-and-xenophobia>

Nikulina Y.

Student of Master's Degree Course

Kyiv National Economic University named after Vadym Hetman

THE IMPACT OF CULTURAL DETERMINANTS ON YOUTH POLICY AND EDUCATIONAL SYSTEM OF THE US

Abstract. *The present article deals with the determination of the interdependence of culture and education on the example of the United States. The author defines the impact that culture has on youth, education and the choice of profession. The article provides the overview of cultural dimensions and their peculiarities in academic process and student relationships. The results of this study contribute to understanding features of education in the United States through the prism of cultural values.*

Анотація. *У статті розглянуто взаємозалежність культури та освіти на прикладі Сполучених Штатів. Автор визначає вплив культури на молодь, освіту та вибір професії. У статті представлено огляд культурних та їх особливості у процесі навчання та взаємовідносинах студентів. Результати цього дослідження сприяють розумінню особливостей освіти в США через призму культурних цінностей.*

Key words: *cultural determinants, educational system, individualism, collectivism, uncertainty avoidance, cultural values.*

Ключові слова: *культурні детермінанти, освітня система, індивідуалізм, колективізм, уникнення невизначеності, культурні цінності.*

Statement of the problem. Culture and education are complex phenomena and their causal relationship is of a «chicken or the egg» character. For hundreds of years, there has been a long discussion of what constitutes both *education* and *culture* not to mention their relationship with each other. One way or another, social transformations are powerfully affected by cultural developments, some of which may be clearly thought about in terms of the impacts of deliberate and incidental educational activity.

Culture can be defined both broadly and narrowly. Educational institutions, educators and educational materials are one of the most effective means of cultural development. But at the same time, cultural values have a profound impact on the

learning process, the choice of the future profession and the educational system as a whole, since the influence and understanding of concepts in different cultures, such as hierarchy, equality, freedom and democracy, and the ways in which such ideas can be transferred through education. The US is the largest democracy in the world; moreover, the country boasts the best university practices. Obviously, its experience should be learned in details and applied in some spheres of Ukrainian educational system.

Analysis of recent research and publications. F.M. Giorgetti, C. Campbell, A. Arslan and others research culture and its basic concepts. These American researchers investigate cultural values and peculiarities of cultural values that manifest themselves in the field of education. C. Raffo and M. Reeves, sociologists who teach at the University of Manchester, and authors of the work on the topic *Youth Transitions and Social Exclusion: Developments in Social Capital Theory*, explain the definition of youth culture and its role in the modern American society. M. Lynch, highlights a number of themes in American culture that influence all Americans in his sociological researches.

Cognitive career theory (SCCT) developed by R.W. Lent, S.D. Brown and G. Hackett appeared to be an efficient tool to investigate cognitive and motivational processes.

G. Hofstede developed the main descriptors, which may be used while investigating a particular culture in order to determine practical aspects of youth behavior. The works of all these researchers contain profuse theoretical information and practical knowledge, which can be the basis for identifying the causality between culture and education system.

Purpose of the research. The purpose of the present abstract is to reveal the connection between the educational system and cultural dimensions of the USA, to explain the influence of cultural determinants on career choice among young people.

The key findings. The definition of culture has long been a controversy and the term is used in a variety of ways. One commonly used definition provided by UNESCO is *Culture is the complex, which includes knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits acquired by a human as a member of society* [1].

R. D'Andrade, one of the founders of cognitive anthropology, defines culture as a complex system that consists of patterns of traditions, beliefs, values, norms, symbols and meanings that are shared to varying degrees by interacting members of the society [2]. G. Hofstede, a widely known Dutch researcher of culture, has defined culture as the collective programming of the mind, which distinguishes the members of one group or category of people from another [3]. Cultural dimensions have been around as long as the field of intercultural research (i.e., since the early 1960s). They provide concepts and terminology that enable all of us to become aware of, to measure, and to talk knowledgeably about the values and practices found in a human culture — and about the similarities and differences among human cultures [4].

As for the definition of youth culture, it can be regarded as a symbolically relevant field of agency, in which young people can invent themselves according to subjective relevance, individually appropriated life styles and collective trends. *Youth Culture* can pertain to interests, styles, behaviors, music, beliefs, vocabulary, clothes, sports and

dating. Educational culture involves beliefs and attitudes about the learning/teaching process, in particular the values, preconceptions and ideas about what must or must not be done, what is correct or desirable, what is expected or not from the learning experience [5].

Multicultural education is an educational system that follows a standard process to deliver basic educational concepts that are suitable for all students. This system requires an overall school reformation to confront some practices of discrimination and racism in schools and communities. This reformation should target schools curricula and the strategies used in their teaching and the interactions between school personnel as well as students and their families [6].

Considering the diverse nature of today's society, it is sometimes difficult for students, parents, and/or teachers within a school community to understand their culture relative to that of the school, particularly when the two cultures do not easily mesh. Although the United States consists of a population with a vast range of diverse cultural and ethnic backgrounds, a number of themes in American culture influence all Americans, regardless of background differences. According to M. Lynch, there are three of them.

Protestant Ideology and American Culture. Core values of American society are historically and fundamentally based on concepts of Protestantism, capitalism, and republicanism. The influence of Protestant ideology dates all the way back to the first half of the 19th century. It was evident in school activities. For example, Bible reading and prayer were a normal part of schooling.

Back then, schools were the vehicle for Americanization. This was how immigrants were assimilated into the dominant culture. Schools were widely used to guide the morals, attitudes, and knowledge of American culture to all children attending American schools. They operated as a mechanism through which immigrant children were assimilated by learning American language, traditions, and beliefs that primarily reflected those of white Anglo-Saxon Protestants (WASPs).

Diversity has long been a central element of the American way of life. Diversity refers to differences in racial or ethnic background, age, gender, sexual orientation, and religion. The Constitution was designed to protect the rights of all American citizens. These rights provide members of society maximum freedom within the confines of established laws.

However, throughout the history of the nation, certain groups of citizens have needed to wage campaigns to secure these rights. Today, there are still some groups whose rights are not protected by the Constitution. Individuals and groups who do not reflect the WASP status quo have historically had more difficulty accessing rights in the United States.

Personal Freedom and Individuality. Personal freedom originates from the idea of being free of government constraints, and it is an essential component of constitutional democracy. Personal freedom includes the right to live in dignity and security and to seek fulfillment. Members of society are given the opportunity to think for themselves and make their own decisions-values that emphasize individualism, creativity, and autonomy. Individuals are also entitled to a set of public freedoms including the right to vote.

The notion of personal choice is deeply embedded in American culture. An average American is forced to make hundreds of calculated decisions in a single day. As you know, each one is influenced by the external and social environment. Some choices are highly valued by society, while others are limited by inequities in social class, unequal access to education and wealth, and biases that include racism and sexism.

In addition, the quest for self-reliance and autonomy is an important part of culture in the United States. However, some Americans experience conflict between autonomy and assimilation. In many ways, schools reflect this contradiction and the challenges it may present. Students are encouraged to conform to dominant cultural norms at school, which may not coincide with minority cultural norms students experience away from school.

Political and Social Equality. Political and social equality, although ideal in theory, have been difficult to achieve. Inequities among groups persist even to this day. Numerous legislative actions at the national level have been necessary to ensure the realization of these American values. Social equality has been one of the most elusive goals in American culture. To maintain social equality, every person is entitled to equality under the law. The law must be applied impartially regardless of the individual's identity or status. Social equality includes equal access to a number of resources such as education, health care, equal opportunities to work as a means for avoiding the creation of a privileged class [7].

There is a theoretical model, which can explain the process of career development and decision-making, which is called the Social Cognitive Career Theory (SCCT). According to the SCCT, career development behaviors are affected by three social cognitive processes — self-efficacy beliefs, outcome expectations and career goals and intentions which interplay with ethnicity, culture, gender, socio-economic status, social support, and any perceived barriers to shape a person's educational and career trajectories [8].

According to this theory, since the US is a capitalist economic system, it guides the understanding of the work, career and success of Americans. In *Protestant Ethics and the Spirit of Capitalism*, Weber argued that the Protestant Work Ethics influenced the Europeans for greater interaction with secular professions, which prompted the development of capitalism in the countries of northern Europe in the Middle Ages [9].

It was translated into American values through Puritans when Colonial America was founded. PWE is characterized by a driving force of achievement, a strong individualistic orientation and orientation towards the future and secular professions. In particular, this ideology propagates the idea that success is achieved only through persistent work and meritocracy, and also that individual economic failure arises due to the lack of hard work. These basic assumptions of the PWE are part of the cultural background of the United States, consciously and unconsciously, as Americans perceive others in society. This also applies to studying both at school and at the university. American students know that the educational process is a priority. That is why they are focused on their own results. Young people, while studying at school, know what they want to achieve in the future and where they want to study further, the same goes for the future profession, the choice of which they concern responsibly and carefully.

The researchers analyzed how culture affects the learning process in the United States:

- US culture creates an educational system that is more learner-centered than teacher-centered, but each professor also has their own style of teaching that may be more or less learner-centered
- Flexibility of programs for individual students
- Rights of the individual, personal responsibility and freedom of choice are a focus
- Informality in the classroom and in work settings.

Characteristics of teacher-centered and learner-centered academic societies

	Teacher-Centered	Learner-Centered
Preferred Teaching Method	Lecture	Lecture, large/small group discussion
Instructor Role	Directs learning, source of knowledge, clarifies/interprets text	Present content, facilitate dialogue, demonstrate analytic skills
Learner's Role	Listen, take notes, read, memorize, demonstrate memorization through testing	Listen, take notes, read, think critically about content, express opinion in class/papers, demonstrate understanding
Learning style	Top-down	Cooperative, participatory, interactive
Learning Outcomes	Memorize text & absorb knowledge	Gain knowledge, apply concepts to new situations, use critical / analytic skills

Pic. Comparison of Teacher-Centered and Student-Centered Approaches in Educational Settings [10]

There are five key dimensions of a multicultural education system in the USA. The first dimension focuses on content integration, which refers to the extent to which educators will use examples and different sources from a variety of cultures in their curriculum when teaching students with diversity. Teachers might include different generalizations, principles, key concepts, and theories in their subject area or discipline. It makes diverse students feel that they are able to better understand how society adapts to the changes and how it is addressed in different ways.

The knowledge construction process is another dimension, which emphasizes students to recognize, examine, and decide social norms, structure of references, views, and biases within self-control that may better influence their knowledge construction and transformation.

The third dimension focuses on prejudice reduction, which aims to help and aid students in developing democratic racial attitudes that are positive in nature. Teachers should guide them to see the bright side of uniqueness, yet a part of a society that welcomes their uniqueness.

The fourth dimension focuses on equity pedagogy. Educators can practice this dimension by differentiating their teaching strategies to accommodate their students' academic achievement, even if they belong to different racial groups.

The final dimension focuses on empowering school culture and social structure. While it is true that many schools have students of different races and origins, the role of such organizations — including all staff members — is to promote equality among diverse students and contribute to its reformation [11].

Many schools in the US undergo some dilemmas that impede an effective implementation of a multicultural education system. One of these dilemmas is the idea that different cultural groups should assimilate and neglect their cultural identities so they can be accepted by the dominant society. Additionally, some educational organizations fail to address diversity among their students. For example, at some schools and universities teachers and instructors always treat students as if they are all equal. They deliver the same instructional strategies, give the same test to measure all students' performance, always marginalize diversity, and only carry biases toward uniformity. These practices impede students' performance, especially minority students whose cultural backgrounds are different from that of the majority. Educators should understand that students are different. There are two completely opposite views. On the one hand, public school students are capable of success as long as they have equal opportunities in education. On the other hand, whites are more likely to succeed in the American society compared to African Americans and other minorities at public schools, because students of different cultural backgrounds and, particularly, poor students are presumed to be less knowledgeable and less competent to succeed in class participation and educational activities [12].

Career choice is a significant issue in the developmental live of youths because it is reported to be associated with positive as well as harmful psychological, physical and socio-economic inequalities that persist well beyond the youthful age into an individual's adult life [13].

In fact, good career planning leads to life fulfillment however, but cultural heritage can conflict with youths' personal interests.

Cultural values have a strong impact on the factors that influence the career choices of youth. G. Hofstede's seminal work on culture dimensions identifies four major cultural dimensions in his 40-country comparative research [14]. The first dimension is known as individualism-collectivism. In the USA, which is an individualistic culture with the score of 91, an individual is perceived as an independent entity, and decision-making is based on individuals' own wishes and desires. The second dimension is power distance. The US score is 40, what means the American premise of «liberty and justice for all». This is evidenced by an explicit emphasis on equal rights in all aspects of American society. The third dimension is uncertainty avoidance that denotes the extent to which uncertainty and ambiguity is tolerated in society. The USA is considered a low uncertainty avoidance culture, so it is more tolerated. Lastly, masculinity and femininity dimension deals with the prevailing values and priorities. As the USA is a masculine culture, achievement and accumulation of wealth is valued and strongly encouraged.

Conclusion. Thus, this study proves the connection and interdependence between cultural values and the field of education. It was determined by what cultural norms and beliefs young people are guided when determining their future, especially their careers. The article presents the study of G. Hofstede, who proposed the division of countries for

4 cultural determinants. The United States of America, for the four determinants, is an individualistic country that pays great attention to equality, respect for the environment, the freedom of every individual, the realization of rights and objectives, and the promotion of competition. Despite the fact that different cultures are spread in the country, resulting in different traditions and beliefs, in the socio-cultural environment all members of society are equal.

References

1. The United Nations Educational, Scientific and Cultural Organization: Social and Human Sciences. Available at <http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/cultural-diversity/>
2. D'Andrade R.G. The Cultural Part of Cognition. *Cognitive Science*. — Volume 5, 1981. — pp. 179–185.
3. Hofstede, G. (1980). *Culture's Consequences: International Differences in Work-Related Values*. Beverly Hills, CA: Sage.
4. Giorgetti F.M., Campbell C., Ali Arslan. Culture and education: looking back to culture through education. — Available at <https://www.tandfonline.com/doi/full/10.1080/00309230.2017.1288752>
5. Your Dictionary. Available at <https://www.yourdictionary.com/youth>
6. Lucas C.G., Griffiths T.L. Learning the Form of Causal Relationships Using Hierarchical Bayesian Models. *Cognitive Science*. Volume 34. pp. 113–147. Available at <https://doi.org/10.1111/j.1551-6709.2009.01058>
7. Lynch M. Three important themes of American culture that influence our schools. — Available at <https://www.theedadvocate.org/3-important-themes-of-american-culture-that-influence-our-schools/>
8. Lent, R.W., Brown, S.D., and Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *J. Vocat. Behav.* 45, 79–122. doi: 10.1006/jvbe.1994.1027
9. Weber M. *The Protestant Ethic and the Spirit of Capitalism*, 1930.
10. Hamdi S. A Comparison of Teacher-Centred and Student-Centred Approaches in Educational Settings. *International Journal of Social Sciences & Educational Studies*. ISSN 2520-0968 (Online), ISSN 2409-1294 (Print), September 2018, Vol.5, No.1.
11. Yahya Alghamdi. Multicultural Education in the US: Current Issues and Suggestions for Practical Implementations (May 2017). Available at https://www.researchgate.net/publication/317367781_Multicultural_Education_in_the_US_Current_Issues_and_Suggestions_for_Practical_Implementations
12. Akosah-Twumasi P., Emeto T.I., Lindsay D., Tsey K. A Systematic Review of Factors That Influence Youths Career Choices — the Role of Culture. Available at <https://www.frontiersin.org/articles/10.3389/feduc.2018.00058/full#B41>
13. Raffo C & Reeves, M. (2000) Youth Transitions and Social Exclusion: Developments in Social Capital Theory, *Journal of Youth Studies* 3(2): 147–166.
14. Hofstede Insights: Country Comparisons according to 6 cultural dimensions. — <https://www.hofstede-insights.com/country-comparison/the-usa/>
15. Lisa Y. Flores, Rachel L. Navarro, Saba Rasheed Ali. The State of SCCT Research in Relation to Social Class: Future Directions.