

THEORETICAL FOUNDATIONS OF THE UNIVERSITY POLICULTURAL EDUCATION

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The article is devoted to substantiation of pedagogical principles and functions of the university multicultural education.

Multicultural education is a relatively new branch of scientific knowledge, which attracts not only professionals but also the wider public, because it is rather adequate educational response to such pressing problems of the modern world as globalization, interpersonal, intergroup and interethnic conflicts, various discriminatory phenomenon class, political and religious controversy. The development of this direction of modern pedagogy and educational practice is due to the very essence of democratization and humanization of modern life, the desire to create a society in which are cultivated an attitude of respect to personality, the protection of the dignity and rights of every person [1].

Multicultural education is a democratic teaching reaction and the response multicultural and multi-ethnic societies, one of the priority and urgent educational problems facing the world civilization.

Multicultural pedagogy can be considered one of the main tools for overcoming the crisis in education and training that promotes harmonization of the relations among different civilizations and cultures.

The essence of multicultural education consists in the dominance of the cognitive nature of the activity. In pedagogy and psychology activities are considered the leading means of forming a human. If activities include, for example, those highlighted by the Russian scientist M. Kagan – transforming, communicative, cognitive, value-oriented, artistic, it can be ar-

gued that the mastery of all these species is a precondition of the comprehensive personality development [5, 307–308].

The system of values of the social subject may contain different values:

- sense-vital (notions of good and evil, happiness, purpose and meaning of life);
- universal (life, health, personal safety, well-being, family, relatives, education, law and order);
- public recognition (hard work, social status etc.);
- interpersonal communication (honesty, selflessness, kindness);
- democratic values (freedom of speech, conscience, national sovereignty, and so on).

Axiological attitude is a necessary component in the formation of value orientation, activities and relationships that are expressed in the axiological setting. And the values directive is the acts a kind of anticipatory program of activities and communication related to the choice of activity and communication options. Values directives are elaborated by the society in the socio-historical activity, transmitted to individuals and future generations in the process of socialization, training and education.

Under conditions of economical and political integration an increasingly more important is the problem of preserving national specificities, including in education. Multicultural education is designed to support the diversity of large and small nations in the context of globalization of

the modern world. It is a means of preservation and development of ethnic cultures, involving their values in the education and training practice, thus to address the pressing issues of pedagogy.

Commitment and interest in multicultural education is caused by the expansion of international cooperation, strengthening of the fight of ethnic and racial minorities for their rights in societies with a multi-ethnic composition.

In the world of pedagogy is being developed the overall strategy of multicultural education. The report of the International Commission on Education of UNESCO in 1997 stressed that education and training should contribute on the one hand that the individual himself would be aware of his/her roots and origins, thus could determine his/her place in the modern world, on the other hand need to cultivate his/her respect for other cultures [3]. The paper emphasizes on the dual problem, which involves younger generation in mastering of cultural treasures of their own people, education and respect for cultural values of other nationalities.

Countries in which one way or another is anticipated the multicultural education policy, can be divided into several groups:

- countries with ancient historical and deep national and cultural differences (Spain, India, Russia, et al.);

- countries which became multicultural due to their historical past of colonial metropolises (UK, France, Netherlands, Spain);

- countries which became multicultural as a result of voluntary and forced immigration process (US, Canada, Australia).

Multicultural education of the world leading developing countries in the following areas:

- pedagogical support of ethnic minorities;

- bilingual education;

- multicultural education in conjunction with measures against ethnocentrism.

In line with these directions were created special educational programs.

The ideology of ethnocentrism, nationalism and racism is a substantial threat to multicultural education [1]. German scientist F. Mitter, former president of the World Council of Comparative Education, at Teachers Symposium in

Tokyo in 1993 suggested that this ideology primarily afflicts the right to education and training of ethnic minorities [2].

Multicultural education is based on several pedagogical principles:

- training human dignity and high moral qualities;

- training for coexistence of different social groups, races, religions, ethnic groups;

- building tolerance, readiness for mutual cooperation.

The functions of multicultural education include:

- forming ideas about cultural diversity and their relationship;

- awareness of the importance of cultural diversity for personal self-actualization;

- forming positive attitudes towards cultural differences;

- developing skills of media interaction of different cultures on the basis of tolerance and understanding.

Multicultural education faces three groups of objectives that can identify as concepts of “pluralism,” “equality,” “union”:

- respect and preservation of cultural diversity;

- support of equal rights to education and training;

- formation and development in the spirit of national, political, economic, spiritual values.

Thus, the content of multicultural education is built on the following guidelines:

- socio-cultural identification;

- development of system concepts and ideas about multicultural environment;

- training positive attitudes towards cultural environment;

- development of social communication skills.

In this context, problem of multicultural education is becoming an essential one. One of the main ways of such organization is the proper study of various disciplines. Availability of the multicultural component in educational disciplines can solve twofold: to stimulate pupils' interest in new knowledge and simultaneously offer different perspectives on the world.

Bilingual and multilingual education remains leading in this respect. Special attention

is paid to the cultural orientation of humanities in general. Scientists rightly argue that learning foreign languages is not only communication, but also allows you to take up different ways of thinking and behavior.

It can be obviously argued that in the multicultural education hardly are proposed any original pedagogical forms and methods: are used traditional active methods that have proven effectiveness and found recognition in pedagogy, like a dialogue, discussion, simulations, role plays, reflective methods. Similar methods are appropriate to apply considering the goals, functions, content of multicultural education [7].

For example, in the social and cultural identification of a personality more effective are historical narratives, studying manners and etiquette; in the development of multiculturalism concepts are effective lectures, heuristic conversation; and a dialogue effective is effective in the development of intercultural skills.

Multiculturalism problems are solved both within the school system and in the continuous training and education. Multicultural education has affected primarily students of secondary schools. But awareness of the need for its large-scale implementation in higher education is growing.

University education at the beginning of the XXI century is a synthesis of knowledge of multicultural characteristics (quality). The specifics of the university education are that education is not monocultural, it is multicultural. Multicultural education reflects specific multicultural reality. University broadcasts more than one culture, and its peculiarity is that it translates the multicultural reality of the individual making personality ascent to cultural values [1; 6].

One of the conditions of multiculturalism in higher education is the consideration of racial and ethnic diversity and differences in student composition. Multicultural education in higher education should be aimed at creating conditions for overcoming barriers in communication and normal development of students from different ethnic and cultural groups, and establishing humanitarian relations between them as an important condition for human progress.

Multicultural aspect of education is a communication aspect, that involves the formation of communicative ability; language level that contributes to the definition of national cultural specificity of the native speaker verbal behavior in the process of intercultural communication, communication is based on the social, historical and social factors in the language and language world change; informational process of accumulation and processing of linguistic information associated with the means of preserving knowledge, information availability, mental representation, system ordering. This aspect is used to simulate the transmission of language and other substantial material through information channels, including a computer [8].

Increasingly is distributed the view of education as the intrinsic value that promotes self-actualization in culture, and which increases the proportion of human, cultural and intercultural meanings in modern civilization. Information civilization doubles the real world, and the ability to control the world media is the condition of the individual self-realization. As noted by L. Barsalou, this way people learn new things in this world, and as the world is constantly changing, human knowledge should have a form that can quickly adapts to these changes, the basic unit of transfer and storage must be sufficiently flexible and mobile [9; 10].

The problem of multicultural education is naturally closely related to the problem of language, as people are born in a certain language environment of the certain culture, and mastering language skills is the ability to use the values of culture. Language is not only a means of communication and expression thoughts, but it is also a means of accumulating knowledge of the culture. Language reflects the experience of the people, its history, its material and spiritual culture. It promotes accession to the achievement of national and universal culture, realizing themselves as members of the international community.

According to Leo Weisgerber [4], language serves as the foundation of human existence and is connected to all life forms of the individual and linguistic community, therefore, accordingly, there are three main areas of the

relationship between language and general culture:

- language impact on linguistic similarities and results this action;
- the impact of community and culture on the language;
- development parallels between language and other cultural events.

The researcher believes that these interactions occur in three main areas: in the language area as a form of knowledge, and form of learning knowledge; in the linguistic community and other major forms of community; in language area and material culture [5].

Foreign languages are a constituent component of the university education as a part of the multicultural education, which create communication, information, dialogue, and value-exchange field of cultures.

Multicultural education in the context of the university education system implies the existence of two parties, it has two faces: the outer face, providing conditions — human resources, programs, plans, information and material security training, and the second, inner bordering, that provides a result in personality development in the university education system; in this case, we mean polycultural education of a person, we understand as a particular step in draw a human to culture, which is characterized by a distinct integrity level of several structural components.

In the multicultural reality, where people contact, belonging to different lingvo-cultural communities, mutual interpenetration of cultures and leads to acculturation of the society members that combine in their minds different cultures oriented to another person, inclined to dialogue with him. Teaching language combined with familiarity with cultural and social values, can and should serve as a powerful tool for mutual understanding between peoples. Formation of linguistic competence and culture-oriented

linguistics competence, a value in enriching one's own culture as a whole, communication culture, speech and mental activity.



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The analysis is presented of multicultural education's development directions, the attention concentrates on increasing role of universities in developing multicultural education. The connection of multicultural education with the problem of learning language is a prerequisite for attracting to cultural values.

Проаналізовано напрями розвитку полікультурної освіти з акцентом на підвищенні ролі університетів у становленні полікультурної освіти. Зв'язок полікультурної освіти з проблемою вивчення мови виступає передумовою залучення до цінностей світових культур.

Представлен анализ направлений развития поликультурного образования с акцентом на повышении роли университетов в становлении поликультурного образования. Связь поликультурного образования с проблемой изучения языка выступает предпосылкой приобщения к ценностям мировых культур.

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