

**PREMENY ŠKOLY A UČITELSKÉ VZDELÁVANIE
V HISTORICKOM KONTEXTE A NOVÉ PERSPEKTÍVY**



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**TRAINING PRIMARY SCHOOL TEACHERS-TO-BE FOR
PROFESSIONAL ACTIVITY IN A POLYETHNIC REGION
PRÍPRAVA BUDÚCICH UČITEĽOV ZÁKLADNÝCH ŠKÔL
K PROFESIONÁLNEJ ČINNOSTI V MULTIETNICKOM REGIÓNE**

Softiya CHOVRİY

Abstract

The political situation nowadays requires the teacher to have proper knowledge and skills in conducting educational activity taking into account regional and ethnic trends, overcoming ethnic and national tension on the principles of priority of human rights, equality of national cultures in pedagogical, child, pupil, student and parent associations within educational establishments. Having studied the requirements of modern multicultural education, we have come to the conclusion that the ethnic and pedagogical component of the teacher's professional training has to be prioritised and not be an extra element of the scientific and pedagogical structure. It mainly concerns Transcarpathia as one of the multinational regions of Ukraine.

Key words: polyethnic region, multicultural education, interethnic tolerance, pedagogical activities.

Abstrakt

Politická situácia si v súčasnosti vyžaduje od učiteľa, aby mal vedomosti a zručnosti pri vedení vzdelávacích aktivít zameraných na regionálno-etnickú orientáciu, prekonávanie etnického napätia na základe práv jednotlivca, rovnosti národnostných kultúr v pedagogických, detských, školských, študentských a rodičovských kolektívoch vzdelávacích inštitúcií. Pri skúmaní požiadaviek modernej multikultúrnej výchovy dospievame k záveru, že etnopedagogický obsah prípravy učiteľov by sa mal stať prioritou a nemal by slúžiť ako dodatok k vedeckému a pedagogickému obsahu. Týka sa to najmä Zakarpatska ako jedného z mnohonárodných regiónov Ukrajiny.

Kľúčové slová: polyetnický región, multikultúrna výchova, interetnická tolerancia, pedagogická činnosť.

Here is formulation of the problem. Today, one of the most important directions, in which the pedagogical science should move, is the preparation of future primary school teachers, who are able to perform professional activities in a multicultural environment. Polyculture is an important component of professional competence of a modern specialist, especially in a polyethnic region, what is Transcarpathia.

Here is analysis of recent research and publications. Theoretical and methodological foundations of vocational and pedagogical training of future specialists are reflected in the writings of O. Asmolov, I. Bekh, I. Zyazyun, N. Nychkalo, K. Platonov, O. Savchenko,

V. Slastyonin. Different aspects of the problem of multiculturalism investigated the following domestic and foreign scholars as R. Ahadullin, T. Atroschenko, J. Banks, L. Volyk, O. Hryva, L. Honcharenko, O. Hurenko, H. Dmytriyev, J. Dewey, V. Yevtukh, V. Lektorskyi, V. Matis, D. Mitter, S. Niieto, H. Palatkina, V. Podobied, O. Sukhomlynska, M. Walzer, N. Yaksa and other.

Here is the purpose of the article. Given the relevance and the need for a thorough study of the abovementioned problem here we have a purpose to reveal the theoretical aspects of the preparation of future primary school teachers to professional activity in a polyethnic region (Transcarpathian region).

Here are the results of the research. The purpose of the multicultural education, according to A. Bermus, is: development of intercultural competence of an individual – a representative of a certain culture; providing each individual with optimum conditions development of basic mechanisms identification, broadcast and functioning of each culture; understanding the importance of cultural diversity to achieve self-realization of personality; gaining experience of interaction of carriers of different cultures on the basis of tolerance and mutual understanding (Dulatbekov – Turkenov, 2005).

We share the point of view of the American scientist J. Banks that multicultural education will be effective only under such conditions:

- realization of the principle of cultural pluralism;
- recognition of equivalence and equality of all ethnic and social groups;
- preventing people from being discriminated against on national or religious grounds;
- promoting the study of objective information on the history and culture of ethnic groups;
- orientation of the content of education on the formation of a positive attitude to cultural differences;
- provision of appropriate conditions for the professional preparation of teachers;
- realization of interdisciplinary approach (Banks – Banks, 1999).

Polycultural education involves the formation of competences, which are based on the formation of the individual in the diversity of the surrounding world and effective coexistence with him (Kovalchuk, 2004). Ukrainian researchers L. Holik, M. Krasovytskyi, N. Seiko indicate that the key task of multicultural education is the formation of tolerance to representatives of other cultures and preserving its own identity.

In order to study the features of preparation of future primary school teachers to a professional activity in the conditions of a polyethnic region, we consider it expedient to analyze the concept of „polyethnic region“.

„The region is a space in which human socialization takes place, the formation, preservation and broadcasting of cultural and spiritual values, the development of natural resources. In this regard, the natural-geographical, socio-economic, socio-demographic features of the region directly affect its educational policy and the growth of multicultural tendencies in the region, in particular in educational space is due to increasing migration flows, intensification of international cooperation and through separate manifestations of inter-ethnic conflicts“ (Yaksa, 2009: 18).

The polyethnic region is a „place of development“ of various ethnic groups, cultures, religions, which forms the originality of the cultural space of the territory. The uniqueness of the polyethnic regions is expressed in a special, historically formed mixing of diverse spiritual, religious, ethnocultural household traditions and customs.

Transcarpathia is considered as a unique polyethnic region. This is the edge of cultural and religious diversity. Geographic location of Transcarpathia and his uneasy centuries-old history contributed to the fact that there are representatives of many nationalities here. Due to many state-administrative redistribution in the XX-th century certain settlements were part of Transcarpathia, while others were part of the neighboring states (Romania, Hungary, Slovakia).

Transcarpathia is one of the youngest regions of Ukraine. It was created in accordance with the Decree of the Presidium of the Supreme Soviet of the USSR from January 22nd, 1946. According to the data of The Main Department of Statistics in the Transcarpathian Region the size of the existing population was 1 257, 199 thousand people (as of November 1st, 2018). Transcarpathia differs significantly from other multinational regions of our state by the fact that the state borders of the four countries are in the region: Romania, Hungary, Slovakia and Poland. The region is an ethnic blend of many peoples and can confirm tolerance and civilized coexistence of ethnic groups.

The representatives of more than 100 nationalities and folks live on the territory of the region (according to the statistics data of the All-Ukrainian Population Census of 2001). The largest national minorities in the Transcarpathia are Hungarians – 151,5 thousand people (12,1%), Romanians – 32,1 thousand people (2,6%), Russians – 31,0 (2,5%), Gypsies – 14,0 thousand people (1,1%), Slovaks – 5,6 thousand people (0,5%) and Germans – 3,5 thousand people (0,3%). So, from the ethnographic view Transcarpathia is a typical European polyethnic and the multicultural border region, where a kind of sub-type of Ukrainian culture was formed. In this way multilingualism, multiculturalism and polymentality of the population of Transcarpathia has formed a new educational space – polyethnic.

Such scientists such as V. Saharda, M. Tokar, V. Ferneha consider that the characteristic features of the development of the Transcarpathian education are as follows:

- Transcarpathia is a unique polyethnic region in which, over the centuries, more than 75 ethno-cultural communities live in mutual understanding, mutual recognition, mutual respect;
- population of the region due to heterogeneous factors constantly subjected to demographic-emigration and migration processes;
- the nation and ethnos of the region are constantly concerned about the creation of national schools in accordance with the main traditions of the Slavic culture;
- there were and are a variety of religious denominations in the edge, as well as sects (Saharda – Tokar – Ferneha, 2000: 21–22).

According to the Department of Education and Science of the Transcarpathian region of the state administration in the 2018/2019 school year in this edge there are 664 institutions of general secondary education, including 657 communal forms of ownership (655 daytime and 2 evening general secondary education institutions) and 7 private forms of ownership.

Given the foregoing, we understand the need to prepare future teachers in accordance with the requirements of modern multicultural education. In this aspect, we support the idea of M. Pafova and T. Karaseva that „for the goal of multicultural education can be considered the formation of an individual, ready for active creative activity in the modern multicultural and multinational environment, an individual preserving his socio-cultural identity, seeking to understand other cultures, respecting other cultural and ethnic community, able to live in welfare and harmony with representatives of different nationalities, races, confessions“ (Pafova – Karaseva, 2007).

O. Budnyk emphasizes that the personality of the future teacher is formed in a certain educational environment, where appropriate conditions are created for the implementation of pedagogical abilities, professionally significant qualities, practical skills and abilities. Consequently, the results of the manifestation of these possibilities depend from the very object of the socio-pedagogical process that is from the student's personality (his goals, needs, interests, motives, orientation, freedom, assessment and self-esteem). Only deeply aware goals with the help of adequate means ensure the effectiveness of future socio-pedagogical activity on the basis of value-semantic interpretation of integrity which makes it possible to go beyond the limits of natural and social realities (Budnyk, 2009).

In the opinion of N. Romanenko, in turn, the multicultural environment of an educational institution can be a condition for the development of personality in a multinational society. The

researcher believes that the multicultural educational environment is part of the educational environment that becomes a powerful tool for creating a favorable democratic and humanistic social climate that influences the formation of a multicultural person who finds a balance between national values and respect for the values of other people, seeks to understand their national culture, traditions, etc. (Romanenko, 2012).

Formation of multicultural competence is successful on condition of enrichment: enrichment of meaningful activities and phased implementation of the idea of a dialogue of cultures, the construction of a comprehensive program for the formation of multicultural competence of the student, which also includes language educational projects, constructed taking into account the professional and personal interests of the student; creation of a tolerant atmosphere that is as close as possible to the real conditions of professional activity in a multinational team (Atroschenko, 2018).

The structure of multicultural competence (according to L. Danylova) includes motivational-value, cognitive, activity and emotional components and determines the ability of the subject to navigate in the socio-cultural space. The motivational-value component includes value systems, the attitude towards the future profession as a certain value and needs of a personal in self-development of own multicultural awareness; the cognitive component is a set of student knowledge about the essence of culture, ways and methods of self-education of multicultural competence, the ability to generalize and systematization of knowledge; activity component is the ability to intercultural communication with native speakers of foreign culture, reflection of their behavior; the emotional component is considered as the perception of the interlocutor, positive assessment of social phenomena (Danylova, 2007: 13).

The preparation of future teachers of the primary school of modern Transcarpathia carries out State Higher Educational Institution „Uzhhorod National University“, Mukachevo State University and The Transcarpathian Hungarian Institute named after Ferenc Rákóczi II. It is in these institutions of higher education that they are learning and tolerantly interact representatives of various national minorities, who inhabit the Transcarpathian region and foreign students. In each of them there is work on the formation of the polyethnic environment of the institution, which has a directed influence on the formation of a tolerant personality and multicultural competence of future specialists of the initial level of education.

We consider that the effectiveness of the preparation of future primary school teachers for pedagogical activities in a polyethnic region depends on the creation of a flexible, mobile education system in higher education institutions, taking into account ideological positions, motives, interests, level of knowledge and skills of students. Professorial and teaching staff of the higher school must carry out an active search the forms and methods for the development of multicultural education in both classroom and non-auditorial professionally oriented activities.

Substantive provisions which are laid down in the system of formation of multicultural competence of the future teacher of primary school can be formed in this way:

- student acquisition of theoretical material concerning cultural traditions of other world peoples during classroom and non-auditing activities;
- creation of an educational environment in a higher educational institution for the formation of a multicultural orientation of a student's personality;
- purposefulness and unity of the training strategy in the multicultural context;
- practical significance of theoretical provisions for future professional activities;
- reliance on self-educational activity of student, his qualities as personality in the conditions of a multicultural society;
- active use of the software arsenal, the latest methods during training to form the multicultural competence of the student's personality;
- creation situations for formation skills in the multicultural society.

We emphasize such an important aspect of effective professional activity in a multicultural region, such as the development of a culture of interethnic communication. Intercultural communication of the Transcarpathians is a form of communication of the population of this region, in which ways of implementing various situations carriers of many cultures are not identical, that is, there are differences in their implementation and interpretation. The term „intercultural communication“ refers to exchange knowledge, ideas, thoughts, concepts and emotions between people from different cultures. Namely, intercultural competence, from the point of view of I. Shavkun, should become one of the most important characteristics of a specialist, which implies a set of professional qualities, which includes: theoretical knowledge of national cultures, psychological properties (frankness, flexibility, tolerance, readiness to work with representatives of other cultures), practical skills of effective intercultural communications (Shavkun, 2009).

L. Pochebut emphasizes that four main principles of intercultural communication can be defined:

- it is an intercultural communication and interaction are based on an understanding of cultural differences;
- it is the basis of effective intercultural communication: this is a manifestation of respect, a curiosity to the culture of another people, a positive assessment of the prospects for its development;
- in the process of intercultural communication it is important to focus on the future, but not to the past. Starting intercultural communication, you need to know the history of your own and other peoples, their culture, art, literature, the history of relations between them, but the prospects for the future should dominate;
- the goal of intercultural communication is the development of dialogue capacity, the ability to see and accept differences; look for common cultural positions (Pochebut, 2005).

An important category for understanding the term „intercultural communication“ in our study, is the notion of „communicative competence“, which is usually understood as the knowledge used in communication systems of symbols and the rules of their functioning, as well as the principles of communicative interaction. Any person can develop communicative competence, but it can be successfully implemented only in a culturally determined situation in the presence of individual experience of an individual. Thus, in the process of training future teachers of primary school it is necessary to take into account that intercultural communication, as well as communication within a single culture is a process of continuous reproduction of meanings, because they may not coincide even with people who grew up in one culture and they speak the same language. We consider it necessary in the preparation of primary school teachers in terms of multi-ethnic region to pay attention to that one of the most important elements of cultural identity is a language.

Knowledge of languages makes it possible for people to understand each other, helps to collaborate in a multicultural society. This problem has been given considerable attention in the documents of the Council of Europe, the European Union and other international organizations. Today, the language policy of the European Union encourages the creation of opportunities for the study of foreign languages at any age, the mastery of regional and minority languages.

Here are conclusions. Realization of the new educational strategy in Ukraine is impossible without a teacher who is qualified in the foundations of national and world culture, can acquire and master the system of general humanistic values from the point of view of the dialogue of cultures, can develop the culture of international communication and form interethnic tolerance in full compliance with the requirements of modern multicultural education. Analysis of scientific researches, statutory and regulatory documents of Ukraine gives grounds to state that the theory and practice of education in Ukraine has accumulated enormous experience that can

serve the basis for modernising professional training of the pedagogical staff aimed at cooperation of educators in a multiethnic region.

Thus, we can conclude that multicultural education is education that promotes the formation of a tolerant personality of a future teacher of a primary school who can actively interact with representatives of different cultures on the basis of the dialogue.

Pedagogical activity in the polyethnic region has a number of features and is conditioned by such specific features as: multinational composition of the population; unstable population composition; interaction of representatives of different nationalities; mutual influence of cultures of representatives of all nationalities. The training of future primary school teachers should take into account all of the above-mentioned provisions, as well as the fact that when preparing teachers for activities in a multicultural society, it is necessary to adapt them to the perception of a person of another culture and to build on this basis activities for the formation of relations with her.

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a nové perspektívy**

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