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WORLD LITERATURE AS A MULTICULTURAL COMPONENT OF THE EDUCATIONAL PROCESS

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СВІТОВА ЛІТЕРАТУРА ЯК МНОГОКУЛЬТУРНИЙ КОМПОНЕНТ НАВЧАЛЬНОГО ПРОЦЕСУ

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The article deals with the importance of the component of foreign literature as a source of spiritual and social progress of the young generation of Ukrainians. It is emphasized that young people, while living in a globalized world, must adequately respond to the problems and challenges of today. It is stated that foreign literature teaches to formulate their thoughts correctly, to be able to perceive the beauty of the surrounding world, to contribute to a better understanding of other people, their experiences, aspirations, feelings and hopes. Emphasis is placed on the determination that multiculturalism is one of the tendencies of the world educational reform process. Separately, the reform of the educational process in Ukraine is aimed at cultural-centricity, which foresees new approaches to the preparation of student youth at universities for life in modern society. The article substantiates that multicultural education should be carried out on the basis of the following approaches: personality-oriented, cultural, comparative and systematic.

Key words: *polyculture, development of thinking, foreign literature, educational process.*

У статті розглядаються питання про важливість складової зарубіжної літератури як джерело духовного й соціального поступу молодого покоління українців. Наголошено на тому, що молоді люди, живучи в глобалізованому світі повинні адекватно реагувати на проблеми й виклики сучасності. Зазначено, що зарубіжна література навчає правильно

формувати свої думки, вміти сприймати красу оточуючого світу, сприяти кращому розумінню інших людей, їхніх переживань, прагнень, почуттів та надій. Закцентована увага на визначенні, що полікультурність – одна з тенденцій світового процесу реформування освіти. Виокремлено, реформування освітнього процесу в Україні спрямоване на культуроцентричність, що передбачає нові підходи до підготовки студентської молоді в університетах для життя у сучасному суспільстві. У статті обґрунтовано, що полікультурне виховання доцільно проводити на основі таких підходів: особистісно-орієнтованому, культурологічному, компаративному і системному.

Ключові слова: *полікультура, розвиток мислення, зарубіжна література, освітній процес.*

Reading and analyzing famous literary works, a person develops himself and enriches his inner world. The works of the world classics teach life, so that the readers can learn about the traditions and customs of other nations of the world. Literature not only educates people, but also enhances their personality, broadens their minds and introduces them to adulthood. World literature teaches to formulate thoughts correctly, to be able to perceive the beauty of the world around, to promote a better understanding of other people, their experience, aspirations, feelings and hopes.

Achieving and realizing such results is impossible without a school course "World Literature". Along with other school subjects, it is a powerful component of spiritual and social progress of the young Ukrainian generation, who lives in a globalized world and must adequately respond to the problems and challenges of the present. The studying of world literature at school is an important tool for educating citizens of a democratic and independent Ukraine, forming a creative thinking, patriotism, national identity. Reading works of art of different countries and nations, the cultural reflection of the diverse world is revealed to pupils, necessary for the psychological and social adaptation of the individual to a modern multicultural society [5].

That is why, world literature is an integral part of education and one of the primary tasks of modern school literary education is the search and formation of effective means of educating young person capable of self-development, self-analysis and self-realization, dialectical thinking and submission of original ideas. Achieving this goal is associated with increasing the personal activity of pupils, democratization and humanization of the entire education system, integration of the educational process. Interconnected studying of different school subjects is a center for improving modern Ukrainian education in general and for studying world literature at school, in particular [3, p.13].

Attraction to the best achievements of world literature has to prepare pupil to become aware not only as a highly moral person in general, but also as a representative of the intellectual civilized world. The Ukrainian scientist Ihor Moiseiv states in the book "World Literature in the Human-Creating Dimension": "The subject" World Literature "allowed young people to learn to think in the categories of planetary humanism" [6].

The National Doctrine of the Development of Education of Ukraine in the 21st Century provides that the educational system should provide education of a person of a democratic worldview and culture, that respects the rights and freedoms of the individual, respects the traditions and culture of the nations in the world, national, religious, linguistic choice of the person, education of a culture of peace and interpersonal relationships. This requires adherence to multicultural approaches to the organization of the educational sphere.

Multiculturalism is one of the tendencies of the world educational reforming process, implemented through democratization, which is deepening and increasingly covering the social structures of the world community. With extreme force, this tendency has emerged in Western European countries, that is associated not only with the process of reforming educational systems, but also with the changing of demographic and national composition of the population, that was caused by the unprecedented flow of immigrants from Eastern Europe, Asia and Africa.

The idea of multicultural education remains relevant in the teaching of world literature,

according to which world literature at school is considered as a search for connections between the way of thinking, peculiarities of worldview, mentality, cultural heritage of foreign countries.

Focusing on European and world society, Ukraine has implemented modern international tendencies, including the field of education, one of which is the multicultural orientation of higher education development. Multicultural education is based on the principle of dialogue and interaction of different cultures, that is, most fully one's own culture is realized only in the conditions of interaction, dialogue of different cultures, when the peculiarities of each individual culture become apparent and understood.

Focusing on the different cultures works' promotes the preservation of universal ideals, the organization of society on the basis of pluralism of cultures, humanism, freedom, equality, democracy and social justice. Taking into account the foreign experience of multicultural education will contribute to the implementation of new pedagogical strategies in the studying of youth students of our country. The implementation of multicultural education is coordinated at the international level by various fora and organizations: UNESCO, the Council of Europe, the International Bureau of Education, etc. In Ukraine, the ideas of multiculturalism and understanding of the need for their implementation were reflected in such basic state documents about education as the State National Program "Education" ("Ukraine XXI Century"), "Concept of Civic Education" (2000), "National Doctrine of development of education" (2002); multicultural competences are included in the "State standard of basic and complete school education" (2003) [4, p. 49].

Taking into account the ideas of multiculturalism will promote a harmonious development of the individual, tolerant attitude towards other ethnics and cultures, establishing good neighborly relations, dialogue of cultures, effective conflict resolution, establishing mutual understanding and peace.

The study of the problem of multicultural education of modern youth is devoted to such modern researchers - F. B. Asanova, R. R. Ahadullin, I. D. Bekha, T. M. Bilous, L. A. Honcharenka, O. A. Hryva, I. A. Ziaziun, O.V. Svyrydiuk, L. B. Stoliarchuk, P. I. Kendzora, O.B. Slonovska, L.A. Cherednychenko and others. R. R. Ahadullin considers multicultural education as "a new educational strategy (a new direction in pedagogy), which defines the structurally meaningful organization of the educational process, the nature of teaching school disciplines and teaching methods based on the principle of humanism, democracy, cultural dialogue, consideration of cultural and mental factors of personality development" [1, p.23]. L. B. Stoliarchuk emphasizes that "multicultural education is the knowledge of the polyculture that is recognized by the person, the possibility of self-realization in the multicultural world, which contributes to its conflict-free identification in a multicultural society and integration into the multicultural world space" [7, p.96]. It is valuable, in our opinion, to determine the nature of multicultural youth education, proposed by I.V. Bakhov and N.M. Chernyukha.

"Multicultural education is a kind of purposeful socialization of students that provides: at the cognitive level - the development of samples and values of world culture, cultural-historical and social experience of different countries and nations; at the value-motivational level - the formation of social-setting and value-oriented inclinations of students to intercultural communication and exchange, and also the development of tolerance towards other countries, nations, cultures and social groups; at the activity-behavioral level - active social interaction with representatives of different cultures while maintaining their own cultural identity" [2, p.39].

In the definitions of "multicultural education" that are mentioned above, various approaches are clarified to understand this phenomenon. However, the primary thought for scientists is that multicultural education is a peculiar answer of pedagogical education to the today's queries, so it should be included into the priority areas of modern Ukrainian pedagogical and methodological science.

A prerequisite for this approach is the creation of a cultural country context. This condition involves the development of thoughtful and effective integration of educational subjects while studying works of art. Studying of authentic texts leads to international literary influences and

borrowings, which gives birth to cultural synthesis - the basis of the formation and development of national literatures. Therefore, at today's lesson it is important to understand the creative heritage of the author when talking about "dialogue of cultures", it is important that the world literary process is presented at the level of qualitative multicultural development of the student-reader.

The subject "World Literature" provides an organic, interconnected combination and productive implementation of these approaches, which allow purposefully to form ideas in young generations about the diversity of cultures in the world, to identify themselves in a multicultural society, to cultivate a tolerant attitude to cultural differences, to develop the ability to interact with native speakers of different cultures. What is important and valuable for students and readers is that such works of art dominate in the curriculum of the course that first of all reveal the beauty and integrity of the world, instill a tolerant and interested attitude to all existing life forms, attitudes to other ways of thinking, cultures, aesthetic-philosophical and religious systems.

Thus, world literature is a treasure of nations, which has absorbed the most outstanding works of world literature and an integral multicultural component of education. The process of self-improvement is impossible without the school course "World Literature", that pupils begin to learn from an early age to become aware of themselves as the personalities with defined aim and goals in later life. World literature studies the impact of different cultures on a person directly through the word of the author.

Relating world literature to a multicultural component of education means that the study of this literature is not limited to one or two cultures. Multiculturalism is a multifaceted phenomenon and it is clearly manifested in world literature, which has absorbed various works of authors from all over the world. World masterpieces, written by writers of different cultures and languages, foster respect and a sense of dignity in all cultures. Acquaintance during the process of reading works of different nations shows that while mastering the system of cultural values, the student becomes a multicultural observer who will feel free throughout the world cultural space.

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**РЕЛІГІЙНА ВІРА У ПРОТИДІЇ СУЇЦИДАЛЬНОСТІ У СЕРЕДОВИЩІ
СТУДЕНТСТВА**

Олійник А.В.

**RELIGION IN COUNTERACTION TO SUICIDAL TENDENCIES
WITHIN STUDENT'S ENVIRONMENT**

Oliinyk Alla

У даній статті проаналізовано значущий антисуїцидальний вплив релігійної віри на свідомість та поведінку сучасного українського студентства, емпірично встановлено гармонізуючий вплив віри в Бога на психіку студентської молоді, обґрунтовано психологічні особливості впливу релігійної віри у протидії суїцидальності.

Ключові слова: аутодеструктивність, психопрофілактика, релігія, суїцид, студентська молодь.

This article analyzes the significant anti-suicidal influence of religious faith on the consciousness and behavior of contemporary Ukrainian students; the psychological peculiarities of the influence of religious faith in combating suicide are substantiated.

In solving the tasks we used the methods of L. Sobchik SMDO (standardized method of personality research); methods of differential diagnosis of Zungé depressive states (TI Balashova



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