

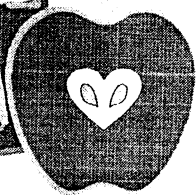


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Methodical principles of formation of foreign-language multicultural competence in modern educational space.

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Today, we are witnesses and participants in the new phase of a lively and controversial cultural process in Ukraine, marked by innovations in all spheres of activity. This stage highlights the increased demands on society, requiring highly qualified labor and science-intensive technologies, people of a new formation - educated on the principles of democracy, highly educated; highly civilized, mobile and hard-working. Such people can be prepared by every society, every national community only through its education system [5, P.5]. Strengthening the multicultural paradigm of education, which involves: 1) the formation of a future specialist of any, and especially the artistic industry, a certain system of multicultural knowledge, skills and skills of intercultural communication, actualized at a certain stage of social life; 2) awareness of the specialist of cultural diversity and ways of personal self-development in the process of learning culture; 3) an idea of the place and image of a specialist as a carrier of culture and knowledge in the process of cultural and artistic activity.

Pioneers in the realization of the principles of multiculturalism in public life turned out to be multiethnic Canada. In 1988, the Canadian Multiculturalism Act was even adopted by the Canadian federal parliament. Peter McLaren, an American pedagogue-multiculturalist, pointing out the elements of cultural colonialism in the societies of countries with a large majority of recent immigrants, proposed the introduction of «postcolonial pedagogy» - pedagogy, which would question the basic categories on which the teaching of the history of groups is based were subjected to cultural colonization in a certain country [10, p.135]. But the domestic teacher-practitioner O. Sukhomlynska emphasizes: «Those who think that multiculturalism (i.e. openness, tolerance, diversity) means the immediate destruction of national culture, traditions, are opponents of democracy» [7, p.35].

How to take into account the multicultural factor in educational processes, to create conditions for knowledge and understanding of the culture of peoples living nearby, to master the experience of intercultural interaction on the basis of humanism, freedom, equality and tolerance are topical issues of the present and require additional research.

A unique example is the multi-ethnic Transcarpathian region, where Ukrainians and Rusyns, Czechs and Slovaks, Russians, Germans, Hungarians, Jews, Romanians,

bilingual/inter-cultural communication. *The principle of the problem and the priority of creative activity* will be considered as a separate methodological principle, since the problem and creativity are laid down in the nature of the artistic and teaching activity itself. The particular importance of this principle lies in the fact that in the context of the formation of multicultural competence, we are dealing with the study of ways to creatively solve problems that are problematic. Such tasks are characterized by the lack of ready information about their solution, and the lack of their exact number in each particular situation.

romans, Wallachians, Greeks, Armenians, and Indians live for centuries. The special course «Foreign Languages Transcarpathian Studies», developed by us, introduces us to the peculiarities of the ethnic groups of the provincial land. Transcarpathia is constantly in the halo of new educational searches, trends and changes. It is here that the problem of coexistence of different opinions and cultures is a necessary condition for peaceful development and survival. To implement such regional adaptability, there is need for the formation of multicultural competences by means of English language specialists of various fields, and especially cultural and artistic.

Possessing the ability to speak the official scientific and technical language of the world is a manifestation of higher intelligence, which is formed by academic institutions' education. We believe it is the creation of such a spiritual and rational sword of society that will enable Ukraine to enter the rating of developed countries of the world.

So, the purpose of our work is to define a set of methodological principles that reflect the most significant regularities of the process of forming multicultural competencies.

The concept of «multicultural competence of a future specialist in the artistic industry» perceives the quality of the individual, which includes multicultural knowledge, skills, professional and personal motives, value orientations, experience, codes of conduct, social norms that allow a specialist in the industry to solve professional tasks and constructively interact in the modern multicultural world with representatives of various foreign artistic locations while performing functional duties. We consider multicultural competence as an integrated unit that consists of several components, and we define it as the ability to perform speech activity according to the situation of intercultural communication, switching from one linguistic cultural code to another, showing sensitivity to differences in interacting cultures and establishing mutual understanding between communicants of different races, nationalities, confessions, social groups and traditions. Under the methodological principles, following R. A. Davets, we understand the basic provisions of the theory of teaching a foreign language that reflect the objective patterns of language proficiency and determine the system-structural organization, functioning, development and improvement of the processes of learning the FL, the formation of foreign language ability, determines the process of learning on the organization of these processes [4, p. 36].

The analysis of works devoted to this problem, taking into account educational requirements, allows us to conclude that the general significance for the formation of multicultural competency is acquired by general methodological principles: communicative, integrated and differentiated learning of FL, taking into account the meaning of FL in the context of the intercultural paradigm.

The principle of communicativeness is leading and means the orientation of the whole learning process to the organization of learning as a model of the real communication process. The principle of situationality is a part of the notion of communicative orientation of learning, since speech is based on the principle of integrated and differentiated learning of the FL. Integration involves the interconnected learning of all types of speech activity (further SA) in the educational process and the importance of their consideration as interdependent parts of speech practice. Differentiation determines the need to differentiate between teaching oral and written speech, prepared and unprepared, since in teaching each type of speech activity their methodological tasks are solved.

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The principle of taking into account the students' native language means that the learning process is organized taking into account both the interference effect of the mother tongue (further MT) on the FL and the possibilities of using the transfer of knowledge, skills and abilities of FL. Thus, the principle of taking into account the native language is modified and specified in a separate methodical principle of comparability.

The formation of multicultural competence is carried out with the following general methodological principles: *communicative, integrated and differentiated learning of FL, taking into account the teaching of FL in the context of the intercultural paradigm.*

The foregoing gave us grounds for determining the specific principles of the formation of multicultural competencies in the art space. One of the specific, in our opinion, is *the principle of harmonization of intercultural dialogue*. It reflects the specifics of the purpose and characterizes the general orientation of learning. The process of mastering foreign-language knowledge, skills and abilities is a multi-level dialogue. It is important to see not only differences, but also common between cultures, to perceive differences as the norm of coexistence of cultures in the modern multicultural world.

The principle of comparability is one of the main, since the teacher of FL must know the specifics of two languages and cultures in comparison. The content of this principle is a conscious comparison, in implicit and explicit comparison of foreign and native cultures. This *principle of bilateral education* is realized both in the selection of authentic texts in two languages, and in the organization of training and practice in



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