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SOME ASPECTS OF VALUE-BASED EDUCATION UNDER THE CONDITIONS OF MULTICULTURALISM IN CANADA

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The article describes the issue of multiculturalism in the context of educational process and key aspects of value-based education. The multicultural education development in Canada, as one of the leading multicultural countries, is emphasized.

The author focuses attention on the valuable experience of implementing multicultural education in foreign countries and underlines that multicultural education and upbringing should be considered together as parts of a single process. Such a combination will contribute to a deep realization and recognition of both national and universal values.

It is underlined that such notions as respect, equality, diversity make the basis of multicultural education in Canada. The author notes that the current model of multicultural education implies respect for individual cultures, peaceful coexistence and interpretation of cultures, new knowledge and experience. It is based on the important goal of preserving the uniqueness of traditions and values of people having different cultural backgrounds.

The author concludes that the stakeholders of the educational process begin to be aware of the growing need to saturate all spheres with the cultural values, which in its turn, will create conditions for the spiritual formation of the individual. Nowadays, under the conditions of globalization, it is necessary to bring the goals and content of modern education in line with the principles of sociocultural values and society development.

Keywords: *Value-based education, multicultural education, multiculturalism, cultural values, multinational society, tolerance, peaceful coexistence.*

Problem in general and its relationship with important scientific and practical tasks. Nowadays most countries of the world are polyethnic. Under the conditions of globalization and migration processes, there appear significant changes in the demography of individual states, with the population becoming more multicultural and ethnically heterogeneous.

Today's world culture comprises a significant number of national cultures. Leading countries of the world belong to multicultural and multi-ethnic communities. The need to ensure tolerance in the coexistence of large and small ethnic groups forms the need for multicultural education, a so-called instrument and key principle of educational policy. The culture of modern civilization is seen as an amalgamation of different ethnic groups and cultures. As a result, every individual in the current situation is at the edge of cultures, interaction with which requires tolerance, understanding as well as respect for the cultural identity of other people.

The analysis of research and publications that have started the discussion of the problem and that the authors base upon. The problem of preparing young people to live in a multinational society in a context of enhanced polyethnicity of the world is currently at the focus of pedagogical research. In particular, some aspects of multicultural education of the younger generation are explored by E. Ananyan, V. Bolgarina, I. Bondarenko, O. Kovalchuk and others. Both domestic and foreign researchers devoted their works to the study of the issues of multiculturalism, in particular: I. Balickaya, V. Pogrebnyak, M. Fullan, S. Nieto, G. Wood and others. The concept of education in a multinational society is considered in the works of such scientists as J. Berry, P. Gorsky, D. Taylor and others.

Working out the earlier unsolved aspects of the general problems that the article is devoted to. Nowadays, considerable attention is paid to the problems of multicultural education in Ukraine. Significant number of researchers substantiate the rationale for introducing the ideas of multiculturalism into the educational curriculum of pedagogical institutions in Ukraine. Taking into account the algorithm of multicultural education realization in leading countries, scientists point out that multicultural education and upbringing should be considered together as parts of a single process. Such a combination will lead to a deep realization and recognition of both national and universal moral values.

The aim of the article is to discuss the issue of multiculturalism in the context of educational process and describe core aspects of value-based education under the conditions of multiculturalism in Canada.

Presentation of the main material. Needless to say that education is the main driving force for society development and the entire civilization as a whole. This makes the fundamental basis for the formation of a stable and qualitative standard of living, the basic component of self-realization development in today's world. It is a well-thought-out and efficient system of education that allows to transfer to each person the knowledge needed for the correct adaptation of an individual within a society, as well as to shape the further development of the society both on the internal and global levels. The strength and pride of any country is closely linked to the educational system, shaping and determining its future.

Every child should be brought up in the spirit of respect, recognition of his own national culture, customs and values, at the same time excluding stereotypes and unambiguous thinking.

The core values of modern educational process within multicultural environment are the perception of the world with an understanding of the uniqueness of the cultures of various peoples; the principle of non-violence in order to form effective cooperation; the possibility of making mutually beneficial decisions in problematic situations; awareness of the consequences of decisions, both in the present and in the future. When analyzing the core values of multicultural education, S. Nieto (2000) identifies the following characteristics: universality, anti-racism, social justice.

If the educational environment includes everything necessary to form, develop and educate a person, then the multicultural educational environment also develops mutual cultural enrichment for all stakeholders of the educational process.

The interest towards multicultural education is determined by the expansion of international cooperation, the intensification of ethnic minorities struggle for their rights in communities with multi-ethnic composition.

Multicultural education is a purposeful process of forming a consciously adequate attitude to the ethnic groups that make up a given society, understanding the inadmissibility of discrimination of people on any grounds. The multicultural educational space includes not only institutions specially created and intended for the education of the younger generation (kindergartens, schools, colleges, institutes, etc.), but also other social institutions, social processes, the media, ideas, value orientations that lead to profound changes within multicultural society.

Multicultural educational space, educational region, and educational technologies – these are the concepts introduced for scientific use. This indicates that the educational system is progressively focused on the dialogue with the culture of the person as an individual, capable of cultural self-development. As M. Bakhtin (1979) wrote, only through dialogue with another culture, one can attain a certain level of self-knowledge, and each of the two cultures preserves its unity and integrity, enriching each other. Multicultural education is intended to eliminate contradictions between the systems and norms of education of dominant nations and ethnic minority groups. It involves the adaptation of ethnic groups in order to live and interact peacefully with each other.

Furthermore, multicultural education gives an opportunity to explore and become aware of the diversity of inhabitants of modern world. Cultural differences, characterizing a person's belonging to a particular group manifest the multiformity of values and points of view. The task of a teacher is to help students realize that there are many values that differ from their personal ones. Any values stem from traditions of this or that nation and are the natural result of its development in the historical context.

It should be noted that multicultural education, due to the close many-sided interaction of the representatives of a great variety of ethnic groups, forms a kind of mixture of cultures, encapsulating a multitude of individual cultures. The resulting single culture, therefore, generates a new group identity. The current model of multicultural education implies respect for individual cultures, peaceful coexistence and interpretation of cultures and new experience, and is based on the goal of preserving the uniqueness of traditions, believes, which are typical for the representatives of various cultures. Moreover, the stakeholders of pedagogical process replenish and enrich cultural background, gaining invaluable experience of intercultural interaction.

In 1971, the federal government recognized multiculturalism to be the main feature of Canadian society through an official policy, based on the values of equality and mutual respect depending on race, national or ethnic origin, color, or religion. In 1998, the Canadian Multicultural Act, which defends values such as will and democracy, has been adopted (Rusanova, 2012, pp.84-85).

I. Balickaya (2009), one of the researchers of multicultural education, distinguishes three stages of evolutionary development, which multicultural education in Canada has undergone since 1960s: the addition of ethno-cultural components to the curriculum; transformation of multicultural component into an integral part of the curriculum; selection of content and methods of teaching, relevant to ideas of multiculturalism (p. 25).

Most researchers define the goals of multicultural education as the maximum development of all students' potential, regardless of such factors like

race, nation or cultural background. In the fundamental theoretical and methodological guidelines for education models development in Canada there are four directions of values set forth in the works of scientists: rational, developing, intuitive and social. These areas were developed and substantiated by such scientists as J. Rawls, L. Kohlberg, M. Rokeach, A. Wildavsky. Educational ideas developed on the basis of these guidelines are untied under a common direction in education – liberal. It is necessary to note that, liberal education is a direction based on the provisions of which basic education models are being developed in English-speaking countries, including Canada and Australia. It is based on the foundation of a liberal political philosophy defining the policy of these countries. Liberalism as a public position has achieved significant success in eliminating hierarchical barriers, restraining individual freedom. Its underlying principles, the political language of human rights have become a part of contemporary culture of the whole society.

Diversity, equality, respect are the three notions that make the foundation of multicultural education at Canadian schools. When respect, equality and diversity exist together in a delicate balance, all students gain benefits from emerging positive society. Canada has always been a multicultural country ranging from cultural diversity characterizing the First Nations and to the immigration processes of people from Europe. This process is under way until now and the country continues to improve as a nation with a variety of cultures emerging from all over the world.

It should be noted that education in Canada is a parallel process of education and upbringing. Despite the fact that the country does not have any formal structures that are engaged and which could advise on how to properly educate a citizen, nevertheless, education is one of the key issues of state interests. All important processes of educational sphere take place during intercultural interaction of large and small ethnic groups aimed at establishing favorable relations based on mutual understanding between the representatives of various cultures. Thus, communication through instilling ethnic and cultural values to all participants of intercultural dialogue, the creation of a common intercultural space where each person is able to define his or her belonging to one or another subculture – these are the modern tasks of upbringing that determine the education policy of any multicultural society. A significant number of teachers in Canada closely associate issues of multicultural education with the achievement of national identity. The dominant educational objective is a desire to instill tendency to balance, compromise, tolerance and mutual respect, pragmatic rejection of force decisions. Educational institutions take as a basis the existing models developed by multi-culturalists and implement them in practice, considering the characteristic features of schools and ethnic composition of

students. It is necessary to note that the implementation of these tasks is not limited to a certain national school and a common research space can be felt. Scientists –multiculturalists are invited to organize education based on the ideas of social justice, development of critical thinking, equal opportunities and intercultural dialogue of all ethno-cultural groups. As pointed out by scientists and practitioners in Canada, during the organization of educational process, the main emphasis should be made on developing students' ability to live in a society. Young people should become thoughtful and caring people, good neighbors. You can be a very smart person but not be able to live in a common social environment (Wood, 1993, p. 3). This idea in many respects defines approaches to education and upbringing in a modern school.

Educational institutions are considered as models of a society where students are gaining skills of a fruitful activity in it and a valuable experience of interaction with its members. A famous multiculturalist George Wood states: "School is a place where students get the first knowledge about society. Here children communicate with people who are not their relatives and this way learn to interact with those who are different from them" (Wood, 1993, p. 87).

Important signs of implementing multicultural education in schools in Canada include attempts to overcome racial discrimination of students, create favorable pedagogical and psychological climate for intellectual as well as moral education of a multicultural personality, promote the development of critical thinking, encourage actions and decisions in the spirit of tolerance and intercultural dialogue, conduct social and public actions, etc. (Vysotska, 2012, pp.124-125).

It is necessary to mention that the work of a teacher entails not just giving knowledge, it also involves forming a personality and raising a good citizen. While developing curricula, teachers are facing many challenges as they must take into account the abilities of their students and determine the range of language and cultural groups. Teachers should provide equal educational abilities for all students. Thus, it is necessary to introduce certain cultural alternative, promote tolerance towards various ethnic groups. Teachers necessarily include the components of multicultural education in their syllabus without having any restrictions on using a large number of educational methods.

Having established and studied with students the rules of conduct in class, teachers need to keep in mind that students, they teach, belong to different ethnic and cultural groups. Culture means knowledge, customs, emotions, rituals, traditions, etc. It is important to understand, that students bring different values, norms and behavioral expectations. Teachers cannot behave as if each one shares the same culture and just ignore cultural differences. Nowadays most schools follow the values, norms and patterns of behavior of the middle class and

European cultures. These values and norms vary considerably from the values and behavioral patterns in non-dominant cultural groups. It is extremely important for a teacher to be aware of the fact that school is a cultural center, his duty is to learn as much as possible about the cultural background of the student he teaches.

The main task of multicultural education is preservation and mutual development. As K. Trasberg (2004) reasonably believes, multicultural education in the interaction of different cultures contributes to the preservation and development of identity in the first place. It forms the necessary intercultural communication skills, allowing to prevent and successfully resolve conflicts caused by national and other differences, and at the same time significantly expands the capabilities of each entity in terms of cooperation and communication.

The main goals of multicultural education involve, through dialogue, avoiding the ethnocentric orientation and understanding of their own culture, leading the stakeholders of the educational process to recognize the equality of cultures, tolerance, conscious and responsible social behavior, which leads to the equal and mutual enrichment of all cultures representing the society. Thus, pedagogical activity should first of all be guided by such values as respect, justice, tolerance and empathy.

Conclusions and recommendations for further researches. In view of the above, it is possible to conclude that society as a whole and separately taken stakeholders of the educational process, demanding the results of pedagogical work, begin to understand the growing need to saturate the entire educational process with cultural components. This in turn creates the conditions for the spiritual formation of the individual. Promotion of the multicultural content of education will increase the interest of teachers in the ethnocultural issue. To realize the main tasks of multicultural education, it is necessary to bring the goals and content of modern education in line with key principles of sociocultural values and society development.

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ДЕЯКІ АСПЕКТИ ЦІННІСНОЇ ОСВІТИ В УМОВАХ МУЛЬТИКУЛЬТУРАЛІЗМУ КАНАДИ

О. О. Світлічна

У статті розглянуто проблему мультикультуралізму в контексті навчально-виховного процесу та описані ключові аспекти ціннісної освіти. Підкреслюється процес розвитку мультикультурної освіти Канади як однієї з провідних мультикультурних країн. Автор зосереджує увагу на вагомому досвіді впровадження мультикультурної освіти в зарубіжних країнах і підкреслює, що мультикультурну освіту та виховання слід розглядати разом як частини єдиного процесу. Така комбінація сприятиме глибокому засвоєнню та розумінню як національних, так і загальнолюдських цінностей.

Підкреслюється, що повага, рівність та різноманітність є основою мультикультурної освіти Канади. Автор зазначає, що сучасна модель мультикультурної освіти передбачає повагу до окремих культур, нових знань та досвіду. Вона базується на важливій меті збереження унікальності традицій і цінностей представників різних культур.

Автор робить висновок, що зацікавлені сторони навчального процесу починають усвідомлювати зростаючу необхідність наситити культурними цінностями весь навчально-виховний процес, що, в свою чергу, створить умови для духовного становлення особистості. Сьогодні в умовах глобалізації необхідно оновлювати цілі та зміст сучасної освіти відповідно до принципів соціокультурних цінностей та розвитку суспільства.

Ключові слова: ціннісна освіта, мультикультурна освіта, мультикультуралізм, культурні цінності, багатонаціональне суспільство, толерантність, мирне співіснування.

НЕКОТОРЫЕ АСПЕКТЫ ЦЕННОСТНОГО ОБРАЗОВАНИЯ В УСЛОВИЯХ МУЛЬТИКУЛЬТУРАЛИЗМА КАНАДЫ

О. А. Светличная

В статье рассматривается проблема мультикультурализма в контексте учебно-воспитательного процесса, а также описаны ключевые аспекты ценностного образования. Делается акцент на процессе развития мультикультурного образования в Канаде как одной из ведущих мультикультурных стран. Автор сосредотачивает внимание на значимом опыте внедрения мультикультурного образования в зарубежных странах и подчеркивает, что мультикультурное образование и воспитание следует рассматривать как части единого процесса. Такая комбинация будет способствовать глубокому пониманию и усвоению как национальных, так и общечеловеческих ценностей.

Подчеркивается, что уважение, равенство и разнообразие являются основой мультикультурного образования Канады. Автор отмечает, что современная модель мультикультурного образования предполагает уважение к отдельным культурам, новым знаниям и опыту. Важной целью данной модели является сохранение уникальности традиций и ценностей представителей разных культур.

Автор делает вывод, что заинтересованные стороны образовательного процесса начинают осознавать растущую необходимость насытить культурными ценностями весь учебно-воспитательный процесс, что, в свою очередь, создаст условия для духовного становления личности. Сегодня в условиях глобализации необходимо приводить цели и содержание современного образования в соответствие с социокультурными ценностями и принципами развития общества.

Ключевые слова: ценностное образование, мультикультурное образование, мультикультуралізм, культурные ценности, многонациональное общество, толерантность, мирное сосуществование.

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PROCESSES OF GLOBALISATION AND DYNAMICS OF THE EUROPEAN PEDAGOGICAL SYSTEM: FROM ANTHROPOCENTRISM TO SOCIOCENTRISM

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The article deals with the conceptual approach to the characteristics of modern process in European pedagogy. The author notes the existence of a conflict between anthropocentrism and sociocentrism in pedagogy. Globalization in pedagogy is the unification and standardization of education, of a kind of conveyor to produce subjects, which can successfully integrate into modern socio-economic processes. Globalization of the world economy as a basic phenomenon forms its superstructure by way of social, political, cultural models and relations. And in these conditions the world educational system is formed. It is an objective process because exactly education and upbringing is intended to constantly preserve and reproduce existing socio-economic systems and the rules of their functioning.

Domination of economic interests of the society (under the dominant model of its existence) subordinates superstructure institutions and processes in the system of social interests. Standardization of education is direct consequence of these processes, where anthropocentric pedagogy takes modest place and it is not able significantly influence on the overall pedagogical space of society.

Sociocentrism in pedagogy becomes comprehensive and all-encompassing. The trends are such that globalization processes seek to unify and standardize the national system of different countries. Anthropocentrism does not correspond to the trends of modernity, so