

Conclusions. This short insight into the treasury of Hebrew shows the possibilities of its semantic analysis as the way of students' introduction to the ethnosocial values. The Hebrew language as the nucleus of this system can work as a resource of complex world view creation, as a way of a fact to its cause reference, matchmaking between the objects of material and spiritual world.

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Ryshchak N.I.

PEDAGOGICAL CONDITIONS OF UPBRINGING OF CULTURE OF COMMUNICATION OF SENIOR PUPILS IN A MULTICULTURAL ENVIRONMENT

Odessa, Ukraine

Abstract. *Pedagogical conditions of upbringing of culture of communication of senior pupils in a multicultural environment are justified in the article. These pedagogical conditions are the formation of senior pupils' value orientations to multiculturalism in communication, the inclusion of the information of multicultural nature into the content of educational work with senior pupils and the implementation of directing senior pupils to self-development (self-upbringing) of cultural pluralism in communication.*

Keywords: *culture of communication, multicultural environment, value orientations, multicultural education, cultural pluralism*

Introduction. Ukraine has long traditions of multiculturalism, which not only enshrined in tolerance and other traits of mentality. These traditions are primarily associated with its intermediate, limitrophe position and status between Western European and Eurasian civilizations.

Ukraine belongs to the countries with a multicultural environment, which is historically formed by interpenetration and mutual influence of different national and regional cultures, for which there are no clear criteria that allow people to single out or to prefer this or that culture as a spiritual guide [6].

The essence of the multicultural environment in the first approximation can be defined as a set of social material and spiritual living conditions and human activities, which are formed in the space of living and communication of representatives of many ethnic groups and, therefore, is characterized by simultaneous use of different languages, traditions, customs, etc. [6, p.48].

A problem of culture of communication in a multicultural environment is relevant as a dialogue, as an accepted form of communication, provides deep knowledge of a spiritual structure and intellectual system of a society, with which the dialogue is held.

Overview of publications on the topic. The problem of culture of communication is reflected in the works of native educational leaders B. Hrinchenko, O. Dukhnovych, A. Makarenko, P. Mohyla, Feofan Prokopovich, S. Rusova, V. Sukhomlynsky, K. Ushynsky and others.

At present, fundamental researches of current aspects of the problem related to the culture of communication are being actively studied by leading scientists: philosophical and methodological approaches to solving communication problems were studied by M.Kahan; the works of B. Ananyev, M. Bakhtin, I. Bekh, V. Bekhterev, O. Bodalov, M. Boryshevsky, L. Vygotsky, N. Kuzmina, O. Leontyev, B. Lomov, V. M'yasyshev, S. Rubinshteyn, V. Semychenko, V. Sokovnin, T. Yatsenko are dedicated to psychological basics of communication; social and psychological characteristics of communication were explored by V. Panforov, B. Paryhin, P. Yakobson and others. However, the pedagogical conditions of upbringing of culture of communication of senior pupils in a multicultural environment have not been the subject of a separate study.

The purpose of the article is to justify pedagogical conditions of upbringing of culture of communication of senior pupils in a multicultural environment.

Presenting main material. Culture of communication is one of the aspects of a person's basic culture, which in its turn is a set of characteristics (knowledge, qualities, habits, values, etc.) that allow people to live in harmony with the universal, national culture and develop both social and individual originality of his personality.

Considering the above, we believe that the first condition of upbringing of culture of communication of senior pupils in a multicultural environment is the formation of value orientations of senior pupils to multiculturalism in communication.

Values are an important structural element in the formation of personal values, one of indicators of his consciousness. This is a relatively stable system of direction of interests and needs of a person to a certain hierarchy of vital values, tendency to preference for certain values in various situations of life, a way of distinguishing personal phenomena, objects in terms of their importance to a person [4]. Value orientations play a crucial role in the regulation of behavior and choice of a person's way of life.

The system of value orientations creates a content side of directing of an individual and reveals the basis of his internal attitudes to the reality. Developed value orientations are an indicator of maturity and formation of a person, undeveloped ones are a sign of infantilism. Value orientations significantly affect the way of thinking, a way of life, the flow of emotional processes [4].

In the most recent explanatory dictionary value orientation is defined in such a way "value orientation is a person's attitude to the facts, phenomena, surrounding reality in a view of their importance, significance; person's selective attitude to material and spiritual values, a system of her tenets, beliefs, preferences, expressed in his behavior"[2, p.1366].

The second condition of upbringing of culture of communication of senior pupils in a multicultural environment is the inclusion of the information of multicultural nature in the content of educational work with senior pupils. We believe that the inclusion should be done by implementing multicultural education.

Multicultural education and upbringing involve imitation of traditions of those cultures in which children live, and at the same time, the introduction of the innovative field of cultural cooperation.

In her research, I. Loschenova singles out basic functions of multicultural education: mastering national culture; forming ideas about the diversity of cultures and their interrelation; awareness of the importance of cultural diversity for personal fulfillment; upbringing of positive attitude to cultural differences; development of skills of productive interaction between representatives of different cultures on the basis of tolerance and understanding [6, p.25].

A famous Ukrainian researcher of problems of multicultural education M. Krasovitsky says that multicultural education contributes to enriching and development of the mentality of a person of XXI century, his awareness of multicultural perspective of social development, respect for the rights of different cultures to exist as important parts of human civilization. The scientist believes, that multicultural education and upbringing have to rely on two objectively existing tendencies in every nation: on the one hand, the desire for a national idea, to its culture, to its understanding. And on the other hand - each nation is striving to know other cultures [5].

We believe that it is necessary to include information of multicultural nature both in the process of teaching of the humanities and in extracurricular activities for getting better results. Learning activities organized in an appropriate way in certain circumstances provide not only formation and development of intellectual operations and physical actions, but definite attitudes to objects and the conditions in which the actions are held. Moral and esthetic truths are studied by pupils in a learning process, but not directly through gaining knowledge, but as a result of spiritual establishing of their place in a system of relations with the objects involved into the studying [4].

A prominent Ukrainian teacher and children's writer V. Sukhomlinsky considered the processes of studying and upbringing as a whole "Let's not forget - he emphasized - that children do not only learn at school. They live at school. If educators forget this truth, learning becomes a burden for students. If learning serves as an integral part of the versatile spiritual life, it is desirable for them" [6].

Upbringing compared with studying has its own characteristics and creates conditions for children's development, affects their consciousness, emotional and volitional sphere and behavior, all kinds of activities.

Lessons of the humanities have many possibilities for upbringing. Teaching material of the humanities is not only meant to ensure that students have learnt a standard set of compulsory knowledge. It must disclose great information and cultural space to senior pupils. Schoolchildren become immersed into an attractive cultural context that is close to them. This, in turn, updates and systematize knowledge received not only at school but also outside of it [9].

Lessons of foreign languages certainly have a powerful educational potential for the formation of a multicultural identity. In her research, I. Loschenova concluded that "in the course of foreign languages the concept of a single world, a new humanistic thinking, respect for human values are formed." According to the researcher, teaching foreign culture can be effective if the method of comparison with others, especially with the native culture is used [6].

Extracurricular activities are an integral part of an educational work. It is organized and purposeful occupation of a group or all teaching staff with a group or all students, that is conducted after school to enhance knowledge and skills, develop independence, individual abilities and tendencies of pupils and also to satisfy their interests and provide reasonable recreation. Extracurricular activities are carried out on the basis of independence and voluntary of students. Age, mental and physical development of schoolchildren are taken into account in determining the content and methods of work [3].

National Doctrine of Education Development in Ukraine in the XXI century demands that the educational system should ensure education of a person with democratic worldview and culture, who respects human rights and freedoms, cultures and traditions of the peoples of the world, national, religious, linguistic choice of the individual, upbringing of interpersonal relationships.

This requires compliance of multicultural, pluralistic approaches to organization of educational field [7].

The third condition of upbringing of culture of communication of senior pupils in a multicultural environment is implementation of directing senior pupils to self-development (self-upbringing) of cultural pluralism in communication.

Using upbringing and self-development together when upbringing directs efforts of an individual at work on himself and furthers efficiency of external influences is the key to success in the formation of an individuality of a student [8, p.35]. Since a child becomes aware of his qualities, feel particular attitude to them, their development, consolidation or destruction, they are increasingly becoming his own function. When a student deliberately determines attitude to his qualities, the impact on them increases significantly. Self-development can compensate for defects of both school and family upbringing, to develop individual qualities in each student.

The term "pluralism" in Latin means "multiple". In a general sense pluralism as a doctrine asserts the idea that at the heart the world there are many separate, independent spiritual substances.

Cultural pluralism is a term that describes the coexistence of many cultures within a single area (country), while none of them is dominant.

Conclusions. We believe that upbringing of culture of communication of senior pupils in a multicultural environment will be efficient on such pedagogical conditions: the formation of value orientations of senior pupils to multiculturalism in communication, the inclusion of the information of multicultural nature in the content of educational work with senior pupils and the implementation of directing senior pupils to self-development (self-upbringing) of cultural pluralism in communication.

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Savchuk Ye. P.

CULTUROLOGICAL APPROACH TO THE FORMATION OF FUTURE TEACHERS' PERSONAL SAFETY

Odessa, Ukraine

Abstract. *Culturological approach serves as theoretical and methodological principle of formation of future teachers' personal safety. The choice of methodological approach is determined by the desire to define the essence of the process of improvement from different perspectives and formation of a holistic conceptual system of multilevel character, which is the basis of the student's personality development in higher educational pedagogical space.*

Keywords: *culturological approach, personal safety, methodological principles of formation of future teachers' personal safety.*

Introduction. Under modern conditions of education modernization the search for objective methodological grounds becomes of great topicality. As a methodological basis of formation of future teachers' personal culture serves culturological approach, based on theoretical synthesis of complementary approaches: the system one, student-centered, the activity-centred competence and innovation approaches, united in a common methodological system and meeting the modern goal setting - the development of student's personality.

The need to return to the problems of education is becoming more and more topical nowadays, namely the issue of the formation of the individuality of each student, education of personality, capable to analyze the situation of post-