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**Українська словесність у полікультурно-освітньому
просторі сьогодення**

**ЗБІРНИК ТЕЗ ДОПОВІДЕЙ
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За зміст тез наукових доповідей, достовірність цитувань та оригінальність викладення матеріалу відповідальність несуть автори

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заголовках функціонують із метою розкриття емоційно-оцінного значення, за їхньою допомогою автор-журналіст підкреслює власну думку, висловлює припущення, обурення тощо. Візуально такі заголовки нагадують питання, вони вможливають висловити в лояльній формі різні думки. Загалом риторичні питання-заголовки численні в авторських колонках, де автор-журналіст умовно запитує себе про важливі здебільшого суспільні явища. А у статті журналіст розмірковує над поставленим запитанням та висловлює свої припущення.

Висновки. Проаналізовані синтаксичні засоби газети «Чорноморські новини» збільшують виразність газетного заголовка. Вони транслюють розмаїття граматичних процесів у нинішньому публіцистичному стилі. Виокремлена інтонованість експресивна, емоційно потужна, здебільшого лаконічна, апелює до розмовного мовлення. Такі заголовки привертають та утримують увагу вимогливого сучасного читача, активізують його читацьку діяльність. Використання питальних речень допомагає досягти ефекту безпосереднього спілкування з читачем, посилює діалогічність газетного тексту, спонукає читача шукати відповідь у статті. Функційно-синтаксичний потенціал заголовків газети «Чорноморські новини» потребує подальшого вивчення інтонованих речень.

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FORMATION OF MULTILINGUAL PERSONALITY IN THE MODERN EDUCATIONAL SPACE OF UKRAINE

In the center of intercultural interaction there is a person as a carrier of general human universals and national and cultural peculiarities, which requires certain knowledge, skills of intercultural communication. So, the ability of multilingual personality successfully communicates with representatives of other cultures is very important for today. It is the main task of intercultural

training of pupils and student youth. That's why the question as for forming of intercultural communicative competence is very actual, after all it will allow representatives of national communities to adapt more successfully and also to work in the polyethnic environment of Ukraine. The priority directions of education development have been defined in legislative and normative documents which provide successful interaction in all spheres of life.

Key words: *intercultural communication, multilingual personality, cultural identification, cultural adaptation, tolerance, multilingual education, intercultural paradigm, modern educational space.*

У центрі міжкультурної взаємодії знаходиться людина як носій загальнолюдських універсалій та національно-культурних особливостей, що потребує певних знань, навичок міжкультурного спілкування. Отже, вміння багатомовної особистості успішно спілкуватися з представниками інших культур є дуже важливим для сьогодення. Це головне завдання міжкультурної підготовки учнівської та студентської молоді. Тому питання формування міжкультурної комунікативної компетентності є дуже актуальним, адже це дозволить представникам національних спільнот більши успішно адаптуватися, а також працювати в поліетнічному середовищі України. Пріоритетні напрями розвитку освіти визначені в законодавчих і нормативних документах, які забезпечують успішну взаємодію в усіх сферах життя.

Ключові слова: *міжкультурна комунікація, багатомовна особистість, культурна ідентифікація, культурна адаптація, толерантність, багатомовна освіта, міжкультурна парадигма, сучасний освітній простір.*

The essence of intercultural communication as a social phenomenon is in constructive or destructive interaction between representatives of different national and ethnic cultures or subcultures within a certain space-time continuum. At the beginning of the third millennium the great influence of world globalization, internalization and integration processes, which take place also in Ukraine, is observed. One of the task of modern education in such situation is creating conditions for getting by representatives of ethnic communities, the experience of intercultural communication, development of skills and abilities of communication with representatives of other nationalities, in the process of which the forming of intercultural communicative competence is taken place, «...with the help of this competence a school graduate must fully realize his vital needs, plans and intentions in the conditions of increased demand of society for thinking, active, creative and nationally conscious personality» (National Strategy for the Development of Education in Ukraine for 2012–2021 years). Today, in the theory and practice of languages teaching we can see a searching of new approaches to multilingual education. The most actively used communicative, cognitive approaches in methods of native language teaching (Ukrainian, Bulgarian, Russian and Polish etc.), and teaching Ukrainian as a state language provide an adequate level of mastering the language form on all levels of language and speech. However, the problem is that communicative approaches do not sufficiently take into consideration the specific of language as a reflection of the system of cultural values, on the basis of which the concrete communities and models of behavior of their members and also the specific of speech activity as cultural-conditioned speech behavior are created. The fact that every culture finds a unique reflection in the language is indisputable. Mastering only the form of non-

native language without taking into consideration the cultural component of its meaning directs to behavior that reflects the native cultural norms of personality which conflict with behavior of carriers of culture and language which are studied. Mastering the new language a person opens up a new attitude and worldview. The way a personality perceives the world is always reflected in concepts formed on the basis of the native language with taking into account all richness of expressive means inherent in this language. Every situation or event is perceived and appreciated by man through the prism of adopted in the native linguistic community cultural norms and values, through the individual's picture (model) of the world.

In the proposed article we focus attention on understanding the problem of forming of multilingual personality and its social adaptation in the conditions of modern polycultural society, the cultivation of the culture of tolerant relationships through the forming of intercultural communicative competence at lessons of foreign language in general educational establishments of Ukraine.

The concept of our study provides the existence of interconnected concepts which contribute to realization of the principal idea:

Methodological concept provides the choice and interaction of fundamental scientific ideas and approaches to study the problem, which were used in the process of research. The ideas of humanization and human-centeredness in education are fundamental, they determine the axiological aspect of the research, confirm the self-worth of personality, all subjects of the educational process, development and self-development of their essential forces. Important for study are positions of the philosophy of language (V. Humboldt, A. Potebnaya, M. Dragomanov), semiotic concept of the culture (Yu. Lotman), positions of humanistic philosophy of education (G. Bashlyar, V. Lutay, M. Mamardashvili), culturological and dialogical concept (M. Bakhtin, V. Bibler, S. Kurganov), the concept of cultural and historical determination of personality's development, unity of language and thinking (L. Vygotsky, A. Luria), ethnopsychological and linguaculturological researches as for manifestation in language of mental setting of the ethnos (N. Arutyunova, A. Vezhbitskaya, N. Vendina, I. Sternin, A. Khrolenko etc.), the theory of activity as a kind of man's activity (S. Rubinshtein, O. Leontiev, I. Zimnyaya), the theory of communication (G. Kolshansky, E. Kluev, V. Konetskaya), linguaculturological theory of interaction of language and culture in language teaching (E. Vereschagin, V. Kostomarov, G. Tomakhin), the theory of intercultural communication (V. Safonova, S. Ter-Minasova, I. Khaleev), ethnopsychological concepts of national features of personality (M. Stefanenko, N. Lebedeva, A. Dmitriev, A. Sadokhin, V. Kochetkov), intercultural communicative competences (Yu. Kim, D. Katan, S. Lukhtenberg, D. Lutsker, G. Gudikunst, M. Mariyama), the concept of intercultural oriented personality (P. Adler, J. Walsh, P. Nortto, K. Oberg, M. Yoshikawa), spiritual-value filling of education (V. Andreev, Sh. Amonashvili, V. Bezdukhov, Yu. Kuliutkin, S. Dneprov), the concept of language personality (V. Vinogradov, G. Bogin, A. Bogush, S. Ermolenko, N. Galskova, O. Zalevskaya, Yu. Karaulov, V. Krasnykh, L. Matsko, T. Simonenko, Yu. Sorokin, I. Khaleeva, O. Shakhnarovich etc).

Theoretical component defines basic concepts, theories, ideas, positions, definitions which determine the understanding of the essence of multilingual education's development, specific tasks, principles, structure, content, methods, devices of formation of intercultural communicative competence. *Technological concept* provides the development of the model of multilingual personality's formation by means of intercultural communication. During the study we followed some principles:

- *objectivity*, (taking into account the factors which contribute to the formation and further development of multilingual personality's intercultural communicative competence, conditions under which the becoming of the specified category of personality take place, the adequacy of research approaches and means which give opportunity to get the true knowledge about the process of forming of multilingual personality, provide exclusion of subjectivity, one-sidedness and bias in selection and evaluation of received facts);
- *essential analysis*, (correlation in the researched phenomena, external, special and individual penetration in their internal structure, disclosure of conditions of using and functioning and also factors of the development, opportunities of purposeful change);
- *genetic principle* (consideration of technology of forming of multilingual personality by means of intercultural communication on the basis of the analysis of conditions of researched phenomenon origin, further development);
- *logical and historical* (combination of study of object's history (genetic aspect), theory (structures, functions, object's connections in its modern state), prospects of the development);
- *conceptual unity of the research* (explanation of the researched phenomenon, based on common positions, understanding of essence and regularities of the educational process in educational establishments with polyethnic contingent);
- *systemicity* (the specificity of the system is not limited by features of the constituent elements, but it is connected with the nature of their interaction with each other. The main task is cognition of the character, mechanism of intercultural communication, human relations and polyethnic society).

The intercultural paradigm of modern language education first of all concerns the principles of forming of polycultural personality, how this personality expresses himself in language structures and language activity. Feeling a great influence of philosophical, culturological, ethnological, sociological, psychological, pedagogical views, it offers its approach to understanding the boundaries of subject area of the educational space – correlation of the culture and society – as a complex and contradictory whole, produces its content and conceptual apparatus, methods and procedures of study of polycultural language personality (Zagorodnova, 2018).

The ideas of polycultural education took place, as known, in works of educators-classics (Ya. A. Komensky, I. G. Pestalozzi, J. Z. Russo, S. Rusova) and consistently

developed by foreign and domestic scientists (V. Andruschenko, J. Banks, Z. Gasanov, O. Hriva, A. Dzhurinsky, V. Matis, P. McLaren, S. Nieto, P. Sysoev, N. Yaks). In scientific works of Russian scientists V. Borisenko, E. Bondarevskaya, V. Gershunsky, O. Gukalenko, A. Dzhurinsky, Z. Malkova, M. Pafonova and others “polycultural education” is considered as a phenomenon of culture, and as a mechanism of transfer of social experience, and as a special sphere of pedagogical values, as a new informational environment and even, it is important to note, as a paradigm of the XXI century. In the scientific and pedagogical community of Ukraine, the aspects in which the problem of polycultural education are studied are also extremely diverse: “polycultural education” (O. Hryva, V. Kompaniets, A. Solodka); “Polycultural / Multicultural environment” (A. Bogush, A. Gluzman, A. Dubaseniuk, G. Nazarenko A. Suschenko); “Polycultural competention / competence” (R. Agadulin, Zh.Gorina, L. Vorotnyak, V. Kuzmenko).

Leading Ukrainian scientists have come to the conclusion that polycultural education expands the horizons of educational activity, from preschool to higher educational establishment, as it cultivates tolerance as a norm of moral behavior, forms in personality the readiness for active activity in modern socicultural conditions, aspiration for mutual understanding with representatives of other racial, ethnic, confessional, cultural and language communities. The study of works on philosophy, psychology, pedagogics and also study of statistical materials and documents of the Ministry of Education and Science of Ukraine gave opportunity to assert that there is necessity to create the methodology of forming of personality’s humanistic culture in polycultural education, based on principles of the philosophy of humanism, cross-culturalism. In the aspect of philosophy of humanism, the education of humanitarian culture of personality of polylinguals there have been considered the attitude to personality as a higher value, because it requires the forming of integrity, the system of world vision and its place in it on the basis of unity of the theory and personal social experience. Through the prism of cross-culturalism there have been considered the formation of personality’s humanitarian culture, in giving the help in cultural identification in polycultural environment, in getting of meanings and experience of intercultural interaction. The development of personality’s humanitarian culture should be carried out by means of forming of own creative forces, through the transformation of this development into self-organized process of highlighting of cultural values and ways of life.

The development of cross-cultural dialogical thinking of polylinguals in the context of those transformations which take place in modern linguistic education raises controversy and search of methodological principles continues till today. The development of methods, means of forming of intercultural communicative competence as an instrument of forming of multilingual personality provides the presence of scientifically grounded methodology, in the creation of which we use the thesis that specific of the content of educational subject defines the methodology of its study. One of the means of forming of such thinking is study and teaching of humanitarian courses in educational establishments with polyethnic contingent.

The conceptual ideas which contribute to the formation of cross-cultural dialogical thinking and forming of multilingual personality, adequate to sociocultural demands of

multilingual society are the idea of intentionality. So, the principle of cross-cultural dialogism is suggested as one of methodological foundations of forming of intercultural communicative competence as an instrument of forming of multilingual personality.

According to defined principles there have been determined the necessary conditions for the development of polycultural personality by means of intercultural communication: a) orientation to polycultural and multilingual education; b) combination of communicative, culturological and humanistic approaches to study of languages and cultures; c) accounting of variability of the culture in every concrete language community; d) attention to the content of cultural symbolism and cultural phenomena; e) creating of professional and oriented technologies which contribute to cultural enrichment of language practice.

The retrospective and comparative-content analysis of theory and practice of language education of national communities' representatives shows the necessity of searching the means of solving the contradictions between: growing interest of personality to style of life, the culture of those who live next to, the desire to communicate with peers of another nationality; national self-consciousness, which arises on the basis of opposition "they" and "we" and constant feeling of uniqueness "our" relatively "alien".

The given dialectical contradictions arise from the nature of intercultural dialogue, they are constantly renewed, and therefore the society needs corresponding to every stage of the development of personality mechanisms of their removal. In method of teaching of any language it is necessary to solve the problem of interethnic cultural communication. The using of modern pedagogical experience of foreign language teaching in conditions of interethnic communication is a very actual task, which needs the new methodological orientation. In our case this task is formation of intercultural communicative competence of multilingual personality at the angle of cross-cultural linguistics, cross-cultural psychology, forming of intercultural language paradigm of personality.

Ukrainian and foreign researchers (O. Belyaev, N. Bondarenko, M. Vashulenko, E. Vereschagin, Zh. Gorina, I. Gudzhik, V. Zagorodnova, V. Kononenko, V. Kostomarov, L. Palamar, O. Potapenko, L. Skurativsky, G. Elizarov and others) recognize that for efficient intercultural communication language personality must master the intercultural competence, inherent language personality as a cultural mediator, who has learned through the language both features of different cultures and features of their interaction.

The research sources in sociolinguistics, psycholinguistics and cross-cultural psychology allow asserting that the concept "personality" is connected not only with the peculiarity of every person, its unique individuality but also with its experience of social interaction. These two aspects of personality – individual and social are most become apparent in the process of its speech activity, sphere of social activity, that provides the interaction with other participants of communication, and also individual, creative activity connected with the concept of self-realization of personality in the process of communication. The assimilation of norms of communication and communicative

behavior is connected with the process of becoming the communicant's personality. The modern situation of interethnic communication envisages not only the imitation of norms and rules but also certain selectivity in real circumstances of communication connected with getting goals of communicative activity. In fact, a person constantly has to care about what and how to do, what speak in certain circumstances, constantly reflex, it makes us to know the specific of cultural space of personality's activity, its speech activity.

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СУТЬ ТА ОСОБЛИВОСТІ ДИТЯЧОЇ СЛОВОТВОРЧОСТІ

У статті розкривається суть дитячої словотворчості (процес створення дитиною нових слів на основі лексичного, граматичного і фонетичного матеріалу мови). Охарактеризовані етапи формування дитячої словотворчості в дитинстві. Визначені особливості дитячої словотворчості, а саме: зміна дитиною назв або літер у словах, що зумовлюється функціями предметів; зміна дитиною слів або словосполучень. Розкрито роль дитячої словотворчості у розвитку мовлення дитини.

Ключові слова: дитяча словотворчість, дитяча субкультура, мовлення, дитина, розвиток.

The article authors have revealed the essence of children's word-creation in the article. It is the process of child's creating new words based on lexical, grammar and phonetic language material. The stages of development of children's word-creation in childhood have been characterized. The specific features of children's word-creation have been determined. They are: child's changing letters in the words or their names, which is caused by the functions of objects; child's changing words or word combinations. The significance of children's word-creation in their speech development has been revealed.

Key words: word-creation, children's subculture, speech, child, development.