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Dudchenko V.V., Umanska V.V. GOVERNMENT SUPPORT OF RICE PRODUCTION AND THE RATIONAL USE OF PRODUCTION RESOURCES	204
11. LAW	209
Sopilnyk R.L. ON JUDICIARY LAW PRINCIPLES METHODOLOGY GROUNDING IN THE LIGHT OF THE EUROINTEGRATION PROCESS	209
12. TOURISM ECONOMY	212
Lukina Zh.L. THE DEVELOPMENT OF TOURISM IN REPUBLIC OF BELARUS AND IMPACT OF TOURISM ON THE ECONOMY	212
Runcheva N.V. STAGES OF FORMATION AND DEVELOPMENT OF AGRICULTURAL HOLDINGS AS A MANIFESTATION OF THE CORPORATIZATION OF THE AGRARIAN SECTOR OF ECONOMY OF UKRAINE.....	215
13. MANAGEMENT	220
Didenko E.O. MANAGEMENT OF ECONOMIC SECURITY AS THE KEY TO EFFECTIVE FUNCTIONING OF THE ENTERPRISE	220
Maryna Resler. THE INFORMATION MODEL OF THE OPERATING COMPONENTS OF FINANCIAL MANAGEMENT.....	224
14. MARKETING	228
Bezrukova N.V., Svichkar V.A. BRAND-MANAGEMENT AS A NECESSARY CONDITION TO ENTER THE WORLD MARKET FOR NATIONAL COMPANIES	228
Riabchyk A.V. DEVELOPMENT OF INTERNATIONAL MARKETING OF DOMESTIC ENTERPRISES UNDER GLOBALIZATION.....	232
Tardaskina T.N., Pavlyuchenko A.S., Mammadov E. MARKETING RESEARCH OF INTERNET ADVERTISING IN FOREIGN COUNTRIES AND IN UKRAINE.....	235
15. PSYCHOLOGY, PEDAGOGY AND EDUCATION.....	240
Artemenko I.E. SOCIAL WORKERS MANAGING TRAINING FOR SOCIAL ENTREPRENEURSHIP.....	240
Bezlyudna V.V. IMPROVEMENT OF FOREIGN LANGUAGES EDUCATION IN HIGH SCHOOL IN THE ASPECT OF SOCIAL ECONOMIC AND POLITICAL CHANGES (THE 80S OF THE XX-TH CENTURY).....	243
Bobovsky R.P. TERMINOLOGICAL ANALYSIS OF THE CONCEPT «PEDAGOGICAL CONSCIOUSNESS» IN PSYCHOLOGICAL AND PEDAGOGICAL RESEARCHES.....	246
Vainola R.H. MODELLING OF SOCIAL SPHERE SPECIALISTS' PROFESSIONAL TRAINING	249
Kapska A.Y. PROFESSIONAL AND ETHICAL CULTURE OF THE SOCIAL WORKER: THE IMPORT AND STRUCTURE.....	252
Kovalynska I.V., Ternopil'ska V.I. A SURVEY OF MULTICULTURAL EDUCATION IN UKRAINE: STATE APPROACH.....	256
Komochkova O.O. PROFESSIONAL TRAINING OF BACHELORS OF ARTS IN LINGUISTICS AT BANGOR UNIVERSITY	259
Kushniruk S.A. FORMATION OF READINESS FOR RESEARCH ACTIVITY OF STUDENTS IN THE PROCESS OF GENERAL-PEDAGOGICAL PREPARATION.....	262
Lytvynenko O.D. THE ADAPTATION POTENTIAL OF THE PERSONALITY AS ITS INTEGRATIVE CHARACTERISTICS	267
Kravets N.P. STATE OF ORAL MONOLOGICAL SPEECH AND READING ACTIVITY PUPILS' WITH MENTALLY RETARDED (THE 7-TH FORM).....	270
Luk'yanova K.A. ACKNOWLEDGED ATTITUDE FOR FATHERHOOD: MODERN TENDENCIES	274
Olena Matviienko. ACTUAL PROBLEMS OF PRIMARY SCHOOL PUPILS' UNDERACHIEVEMENT.....	277

5. Капська А.Й. Технології соціально-педагогічної роботи / А.Й.Капська. – К., 2000. – 372 с.
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A SURVEY OF MULTICULTURAL EDUCATION IN UKRAINE: STATE APPROACH

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ОГЛЯД МУЛЬТИКУЛЬТУРНОЇ ОСВИТИ В УКРАЇНІ: ДЕРЖАВНИЙ ПІДХІД

The article is devoted to an analysis of secondary school curriculums with respect to minority language teaching. The authors argue that the term “multicultural” can be used with respect to teaching in an ethnically diverse environment. The analysis of state documentation proves that Ukraine advocates the right of every person for his or her ethnic identity and native language learning.

Key words: *multicultural, ethnic minority, school curriculum, invariable, European identity.*

Стаття присвячена аналізу програм середньої школи щодо навчання мов національних меншин. Автори стверджують, що термін «мультикультурний» може вживатися в якості визначення процесу навчання в етнічно гетерогенному оточенні. Аналіз державних програм навчання свідчить, що в Україні захищене право кожної людини на національне самовизначення й вивчення рідної мови.

Ключові слова: *мультикультурний, етнічна меншина, шкільна програма, незмінна частина навчального плану, європейська ідентичність.*

Multicultural education has become worldwide important educational paradigm due to economic changes and labour migration in Europe, which led to significant shifts in ethnic, race and cultural composition of population of all European countries. Documentation on education of the European Union states the necessity of formation of European identity which will combine recognition of individual cultural identity and respect of human values that are precious to all the people irrespective nationality or ethnicity [17; 18; 19; 20].

Modern European educationalists, scientists and practicing teachers are concerned about new conditions they have to work in nowadays. Many theoretical and practical scientific explorations are devoted to studies of new economic conditions, migration rates, multiethnicity of the modern society and their influence on teachers' training, in-house training of teachers to work in a culturally diverse society, approaches to definitions of the process of education that is carried on in a multiethnic environment etc [22; 23].

Modern Ukrainian pedagogical science has quite a number of scientific works on polycultural education [1; 21], but lacks scientific developments on multicultural education as a part of European approach to forming European identity. That is why this article is devoted to describing the approaches of Ukrainian government bodies to forming a system of multicultural education in Ukraine.

We should also note that in Ukrainian pedagogical discourse the term “polycultural” is widely used with respect to the process of education in an ethnically diverse environment, though we argue [5] that the term “multicultural” is quite often used nowadays in works of modern educationalists [15; 16] with regards to education in an ethnically diverse class.

Ukraine, as a European country, also faces all the challenges that other countries face in developing a new approach to education. Universities of the Netherlands, Germany, Great Britain develop special programs to train teachers to work in a new multicultural educational environment. The data below reflect the fact that Ukraine is a multinational state with a wide diversity of cultures, religions and ethnicities. Clear enough that the educational system of Ukraine should also undergo changes to answer the challenges of diversity.

The survey of the year 2001 [4] shows that the composition of the population in Ukraine was as follows: Ukrainians – 37 541 700 people, Russians – 8 334 100 people, Belorussians – 275 800; Moldovians – 258 600 people, Crimean Tatars – 248 200 people, Bulgarians – 204 600; Hungarians – 156,6 thousand people; Rumanians – 151,0 thousand people, Polish – 144,1 thousand people, Jews – 103,6 thousand people. Among other nations presented in Ukraine but whose amount was less than a hundred thousand, one can name Armenians, Azerbaijanians, Greeks, Romas, Tatars, Georgians etc. Hence, no doubt that education in Ukraine should have a multinational and diverse nature.

In the period of 1950–1989 more than 500 schools with national language of instructions were opened in the western regions of Ukraine. Among them there were 406 schools with the Ukrainian language as the language of instruction, 111 schools with the Moldovian language of instruction, 10 schools with the Russian language of instruction, 9 schools with the Jewish language of instruction (Jiddish).

During the Soviet period in Ukrainian history a wrong understanding of internationalization of the educational processes led to nihilism and negativism in studying the language of origin, which resulted in a considerable reduction of the number of schools with a national language of instruction [14]. At the end of 1989 more than 72 % of Jews, 65,6% of Polish, 47% of Rumanians, 2,6% of Ukrainians who permanently lived in western regions of Ukraine and were the citizens of Ukraine, did not consider the language of their nations their native language.

In the Crimea, another ethnically diverse region of the country, during the time of the Crimean Tatar returning to their initial places of residence (1983-2003), quite a lot was done to restore their cultural identity. 13 schools with Crimean-Tatar language of instruction were opened in the region, and also separate classes with Crimean-Tatar language of instruction started their work in 162 schools of the region. As a result, 65,7% of children of Crimean-Tatars origin learn their native language [1].

This work of retaining, developing, promoting national identity of diverse nations who inhabit Ukraine: ethnic groups and small and relict nations who are a part of the Ukrainian nation, was only possible thanks to the state approach which propagates diversity and regionalism in language teaching, and, hence, in saving the national identity of every of them.

Today, the state programs for Secondary education and further education advocates and propagates a diverse and polycultural approach to organizing the teaching process and educational activities in secondary schools and other educational establishments. The government programme “Education: Ukraine of the XXI-st century” directly states that education today should be governed by principles of humanistic ideas, polycultural approach and diversity of forms. The Law of Ukraine “About the national minorities in Ukraine” underlines that the state guarantees the rights and freedoms to all the citizens irrespective their national background. The state guarantees the right to national and cultural autonomy to all national minorities, that is the use and instruction in

their native language or study their native language in state institutions or through national cultural societies, the development of national cultural traditions, to use national symbols, to celebrate national festivals, to profess their religion, needs in literature, art, media, establishment of national cultural and educational institutions and any other activity that does not contradict the current legislation. Historical and cultural heritage of national minorities in Ukraine are protected by law [3].

As recommendations of the Ministry of Education proclaim [2], the aim of teaching languages and literature in a secondary educational establishment is orientating students on intercultural dialogue, realizing the necessity of tolerant communication both in their native surrounding (class, school, region) and abroad.

Language learning is based on a free choice of parents and schoolchildren. Their national language can be studied as a separate subject or chosen as the language of instruction. If chosen as a subject, a national language can be taught either as an obligatory subject (the invariable part of the curriculum), or as an optional subject and also during a special course as a part of the variable component of the curriculum. It can also be chosen as a foreign language and taught in accordance with the programme regulations. If it is chosen as a foreign language and taught to all the class, teachers should take into account special requirements of those children who do not know this chosen language or have a very poor command of it.

So, in the conclusion we may state that Ukraine is a multiethnic state. Though the majority of the population is Ukrainians, there are a few small and relict nations who live in Ukraine, the same as representatives of other neighbouring nations. The state policy in language learning is aimed at retaining the national identity of all nations. The main principle upon which the state policy is based, is that of regionalization that enables representatives of all the nations choose the language of instruction, and also learn their mother tongue within the invariable or variable part of the school curriculum. The quantity of training hours is determined by the school administration. The Ministry of Education proclaims and promotes diversity and a free choice of the language of instruction and provides options for ethnic minorities to learn their national language.

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PROFESSIONAL TRAINING OF BACHELORS OF ARTS IN LINGUISTICS AT BANGOR UNIVERSITY

The article is aimed at analysing peculiarities of professional training for Bachelors of Arts in Linguistics at Bangor University. The author has outlined main criteria of the training; justified structural, organizational and content components of BA Linguistics; listed strategies of teaching and learning used at the University.

Keywords: *professional training, linguist, linguistics, curriculum, Bachelor of Art, Great Britain, Bangor University.*

Changes caused by reforming and modernization of Ukrainian higher education system, adjusting of the latter to European and world standards, gradual transition to realization of competency-based education and activity-based model of learning have stipulated for new prospects of cooperation with the international scholar community and widening contacts between native and foreign universities. In this context British experience is of great importance since UK higher