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THE FORMATION OF ETHNO-DIDACTIC COMPETENCE IN PRIMARY-SCHOOL LEARNERS IN THE ENGLISH LESSONS ON THE PRINCIPLES OF MULTICULTURALISM

In this article, we will describe the process of the formation ethno-didactic skills in primary-school learners, using national and cultural experience. History shows that any successful and harmonious development of a society is possible only in peaceful coexistence with various communities, regardless of cultural differences, level of economic development. Nowadays, Ukraine belongs to multinational countries where many different nationalities reside. Recently, there have been some problems in international relations, which make the issues of multicultural education more relevant.

In the process of civic education, conditions must be created for the formation of individuals brought up in a national culture and at the same time open to other cultures, ideas and values. Only such people are able to preserve their national identity, because they are deeply aware of national culture as an integral part of world culture. Ethno-didactics as a discipline sets the task of the formation in young learners national spirituality, outlook, character, the formation of the system of ethno-didactical knowledge in unity with knowledge of the history, culture, formation of skills in time to actualize their ethno-didactic knowledge. In defining the guidelines for the formation of multicultural pedagogical training concepts in an ethno-didactic environment, the need arises for a new ethno-pedagogical paradigm, showing the special characteristics of multicultural education.

Under the pedagogical conditions of the formation of ethno-didactic competence, we mean a set of interrelated prerequisites that create a favorable situation for the formation of ethno-didactic competence of an individual. One of the most important pedagogical prerequisites that contributes to the professional orientation of learning is the purposeful formation of positive motivation to use the means of illustrative, informative and practical material. Therefore, for the upbringing of such traits, students need special means of national, ethnographic orientation.

Education in a democratic society cannot function effectively without ethno-pedagogy, because it is pedagogy of national development, revival, and ethnic self-education. It creates the personality of a patriot, the representative of a people with a sense of national pride, human dignity, national consciousness and self-awareness. A multicultural space in the process of ethno-pedagogical education under new sociocultural circumstances is achieved through the study of pedagogy of Ukraine's minorities and the peoples of other countries, the basis of which is knowledge and understanding of various peoples' traditional cultures of upbringing. Multiculturalism plays an important role in the implementation of intercultural communication, since it

is the basis for the creation of a new society capable of communication without ethnic, religious, racial and cultural barriers. In the process of educating a multicultural personality, an individual's perception of the original cultural worlds and their interconnections is formed, a tolerant attitude towards representatives of different ethnicities and interaction skills are developed in the modern multicultural world.

In teaching foreign languages, one of the most effective means of forming the ethno-didactic competence of primary-school learners is folk art which influences the formation of aesthetic feelings, values, outlook, behaviour, aesthetic tastes and culture. Folk culture and art have unique opportunities for pouring out on humans. Scientists emphasize the importance and necessity of mastering the spiritual riches of folk traditions, the art of their people, world culture, which promotes a reasonable attitude to nature, people, understanding of folk works of art. Currently, not all primary-school teachers are aware of the importance of incorporating elements of multiculturalism into the learning process. The main reason is the lack of competence of teachers and outdated forms, methods and teaching aids. However, it should be noted that the school environment is becoming more and more diversified from year to year due to the integration processes of the country. Therefore, one of the effective means of multicultural education, which should be practiced in primary schools of Ukraine, are folk customs and traditions, games, entopedagogical environment.

Today, it is possible to create a multicultural environment in schools in different ways, which involve several major areas. This is, for example, the implementation of a strategy of "multiple acculturation", that is, in the process of creating the conditions for students, on the one hand, to have the opportunity to choose cultural correspondences, and on the other - to become aware of the members of the united nation and the world community, to share the cultural values of the state and planetary equal. The second area is involving students and teachers in joint social-transformational activities in the process of practically oriented educational, cultural or social projects. In the course of implementation of such projects, real preconditions are created for the development of tolerance among its participants, education of an adequate attitude to cultural differences, understanding and acceptance of another culture, as well as awareness of the citizen of the state. The third direction of creating a multicultural educational environment is a visual reflection of the cultural diversity that can be carried out by classes and schools in classrooms, libraries, educational centers. In multicultural schools, students should be able to get acquainted with the history, literature, art of their cultural group, as well as the cultural achievements of the dominant and national culture at various exhibitions, listening to the radio and watching TV. Introducing children to the oral folk art of different peoples of the world, traditions, customs, students set the following tasks: to identify similar and different customs and traditions in celebrating the New Year, Christmas, and other holidays; to compare national costumes, dishes, etc.

Another interesting and striking tool that encourages the development of multicultural competence of younger students in foreign language lessons is the use of cartoons. The responsibility for selecting the most authentic cartoons rests entirely with the teachers. Cartoons can be diverse and directly reflect English language and

stimulate the development of different types of English language competence, namely, lexical, grammatical and speaking and writing skills. Content-packed animated films can cover the following topics: accommodation, people (appearance, clothing, professions, food), recreation (winter, summer) and leisure (games, circus), nature (seasons), and the environment (animals, plants, vegetables, fruits), holidays (New Year greetings), school life (school supplies). Cartoons perfectly capture the speech function, the children easily and quickly learn the new lexical material and train the articulation of sounds. Also, cartoons can be called a kind of window through which children not only learn the language, but also get acquainted with the culture, traditions, mentality of the people whose language they learn.

In English lessons, the multicultural aspect of education should be considered while studying each topic, the subject matter being filled with information about specific features of the English-speaking countries, traditions, and moral values. It is very important to instill in children the desire and interest to learn a foreign language through innovative techniques which would not only diversify but also transform the educational process into an interesting and vivid act. Learners need to understand how they can use all the knowledge and skills in real life, in personal experience. Only in such conditions can we assume that multiculturalism has gained maximum development in modern society.

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