

Features of the Training of Primary School Teachers to Work in a Multicultural Environment

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Multicultural education is an essential element of modern general education directed at ethnic integration and promotes awareness of the general and special traditions, lifestyles and cultural values of the people who live nearby.

Multicultural education helps eliminate the contradiction between education systems and norms of the dominant nations on the one hand, and ethnic minorities on the other. It aims the adaptation of ethnic groups to each other. Thus, multicultural education refers to the type of behavior that is called interethnic understanding, based on subject-subject relations.

Multicultural education is oriented to the education of the individual, which retains its socio-cultural identity, wants to understand other cultures and respects other cultural and ethnic groups, who can live in peace and harmony with people of different nationalities, races, faiths who is ready to creative activities in a dynamic multicultural and multinational environment.

The current issue of globalization initiate discussion education of citizens, capable of revival, preservation and enhancement of welfare of their country, values of national culture. This is intended and multicultural education as of complex system in which not only the diversity of cultures represented in total, and there are various cultural manifestations at the level of the nation, ethnic group, religions, races, sexual, social and other differences. However, they interact, complementing and enriching each other, based on the principles of humanism.

There are different views and approaches to the definition of "multicultural education". *B. Bojchenko* (2006) reveals multicultural education as a process of deliberate and systematic formation and development philosophy, beliefs and feelings of the individual, based on the recognition of cultural diversity, enriching her feelings, creates a special relationship to the world and the people in it and is accompanied by perception and understanding of critical paradigms being the transformation of foreign cultural meanings in the inner moral and ethical world. Academic defines the criteria for formation of multicultural upbringing, which include: cognitive (knowledge about the existence of human relationships, moral norms and rules, bans, their meaning, the essence, to follow in their own lives, understanding of the nature and features of cultural behavior, communication and broadcasting , the ability to assess the facts of reality in terms of known knowledge, be in a whole different nature and degree of confidence of their elements); emotional and evaluative (positive attitude to the moral norms that govern relationships between people, the desire to follow them, identify the appropriate personal qualities, respect to another person, emotional mastery humane norms of interaction, the presence of

positive motivation to interact with another person, regardless of nationality, race, religious affiliation or reference characteristics (age, physical or mental disabilities, etc.), activity-(and skills to the basic rules of cultural behavior culture and communication in interpersonal relationships, the ability to monitor and implement the correction of false manifestations and possible violations, based on theoretical knowledge and emotional-evaluative judgments about them, the ability to build subject-dialogical communication, apply the tactics prevent conflicts or their constructive solution) (Bojchenko, 2006).

Instead, V. *Kompaniets* (2004) defines multicultural education as a process of students' skills on the behavior of other national, ethnic, religious groups, expanding their cultural horizons by providing information about the culture and mentality of these groups. Multicultural education and education comes from the idea that all people, regardless of ethnicity, tribal or gender identity, religion, class, language, educational and other cultural characteristics, are entitled to respect, equal opportunity to receive a full education, and social development in accordance with their needs (Kompaniets, 2004).

A.Solodka interpretation of multicultural education as a process of socialization focused, aimed at mastering the system of national and universal cultural values, formation of communicative skills that allow for intensive intercultural interaction, understand other cultures, tolerant of their carriers (Sweet, 2005).

Multicultural education focuses on several pedagogical principles: education for human dignity and high moral character, education for coexistence of different social groups, races, religions, ethnic groups, etc., tolerance, commitment to mutual cooperation. The main function of multicultural education is, first, the removal of contradictions between the systems and standards of education and training of the dominant nations on the one hand, and ethnic minorities - on the other. Assumed mutual adaptation of ethnic groups, ethnic majority rejection of cultural dictates. The functions of multicultural education include: the formation of ideas about cultural diversity and their relationship, awareness of the importance of cultural diversity for self-identity, education positive attitude towards cultural differences; rozvtok skills interaction of different cultures on the basis of tolerance and understanding.

Thus, the formation of multiculturalism each person in particular will depend on how she sees the big picture of the world, such as the perception of the boundaries of human freedom and is the foundation of multicultural education and training.

Multicultural awareness is formed from the earliest years of life. The success of multicultural education largely depends on whether dealing with such education in preschool education.

The content of multicultural education is built around four orientations: socio-cultural, ethnic identification of the child, the gradual assimilation of concepts and ideas about multicultural environment and bring a positive attitude to the cultural environment, the development of international communication skills (et al.). Formation of ethnic identity of the child in the process of multicultural education involves implicit consideration of teachers of general laws, which relate to the stages of mental development.

Creating conditions for the development of schools of ethno-cultural component helps to attract children to the traditions and spiritual values of its people, its integration into the world community. Recognition and acceptance of differences between ethnic groups can be considered the norm intercultural interaction at the present stage of human development at the same time it becomes normal behavior for modern multicultural educated man.

Instead N.Terentyeva believes that multicultural education should be seen as part of educational efforts to ensure cultural and social identity of the individual, open to other cultures, nationalities, races, beliefs.

To solve the problem of multicultural education students is an important solution of the following tasks:

- 1) formation of planetary worldview underlying culture of the individual, focus on national and universal moral values, the important achievements of human civilization;
- 2) deep and versatile crop mastery by students of his people, the formation of the younger generation of ideas about the diversity of cultures in the world and Ukraine, nurturing peace, tolerance, positive attitudes to cultural differences;
- 3) cultivating respect for persons as members of different cultures and subcultures, the development of tolerance, skills productive interaction with speakers of other cultures (Dzhurinsky, 1999).

Before psychological and pedagogical sciences faced today the priority tasks whose solution will provide effective multicultural education students. They are:

1. Defining the elements of the school subjects that are multicultural colors and combining them into a single system of knowledge. In such a system should include ethical, legal, economic, environmental, cultural, etnopedahohichni, ethnopsychological et al. Such knowledge integration could be calculated for each year as well as for the entire period of schooling.
2. Develop tools and techniques of various kinds of schoolchildren - academic, labor, civil, communication, sports, etc., with an emphasis on expression and formation of their multiculturalism. It should be based on three general theoretical, psychological and pedagogical principles as:
 - a) creation of motivational readiness to accept information multicultural orientation as very important for everyday life;
 - b) the unity of consciousness and activity, in this context - ethnic consciousness is inseparable from the actions and behavior of the individual primary school children.;
 - c) the organization of the educational process that is constantly developing multicultural students;
 - d) parallel effects on individual students and classroom teachers groups (Dragojevic, 1999).

Primary school age is an important step on the path of social identity formation. It is characterized by certain features, consideration of which contributes to the definition and application of adequate forms and methods of education of primary school age. The main ones include: activity and emotional sensitivity, psychological balance and tolerance, empathy and openness, reflexivity and creativity, self-esteem and ability to self-conscious.

In addition to these features, the primary school age acquires the capacity of the social reflection and "significant other" as the bearer of new knowledge, external evaluations and other items, valuable experience, the sample for comparison and imitation, to itself as part mikrosotsiuma, participant communication and interaction and on their activities as a contribution to community livelihoods, forming new social position – development of conscious attitude to himself as a responsible person, to his training as a duty to communicate with older peers as the value of social relationships and social interaction.

However, today's realities show that many children can not be responsible for their actions, show aggressiveness, sometimes characterized by uncontrollability. These manifestations are due to the inherent child of primary school age aborted internal control activities, a certain level of complexity of moral qualities, ie subjective values which form its moral and spiritual "I am." This is the contradiction between the requirements of multicultural education of primary school and lack of humanistic aimed saturated moral and ethical content of educational work that would ensure children are not only theoretical knowledge but also shaped the ability to feel and identify those emotions follow a certain behavior in real life.

In the parenting role played by the environment that surrounds them. In a multicultural environment we mean a set of conditions of human life that you have the certain reaction in a complex (territorial, instytuschynomu, temporary) cultures (ethnic, religious, age, etc.).

In the context of multicultural environment important is the question of cultural identity of the individual. Cultural identity is seen by you as matching certain personality traits as a distinct culture. The identity of the individual is defined by a certain set of characteristics, including: ethnicity, national origin, confessional identity, language and traditions of inheritance, physical, intellectual and emotional development.

In the education is the direct source-meaning one who is engaged in it. All external influences of the teacher fail, just passing through the inner "I" person younger student.

Indeed, the existence of multi-cultural space impossible without the approval of the public consciousness settings on the interaction and interdependence between individuals and different groups.

Pupil must navigate in this environment considering that it is necessary to select content knowledge to create humanistic world view.

An important component of multicultural education is self-knowledge - information about their own culture, traditions and samoindyfikatsiyu. Without their knowledge and accurate assessment of a teacher can guide the future work of a student. In order to self-learners can use the following methods available to them, such as:

- 1) Analytical evaluation of opinions of teachers, school leaders, parents, peers and others about their actions multicultural orientation;
- 2) samovyprovuvannya, such as social activities, charity, mercy;
- 3) a systematic observation and analysis of their actions.

Multicultural education is oriented to education of the individual, which retains its socio-cultural identity that seeks to understand other cultures and respect other cultural and ethnic groups, who can live in peace and harmony with people of different nationalities, races, faiths who is willing to actively creative activities in a dynamic multicultural and multinational environment.

The goals of multicultural education are tolerance, mutual exchange, interaction, active solidarity and understanding. Multicultural education is a process of deliberate socialization of primary school pupils, aimed at mastering the system of national and universal cultural values, formation of communicative skills that allow carry out intensive intercultural interaction, understand other cultures, be tolerant with native speakers.

The teacher, who runs the process of multicultural education of primary school children in the educational process in elementary school, must first of all recognize that multicultural education provides:

- ⇒ Assimilation of patterns and values of the national and world culture, cultural, historical and social experience of different countries and peoples;
- ⇒ The development of tolerance in relation to other societies, peoples, cultures and social groups;
- ⇒ Active social interaction with people of different cultures while maintaining their cultural identity.

Priority goal of multicultural education is to prepare the younger generation for life in a multicultural society. Efficient solution of that goal in practice is possible only with the reform of the national school system, which provides updates to the content of general secondary education, textbooks and teaching aids, as well as pedagogical culture of teacher, raising the level of his training.

Conclusion. Thus, the goals and content of multicultural education and teacher use of various forms and methods of multicultural education primary school children designed to shape the individual cognitive, normative and behavioral ability to think, to analyze, to question, to seek their own answers, to participate actively in public life – that successfully fulfill.

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