

## CHAPTER 3

# THEORY AND METHODS OF VOCATIONAL EDUCATION

### POLYCULTURAL COMPETENCE AS A LITERARY COMPONENT OF RESEARCH

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**Abstract.** *The article deals with multicultural competence as a literary component of the study of the younger generation. The main attention is focused on the intercultural interaction of the team work of teachers-colleagues, their knowledge of a foreign language that allows for effective intercultural communication. The article draws attention to the components that are one of the important characteristics of the multicultural competence of teachers. Special emphasis in the article is focused on the implementation of the comparative line as a component of the literary process of the educational branch of the state standard of secondary and higher education. It provides for the implementation of the comparative line and defines the relevant state requirements for the level of training of students. The emphasis is focused on the principle of pluralism, on the need to have knowledge about other peoples and their cultures, traditions and customs, to identify commonalities and specifics, to understand their value. For the development of multicultural competencies in students, it is necessary to constantly focus on the ability to formulate a clear position and express a personal attitude to the material read. It is necessary to learn to evaluate the compositional components of the plot. The main task of teaching foreign literature is the development of the humanitarian culture of students, the education of their creative life orientations, the ability to independently communicate with works of art of words and consciously perceive the aesthetic and spiritual values embodied in them. The artistic work is proposed to be considered as a single whole. It is necessary to start with the unity of comparing the era and the place of the author of the work in world literature, the personal cultural and philosophical views of the author. Attention is drawn to the fact that the methodological features of the use of comparative analysis occur in stages, starting from the fifth grade. It is necessary to start with individual fragments in the form of a small comparative study. One of the forms of the comparative research method is the establishment of links between Ukrainian literature and other national literatures. Special attention should be paid to the development of traditional themes, plots, motifs, images, poetic means in literary works. Attention is focused on modern teaching methods, professional teaching in schools and universities, where the academic and creative potential of young people should be fully revealed. The purpose of the article is to reveal the meaning and ways of educating multicultural literary competence as one of the components of the educational process.*

**Keywords:** foreign literature, multicultural competence, application, implementation.

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**Introduction.** The implementation of the comparative line as a component of the literary process of the educational branch of the state standard of secondary and higher education provides for the implementation of the relevant state requirements for the level of training of students. It is at the very beginning of the educational

process at all levels that it is necessary to pay attention to the sequence and step-by-step learning.

The motivational component involves the manifestation of high school students' interest in global interdependence, phenomena in the surrounding world and in the open world space. It is necessary to gain knowledge about national and world culture. Students develop a sense of their own opinion when meeting with representatives of other cultures. They strive to study the features of «their culture» in the system of «I-monoculture-interculture-polyculture». In this case, there is a positive motivation for the development of multicultural knowledge and the multicultural qualities necessary for positive interaction with representatives of different cultures are formed: tolerance and conflict-free.

In grades 5-7, students only get the concept and features of thoughtful reading of works of art. In grades 8-9, the reception of system reading of software works begins. In grades 10-11, the teacher builds work with the text on a combination of such approaches: chronological (historical and literary); concentric (expansion and deepening of previously known material); genre-thematic (topics relevant to young people, genres); multicultural (presentation of the brightest literary phenomena of different times and peoples in the context of culture, the dialogue of cultures in time). Students of the specialty SO 014 English language and literature master the competencies with which they acquire the ability to acquire deep theoretical knowledge in the field of teaching the school course "Foreign Literature", get acquainted with the specifics of this subject in the system of other school subjects and the teaching methods in general education schools.

**Literature Review.** In the context of the problem of multicultural education of schoolchildren, it is necessary to highlight the names of such scientists: Danilov D., Peskov I., Goncharenko L., Agadullin R., Vasyutenkova I., Vorotnyak L., Troynitskaya I., Stefanenko T., Suprunova L., Gaganova A., Krasovitsky M.. When studying the problems of multicultural education in the education system, the directions of studying the educational environment as a multicultural one are highlighted (Bondarevskaya E., Gomann M., Dmitriev G., Davydov Yu., Kremen V., Larcher D., Perotti A., Sukhomlinskaya O.) [2].

**Aims.** The purpose of the article is to reveal the meaning and ways of educating multicultural literary competence as one of the components of the educational process.

**Methods.** To understand multicultural competence with the help of foreign literature, various approaches, technologies, forms, methods were used: personal, interdisciplinary, multicultural, variable, humanitarian, communicative, cultural.

**Results.** The main quality that modern teachers should have is knowledge of the basic values of not only their native, but also world culture. They can use this knowledge in the course of their professional activities, be ready for intercultural interaction with colleagues, speak a foreign language and ensure effective intercultural communication. All this is an important component of the characteristics of the multicultural competence of teachers.

The comparative method has become not only universally recognized, but also received the status of a program method. Comparative analysis of works helps students to realize the integrity of the world literary process. This corresponds to the main goal of literary education: the upbringing of a creative reader with independent critical thinking, the formation of a humanistic worldview, general culture, and aesthetic tastes of the individual [6].

The basic concept of «multicultural competence» is the compound words: «poly» and «culture». Semantically, this means «a lot». Multicultural competence is a set of competencies that is included in the system of key competencies formed in the learning process. In this regard, the formation of multicultural competencies includes knowledge about the cultural diversity of civilization, both in space and in time. This allows you to effectively carry out professional activities in a multicultural educational aspect; to develop a culture of behavior and explore its types and forms in accordance with the multicultural environment and the formation of a culture of self-development in a multicultural environment [5, p.20].

A set of knowledge, skills and abilities that provide information about the culture and traditions of their people is a multicultural competence. For the overall qualitative development of students, it is necessary to form ideas about the diversity of cultures not only of their region, but also of the world as a whole. Knowledge of a foreign language helps to develop skills of productive interaction and cooperation with native speakers of other cultures [1].

The principle of pluralism, the presence of different opinions, knowledge of other peoples, their cultures, traditions and customs, the ability to identify common and specific features, to understand their value-the beginning of mastering multicultural competence. In other words, multicultural competence contributes to the search for adequate forms of behavior that help maintain an atmosphere of harmony and mutual trust, high efficiency in joint activities and eliminate racism, intolerance, chauvinism, etc. [4, pp. 136-146].

According to I. V. Peskov, multicultural competence is a system of interrelated and interdependent knowledge, skills, skills, experience, personal qualities that make up a single whole. This system is considered as open for changes and development, as well as for other competence systems [6, p. 47].

For the development of multicultural competencies among students, it is necessary to constantly focus on the ability to formulate a clear position and express a personal attitude to the material read. It is necessary to evaluate the compositional components of the plot. At the lessons of foreign literature, students should learn to perceive a literary work not as a reflection of real life, but in accordance with the laws of artistic thinking, as an act of reaction of a gifted person to the conditions of being, as a special case of its subjective reflection [5].

The use of the comparative method is recommended by the methodological literature to begin with the fifth grade, where the most favorable atmosphere is. It is necessary to start with the elements of using incomplete and one-line comparison. Later, the task becomes more complicated, and you can start comparing similar phenomena. Folklore is a good material for this. We choose fairy tales with common

themes, ideas, motives and images. Here is an example of comparing the fairy tale «The Painted Jackal» and the literary fairy tale by I. Franko «The Painted Fox». At the lesson, students receive a creative task: to learn how to distinguish literary fairy tales from folk ones.

The main task in teaching foreign literature is the development of the humanitarian culture of students, the education of their creative life orientations, the ability to independently communicate with works of art of words and consciously perceive the aesthetic and spiritual values embodied in them [6].

An artistic work is considered as a single whole. It is necessary to start with the historical epoch, unity with the peculiarities of the epoch and the place of the author of the work in world literature and the personal views of the cultural and philosophical author.

In this case, the job selected for comparison is a supporting role. The comparison of the original and several translations contributes to a better understanding of the work, helps to realize the peculiarities of the writer's style, his creative manner as a translator studying the works of different peoples, close in theme, plot, idea, problems, images, features.

In high school, the level of comparative analysis becomes more complicated. When analyzing the text, you can include materials that can be found in common sources related to various literatures, international literary influences, borrowings. To achieve this goal, a research method is used. They study the contacts of writers, literary trends, eternal themes and eternal images of world literature [7].

Encouraging students to make comparisons, comparisons of literary phenomena, the teacher should give students the material for these mental actions. Students should be taught to see and choose similar, similar literary facts or phenomena for comparison. We suggest choosing the form of the comparative method and defining it using the elements of comparative analysis.

Special attention should be paid to the comparison of literary works and their individual components: themes, motives, images, phenomena and facts. They can be compared with various works of foreign literature.

One of the forms of the comparative research method is the establishment of links between Ukrainian literature and other national literatures. Special attention should be paid to the development of traditional themes, plots, motifs, images, poetic means in literary works.

The most modern teaching methods, professional teachers of schools and universities should fully reveal the academic and creative potential of students.

The ethno-psychological aspect assumes that specialists possess knowledge about the peculiarities of the mental structure and behavior of the subjects of the educational process, which are manifested in the national character by their national identity [7].

The multicultural aspect is expressed in the degree to which a specialist displays knowledge, skills and abilities that allow him to correctly assess the specifics and conditions of interaction, relationships with representatives of other ethnic communities, and find effective forms of cooperation [8].

The most appropriate method for comparative analysis lessons is the use of creative reading methods. The difficult task is to create a problem situation, to be able to compare works of art. For a creative task, you can use the comparison of works with its genetic source using a heuristic conversation, dispute, dialogue, and the like.

These methods and techniques help to reveal the creative potential of each student's personality, to form analytical thinking skills, multicultural competence.

An effective means of comparative analysis can be the compilation of comparative tables, comparative diagrams, the creation of "live presentations", mental maps, infographics, the creation of creolized texts (advertising texts, comics, posters, posters), projects, electronic libraries, dictionaries, virtual literary museums, excursions, web quests.

Using the method of comparative analysis in a school course on the study of literature allows students to show what is common: what unites different peoples, and what is different: which testifies to the uniqueness of nations. This is especially important for understanding the proper place of Ukrainian literature in the European cultural space.

In his classes, the teacher uses a comparative method of analyzing a literary text. After all, no literature can develop fruitfully outside of communication with the literature of other peoples. This method helps to establish the connections of individual literary phenomena, contributes to a deeper insight into the ideological content of each of the compared works.

The main criteria of multicultural competence of both teachers and students are multicultural awareness (a set of knowledge about cultural artifacts, behavioral models of another culture or subculture).

An important place is occupied by cultural identity (the result of cultural identification). There will be no result without teamwork. Teachers and students should understand each other and respect the members of their

community. The ability to act in accordance with the cultural characteristics of the subjects of the educational process, while maintaining their own cultural identity, is an important component.

All these components will help to develop the ability to organize effective cultural interaction in a multicultural educational space [3; 4.]. Each teacher should first of all understand and realize what exactly he is trying to teach his students, find out for himself what place and role his subject will play in the further formation of the child's personality.

Literature as a subject plays one of the leading roles in the further formation of the student's personality. It is at the literature lessons that not only subject and interdisciplinary, but also such key competencies as multicultural, civic, general cultural, humanistic activities are formed. The course of literature is organically connected with educational courses, since it, as a science, is based on the best achievements of mankind in all fields. That is why multicultural competencies are always formed in the lessons. Multicultural competence is an integral characteristic of a teacher, which is a system of multicultural knowledge, skills, abilities, values, interests, multicultural qualities, experience necessary for life and activity in a

multicultural society, for interaction with different cultures (representatives of different races, nationalities, social groups, beliefs) [2]. Multicultural competence is the result of multicultural education, which is based on the ideas of preparing the younger generation for life in a multinational environment.

The educational environment is constantly being improved: new principles and approaches are being developed to create a multicultural society based on ethnic tolerance, the ability to adapt to the ethnic educational environment, tolerance for individual differences of other people, cultural interaction with representatives of other ethnic groups, mutual understanding and mutual assistance. A great responsibility falls on the shoulders of the teacher, therefore, multicultural competence is considered as an essential factor in updating the professional activity of a teacher in modern socio-cultural transformations.

**Discussion.** For the first time, the phenomenon of multiculturalism has been the subject of special research in the world and domestic pedagogical science since the middle of the XX century. It is in foreign literature that the terms «multiculturalism» mean the presence in society of foreign cultures associated with historically formed forms of community of people consisting of various ethnic groups and national minorities [4].

In Western countries, the term multiculturalism is used in the context of racial separatism and has a negative meaning. Today, modern approaches to literary education should be introduced into the teaching of foreign literature, where European and Ukrainian vectors are developing. More and more attention is paid to drawing literary parallels, studying works of art in a broad cultural context, in comparison with the artistic achievements of other eras and national literary traditions, comparing the works of different authors and even different genres. This approach provides solid knowledge, contributes to the formation of a reading culture and the development of students' analytical abilities.

**Conclusion.** Thus, teachers should take into account the influence of mass culture. The absence of inadequate perception and rejection of the culture of other peoples living in the modern multicultural space is of great importance for the development and education of multicultural competence. The teacher should pay attention to ethnopsychology, ethnopedagogy and socio-cultural characteristics of representatives of different ethnic peoples. Purposefully and constantly form and develop a humane personality. Modern humanity should show tolerance and respect for non-native traditions. He must show the ability to objectively perceive and respect the cultural identity of all representatives of peoples, as well as be ready for an intercultural dialogue.

It is the teacher, first of all, who is himself a carrier of a certain culture, who carries out the process of translating cultural values in society.

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