

In the structure of the multicultural component of professional training of students of economic specialties of institutions of higher education we can distinguish three levels: informational, inculturation level, communicative or linguistic.

Conclusions. Thus, the formation of economists of the new formation is more effective in the process of purposeful multicultural education, which is carried out through the introduction of professional training in the multicultural component of the education content.

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FUNDAMENTALS OF MULTICULTURAL FORMATION

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Multiculturalism is one of the most current trends in the global process of education reform, called to life by democratization, which is deepening and increasingly embracing the social structures of the world community. This trend has been particularly strong in Western Europe, due not only to the process of reforming education systems, but also to the changing demographic and ethnic composition of the population, caused by an unprecedented influx of immigrants from Eastern Europe, Asia and Africa.

As for Ukraine, it belongs to the countries with a monocultural environment that has been formed on its territory over the centuries. In addition, it unites people of different nationalities with all forms of interaction. By modern standards, Ukraine is a relatively ethnically homogeneous country – ethnic Ukrainians make up almost three quarters of the population. However, in many areas (mostly border) live many foreign ethnic groups (Russians, Hungarians, Romanians, Moldovans, Gagauz, Bulgarians, Poles, Slovaks, etc.), and in some regions the share of foreign ethnic groups is quite noticeable.

Multicultural education most successfully achieves its goal under the following conditions:

- encouragement and respect for the principle of diversity;
- integration of ethnic content into all subjects taught during all years of study;
- accessibility for learners of materials that contain objective information on the history and culture of ethnic groups;
- availability of systematic, comprehensive, mandatory and continuous programs of teacher training and improvement;
- change the culture of the institution of education and its curriculum to the extent necessary to reflect the cultures and cognitive goals of students – representatives of different ethnic groups;
- focus of the content of education on the formation of values, attitudes and behaviours that support ethnic pluralism;
- implementation of an interdisciplinary approach.

According to experts dealing with the problem of multicultural education, the profound processes of transformation that have spread throughout the world, significantly change the traditional role of education. The problems of its humanistic, cultural and international aspects must be considered in a global context, i.e. in one that embraces problems that concern the interests of the entire world community. Often terms such as “multicultural”, “intercultural”, “cross-cultural” education are used as interchangeable. Some scholars believe that most of these terms are synonymous, because the first part of these words means the same thing, but has different origins – Greek, Russian, Latin. Other researchers in this field of knowledge narrow the concept of multicultural education to the concept of polyethnic or multi-ethnic education. We agree with H.D. Dmytryev, that there is no doubt that polyethnic or multi-ethnic education is a very important and extremely relevant part of education, but it, with its noble goal of promoting harmony between ethnic and national groups, does not solve the problem of humanizing human relations. belong to one ethnic group and within it - to different socio-cultural groups and those who have a different cultural identity (political, tribal, sexual, religious, etc.).

Reformed educators associated multicultural education with the freedom of spiritual development of the individual and the people: a person cannot have a deep and conscious possession of culture if he is forced to adopt foreign ideas and views, if the development of his natural strengths and abilities is not ensured. Bremen educators were united in arguing that multicultural education

necessarily includes the study of the cultural heritage of the peoples of the world and the culture of their people, including “local culture”. Reformed educators viewed multicultural education as a means of personal development, humanization, and preparation for life in a democratic society.

Thus, our analysis led to the idea that the concept of multicultural education is such a broad system within which the principle of optimal ratio of universal, international and national in the teacher's activity can be most fully implemented.

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ПЕРСПЕКТИВИ РОЗВИТКУ КУЛЬТУРНОЇ ТА КРЕАТИВНОЇ ІНДУСТРІЙ В СТРУКТУРІ ЕКОНОМІКИ КРАЇНИ

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В сучасному світі креативні рішення є затребуваними у різних сферах суспільного життя і впливають на розвиток економіки як в окремих країнах, так і в світі в цілому, наприклад, за даними Федерального центру компетенцій у галузі культурної та творчої індустрії Німеччини, культурна та творча індустрія мають обіг у 160,4 мільярда євро і є одними з найсильніших секторів економіки Німеччини, включаючи значну кількість підприємств, що виробляють не тільки культурні та мистецькі продукти, а й програмне забезпечення, ігри, рекламні продукти тощо [7].

Отже ми бачимо, що креативна індустрія, зважаючи на свій фрагментарний характер, характеризується високим ступенем