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Cultural problems of education in pedagogical researches of ukrainian and polish scientists

Multiculturalism is wealth and opportunity for the development of every society and every individual, but it can also be a source of conflict, wars, tragedies. The means of preparing people for life in a multicultural world should become an education.

Tadeusz Lewowicki

Streszczenie: W artykule dokonano analizy badań pedagogicznych ukraińskich i polskich naukowców, w których zbadane zostały problemy kulturologiczne edukacji. Wykazano, że na Ukrainie problemy kulturologiczne edukacji stają się coraz bardziej powszechne, odbywa się stopniowe rozgraniczenie treści pojęć edukacji wielokulturowej i międzykulturowej, problemy edukacji międzykulturowej coraz częściej znajdują odbicie w badaniach naukowych i praktyce dydaktycznej. Ważne znaczenie do rozbudowy zagadnień kulturologicznych w badaniach pedagogicznych ma rozwój nowego kierunku zintegrowanych badań naukowych na Ukrainie – oświatologii oraz jej części składowej - edukacji kulturologicznej. Badania polskich naukowców opierają się na znaczących osiągnięciach polskiej nauki pedagogicznej i praktyce co do wdrażania podejścia kulturologicznego w edukacji. Szczególną uwagę w badaniach polskich naukowców zwraca się na edukację wielokulturową oraz międzykulturową na pograniczu; na kształcenie wielowymiarowej tożsamości w człowieku; na różne aspekty teorii i metodyki edukacji międzykulturowej. Do rozwiązywania problemów edukacji wielokulturowej w Polsce przyczynia się wyraźne rozgraniczenie pojęć edukacji wielokulturowej i międzykulturowej, określenie na poziomie ustawodawczym pojęć mniejszości narodowej, grupy etnicznej i in.

Słowa kluczowe: edukacja wielokulturowa, edukacja międzykulturowa, wielowymiarowa tożsamość, mniejszość narodowa, grupa etniczna

Development of culturology of education is important in view of the demands, needs and living conditions of the modern open multicultural society. First, there is a need to implement the principle of multiculturalism in education policy and preparation for productive human intercultural dialogue within each multi-ethnic country. Second, globalization and integration processes in the world, comprehensive computerization require from human an ability to live among others, to cooperate with those who are different in culture, traditions, religion, language, etc., as in the era of globalization, there is a significant expansion of the range of occupations connected with intercultural communication. Migration of population on the planet, creating global communications networks and corporations, the implementation of cross-cultural projects today lead to the fact that any professional activity is carried out in a multicultural context.

In Ukraine citizens of more than 100 nationalities reside, who together make up a multimillion people of Ukraine, and the Declaration of Rights of Nationalities guarantees them political, economic, social and cultural rights equal with the Ukrainians (Article 1), free use native languages in all spheres of public life (Article 3); the right to profess their religion, to use their national symbols, celebrate their national holidays (Article 4) (Declaration of Rights of Nationalities of Ukraine).

The national population of Ukraine is dominated by Ukrainian, whose population size is 77.8% of the total population. The largest share of Ukrainian lives in Ternopil (96.8%) and Volyn (94.6%) regions, the lowest - in Crimea (25.8%), Luhansk (51.9%), Donetsk (50.9%), Odessa (54.6%) regions.

By minority under the laws of Ukraine are a group of Ukrainian citizens who are not of Ukrainian nationality, show a sense of national identity and unity (Declaration of Rights of Nationalities of Ukraine). According to the last census (2001) National Minorities in Ukraine amounted to 27.3% of the total population. The largest ethnic minority is a Russian one (17.3%).

Every other ethnic minority (Jews, Belarusians, Moldovans, Bulgarians, Poles, Hungarians, Romanians, Greeks, Tatars, Armenians, Gypsies, etc.) is less than 1% of the total population.

Poles (0.3%) is one of the oldest national minorities of Ukraine. The total number of Poles in Ukraine is steadily declining. The peculiarity of the modern settlement of Poles in Ukraine is that most of them live in areas of long-standing residence - in Volhynia, Podolia, Galicia, particularly in Zhitomir, Khmelnytsky, Lviv regions and in Kyiv (65.5% of the total in Ukraine).

The territory of Ukraine is also a home to many different ethnic groups.

Under an ethnic group or subethnos in Ukraine is understood a community of people belonging to a particular ethnic group and by keeping the traditional elements of consumer culture (clothing, housing, customs, rituals, folklore, folk music, arts and crafts), dialect differences in language form a historical and cultural community.

For many centuries the Ukrainian ethnic territory have been formed different ethnic of Ukrainian groups ethnic: Lemko, Dolinians, Jaunty, hutsuly pokutyany, opolyany, Podilians, clearing Volhynians, Batiuk, holmschaky, pidhiryany, pidlyashuky, Pinchuk Polishchuky, polovyky, Cherkassy, Poltava, Kyrdany, Sevruk, Slobodzhanians, steppe, zadunaytsiv, Kubans, Donets and others. Among them, the largest and the most important in the creation of the state – Polyany (Kiev, Rus) (Ukrainian ethnic groups).

Urbanization and rapid economic development contribute to cultural and community integration of these groups with other populations of Ukraine, mostly smooth their specific characteristics. Ethnic groups of Ukrainian ethnicity the best were preserved in the Ukrainian Carpathians and Transcarpathian particular the groups of mountaineers - Jaunty, Hutsuly, Lemkies.

The problems of multicultural society in Ukraine are reflected in educational theory and practice. The leading *purpose* of this article is to analyze educational research of Ukrainian scholars that address the problem of cultural education, and comparative analysis of the studied problems of those who are paying attention to Polish scientists.

Ukrainian Studies Characteristics

We can conclude that culturological problems of education are devoted not many works of Ukrainian scientists. Thus, during the years of independence of Ukraine (from 1991 to 2013) 2448 teaching science theses have been prepared and successfully defended. From these works only in 61 (2.49%) were considered the problems of cultural education. Analysis of the studies by year shows that from 1991 to 1998 two studies were only done on this issue, and from 2001 to 2013 – 60 works. The greatest amount of research accounts for the last two years.

We have analyzed the research of Ukrainian scientists dedicated to culturological problems of education which have been performed within a leading research and teaching areas of Ukraine, namely: the Theory and History of Pedagogy, Theory and methods of education, theory and methodology of professional education theory and teaching methodology, theory training.

The analysis showed that the cultural aspects of professional training, training and education of youth are the most in research (29.5% of the 61 theses).

The issue of research for the theory and practice of cultural training of future specialists in different areas; formation of cultural competence, including engineers, farmers, teachers, modernizing the content on cultural disciplines in higher education; designing the content of textbooks based cultural approach; implementation linguo-cultural approach to education of minorities; education of youth in cultural approach; development of different types of culture (aesthetic and political) and others. Most of these studies half (55.5%) completed within the direction of "theory and methodology of professional education." We will analyze the brightest works.

Thus, O.L. Shevnyuk in his work "Theory and practice of cultural education of future teachers in high school," examines the content of pedagogical phenomenon of cultural education of future teachers as a process and outcome mastery by students the universal basis of human culture on the basis of integral, aksiology, antropology, multicultural and professional purposes; justified by the educational system of cultural

education of students in higher education on the basis of ensuring the effectiveness of the processes of cultural generalization of knowledge and skills in the field of professional activity of teachers and their involvement in the activities of cultural self (Shevnyuk, 2004).

In A.I. Zhornova's work "Theoretical and Methodological Basis for the Formation cultural creativity of university students" the conception of cultural creativity of university students is grounded as a theoretical basis to improve their professional training (Zhornova, 2007). The leading idea of the concept is the need to develop students' awareness of being cultural creator and their professional activity as a culture work that reflects the accumulated tendencies of the new production paradigm.

Another study of planetary education of students completed by E.A. Zelenova (Zelenova, 2009) draws the attention. In this paper, based on cultural approach, was analyzed the current methodological approaches to global education of students, was shown the theoretical foundations of global education: philosophical (s cosmism, the concept of sustainable development, Vernadsky's teaching about noosphere, the concept of a dialogue between cultures and a world culture), psychological (intersubjectival approach to teaching activities, and the concept of mentality, especially college-age theory of cultural identification), the teaching (pedagogy of nonviolence and tolerance, noosphere, space education and education for sustainable development, the concept of school culture of dialogue, multicultural education theory, pedagogy of a world culture). It should be noted that the main medium of global education of students is identified as university space multicultural dialogue, academic freedom and universal knowledge, the cultural center of accumulation and transmission of human and national values.

Culturological basis for the development of national education system and educational thought is given much less attention. Weighty research which reveals the cultural foundations of education and educational thought in the Donetsk region in the late XIX – early XX century, was done by L. Terskyh (Terskyh L.O., 2001). In this paper was first proved the cultural origins and foundations of the education system and educational

thought in the Donetsk region during this period; the integral cultural, historical and pedagogical analysis of different types of schools, general characteristic of educational ideas and educational activities of leaders of education, science and culture.

Note also the study of the theory and methods of teaching made by J.M. Hawryluk, in which the method of implementation of cultural content in the course of the history of Ukraine for 8-9 years of study in high school (Havryliuk J.M., 2012).

The problems of multicultural education are reflected in more than half (59.01%) researches on cultural issues (61). However, this represents only 1.47% of the total number of educational research in Ukraine (since 1991).

The issues dealt with in these studies relate to the following aspects of multicultural education: training specialists to interaction of the educational process in terms of multiculturalism; pedagogical technologies of multicultural competence of experts, including international students; multicultural education teachers; preparing future teachers for multicultural education students; formation of national consciousness pupils and students; problems of multicultural education in foreign countries; focus on the content of school textbooks multicultural education in schools; axiological aspects of multicultural education; preservation of the national identity of higher education in Ukraine. Here are some examples of such studies.

Thus, N.V. Yaksy considers teachers training to interaction of the educational process in terms of multiculturalism Crimean region, formation and development of the Ukrainian system of professional training of teachers on the basis of intercultural; criteria for readiness of teachers to intercultural activities (Yaksa N.V., 2009).

From the theory and methodology of education draws attention the work of V. Borisov regarding the formation of national consciousness pupils and students (V.V. Borisov, 2006). The author has shown that national education is possible in secondary and higher education institutions in case of implementation of intercultural education programs and areas of educational work, which takes into consideration the principles of

multiculturalism and input into the content of educational work exploring distinctive cultural worlds.

O.A. Iwashko in his research that was carried out within the direction of " Theory and History of Education." The study author was first comprehensively investigated the issue of multicultural education in Poland; reveals the historical, socio-political, socio-economic and educational and cultural preconditions for implementing the principles of multicultural education in the schools of the country; The basic stages of implementing the ideas of multicultural education in Poland; describes the state of multicultural education in the Polish borderlands ; The features of the education of national minorities , returnees, immigrants , refugees, regional education; Directions incorporation of multicultural education experience of Poland in the education system of Ukraine.

It should be stressed that O.A. Iwashko performed a comparative analysis of definitions in the teaching of scientific works of Ukrainian and Polish scientists from the problems of multicultural education; analyzed the differences between the terms "multiculturalism" and "mizhkulturnist", "multicultural education" and "intercultural education" in Ukrainian and Polish educational theory and practice; meaning of "borderland pedagogy", "regional education", "educational glocalization" in Polish education.

The issues of multicultural education are also considered in studies on school education. In this context in L.E. Peretyaha's work are given the results of theoretical and experimental studies on the formation of multicultural competence younger students (Peretyaha L.E., 2008).

In this paper, the essence of the concept of "multicultural competence", to its structural components (cognitive, affective, operational, behavioral), defined didactic conditions of the multicultural competence of younger pupils, which is to ensure the integration of multicultural information to the main program material subjects; providing interconnection academic and extracurricular activities in the formation of multicultural competence. The criteria forming the main components of multicultural competence

younger pupils include, in particular, cognitive (self- ethnic , ethno-cultural awareness of their ethnic culture and the culture of other ethnic groups, multicultural terminology knowledge), affective (cognitive interest and desire to learn their ethnocultural heritage and other ethnic groups; attitudes towards members of other ethnic groups), operational (information skills), behavioral (intercultural experience).

It should be noted that in recent years (since 2012) there have been researches on intercultural education, in which the notion of multicultural and intercultural education are regarded as uneven (11.48% of 61). These studies represent 0.29% of the total number of educational research in Ukraine.

Topics of scientific research is more concerned with the various aspects of professional training, including problems of formation of future professionals for intercultural communication; development of intercultural competence; learner-centered education of students in a social and cultural environment of the University; methods of teaching intercultural communication.

We emphasize that in studies of Ukrainian authors personal approach is seen as leading to the formation of cross-cultural competence of students, and socio-cultural environment of higher education institution as a decisive factor in personal cultural growth of each student. It is also worth noting that the problems of multicultural and intercultural education is not yet understood how important Ukrainian practicing teachers . Thus, the 1006 survey of teachers in six regions of Ukraine showed that only 1.76% of respondents are interested in these issues and would like to improve their knowledge and skills in intercultural interaction, communication , education tolerant attitude of students to other cultures.

Main directions to study of the problem by Polish scientists

In the theory and practice of teaching science to the problem of Polish multiculturalism and intercultural education is paid considerable attention. Courses on teaching cultural studies, intercultural pedagogy, intellectual culture, etc. introduced in the curriculum of training in the field of "Pedagogy". Tadeusz Lewowicki a founder of the

study of the problems of multicultural and intercultural education in Poland, in his book "Education in multicultural environment - from assimilation to multicultural education and multidimensional identity" notes that in today's world the phenomenon of multiculturalism becomes inclusive (Lewowicki T., 2012). In this regard, many multicultural societies implemented various models of education. Education, especially school leads to the assimilation of minority groups and their parallel existence in learning and education. However, the scientist points out that this process does not contribute to the integration of these groups. Multicultural education, according to T. Lewowicki, nowadays experiences crisis. Therefore, long-term positive social change and integration are associated not with multicultural education but intercultural education.

The ideas of intercultural education and its difference from multicultural education are considered in other works of the author, such as "Multiculturalism and Education - tradition and the origins of multicultural education", "Multiculturalism and Education - Perspectives for Intercultural Education", "teachers in multicultural environment - challenges and success Factors ", " Multiculturalism and Education - common Problems and Polish and Ukrainian contexts ", " The experience of multicultural education and intercultural education perspective and pedagogy "and others (Lewowicki Tadeusz, 2012).

The special attention to culturological problems of education as a whole, including aspects of multicultural and intercultural education is paid by known cultural studies of Poland Janusz Gajda. In his work "Multiculturalism in the context of current challenges humanistic and anthropological education" the scientist reveals the nature and the complex nature of contemporary culture, the main gaps of multicultural and intercultural education, including – the appeal solely to postmodern philosophy, culture and ignoring other areas , including pedagogy culture (Gajda J., 2012). This scientist stresses the usefulness of humanistic and anthropological concept of education as the foundation of the modern trend of pedagogy – pedagogy culture, advocating an alternative direction to multicultural education.

Also it's interesting to show the aspect of Polish studies like multiculturalism of work and the local environment. Professor Henrik Bednarchyk reveals this problem, based on the experience of European cooperation in education (Bednarczyk H., 2012). In his work he gives the results of studies on the implementation of European projects in the village Sytsyna and reveals features of non-formal education in the professional work examines how rural areas provided the activity in the Internet age and globalization , gives some examples of multiculturalism and the perception of other cultures in Poland and Europe countries. Interestingly, G. Bednarchyk draws attention to the educational needs of informative and effects of adult education in Europe, particularly in the context of cultural transmission between generations of experience.

It should be stressed that in researches on multicultural and intercultural education of Polish scientists is emphasized that the mission of higher education is to ensure the development of academic mobility can be efficiently implemented on the basis of intercultural education. Higher education is one of the areas of social and economic life, which is developing very dynamically. Education, as noted by Barbara Grabowski, playing an important role in the development of society, thereby increasing demand for higher education (Grabowska B., 2013). In the Republic of Poland in the last 20 years there has been nearly a fivefold increase in the number of students. According to Barbara Grabowski, this was due to the decline in the quality of higher education. Exploring the development of higher education in social change, the researcher points out the need for a sense of national identity of young people on the border.

The latest works of Polish scientists study the problem of the formation of multi-dimensional human identity. Intercultural education, according to T. Lewowicki designed to promote understanding of contemporary identity (Lewowicki T., 2012). Traditionally, identity is associated mainly with nationality, state, religion. Now the increasingly important trend of combining different dimensions of identity - family, local, regional, national or ethnic, national and civil, religious, philosophical, European.

Polish scientists paid attention to issues of identity formation as the development of a sense of national identity borderland residents, including the Polish- Lithuanian (Ursula Namotko); identity of the students in a situation of cultural change (Emilia Zhylykevych); cultural identity as the foundation element and educational strategies in multicultural relations (Marian Nowak); social identity – a barrier or assistance in creating positive intercultural relations (Dzholanta Milyuska); intercultural education as a way of self- identity in society (Jolanta Sukhodolska); a sense of cultural identity in students (Gabriela Pehachek - Oherman, Isabelle Kzeminska - Wozniak); diagnosis of the socio-cultural identification in the context of intercultural education (Miroslav Sobetsky). The dynamics of social change in Central Europe confronts the challenges of education, one of which is to prepare students for life in a cultural differentiation. M. Sobetsky proposes his own approach to the study of social and cultural identity. The idea of the study is based on the simultaneous consideration of four dimensions of identification: regional and national, religious and European. Together, these measurements constitute the identification profile. As a result of the method the author has been singled out 15 types of identification profile.

Analyzing the Polish scientists research from the cultural problems of education, we can't but pay attention to the difference between the content of the concepts of multicultural and intercultural education and the fact that attention is paid to the problems of today Polish teachers namely intercultural education (Sysojewa S., 2012).

To confirm our opinion we present here the topics of research in the field of intercultural education in Poland: Approximation of educational reforms to national and ethnic minorities as prospects for intercultural education; Intercultural education – political and ideological context, pedagogical idea social experience and educational practice (Tadeusz Lewowicki); image of tolerance in multicultural education perspective (Stephen Meshalsky); social semiotics and intercultural education (Miroslav Sobetsky); methods of modern philosophy in the research foundations of intercultural education (Ursula Morshchynska, Wojciech Morshchynsky); transformation of social and educational policy in the context of intercultural education (Zeno Yasinskyi); multicultural school – an

opportunity to implement intercultural education for I-III year of study in high school (Anna Haydzitsa); place of religious education in multicultural education policy in Europe (Anel Rozanska); Tales of intercultural education preschool and primary school children - methodological aspects of vulnerability to the difference (Anna Mlynarchuk-Sokolovska).

The attention is also paid to the study of field experiences and intercultural education in other EU countries, including such aspects of the problem: the field or intercultural education in Europe today - sotsioosvitni aspects (Jacek Kuzhempa); Multi or intercultural education in Europe today - sotsioosvitniy context (Yasek Kurzepa); European trends and standards adoption of educational reforms (Ursula Morshchynska).

It should be noted that the work of Polish researchers in intercultural education has addressed to pedagogical practice with relevant practical recommendations. In this context, there is a significant work of Eve Ohrodskoyi – Mazur "The reform of the education and intercultural training in an integrated primary school ", in which he carries out a critical analysis of educational reform in Poland since 1999. On its base he isolates positive experiences, problems and prospects of integrated teaching younger students (Ogrodzka-Mazyr E., 2013). Particular attention is paid to training programs and their practical implementation in I-III years; concept of integrated education; implementation of intercultural education in the integrated education. The scientist gives concrete examples of effective teaching practice and author of the best programs of intercultural education, which were implemented by the end of 90 years of the twentieth century in primary school.

The same practical orientation has Leandro Korczak's work "Intercultural education in the primary school number 52, Warsaw: integration Vietnamese and Polish communities," which highlights areas of practical implementation of intercultural education in school where children learn Vietnamese (Korczak L., 2012). Having lessons and exercises, students become acquainted with Polish and Vietnamese traditions and rituals, learn to show tolerance and respect for others realize their own value and national identity. Classes are not only aimed at expanding students' knowledge of Polish and

Vietnamese culture, but also contribute to the integration of the local Vietnamese community in Poland's cultural environment.

The specific feature of Polish studies on multiculturalism is the attention to multicultural environments frontier. Significant contribution to the development of ideas of intercultural education, the study of educational problems of ethnic groups, the Polish frontier made famous Polish scientist Jerzy Nikitorovych who thoroughly researched the educational challenges of a multicultural society in the context of the mythology of the eastern frontier. This book, called "ethnic groups in a multicultural world," according to Professor Wojciech J. Burshty is hardly original and atypical as combining research approaches with encyclopedic knowledge and in the shortest amount of thoroughly reveals the fundamental knowledge about ethnic groups and national minorities in the world (Nikitorowicz J., 2010).

Also an example of the cultural traditions of frontier research is the work of Dorothy Miseyuk, Jolanta Mushynskoyi "Cultural traditions in families frontier. Transmission fall of national culture ", which examines cultural identity in a situation historically formed the frontier, where for centuries coexisted different cultural groups (Misiejuk D., Muszynska J., 2012). Based on the analysis and interpretation of interviews on the type of transmission of cultural decay made in certain families it was characterized the cultural identity in the structure of national identity generations of Belarusian minority. The value of the work is that the authors describe a cultural identity that was studied from generation to generation , which in turn allowed to distinguish three models of socialization , characteristic of the group of families. In addition to the analysis of the processes of socialization and kulturolizatsiyi Belarusian minority families based on individual experiences of different generations of the group evaluates the social and educational situation of the Belarusian minority in Poland.

In the Polish scholars works have been highlighted the role of the teacher in solving the problems of multicultural societies and the importance of preparation to work in a multicultural environment. Henovefa Koch-Senyuh in his book "Intercultural

communication as a special value in teacher education" emphasizes that the current dialogue of cultures in society leads to a multi-dimensional perspective on cultural aspects of teacher training (Koć-Seniuch G., 2010). That is why there is a problem of creating authors, original teacher training programmes, which could become the core of teacher knowledge about arms and competencies that enable effective participation in cooperation with other countries and cultures. A researcher examines intercultural communication in the broadest sense, and they stressed that the problem of interpersonal communication caused by the difference in the system of values, attitudes, habits, preferences and prejudices of different ethnic and social groups.

Conclusion

The analysis of coverage of cultural issues in educational researches of Ukrainian and Polish scientists leads to the following conclusions:

- research themes of Polish scientists are concentrated on the problems of multicultural and intercultural education, based on the significant achievements of Polish educators and practitioners to implement cultural approach to education;
- special attention in Polish scientists studies is paid to multicultural and intercultural education at the border; formation in humans multidimensional identity; different aspects of intercultural education (political, ideological, methodological, organizational, practical, etc.).
- a clear distinction between multicultural and intercultural education, the definition of legislative concepts of national minorities, ethnic groups, etc. helps the solution of the problems of multicultural education in Poland;
- the study of multicultural and intercultural education in Poland aimed to solve the internal problems of the Polish education and to address problems related to European integration, a sense of belonging to the European community, which is certainly a positive and significant value to the Polish society. However, the process of European integration actualize finding ways to preserve their identity, culture and traditions of the Polish people;

- in Ukraine cultural problems of education are becoming more common and are reflected in pedagogical science and practice. Regarding the issues of multicultural and intercultural education, there is a gradual disengagement content of these concepts, and issues of intercultural education are increasingly reflected in research and teaching practice. In our opinion, this is largely due to the intention of the Ukrainian people in European integration;

- the development of Ukraine in scientific field research of integrated education - osvitolohiyi and its components – cultural education is the essential thing to the expansion of cultural issues in educational research;

- culturology of education as part osvitology aimed at studying the cultural problems of education and education as a part of culture, the unique socio-cultural phenomenon; creating educational and socio-cultural space for the development of humane and tolerant person with multidimensional identity, universal and national values that can live and work in a global multicultural space.

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Summary: The article deals with the pedagogical research Ukrainian and Polish scientists, which address the problem of cultural education. It is shown that in Ukraine cultural problems of education are becoming more common, there is a gradual disengagement content concepts of multicultural and intercultural education, intercultural education problems increasingly are reflected in research and teaching practice . Essential to the expansion of cultural issues in educational research is the development of Ukraine in scientific field research of integrated education - Educology and its component - Cultural Education. Research of Polish scientists rely on significant achievements of Polish science teaching and practice to implement cultural approach to education. Special attention is given to studies of Polish scientists multicultural and intercultural education at the border, forming a human multidimensional identity to various aspects of the theory and methods of intercultural education. Solving the problems of multicultural education in Poland

contributes to a clear distinction between multicultural and intercultural education, the definition in law concepts of national minorities, ethnic groups, etc.

Key words: multicultural education, intercultural education, human multidimensional identity, national minorities, ethnic groups