It is set that students' spiritual culture forming by means of Ukrainian literature potential use is a difficult and multidimensional pedagogical process, that is based on the system of world view coordinates, common to all mankind values, culture of behavior, assists development of their persuasions, feelings, character, freedom and high moral; the orientation of Ukrainian and literature teacher on personality of student forms its subject, spiritual necessities and interests, influences on motivation as a motive force of its behavior.

Essence of human technologies that are widely used by the teachers of Ukrainian and literature and influence on behavior of students is exposed, their moral attitude toward spiritual and cultural heritage of people and assist their understanding of high vital senses and harmonization of relationships with an environment.

Keywords: *Spirituality, moral, world view.*

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THE DEVELOPMENT OF POLICULTURAL EDUCATION IN WESTERN EUROPEAN COUNTRIES

L. Yu. Sultanova

The process of policultural education developing in Western European countries (The United Kingdom of Great Britain and Northern Ireland, The Federal Republic of Germany and The Republic of France) is being analyzed in the article. The influence of migration on policultural education developing is being justified. The aspects of migrants' integration are being lay out. The stages of policultural education development in selected countries are being defined. The general backgrounds of policultural education developing in Western European countries and the distinctions in the implementation of the integration process are being examined.

Key words: *Policultural education, migration, Western Europe, migration model.*

Introduction. Today the problem of policultural education is in the attention focus not only of the pedagogical community, but also of politicians, philosophers, cultural researchers and sociologists. Such attention is due to the trends in the development of modern society. As a consequence, there is a need to orient public policies on the development of education, based on the principles of universalization. In this connection in many countries of the world policultural education has become the leading strategy for the development of a multicultural society.

The review of recent researches and publications which set the framework for the solution to the problem and on which the author herself relies. The writings of such famous Russian scholars as M. Denisenko (*Михаил Денисенко*), O. Haraeva (*Оксана Хараева*), O. Chudinovskih (*Ольга Чудиновских*); B. Koybaev (*Борис Койбаев*); V. Lonshakova (*Вера Лоншакова*), form the theoretical basis for the research, together with Western European countries normative legal documents in the policultural education development.

The assignment of earlier unresolved parts of the overall problem to which is devoted this article. The Western European countries' common premises of the policultural education development and the differences in the implementation of the integration processes are studied in the article.

The aim of the study. The purpose of the scientific article is to study the process of policultural education developing in Western European countries (the United Kingdom of Great Britain and Northern Ireland, the Federal Republic of Germany and the Republic of France); the influence of migration on policultural education developing is being justified.

Results. A multicultural society model first appeared in Canada and the USA and in the 1980 years spread throughout Europe. The policultural education developing is closely related to social, economic and political prerequisites in the world's labor market as well as the migratory flow to Europe mainly from third world countries. Migrants whom settled down in Europe weren't assimilated but joining together into ethnic fellowships actively promoted their rights (the right to preserve and promote its culture, customs and traditions ets.)

Mainly two groups of migrants came to Europe. That was particularly migrants from former colonies with extremely low standards of living, and also the group so-called labor immigrants. Since European post war economy had such need. As a rule labor immigrants came under contracts concluded between the authorities of the countries with rapid level of economies development (for example Germany, Austria, Finland, Norway and others) with migrants suppliers-countries where economic growth results were much lower than the European but population growth on the contrary was high. But the migrants

didn't hurry to return to their home countries. They remained and brought their families maintaining their own culture and language in their families and ethnic fellowships. Lack of understanding was growing in the society with respect to this situation. Thus in European society which de-facto became multicultural there was a need for multicultural policy.

Below we'll take a look at the history of the policultural education developing which is a major instrument of the multiculturalism policy implementation (*in The United Kingdom of Great Britain and Northern Ireland, The Federal Republic of Germany and The Republic of France*). The choice of these countries came from their attractiveness to migrants as economically and politically advanced countries where the policultural education is potentially in great demand.

Great Britain can be described as a multi-ethnic country with a long history of establishing a policultural education system. Great Britain unlike Canada didn't proclaim the multiculturalism as the state policy towards the ethnic minorities but was one of the first European countries to implement the multiculturalism idea. Proof of that can be seen in legislative ensuring of the policultural education that was developing and improving throughout the process of its formation.

First of all the British Government took the decision to support migrants legally by ensuring the implementation of the laws that make clear the national minorities' status and rights. Up to the middle of the XX century the Common Law doctrine of allegiance formed the basis of the legal regulation of citizenship. Between 1914 and 1943 years a number of laws have been adopted that govern the questions of the citizenship. These Laws became the basis for publication in 1948 year the British National Act that established the status of «a citizen of the United Kingdom and Colonies» [4].

Due to the fact that migrants' children had low level of knowledge the Government faced the problem of improving the qualitative aspects of migrants' education. This problem was very important since the future competitiveness and economic health of the country depended on the educational attainment of children. With a view to raise the level of migrants' knowledge the government and non-governmental organizations were established. One of such organizations established in 1952 year is Institute of Race relations (IRR) [10]. The Institute's mission was in facilitating, encouraging and supporting the study of race relations problem, organizing the exchange of information which dealt with race relations; studying living condition and welfare specificities of different people; consideration proposals concerning the improving of race relations and also the promotion of knowledge dealing with race relations.

One more piece of legislation pertains towards developing policultural education was the decision of the United Kingdom Supreme Court enacted in 1954 year under which educational institutions where racial or national segregation was practiced acknowledged as perpetrators of the Law on Equal Opportunities.

Next the National Committee for Commonwealth Immigrants was established in 1964 year [8] and the Committee of race relations' problems (1965 year).

In 1965 year the Race Relations Act was adopted. It was the first legal document on the race discrimination in Great Britain. The Document recognized the illegal discrimination on the basis of the color, race, religion, nationality, ethnic or national origin in public places. The present Act provided the basis for the development of a legal framework on race relations. In particular, in 1968 year there was expanded legislative sector regarding housing and employment and also innovatively established Community Relations Commission.

Very important for policultural education development is the edition in 1972 year by the British Boards the White paper act which included the recommendations on British educational policy. The long-term strategy in addressing the issue of race discrimination, immigration and cultural diversity was submitted in the Document [6].

In the year 1976 a new version of the Race Relations Act was issued that had adopted the essential amendments. First of all two previous Acts were cancelled as well as the Race Relations Board and the Community Relations Commission were replaced with the Commission for Racial Equality charged with monitoring the implementation of laws, taking decisions on the elimination of discrimination and also promoting positive interracial attitudes in society.

The legislative framework regarding Race Relations continued to improve. That in the year 2000 the Race Relations Act was amended to oblige the public authorities contribute to racial equality. In the year 2010 the Equality Act was issued that prohibited the discrimination on various grounds [12] or other.

Britain's policy towards integration of immigrants which represent different culture was regarded as quite successful for a long time and was a role model for other EU countries. The United Kingdom multicultural policy involves the full recognition by the State numerous communities coexisting within the national society officially named ethnicity minorities. A vast system of measures to maintain national minorities in order to preserve the identity, culture, traditions and customs skillfully integrated into a legislative framework aimed at fighting with all forms of discrimination on ethnic, racial grounds.

To date the United Kingdom system of policultural education is based primarily on the thorough regulatory and legal provisions. As well as on results of numerous education studies initiated by the Government that were the basis for making smart decisions.

Migration processes have had an influence on the policultural education development in Germany as well as in the United Kingdom of Great Britain and Northern Ireland. However migration processes in Germany have its own characteristics.

Germany concerning the migrant population always relied on economic policy. The demand for migrants arose during the 1880 years. Germany had the need in additional workforce with migrant backgrounds. These were workers, Slavonic population as a rule, who came on earnings. They didn't grant citizenship, allow to bring their families with them and to assume leadership positions.

During World War I outflows of migrants started. By the shortage of workforce in the year 1938 a decree was issued under which foreign workers were not allowed to leave the country and to move about only with a police officer present [9].

In the year 1949 (after the division of Germany) a considerable number of Germen emigrated from East Germany to Germany. Then the leadership of the country decided to sign the agreement with the Government of countries where development rates were low but the labor force was high. Such actors of the labor force recruiting agreement became: in the year 1955 Italy (in the year 1965 it was continued), in the year 1963 – Morocco, in the year 1964 – Greece, Spain, Portugal and Turkey, in the year 1965 – Tunis, in the year 1968 - Yugoslavia [5]. The labor force recruiting agreements were profitable not only for Germany but for the other side as well. For example in Turkey it solved the unemployment problem in a certain way and gave hope to get qualified specialists after their return. It was also important networking with Europa.

The 1970's – 1980's were the period when the problem of foreigners integration in German society manifested and began to mount [7].

With a view to resolving the foreigners integration issue a number of activities were undertaken as follows: German language courses were held, assistance in obtaining the necessary occupational qualification and job placemen was provided. The responsibility for these activities was put on the Federal Ministry of Labor and Social Affairs. In the year 1968 1,7 million deutsche marks were allocated for the purpose [11].

Later in the year 1982 «The policies towards foreigners» was adopted based on the principle of «good-neighborly coexistence» [2, p. 101-106]. And in the year 1984 the political and legal commission German Social Democratic Party parliamentary group formulated a project to update «Act on foreign nationals». Later the Federal Ministry of the Interior joined the drafting process in its jurisdiction issues regarding immigration and integration were transferred.

In the year 1988 Programme for the immigrants Integration («Koll's Programme») was adopted. It proposed not one-way patterns when a foreigner adjusts to habitat, host country society but mutual involvement, cultural enrichment. That is Germans were given the information about foreigners' culture, traditions and life as well as the immigrants were informed about Germany's specificities [2, p. 103].

The Integration programmer involved the implementation of steps on combating extremism, xenophobia and racism. Accelerating of foreigners' integration who live legally in Germany was declared as one of the of Act on foreign nationals aims which entered into force on the 1-st of 1991 year [13]. In the year 1992 with the aim of ensuring more effective interaction between police, judiciary and administration the informative group was established which included the representatives of these departments. Its responsibility was the development measures of combating xenophobia and extremism at the federal level. For this purpose monitoring and consolidating of information concerning activities of extremist groups was started. Combating xenophobia and any form of racial discrimination was also accepted as one of the main tasks of educational policy. With a view to its implementation the Federal Ministry of Education had instituted the following programmes: «Intercultural education in schools», exhibition project in museums «Foreigners in Germany – germens in a foreign country», «Intercultural youth centre» educational programme for adults «How to live in multi-ethnic society and so on» [1, p. 140].

The Government attached great importance to German study in foreigners' integration. Language issue is compelling today. In the new version of the Migration Act it is planned to take into account Government's proposals to enhance the ability to study German enhance the ability along with culture, history and principles of State order.

Generally Germany's policy on foreigners living the country was rather mixed. On the one hand a number of measures were implemented on foreigners' integration directed towards their equal participation in social, economic, cultural and political life of the country. On the other – migration policy was rather selective because Migration Act covered the exclusive circle «ideal» foreigners according to Koybaev B. G. [2, p. 103.].

In many instances of literature the negative opinions dominated on the sharp decline of the European ethic group, cultural and religious differences etc.

Only at the junction of millennia the relevant law reforms have been put into practice made many foreigners to feel stability and desire for integration.

Thus, different political and ideological development of GDR and FRG has resulted in differences in the process of policultural education formation and development. In GDR this process was directed towards developing the international education concept based on Marxist-Leninist teaching. In FRG it was based on multi-pronged theory and practice of policultural education.

French modern educational system presumed to be one of the world champions. It is not a mere chance: main principles of the educational system as a whole and policultural education in particular have throughout the hundred year's history.

After the Great French revolution republican France became a haven for numerous migrants that made it a multi-ethnic country. One of the reasons for mass migration to France as well as to other European countries where economy increased rapidly was increasing demand for labor. But French migration policy in the middle of the 19th century had some particular requirements. It was the need to stabilize the demography demographics in the country. These trends were noticeable before the Second World War.

Unlike Germany French society attached greater importance to citizenship not to nationality and adhered to the principle «Jus soli» *(«the right of the land» – a legal term that establishes the right to acquire citizenship by persons who were born on the country's territory that practiced jus soli irrespective of their racial, national or language origin*).

As opposed to «jus soli» there is also «jus sanguinis» *(«right of blood» – a legal term that establishes the right to acquire citizenship only by persons who have racial, language and ethno cultural qualities of the titular nation*) that got distribution in Germany and then in others mono-ethnic European countries.

Russian researcher Lonshakova V. V. conducted the thorough examination and defined three stages of French policultural education development in the second half of the twentieth century [3, p. 63].

I stage – the formative stage of policultural education (the 1950s-1960s) was marked by a conservative approach. This approach was built on the position that state «common» culture should be based on the norms of the dominant Western European culture and served as a basis for education content. The ethnic minority culture was seen as its addition [3, p. 66].

Since that time policultural education was directed to ensure equal opportunities in receiving a quality education by establishing additional conditions for teaching children who don't speak French or have poor knowledge of French and school subjects.

II stage – the stage of policultural education development and institutionalization (1970-s – the second half of 1980-s). Thanks to the reforms of the 1979 years the education system of France has evolved considerably towards democratization.

The main functions of policultural education were culture persistent, compensating and peacekeeping. At this stage the policultural education model was implemented most fully. At the same time an insufficient attention at the government level to problem of person upbringing being ready for cultural dialogue has led to migrants' aspirations especially Islamic people set their own cultural (religious) priorities.

III stage – period of policultural education crisis (the middle of 1980-s – 1990-s). Its cause laid in returning to the policy of assimilation. The state that turned around in its policy to the assimilation idea and migrants patriotic education applied to critical approach (recognition the national, cultural and other differences only as a factor creating in education conditions for enhancing person social mobility). But France higher education of the second half of the XX-th century was marked by long match towards the multiculturalism ideology. Generally the creating higher education structure focused on developing in accordance with Bologna Declaration principles (two-tier system of higher education, ensuring the quality of education, increased mobility of students and teachers ets.).

It is worth noting that the complex situation the late XX-th and early XXI-st century in formation France policultural education didn't crossed out the humanistic component of its extensive experience and didn't stop searching for future policultural education development in the line of Bologna process. Moreover, the analysis of France education development confirmed the use the policultural education model as pluralistic approach to construction of educational content.

Thus, the republican model migrant's integration has proved its viability in France: the first wave of migrants (Italian, Polish, Russian, Belgian, Spanish and others) were assimilated and the new wave migrants (Portuguese, persons of North-west Africa origin) are in the process of social, cultural and political integration. But French model has certain disadvantages. The main migrants' problem is not so much ethnic or racial differences than socio-economic status.

Conclusions

Thus, basing on our analysis of policultural education development in Western European countries (*The United Kingdom of Great Britain and Northern Ireland, The Federal Republic of Germany and The Republic of France*) it may be concluded that the migration processes are the overall premise

for policultural education development of these countries. These processes were engendered by economic and social deprivation. Since then it was necessary to integrate migrants into society. The greater opportunities to conduct migrants' integration previously had educational institutions where policultural education system was born.

It must be noted that in different countries it was formed their own model of foreigners' integration in social life of the State [5, p. 39].

For example, in Great Britain it was formed Anglo-Saxon model founded on the recognition of the fact that all groups in society have equal civic rights to maintain their identities and cultural features. These rights were consolidated in acts of law.

For Germany the ethnic model has been characterized under which nationality was based first of all on «right of blood» and on the common language, culture religion. According to this model foreign ethnic communities are not to be assimilated and conducting policy didn't sick to transform them into their country citizens.

France has chosen republican model under which citizenship is grounded on the principle «the right of the lands». In this case all forms of so called ethnic identification were crowded out from state sphere into private sphere. The policy target was acculturation and then assimilation every migrant though school and other public institutions.

For countries have been analyzed the main and common target of policultural education was first of all ensuring equal accessibility of higher education for all sectors of the population. And also removing obstacles that prevent cultural groups' socialization; support for the development different cultures; strengthening the cultural pluralism as the most important characteristics of the civil society.

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РОЗВИТОК ПОЛІКУЛЬТУРНОЇ ОСВІТИ В КРАЇНАХ ЗАХІДНОЇ ЄВРОПИ

Л. Ю. Султанова

У статті аналізується процес розвитку полікультурної освіти в країнах Західної Європи (Сполученому Королівстві Великобританії і Північної Ірландії, у Федеративній Республіці Німеччина та у Французькій Республіці). Обґрунтовується вплив імміграції на розвиток полікультурної освіти. Розкриваються аспекти інтеграції іммігрантів. Визначаються етапи розвитку полікультурної освіти в окремих країнах. Аналізуються спільні передумови

становлення полікультурної освіти в країнах Західної Європи та відмінності у реалізації процесів інтеграції.

Ключові слова: *полікультурна освіта, міграція, Західна Європа, модель інтеграції.*

РАЗВИТИЕ ПОЛИКУЛЬТУРНОГО ОБРАЗОВАНИЯ В СТРАНАХ ЗАПАДНОЙ ЕВРОПЫ

Л. Ю. Султанова

В статье анализируется процесс развития поликультурного образования в странах Западной Европы (Соединённом Королевстве Великобритании и Северной Ирландии, в Федеративной Республике Германия и во Французской Республике). Обосновывается влияние иммиграции на развитие поликультурного образования. Раскрываются аспекты интеграции иммигрантов. Определяются этапы развития поликультурного образования в отдельных странах. Анализируются общие предпосылки становления поликультурного образования в странах Западной Европы и различия в реализации процессов интеграции.

Ключевые слова: *поликультурное образование, миграция, Западная Европа, модель интеграции.*

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