

Working with culturological text is the way to forming the cultural expressivity in lyceum students in the academic process of learning the Hebrew language.

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Modernization of the system of education in Ukraine in the context of the general European and global transformations causes the change of the very paradigm of education including teaching and learning the Hebrew language at the lyceum. After all, globalizing and integrating processes, the expansion of employment markets as well as development of innovative technologies, multi-culturalism and linguistic diversity of the society make the high school graduate face a lot higher demands for their personal development as well as the level of formation of the key and subject competences and civic culture.

The level of *cultural expressivity*, i.e. *awareness and aptitude to self-expression in the cultural sphere*, is currently one of the key competences in education, in particular in the cause of teaching Hebrew in the lyceum, which is not occasional because the *culture* itself is *the content and essence of education*, so it has to be aimed at the student helping their becoming and development as a personality. Moreover, *the values and culture* are the priority notions in ten main notions of the thesaurus of philosophic basics along with spirituality and morality, creativity, freedom and responsibility, communication and self-identification. Their realization takes place only in the close unbreakable connection with the *language*: adopting the facts of culture in the process of the language use (all kinds of speaking activity as the means of communication) and mastering the language on the basis of adopting the facts of culture.

These factors will be promoted by means of systematic work with the texts of culturological, linguoculturological and socioculturological focus at the Hebrew lessons. Besides, the syllabus content has to be constructed on the basis of integration of the Hebrew language as well as the other subjects of the Jewish Studies cycle, i.e. literature,

history, tradition, the art of the Jewish people of Israel and diaspora, with the use of contemporary interactive teaching technologies.

The results of the pilot research education undertaken by us in the lyceums of Ukraine have proved the efficiency of the methodology of working with culturological texts developed by us at the lessons of Hebrew.

While working with the specially selected texts and using the methodology developed by us, the lyceum students have noticed enhancement of their motivation level in learning Hebrew, awareness of the system of Jewish values, acquiring the new knowledge. As a result, they have gained their own emotional and value experience at various levels: perceiving the facts of culture realization of their place and role in the world and national cultures, comparison with the facts of their own and other cultures, analysis of cultural values, formation of personal attitude to the Jewish culture in regard to personal values and their use in the intercultural dialogue.

Keywords: cultural expressivity, culturological texts, integration, Hebrew, lyceum.

НАВЧАЛЬНА ВЗАЄМОДІЯ ЯК ЧИННИК СОЦІАЛІЗАЦІЇ МОЛОДШИХ ШКОЛЯРІВ

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Категоріальний статус поняття «взаємодія» окреслено в філософських, психологічних, педагогічних студіях.

У **філософському** сенсі взаємодію розглядають у межах парадигми «взаємообміну»: обміну цінностями, новою інформацією, досвідом, діяльностями, враженнями; як процес впливу суб'єктів один на одного, їхню взаємну зумовленість і взаємозаміну, взаємний зв'язок соціальних явищ як на рівні суспільства в цілому, так і на рівні функціонування окремих груп і індивідів.

У координатах **психологічних** шукань кожен із учасників взаємодії у формі співробітництва досягає мети лише через спільні зусилля, тобто індивідуальні цілі