

**MULTICULTURALISM OF EDUCATION FROM POSITIONS
OF SYSTEMATIC AND SYNERGETIC APPROACH**

**МУЛЬТИКУЛЬТУРАЛІЗМ В ОСВІТІ З ПОЗИЦІЙ
СИСТЕМО-СИНЕРГЕТИЧНОГО ПІДХОДУ**

Shevchenko I. L. Шевченко І. Л.

*Candidate of Pedagogical Sciences,
Associate Professor,
Associate Professor at the Department
of Art Education
Volodymyr Vynnychenko Central
Ukrainian State University
Kropyvnytskyi, Ukraine*

*кандидат педагогічних наук, доцент,
доцент кафедри мистецької освіти
Центральноукраїнський державний
університет імені
Володимира Винниченка
м. Кропивницький, Україна*

Modern social and cultural conditions, processes of globalization, systemic crisis of civilization led to transforming of culture and education into a new condition. They ceased being strictly determined linear hermetic and inertial systems and transformed into an open misbalanced condition, which is characterized by different logic of existence, different laws of development – self-organization, self-development – at the expense of internal spiritual reserves. Serious changes that occurred in the personal, behavioural and cognitive development of modern youth under the influence of electronic media require a fundamentally new approach to the development of the content and technology of learning and, accordingly, to develop new criteria for assessing the quality of the educational process, both in school and in higher education.

The relationship between education and culture in one way or another has been traced at all times of the existence of mankind. If to regard the culture as a universal technology of human activities (E. Markaryan), the education is one of the essential phenomena of culture, the technology of upbringing and training, which simultaneously reflects and determines the entire society's life. The relationship between culture and education has been substantiated in the works of S. Gessen, who asserts that education in true sense of the word can only be discussed where there is culture, and the task of education, according to his view, is to involve a man into cultural values of science, art, morals, economics, etc.; this is the only way to transform a natural individual into a cultural man [6, p. 36-37]. A. Peccei, the initiator of the Roman Club, whose task has been to realize the problems of the development of post-industrial society, formulates the important principles of a «new man» in a new society –

a qualitative transformation of a human-being through the development of education and culture, that reveals his/her creative abilities, directs the solution of actual problems to harmonize relations with the real world [7].

Systematic approach has expanded in pedagogic for the last decades of the twentieth century. It causes consideration of education with the combination of influence of the surrounding world, especially its social component. Ukrainian researchers G. Butenko, A. Yevtodiuk, A. Tsimbalaru, S. Krymskyi, A. Panarin, N. Provotorova, V. Sadovnychi and others dealt with the issue of educational space. In scientific pedagogical literature educational space «duplicates» physical properties while emphasizing its sub-spaces: didactic, educative, social [1, p. 45]. So, N. Rybka provides a comprehensive analysis of the concept of «single educational space» [2]; V. Andriushchenko uses «teaching space» in his writings [3]. A kind of integration concept can be called «cultural and educational space» [4, p. 37]. Therefore, the concept of «educational space» can be structured and defined as a kind of an equivalent projection of «cultural space».

Artistic education is considered to be a separate educational branch (I. Ziazuiun, G. Padalka, O. Rudnitska, N. Segeda, V. Orlov, O. Oleksiuk, etc.). It is defined as a complex interdisciplinary phenomenon and becomes an integral part of not only single educational space but also as cultural space, as it uses art as an essential institution of culture in its notional apparatus. In the last century art education (musical and pedagogical education) separated into an independent branch of pedagogical education with its structure, content.

Global community seeks to create the global strategy of people education, regardless of where an individual lives and what level of education he has. Education acquires the features of multiculturalism, it develops the ability to evaluate phenomena from the standpoint of another person, different cultures, another socio-economic formation; there forms an environment that involves freedom of cultural self-determination of a future specialist and enrichment of his or her personality.

The theory of the development of complex and meta-complex open systems – synergetics (from the Greek «cooperation») plays a crucial role in solving the contradiction between an individual and the society. According to this theory, social world is a system that self-develops, self-organizes through «the formation of the order of chaos» (S. Kurdiunov, G. Nichols, L. Prigozhin, I. Stengers, A. Toffler, etc.). The basic principles of a synergetic paradigm are pluralism and relativism. The most essential principle in the synergetic model is the one according to which the condition of normal development and effective functioning of open systems, which exist in an unstable dynamic balance, is the maintenance of integrity, coherence of the actions of their components, interaction of pluralism with stability, necessity. The system of principles of the synergetic paradigm, which many scientists

consider as a new general scientific methodology, is based on the notion of «self-organization». Characteristic of self-organization is attributive for all open systems, forming of more complexly organized systems of higher structural levels is carried out in the historical tendency. Implementation of the evolutionary path of development and activity of mankind, the main types of its culture on the basis of synergetic methodology into life – the main task of modern philosophy of education. Synergetic is interdisciplinary by the nature, because it does not have its own objects of research, and it applies its models, typical descriptions, concepts to the objects of other sciences.

Integral potential of synergetic allows using different methods with no fundamental opposition. So, there is a close association between a synergetic approach and a systematic approach that helps treating individual phenomena (culture, art, education, the society) as subsystems of more complex formation like being. Synergetic treats these phenomena as small its projection, with all their characteristics and processes. Dynamic changes of cultural space, that can be considered from the standpoint of the synergetic approach, do not have a single clear defining model, as the methodological principles are fully involved in meta complex systems in their «polyphonic sounding» such as limits of use, homeostatic, hierarchy, disclosure, nonlinearity, dynamic hierarchy, instability, possibility of observation [3]. Using synergetic context the issues of formation of a personality in contemporary culture, the socio-cultural changes in the society, the reorganization of education etc. can also be disclosed.

Therefore, the education system can be considered open, since it is constantly in the process of exchange of information between teacher and students (feedback), targeted search for information. During this process, new goals, methods and means of training emerge. Secondly, the content of education is changing, as it does not match the system of knowledge and skills of students at the moment. Nonlinearity of the process emerges as well as the result. The result of the educational process is always different from the designs of its participants. Thirdly, information space, which constantly increases the educational field, misbalances the system with a stable balance.

The system and synergetic approach, that creates a new concept of pedagogy, is marked out among the complex of different methodological approaches (cultural, humanistic, axiological, technological, and competent). It reveals all the synergetic principles aimed to support the priority of personal values and orientation to the education of human capacity to survive in a volatile world. Pedagogical synergetics, according to V. Kremen, «gives an opportunity for a new approach to work out issues in the development of pedagogical systems and teaching process, treating them, first of all, from the position of openness, co-creation and orientation to self-development» [5, p. 4].

The particularity of artistic education is the extension of the usual scheme of «teacher-student» to the triad of «teacher-composition-student». In this sense, one can observe all principles of synergetic methodology – non-linearity of the interaction between each element of the scheme, the state of uncertainty between reproduction and creativity, the resonance as forming of a reverse system of a new level of «student-teacher».

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