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**THE PRINCIPLES OF TEACHING UKRAINIAN FOLK  
DUMAS IN HIGHER EDUCATIONAL INSTITUTIONS OF  
UKRAINE**

The article deals with the basic principles of teaching Ukrainian folk dumas in higher educational institutions of Ukraine. Cross-cultural education contributes to understanding and acceptance of cultural differences, ethnic tolerance, which is particularly important in the university environment with its close intercultural communication and interaction [1, p. 118]. The creative interaction between the teacher and the student allows «deeper study of Ukrainian dumas' role in the formation of the national identity during intercultural communication» [4, p. 199] and is an integral part of the organization of creative education [5]. The issues of the

integration of art into the educational process in the United States are discussed in the works of Dowell and Goering [2] et al.

Based on the principles of teaching Ukrainian folk dumas in higher educational institutions of Ukraine, we conducted an experimental study with further comparative analysis of the perception of dumas by Ukrainian and foreign students. To teach Ukrainian folk dumas at Sumy State University we used the method of the interview (including written feedback from the students). We applied the following principles in teaching dumas to Ukrainian and international students [3]:

- 1) the principle of *close connection of teaching with the modern life of Ukrainian society*;
- 2) the principle of *family-centrism*.

One of the most important principles of teaching Ukrainian folk dumas is the principle of the close connection of teaching with the modern life of Ukrainian society. Learning and analysing dumas should help students to determine their life position and realise their importance in the life of the nation at the present stage of its development.

Using of the principle of close connection of teaching with the modern life of Ukrainian society makes the educational process deeply individualized. Analysing dumas students determine the nature of emotions of the characters, comparing their manifestations in various genres of folklore. A lecturer brings students' attention to

the features of the Ukrainian national outlook as the basis for the formation of the spiritual values of the nation. It promotes students' abilities to analyse and generalize, helps to involve them as equal participants in the educational process.

In complex with the principle of close connection of teaching with the modern life of Ukrainian society we used the principle of family-centrism. Throughout the Ukrainian history, family-centrism was the basis of the educational process. In the creative cooperation of a student and a teacher, the atmosphere of mutual understanding was created which activated the learning process. The perception of kobzars' performances of dumas by Ukrainian and international students was to a certain extent determined by features of national character.

Thus, when teaching Ukrainian folk dumas a lecturer should familiarise students with the personalities of the creator and the performer of dumas as bearers of the national character of Ukrainians. It is important that students perceive themselves as continuers of national traditions, form their own spiritual world and an active life position preserving the national values in the conditions of modern globalisation processes.

As shown by our research intercultural comparative studies are important for understanding the national specifics of perception of literary texts by representatives of different cultures. In the process of intercultural communication students learn a foreign culture,

evaluate socially normalised habits, traditions, customs of other peoples through the prism of their own culture, exchange opinions and ideas. In this respect cross-cultural education helps to build up understanding between representatives of different nations, develop tolerance to cultural and ethnic differences, create a platform where common values and aspirations unite young people from different parts of the world.

Teaching Ukrainian folk dumas based on the principle of close connection of teaching with the modern life of society and the principle of family-centrism helps students from different countries and cultures to recognize themselves as successors of traditions that form their spiritual world, an active life position and national identity in the context of modern globalization processes. For students from African countries the characters of Ukrainian folk dumas are examples of the spiritual culture of an individual. They pay attention to the close relationship between man and nature, the deeply emotional inner world of the characters. The students even believe in the healing powers of Ukrainian melodies because they are full of optimism, pleasant, calm, fascinating sounds. For Arab students dumas are close because they reflect the values which are coherent with the values of their cultures: heroism, religion, family ties, respect for authority, appreciation of ethnic unity and self-sacrifice. Turkish students express their respect to the characters of dumas and highly appreciate their feelings of conscience, duty, honor,

responsibility, dignity. The melodies of dumas deeply affect their feelings and mentally return them to their native land, brave ancestors and homes.

So, the results we obtained showed that teaching Ukrainian folk dumas based on the principle of close connection of teaching with the modern life of society and the principle of family-centrism helps students from different countries and cultures to recognize themselves as successors of traditions that form their spiritual world, an active life position and national identity in the context of modern globalization processes. The use of these principles in teaching dumas promotes the students' individual perception of the learning content, reveals national specifics of the student's world outlook, deeply rooted in the genetic memory of generations and national psychology.

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