

«DIALOGUE OF CULTURES» SCHOOL AS A MODEL OF TEACHING

At the end of XX – beginning of XXI centuries in some schools of Ukraine there was an experimental trial of teaching history according to the model of the «dialogue of cultures» school. This is a model of education based on the integration of the content of humanities subjects on the basis of cultural studies, students' understanding of a person of a certain historical era through work with real texts of the specified era.

The goal of education according to the model of «dialogue of cultures» is not to prepare an «educated person», one who has absorbed the «last word of science», «has mastered the scientific map of the world», «scientific methods of cognition» and «directed to the further ascent «forward and upward», «for a contribution to the treasury of the general and absolute mind, humanity, spirit», and in fostering the ideal of a «man of culture».

According to V. Bibler, a person of culture is a person who refuses to appropriate ready-made truths, is free and self-determining. A person of culture is in constant search, during which he is interested in an actual endless and unique personal dialogue with an equally unique interlocutor. Such an interlocutor is historical culture.

Education based on the «dialogue of cultures» model is based on the following principles:

- cultural studies – designing for the entire process of learning the peculiarities of the thinking of a person of culture;

- historicity – the sequence of classes corresponds to the sequence of the modern understanding of the types of European historical culture that replaced each other (ancient, medieval, modern, culture of the 20th century);

– dialogicity – the construction of education in each educational cycle on the basis of the internal dialogue inherent in the specified culture, and on this basis;

– a systematic dialogue (communication between different classes, age groups, cultures), which arises around the main points of surprise – the original mysteries of being and thinking;

– cyclical – the educational cycle begins with familiarization with the real text of the era (not with the textbook), continues in the student's analytical work, his communication with the teacher, peers and adults, and ends with the creation of the author's text – a work written in the spirit of the era, its values and its laws;

– problematics – the definition of special problems, «funnels», through which it is possible and appropriate for a certain class and generation to draw in all the events, problems and dialogues that correspond to the content of this culture.

Participants of the educational process in the school of «dialogue of cultures» are recognized as equal subjects who are involved in a complex interaction, in a dialogue that unfolds around a common subject – «points of surprise» – and develops further. During the dialogue, the teacher can always return to the beginning of already formed concepts, find new images.

The content of the study is determined according to V. Bibler's position that each era has certain features of culture and thinking: ancient thinking – eidetic (figurative), medieval – communion thinking (a part is understood as belonging to the demiurge), modern thinking – rationalistic (the mind is everything), the modern era is relativistic, which rejects the possibility of creating a single picture of the world. Based on this, education should reflect these main historical cultures and ways of thinking.

Therefore, V. Bibler and S. Kurganov propose the following structure of the training course: 1-2 year pupils – points of surprise are «knots» of understanding, which will become the main subjects of learning and dialogues in

the following classes. For example, a riddle of a word, a riddle of a number, a riddle of natural phenomena, a riddle of a moment of history, a riddle of consciousness, etc.; 3-4 year pupils – ancient culture; 5-6 year pupils – culture of the Middle Ages, 7-8 year pupils – the culture of the Renaissance, of the new time; 9-10 year pupils – modern culture; 11th – the culture of special dialogues.

The organization of training according to the model of «dialogue of cultures» can be carried out within the framework of the integrated course «History of Culture», which combines the material of history, literature, fine arts and integrated teaching of history and literature. At the same time, working according to the «dialogue of cultures» model requires the teacher to have considerable erudition, well-developed creative thinking, and education in the field of cultural studies, which is lacking in a significant number of teachers.

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