

Креативні індустрії пов'язані з інноваціями, що робить їх конкурентноспроможними. При цьому створюється додаткова вартість і робочі місця. Культура стає складовою будь-якої економіки, а культурні ресурси – вирішальними для розвитку міст і країн. В економічних термінах ідея креативності дає можливість стерти межі між необхідністю і свободою, працею і самореалізацією, засобами та цілями [1].

Головним ресурсом креативної індустрії є люди з їх інтелектуальними здібностями, талантом і творчим потенціалом. Творча особистість повинна завжди бути готовою швидко зреагувати й знайти належне і успішне рішення, вміти критично мислити, вдало комунікувати з іншими. Усіх цих якостей особистість набуває у процесі соціалізації, яка є безперервним процесом засвоєння норм, цінностей, ідеалів, становленням всього соціального досвіду.

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#### MULTICULTURAL EDUCATION IN TRAINING ECONOMISTS

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Key words: multicultural education, multicultural component, institutions of higher education

Ukraine is a state of cultural, ethnic and religious diversity, which builds an open, democratic society. An open environment is the result of multicultural education, so the introduction of its principles is especially important for our country.

The literature formulates the principles of educational development in the modern multicultural globalized world, which include:

- priorities of human personality and its development;
- multiculturalism and tolerance in an intercultural environment;
- convergence and globalization;

- transition from the knowledge paradigm of education to competence;
- focus on ensuring the sustainable development of civilization;
- continuity and fundamentality of education;
- informatization.

The legal aspect of multicultural education is based on legislative acts and documents: The Constitution (Basic Law) of Ukraine, the Laws “On National Minorities in Ukraine”, “On Freedom of Conscience and Religious Organizations”, “On Child Protection”, “On Prevention of Domestic Violence”, “On Citizens' Associations”, the National Doctrine of Education Development in Ukraine, other current documents, as well as international legal acts ratified by the Verkhovna Rada of Ukraine.

Talking on the interpretation of the term “multicultural education”, let us consider the scientific views of scientists on the problem of multicultural education. Thus, scientists L. Golik, T. Klinchenko, M. Krasovitsky, T. Levchenko considered the problem of multicultural education in combination with the education of schoolchildren, relations, which provides acquaintance with the culture of peoples living in one country, creating conditions for the emergence of a sense of trust and solidarity between them, the ability to interact. Ukrainian researchers point out that multicultural education and upbringing should not contradict national ones, but should be considered together as part of a single process. According to them, such a combination will contribute to the deep assimilation and understanding of both national and universal moral values.

For multicultural education, both universal values that go beyond group characteristics and all those diverse values that define group affiliation and create unique cultures and worldviews are important. Universal values are contained in cultural, religious and national traditions. No matter how different these traditions were, they gave rise to many common features in different nations, regardless of time and distance.

Multicultural component is one of the components of professional training of future economists. Its content is realized in the spheres of professional activity of the economist, aimed at the development of value-oriented basis of personality and contributes to the formation of the readiness of the future specialist for multicultural interaction. The component of the multicultural component of vocational training includes a set of interrelated elements of both external (social: ethnocultural, sociocultural, intercultural) and internal (worldview) plans that determine the content of vocational training based on the introduction of theoretical and practical material, multicultural orientation.

According to this understanding of the multicultural component of professional training of future economists, we can note four main structural elements – ethnocultural, sociocultural, intercultural, worldview.

As for the functions of the multicultural component of professional training of students of economic specialties of institutions of higher education, there are the following – cognitive, axiological, personality-oriented, creative, humanistic.

In the structure of the multicultural component of professional training of students of economic specialties of institutions of higher education we can distinguish three levels: informational, inculturation level, communicative or linguistic.

Conclusions. Thus, the formation of economists of the new formation is more effective in the process of purposeful multicultural education, which is carried out through the introduction of professional training in the multicultural component of the education content.

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#### FUNDAMENTALS OF MULTICULTURAL FORMATION

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Multiculturalism is one of the most current trends in the global process of education reform, called to life by democratization, which is deepening and increasingly embracing the social structures of the world community. This trend has been particularly strong in Western Europe, due not only to the process of reforming education systems, but also to the changing demographic and ethnic composition of the population, caused by an unprecedented influx of immigrants from Eastern Europe, Asia and Africa.