

Babenko O., PhD in Philology, Associate Professor,
Kyiv National University of Technologies and Design (Kyiv, Ukraine)

CULTURAL AND EDUCATIONAL TRADITIONS IN MODERN CANADA

Regularly places Canada on the list of countries with the highest quality of life based on living standards, life expectancy and education. Canada's progress towards a creative, high-quality culture and education is based on knowledge of many languages and disciplines.

Problems of educational activity in a multinational environment are considered in the works of Canadian and American scientists: C. Bennet, J. Banks, C. Grant, J. Cummins, L. Lippmann, M. Lupul, S. Nieto, K. A. McLeod, K. Moodley, S. V. Morris, J. Porter, R. J. Samuda, D. Taylor, C. Tator [5]. Philosophical, psychological and pedagogical foundations of Canadian education, its goals and objectives are highlighted in the works of these scientists. Issues of language and culture integration in the learning process, as well as modern challenges in the context of globalization are analyzed in numerous papers [3, p. 60; 4, p.47]. The latest Ukrainian-Canadian socio-political, historical, socio-economic, philological, cultural, educational and pedagogical studies in the field of modern Canadian Studies are emphasized in a number of international conferences and congresses [1, p.238; 2, p. 245].

The purpose of the paper is to analyze main historical facets, modern trends in the Canadian educational system, as well as highlight the experience of collaboration between Ukraine and Canada through the implementation of multi-vector educational, cultural and social projects aimed at fruitful and mutually beneficial relationships.

Education is a great concern of any country. It is considered to be a basic human activity and a part of the regular interaction within a family, business or nation.

A the majority of Canadians were rural dwellers. Their communities were relatively homogeneous, closely knit and supportive and shared similar ideals and values.

However, recent decades are characterised by an increasing urbanization, changes in immigration policy and global challenges. Therefore, traditional institutions such as schools and churches took on modified responsibilities in an attempt to cope with social changes and an obviously growing divergence of perspective on the system of education and cultural realities [5].

Pluralism was an acknowledged condition, but national minorities and local communities were encouraged to preserve their unique ethnic and linguistic roots. One reason of growing pluralism in Canada has been to expect more of schools in building a common culture which can be seen like a jigsaw of many other cultures, customs and traditions of indigenous peoples, early settlers and immigrants. The provincial and territorial governments are responsible for delivering education, so there may be some differences from sea to sea (*a mari usque ad mare*).

In Canada school is mandatory for all children between the ages of about 6 and 18, and it is free of charge. Education is paid for through citizens' taxes. Some parents may choose private schools, which they have to pay for. They also have the right to teach their children at home (home-schooling). There are three basic levels of schooling, which are called elementary, middle and secondary. Before entering elementary school a great number of children attend preschool. But most of them usually begin school between the ages of 4 and 6. To register a child at school parents or custodians need to provide a child's birth certificate, a proof of guardianship or custody, a proof of residency, a record of vaccinations[5].

Canada is a bilingual country. English and French are spoken in communities across the country. Students have the right to be educated in either English or French. The school year typically begins in late August or early September and ends in June with a few breaks. The working week lasts five

days from Monday to Friday. Students are also involved into extra-curricular activities, which help students build leadership, physical and social skills. Secondary (high) school begins at grade 9 in most areas. By the time students complete their schooling, they will have received a secondary school diploma after 12 years of education.

As for the post-secondary level of education we can emphasize three different types of institutions: universities, colleges, institutes.

All of them go through a government quality control and are officially recognized. These measures help them get grants. At most post-secondary institutions, there are two main terms of study per year: from September to December and from January to April. Universities offer programs that lead to different types of degrees in many disciplines and subjects. There are three types of degrees: bachelor's degree, a basic degree given by Canadian universities, that takes three to four years to complete; master's degree, a more advanced degree, that usually takes one to three more years of study; doctoral degree, the most advanced degree, offered by Canadian universities. It generally requires three or more years of study and research. However, in addition to completing the degree in regulated professions, such as medicine, law and education, students must complete an internship or pass a standardized examination to become licensed to work in their profession.

In their turn, colleges and institutes usually offer one to three year programs. They qualify graduates to work in specific jobs within many different fields of Canadian national economy such as business, computer and mechanical technologies, health and social services, agriculture, trades (such as carpenter, electrician and plumber) and many others. All students must pay tuition fees for post-secondary studies. They vary depending on the school and program. They are usually between \$2,500 and \$8,000 a year. Students must also buy course materials such as textbooks and supplies and pay for housing, food, transportation and other expenses. But in case of necessity students can take some financial help: student loans from a bank or the government, which

they have to pay back or grants, scholarships or bursaries, which they don't have to compensate.

It should be noted that the establishment of centers for the study of Ukrainian-Canadian issues and the promotion of Ukrainian culture in Canada is one of the unique achievements of Canadian higher education institutions. At present, these centers function aiming at analyzing the influence of Ukrainian Canadians on the formation of Canadian society. They deal with current issues of Ukrainian-Canadian research, intensify collaboration between Ukrainian and Canadian schools and share knowledge about two countries. Among them are the following: Center for Ukrainian Canadian Studies at the University of Manitoba, Canadian Institute of Ukrainian Studies at the University of Alberta, Ukrainian Resource and Development Center at McEwan University, The Ukrainian-Canadian Research & Documentation Center in Toronto and many others. The main functions of the above mentioned organizations and centers are teaching, research and active social activities.

Nowadays, there is a great numbers of international Ukrainian-Canadian innovative educational projects and contests in many parts of Ukraine, in particular Kyiv, Kharkiv, Ostrog, Lutsk, Nizhyn, etc.

They are realized due to volunteers from both sides and sponsorship. As a rule, the mission of these events is to support those educators who work creatively, promote innovative approaches in theory and practice. All pedagogical achievements in the sphere of curricular and extra-curricular activities from pre schooling to post schooling education are taken in consideration and discussed by the international experts. Some of them are foreign teachers living in the USA, Canada, Poland, Germany, Hungary and other countries .

In addition, the moderators of the international projects always try to encourage participants to pay attention to the world challenges, such as problems of school democratization, student self-government, education of children's creativity and critical thinking; axiological, acmeological facets of

studies in the field of pedagogy, inclusive education, school club movement, development of national-patriotic and environmental upbringing, etc.

Another effective form of Ukrainian-Canadian collaboration is the organization of multidisciplinary research and educational-search activities in Ukraine with the help of specialists and experts from Canada.

Charitable forms of collaboration are a great concern as well. Their goal is targeted humanitarian support by volunteer communities of Canada to individual citizens, public associations, families, some state institutions (shelters for homeless, boarding schools, medical institutions, etc.). In recent years, volunteers provide charitable assistance to family members of dead soldiers, displaced persons from a war zone, crippled people.

Thus, on the basis of primary sources, statistical data, popular discussion platforms we came to the conclusion, that the policy of multiculturalism in Canada is provided with a legislative framework, but there are significant differences in the practice of its application in different provinces. Each province develops a multicultural education policy based on the following documents: the International Declaration of Human Rights, the Canadian Charter of Rights and Freedoms, Canada's Multicultural Act and its historical background.

REFERENCES

1. Іванюк Ю. Центр українських канадійських студій при університеті Манітоби: проекти та виклики. *Україна – Канада: матеріали I Міжнародного науково-практичного конгресу з канадознавства (21–21 червня 2018 року, м. Луцьк, Україна)*. Луцьк: Вежа-Друк, 2018. С.238-239.
2. Пономаревський С. Форми імплементації українсько-канадської гуманітарної співпраці на Чернігівщині: з досвіду роботи. *Україна – Канада: матеріали I Міжнародного науково-практичного конгресу з канадознавства (21–21 червня 2018 року, м. Луцьк, Україна)*. Луцьк: Вежа-Друк, 2018. С. 245-248.

3. Babenko O V. Integrating language and culture through ESL extracurricular activities. *Діалог культур у Європейському освітньому просторі: збірник тез доповідей V Міжнародної конференції*, м. Київ, 12 травня 2020 р. Київ: КНУТД, 2020. С.57-60.
4. Getman V., Babenko O. V. Global challenges in Higher Education. *Діалог культур у Європейському освітньому просторі: збірник тез доповідей V Міжнародної конференції*, м. Київ, 12 травня 2020 р. Київ: КНУТД, 2020. С. 46-48.
5. Peters F., Patterson R S., Kash N. *Education in Canada*. URL:<https://www.thecanadianencyclopedia.ca/en/article/education> (28 April, 2021).