

PRE-SERVICE TEACHERS' MULTICULTURAL COMPETENCE FORMATION IN WORK WITH MIGRANT STUDENTS

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Abstract: Key problem of this research was identification and justification of the major conditions of formation of students' poly-cultural competence – for future teachers as important element of their vocational training for work with migrant students. As a result of the analysis of scientific literature, in article definition of the concept "poly-cultural competence of the teacher" is given, its contents from the point of view of the considered problem reveals. On the basis of structuring poly-cultural competence and identification in its structure of separate competences by authors carried out the analysis of content of disciplines in the pedagogics module and the didactic units promoting formation of these competences are revealed. Authors noted pedagogical technologies, effective for poly-cultural education, as well as the role of educational and scientific and educational practical activities of students when forming poly-cultural competence. As research methods in work were applied: analysis of scientific literature, normative documents (educational standards and working programs of subject matters); specification, systematization, generalization. The received results can be used as recommendations for teachers and students of universities at implementation of pedagogical activity in the poly-cultural environment.

Keywords: training of future teacher, migrant students, poly-cultural competences, pedagogical conditions of formation of poly-cultural competence.

1 Introduction

The active migratory processes taking in the modern world has aggravated problems of adaptation of immigrants in the cultural environment unfamiliar to them. First of all it is about children - migrants. As show researches, complexity of inclusion of school students on foreign culture Wednesday, in particular, of the Russian society, it is caused by a language barrier, weak idea of basic values of culture, norms of interpersonal communication, difficulties of communication, a problem of coexistence of representatives of various ethnoses (Zborovsky et al, 2013).

In this regard the school and teachers is faced today by an important task – which is to teach students to realize a variety of modern cultural reality, personal and ethno-cultural features, to create skills of the solution of problems of cross-cultural interaction by means of dialogue and cooperation. However, as the practical experience testifies, teachers are quite often not ready to conduct effectively work in the sphere of international communication. Act as the reasons:

- inability professionally competently to build up the relationship with students on the basis of the principles of dialogue, tolerance;
- unavailability to enter communication with children of different ethnoses from a position of equality of cultures;
- lack of the available practice-focused poly-cultural technologies (Lynche, 1989)

Above-mentioned problems staticized a question of need formation for poly-cultural competence of future teachers for the

purpose of their vocational training for work with migrant students. This task is one of the strategic directions of development of the Kazan federal university within the Teacher of the 21st Century project.

2 Materials, Methodology And Methods

Research objective: to prove and concretize set of the conditions of educational process providing high-quality formation of poly-cultural competence of future teacher for work with migrant students on material of the Pedagogics module.

Methodological basis of a research are activity (Leontyev,2005), competence-based (Verbitsky,2004) approaches, the theory of the organization of uniform educational space and the poly-cultural educational environment (Bondyreva,2007).

Research methods: theoretical analysis of scientific literature, substantial analysis of educational standards and working programs of subject matters, specification, systematization, generalization.

The analysis of theoretical sources (Konopatskaya et al, 2015; Fakhrutdinov, R.R., Fahrutdinova, R.A. (2016). Banks, 1995; Banks, 1998; Iskander et al, 2016; Jacob, 1995) allowed us to define poly-cultural competence as readiness of the teacher for the solution of the professional pedagogical tasks in the conditions of development of poly-cultural society directed to creation of interaction with subjects of education and representatives of ethnic societies on the principles of tolerance, as well as problems of pedagogical support of students of different nationalities in sociocultural space of school.

According to the Federal educational standard of higher education (FGOS VPO 3+) in the Pedagogical education direction of realization of poly-cultural training of future teacher competences have to promote: ability to work in team, to tolerantly perceive social, cultural and personal distinctions; ability to carry out training, education and development taking into account social, age, psychophysical and specific features, including special educational needs of students; readiness for interaction with participants of educational process; ability to reveal and form cultural needs of various social groups (Dyuzhakova,2009).

The data set of competences, in our opinion, insufficiently fully and precisely reflects essence of poly-cultural competence as the integrative personal quality formed as a result of mastering separate competences. Therefore the specification of federal requirements taking into account high school specifics and the realized profile of preparation gives the grounds to add and present it the list of competences which can be formulated as abilities and readiness:

- to build constructive interaction with children of other nationality;
- to represent and protect interests of the students studying different nationalities at design of educational programs;
- to give support to the child migrant in establishment of contacts with other children in educational institution and a social environment;
- to propagandize and show tolerant behavior, ethical standards of cross-cultural relationship,
- to help to master cultural values, traditions of the country of accommodation;
- to promote distribution of reliable information about history, culture, customs, traditions of the people and the countries from where there arrived children migrants;
- to build up the tolerant relationship with parents of other nationalities;

- to help parents, other teachers to understand the child - the migrant;
- critically to analyze results of the work with children migrants and their parents;
- to promote holding cultural events, ethno-national holidays with a support on feature of poly-cultural space of the region;
- to use various sources of information concerning work with children migrants (The federal educational standard of the higher education in the direction of preparation 44.03.01 pedagogical education, 2015)

The main conditions of high-quality formation of poly-cultural competence of future teacher for work with migrant students of educational process of a higher educational institution, in our opinion, are:

1. content enrichment of psychology and pedagogical disciplines of a poly-cultural component, first of all in aspect of training of future teachers for work with children migrants;
2. use of the pedagogical technologies promoting mastering skills of cross-cultural interaction;
3. stimulation of research activity of students in different forms of its organization;
4. the organization of student teaching of students in the conditions of the poly-cultural educational environment.

3 Results

According to a stated purpose in this research the essence of the main pedagogical conditions of formation of poly-cultural competence of students given above - future teachers in aspect of their preparation for work with children migrants is disclosed.

For justification of the first condition we analyzed the content of disciplines of professional and special cycles of the Pedagogics module. At the Kazan federal university it is included in a basic part of the curriculum in the direction of preparation "Pedagogical education" (bachelor) and is one of fundamental for formation of poly-cultural competence of the teacher for work with children migrants along with disciplines of psychological and methodical blocks.

Selection criteria of content of training in the Pedagogics module were the competences considered above characterizing poly-cultural competence of future teachers as an integrative personal new growth. Results of the analysis and selection of didactic units are presented in table 1.

Tab. 1 Didactic units of content of disciplines of the Pedagogics module and corresponding competences of categories of ability and readiness of students for work with children migrants

Disciplines

Pedagogics module

Didactic units of contents

Competences of students for work with children migrants

General fundamentals of pedagogics

Subject 1. Structure of pedagogical sciences. (Concepts: "rehabilitation pedagogics", "migratory pedagogics". Ethnological fundamentals of migratory pedagogics)

To use various sources of information on questions of work with children migrants

Subject 2. Pedagogical activity. (Legal, ethical standards; requirements of professional ethics in the conditions of the poly-cultural environment. Professional and personal readiness of teachers for work in poly-cultural educational space. The main components of professional competence of the teacher for work with children - migrants)

To propagandize and show tolerant behavior; ethical standards of cross-cultural relationship; to critically analyze results of the work with children migrants and their parents

Subject 3. Education as public phenomenon and pedagogical process. (Concepts: "culturological educational paradigm", "dialogue of cultures", "culturological" and "personal focused" approaches. Essence, signs and functions of poly-cultural educational space as environments of social adaptation, rehabilitation and education of migrant students)

To use information on features of different national cultures in educational process

Pedagogical history and educations

Subject 1: Fundamentals of national pedagogics (National pedagogics as the ideas which historically developed and transferred from generation to generation, traditions, customs; spiritual beginning of national educational traditions. Humanity - the main feature of national pedagogics)

To promote distribution of reliable information about history, culture, customs, traditions of the people and the countries from where there arrived children migrants.

Theory and technique of education

Subject 1: Pedagogical interaction. (Bases of cross-cultural communication and technology of their implementation. Ethnic consciousness, national and cultural tolerance. Ethnic auto-and hetero-stereotypes. Interethnic communication at the interpersonal level as an adaptation factor in other sociocultural environment.)

To build constructive interaction with children of other nationality

Subject 2: Collective as an educational tool (Children's collective as the social and pedagogical environment influencing socialization, sociocultural adaptation and rehabilitation of the personality. The conflicts on the interethnic soil in school collective. Psychological climate of school as condition of the positive relations between children of different national and cultural communities)

To give support to the child migrant in establishment of contacts with other children in educational institution and a social environment

Subject 3: Educational system of school (Concept: "socialization of the personality". Indicators of specific features of trajectories of life, their possible deviations. Programs of prevention of various forms of violence and the conflicts on an international basis. Regularities of the family relations and work with the parental public from the circle of migrants. Regularities of formation and development of child adult communities in the poly-cultural environment, their social and psychological features).

To build up the tolerant relationship with parents of other nationalities; to help parents, other teachers to understand the child - the migrant.

Didactics

Subject 1: Training process. (Special approaches to training of school students for which Russian is not native. Individual-based educational programs taking into account personal features of students. Psychology and pedagogical maintenance of development of the main general education programs by students for which Russian is not native).

To represent and protect interests of the students studying different nationalities at design of educational programs

Modern pedagogical technologies

Subject 1: Classifications of pedagogical technologies. (Features, ways and conditions of social and pedagogical support of migrant students . Pedagogical technologies: "protection", "help", "assistance", "interaction". Special technologies of carrying out the correctional developing work. Technologies of educational, social and cultural adaptation: stimulation of interest and familiarizing with activity; assistance and creativity; cross-cultural trainings; cultural assimilator)

To promote holding cultural events, ethno-national holidays with a support on feature of poly-cultural space of the region; to help to master cultural values, traditions of the country of accommodation

When forming poly-cultural competence the special role belongs to the pedagogical technologies promoting mastering students skills of cross-cultural interaction (the second condition). The main requirement imposed to their selection - an orientation on development and diagnostics not only the academic results of training (knowledge, skills) formed in the course of development by students of subject matters, but also results in the form of competences. Such technologies as are offered: pedagogical modeling, dialogue technologies, case-study, method of playing of roles a portfolio method, a method of the developing cooperation, design, a business game, tests of action, etc. Special value has to be in our opinion allocated for a method of situation analysis. Considering that efficiency of their decision is one of criteria for evaluation of competences, educational and professional tasks play a key role and have to become a necessary element of these technologies of training. (Akhmadullina et al, 2012). At a stage of formation and diagnostics of the created competences situations of the pedagogical help, such as can be used, for example: adaptation to new conditions, situations of confidential contact, support, a depression, confusion, aggression, the arising conflict, quarrels, insults, emotional explosion (Spirin, 1994). An important role for formation of poly-cultural competence is played also educational and scientific and educational practical activities of students (the third, fourth conditions). In view of the special importance of researches in the sphere of poly-cultural formation of the Kazan federal university we consider student teaching as the platform for research activity of students. In this regard students during practice receive tasks to develop the research project and to carry out pass a research. The subject covers all range of problems in the field of educational, social and psychological and cultural adaptation of children migrants: a) assimilation of the ordered norms and values of school behavior; b) national consciousness and interethnic tolerance; c) valuable orientations and motivational sphere of children migrants; d) interpersonal interaction of children migrants with schoolmates, etc. The subject of the research project is defined together with the teacher and the teacher - the curator. The structure includes three blocks: 1) theoretical (analysis of scientific literature); 2) diagnostic (selection of tools for diagnostics of a problem of adaptation: tests, questionnaires, programs of observations); 3) training-bringing up (development of plans of educational work, abstracts of actions, individual conversations, scopes of PTA meetings, programs of psychology and pedagogical maintenance of development of the main general education programs by children migrants).

4 Conclusions

Poly-cultural competence was considered in work as the complex structure consisting of the separate competences demanding for formation and assessment not only various "tools", but also creation of special organizational and pedagogical conditions. Besides the conditions considered in work, according to researchers (Dyuzhakova,2009), (Danilov,2016) not less important are: readiness of teachers of higher education institutions for design of the poly-

cultural educational environment; existence of the corresponding program and technical tools; implementation of the regional programs stimulating participation of future teachers in development of projects of a poly-cultural orientation. We believe that the received results of a research will promote the most successful formation of poly-cultural competence of future teachers of aspect of their preparation for work with migrant students.

Acknowledgement

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

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