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Multicultural training of the teacher for work with children of Muslim migrants

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Abstract

Activization of migratory processes led to increase in number of Muslim migrant children in educational institutions. Migrant children have a language barrier in communication with peers, difficulties with adaptation to new culture, new traditions, customs, value orientations, new relations in group. And a result is negative experience of training and high trait anxiety. Concerning children's age migrants studying is actual sociocultural, language, psychological and pedagogical aspects of adaptation. It should be noted that the problem of migrant children adaptation is rather well investigated. Models of migrant children' and their families' adaptation were created taking into account sociocultural features of different countries and regions, methods of language adaptation of children. Extensive date of empirical researches was collected; the system of monitoring was developed. At the same time researches of a problem of multicultural training of the teacher are at an origin stage. In this area there are no complete fundamental researches in the world science yet.

Research objectives: to study by experiment adaptation of Muslim migrant children in the Republic of Tatarstan, justification of idea of intercultural dialogue as principle of multicultural training of the teacher for work with children of Muslim migrants.

Method: To detect adaptation features of Muslim migrant children and their families in the receiving community we prepared two questionnaires. The first questionnaire was directed to detection of difficulties, which Muslim migrant children faced in the course of training. The second questionnaire included questions for identification the problems, which teachers had in work with Muslim migrant children. 150 elementary school teachers, 120 Muslim migrant children and their parents took part in research. Examinees were from Kazan, from the towns and the villages in the Republic of Tatarstan. Primary results processing revealed lack of negative attitude to Muslim migrant children at public school. Some children and parents told about existence of misunderstanding and the conflicts with certain teachers. Most of the parents noted absence of conditions at schools for Muslim ceremonies (Mohammedan prayer), the requirement of school uniform, lack of "halal" food, joint stay of girls and boys at physical education classes.

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Questioning of teachers showed that at public schools in the Republic of Tatarstan the number of migrant children was few; the overwhelming majority of migrant children are from Muslim families. The most actual problems which teachers face in the course of training and education of Muslim migrant children are: a language barrier, problems in learning of Russian grammar, ignorance of the child's customs of native culture, ignorance of culture of the host country. The analysis of questioning results also revealed that most of migrants were from low social groups. They had no opportunity to get good education, to join in refinement. Ignorance and lack of education of most migrants as a result generates social provocations, religious-based conflicts, manifestations of extremism, etc. In such conditions there is a need for special training of the teacher based on conceptual idea of intercultural dialogue.

The principle of the intercultural dialogue is understood in science as interaction, influence, insight of different historical or modern cultures, as forms of their confessional or political coexistence. The Republic of Tatarstan in this regard is the unique region. Here for a long time both ethnic Muslim Tatars and representatives of other nationalities and religions live in friendship and chime. The scientific and educational project "Multicultural Training of the Teacher" is developing at the Kazan federal university at that moment. The project has complex interdisciplinary character and is directed to training of teachers for work with Muslim migrant children and their families.

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Keywords: adaptation, children of Muslim migrants (Muslim migrant children), Republic of Tatarstan, intercultural dialogue, multicultural training of the teacher

1. Introduction

Development of migration processes in Russia and abroad have aggravated a problem of training and adaptation of migrant children, the majority of whom are traditionally natives of the Muslim regions. Migrant children have a language barrier in communication with peers, difficulties with adaptation to new culture, new traditions, customs, value orientations, new relations in group. And a result is negative experience of training and high level of trait anxiety.

The problem of migrant children adaptation is rather well investigated in national and foreign science. The thorough understanding of this problem in the sphere of Russian education in pedagogics occurs within the concept of development of international communication culture (Gasnov, 1996), polycultural education (Gay, 1994, Bosswick, Fassmann, Kohlbacher, Luken-Klassen, 2007), the migratory pedagogics dynamically develops (Sukhorukova, 2001). Different aspects of this problem are considered in foreign concepts of multicultural education (Banks, 1999), and also from the point of view of social and psychological approach (Gaitandes, 1994, Heckmann, Schnapper, 2003.). Goryachev's U.A., Makarov's A.Y. works were devoted to studying of the foreign culture educational environment influence on adaptation process of migrant children (Goryachev, 2005, Makarov, 2010). In the developed researches adaptation models of migrant children are created taking into account sociocultural features of the different countries and regions, techniques of language adaptation of children- heterophones, extensive material of empirical researches is collected, the system of monitoring is developed, etc. At the same time in world scientific and educational practice to multicultural training of the teacher., that implies need to take into account in educational process the specific features of the pupils connected with their cultural, social, ethnic, religious origin, creation of special conditions of training and education, receives little attention. The aforesaid has defined research objectives: to experimentally investigate nature of Muslim migrant children adaptation in the Republic of Tatarstan; to justify the idea of intercultural dialogue as methodological principle of the multicultural training of the modern teacher.

2. Research methods

To detect adaptation features of Muslim migrant children in the accepting community we developed questionnaires for school teachers and children of migrants. Questionnaires include questions which allow to study the number of migrant children at comprehensive school; existence of the teacher's experience of work with migrant children; difficulties which children of Muslim migrants meet when training at comprehensive school; teachers' level of understanding of need to have special knowledge and abilities in the course of training and education of Muslim migrants children.

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