

7th International Conference on Intercultural Education “Education, Health and ICT for a Transcultural World”, EDUHEM 2016, 15-17 June 2016, Almeria, Spain

## Intercultural Upbringing in a family in the context of national traditions

Gulnara F. Biktagirova\*

*Kazan Federal University, Mezhlauka str. 1, Kazan 420021, Russia*

---

### Abstract

Intercultural upbringing of pupils and students is one of the fundamental and topical issues. Today education is becoming more open to intercultural cooperation and tolerance. Thus, it is necessary to use a potential of an educational process and a family in the cultures dialogue formation. The paper presents a theoretical and empirical study of intercultural upbringing of students through family traditions; it also explains the need of applying educational potential of family traditions in intercultural interaction formation while training of students - future teachers and parents. The study was conducted among the students of the Institute of Psychology and Education at Kazan Federal University.

© 2017 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the organizing committee of EDUHEM 2016.

*Keywords:* family, intercultural upbringing, national traditions, family traditions, multicultural education

---

### 1. Introduction

#### 1.1. Structure

In the modern world we can observe broadening and deepening interaction of cultures. This can lead to problems both with different cultures interaction, and erosion and destruction of ethnic boundaries. One of the important issues raised in this context is the question of intercultural upbringing in a family. Education is understood here not only as socialization and "introduction to culture", but also as a cross-functional process. However, all peoples in all times want to raise their children to be honest, brave, hardworking. The question is precisely what is defined by these human

---

\* Corresponding author. *E-mail address:* [BikGF@mail.ru](mailto:BikGF@mail.ru)

values and what means of folk pedagogy are used to achieve their introduction and implementation (Kon, 1992) Transfer of experience, knowledge and skills from adults to children was carried out mainly in families, so it is mainly based on family traditions, i.e. what and how a young man was taught in the family.

### *1.2. Exploring the importance of the Problem*

Along with the socioeconomic conditions of society and the nature of generational relations in it, upbringing in a family is also being ensured with the system of tradition. The role of traditions in the process of upbringing is determined by a degree of their conservatism, resistance to external influences, capacity for borrowings and inclusions, intensity of innovation processes. International families provide closer cooperation between different nations' representatives, create the atmosphere of tolerance and respect for national identity, positive traditions and customs of other nations, their culture, language, humanize relations within the family, humanize personalities of family members both adults and children

### *1.3. Status of the problem*

Intercultural and ethnic tolerance and the process of its formation are represented adequately in the works of D. Trager & Hall (1954), Sadokhin (2008), Ter-Minasova, (2000) and others. Intercultural upbringing is described in the works of Tarumi (2012) and Lebedeva (1999).

Intercultural interaction is one of the fundamental factors in the development of world and Russian pedagogical community and family. Under the influence of a comprehensive process of internationalization of social life, education is becoming more open to intercultural interaction of two or more cultures. Intercultural interaction is understood today as a contact and influence of teachers and parents, belonging to different cultures, each other in their professional activity and in society. It conduces comprehension of "world view" and multiculturalism of the modern world. On the one hand, the world view is connected with daily activity of everyone; on the other hand, there is a process of creating new images of the world, carried out in reflection. Fundamentals of intercultural communication are: culture of communication; speech culture; information culture; culture of behavior; culture of creation; professional culture; culture of traditions, labor and life; culture of self-actualization; moral culture, etc. Any of these areas deserves special attention. Here we deal with intercultural interaction through upbringing in family traditions.

Despite the fact that the characteristics of ethnic and cultural reality constitute one of the traditional problems of psychological and pedagogical science, its consideration in the context of a family is a quite young area, requiring a more detailed elaboration. Tradition is defined in socio-cultural and pedagogical aspects by Kagan (1996) and Markova (2007), et al., where it is considered to be the transmission and preservation of valuable teaching experience, educational events and issues. The necessity of family traditions adoption for the formation of intercultural upbringing is described in works (Biktagirova & Valeeva, 2015, Akutina, 2009) et al. They are considered to be one of the ways of initiation to the positive attitude of multicultural interaction, family, marriage, interpersonal relationships and parenting. These basic attitudes are love; birth and upbringing of children; ensuring of confident and stable relationships, their arrangement and structuring; accumulation of ancestral experiences of social development; transfer of traditional methods of self-actualization, problem solving, etc.

At the present stage the following areas of concern of ethno-cultural characteristics interference problems can be stressed out:

- impact on relationships of the spouses;
- impact on parents - children interaction;
- impact on development and socialization of child's personality.

Ethnic peculiarities of intra-familial operation are the basis for the development of ways of social response, which are then used by children. Following national traditions inevitably results in individual's behavior. Traditions themselves are not transferred mechanically from generation to generation. They need to be developed and introduced into the process of family upbringing of children, taking into account changes that occur in the society. Consequently, future teachers and parents need to be trained in this area.

Download English Version:

<https://daneshyari.com/en/article/5125760>

Download Persian Version:

<https://daneshyari.com/article/5125760>

[Daneshyari.com](https://daneshyari.com)