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**MULTI-CULTURAL TRAINING OF FUTURE PRESCHOOL
TEACHERS (CASE- STUDY: KAZAN FEDERAL UNIVERSITY)**

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Abstract

The topicality of the problem under study is conditioned by the fact that the multi-cultural training of future preschool teachers is an important stage in laying the foundations of cross-cultural communication, tolerance, professionally significant cross-cultural competence, and respect for ethnic minorities. In this regard, the article is aimed at developing the multi-cultural training of future preschool teachers. The article reveals the importance of the multi-cultural training of future preschool teachers through the prism of university education.

Multi-cultural training is an integral part of modern life. As a result, with the help of the pedagogical technology of multi-cultural training of future preschool teachers, a positive perception of the environment is formed. Accordingly, critical thinking develops, which plays an important role in the formation of the student as an independently developing preschool teacher.

The work on the development of cross-cultural competencies contributes to the development of alternative thinking in society as opposed to conventional judgments. With such work, the student's civil position is consolidated, the need to learn foreign languages is formed, the foundations of a "new" teacher are laid, considering the needs of the society. As a result of experimental research, the levels of development of cross-cultural competencies of future preschool teachers are given.

The materials of the article can be useful for preschool educational organizations staff, children psychologists, teachers of preschool pedagogics and psychology, as well as for a wide range of readers.

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Keywords: Future preschool teachers, multi-cultural training, professional competences, higher professional education, ethno-culture, tolerant personality..



1. Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO) announced its global development of the concept of promoting the values and ideals of a culture of peace in the society, promoting cross-cultural communication, building tolerance among young people, and international cooperation (Valeeva, Kalimullin, 2016).

And this is not accidental, because a worthy and successful development of the state depends on the next generation. The International Education Commission, and the United Nations pursue a similar goal. The documents they provide refer to global strategies in education, science, research, that it is necessary to learn how to transform the existing relationships, strengthen them, and learn how to establish new ones (Zakirova & Purik, 2016).

Higher education is a powerful tool for creating a supportive democratic society and a humane environment, an obvious way out of the crisis of inter-ethnic conflicts, and a means of establishing contacts with representatives of various ethnic groups and cultures (Koletvinova, 2016). Pedagogics of the multi-cultural training of future preschool teachers in the university should become the paramount condition for democratization of the process of education and training.

The success of the future preschool teacher is based on the ability to form a culture of peace largely depending on the level of his cross-cultural and professional competence. At the same time, the level of cross-cultural competence and the process of its development are related to the personal characteristics of the society (Zakirova & Kamalova, 2016).

2. Problem Statement

Multi-cultural training of future preschool teachers predetermines values in training and education, raising the best features of a person on the pedestal for them to be sought after. The individual differences and unique identities of national and ethnic minorities need to be supported. Multiculturalism enters a multi-cultural space with different variations and perspectives for the development of future teachers of children, organizing an integral national concept and practice of the upbringing and education of the student and youth (Gabdulchakov et al., 2015).

The pedagogical policy of the university in the conditions of ethno-cultural diversity is to contribute to the training of future preschool teachers to the reality existing outside the university (Sabirova et al., 2016). Such a policy will contribute not only to multi-cultural training, but will also carry out an intermediary mission between representatives of various ethnic groups. The state can help in the development of national identity, however, instilling respect for all the cultures or, on the contrary, to encourage nationalism and xenophobia falls within the walls of the university, which then 'transfer' knowledge to the children's environment through the training of pre-school teachers (Bashinova, & Garifullina, 2017).

The cross-cultural activity of the educator in preschool educational institutions is to give the pupils and their parents a strong belief in strengthening the integral and cultural diversity of the society. This idea seems quite relevant in the multinational Russian Federation. As economic and political integration is under way, a great importance is placed on the preservation of national identity in the training of future teachers of preschool education. The globalization of the XXI century has aggravated the problem of

achieving a balance between national cultural and educational traditions, and university multi-cultural education.

Under these conditions of the modern world, the multi-cultural training of future preschool teachers is to provide for ethnocultural diversity and become a means of developing ethnic minorities, the incorporation of their values into the national practice of the university and thereby solving the pressing problems of pedagogics and university policy. Democratization of multi-cultural training cannot be observed without considering the ethnic diversity (Garifullina, & Bashinova, 2017).

3. Research Questions

In the course of our research conducted with our students we aimed to focus on the following objectives:

- to assess students' level of understanding of the universality and national and cultural peculiarities of the linguistic picture of the world;
- to assess students' communication skills and the ability to use them when solving problems related to cross-cultural communication;
- to assess the ability of students to consciously apply the knowledge gained in a multi-ethnic educational environment;
- to assess the ability of students to interpret the features of communicative behavior of representatives of different ethnic groups on the basis of cross-cultural studies;
- to study the state of problems of cross-cultural communication and provide an assessment of the state of knowledge and skills in this field;
- to use theoretical and empirical knowledge in the field of cross-cultural communication for the development and application of original ideas in project activities.

4. Purpose of the Study

To achieve the best results on the implementation of multi-cultural training for future educators to work in preschool educational institutions, we divided it into the following stages:

- adaptation and diagnostics – informing future teachers about the essence, structure, and nature of multi-cultural training and diagnosing their individual psychological and national-regional characteristics, manifested in communicative interaction
- motivation – developing the interest in multi-cultural training, the activation of knowledge about the professionally significant integrative qualities of a multi-cultural personality, the actualization of the axiological component of cross-cultural interaction;
- contents – implementation of the technology of multi-cultural training on the basis of the following principles: the communicative orientation and activity of future teachers to work in preschool multi-cultural environment for communication, relevance of the subject-matter of communication, the representation of subjective positions of interlocutors in the internal psychological and outer-speech plan;

- execution – the implementation of knowledge and skills by future teachers in professional activities acquired within the framework of multi-cultural training.
- Creativity – independent creative use of cross-cultural competences in their own educational activity.

Such a phased approach has a beneficial effect on building the general understanding and knowledge of students; creative processes are activated, new skills and techniques are acquired to contribute to the development of a competent, multifaceted personality.

5. Research Methods

In the course of our research various tests, methods and techniques were used, such as systematic analysis of research literature, analysis of basic curricula of the professional disciplines block; methods of pedagogical sociology (questioning, interviewing, peer review); methods of mathematical statistics, and later, techniques that have made it possible to approach cross-cultural training at the university (*Green Map, Saw, Aquarium*, etc.)

In Kazan (Volga Region) Federal University, at the Institute of Psychology and Education, a research was carried out on the author's program *Theory and Practice of University Multi-cultural Training of Future Preschool Teachers*.

6. Findings

The structure and content of the multi-cultural training of future preschool teachers.

The aim of our study was to improve the multi-cultural training of future preschool teachers.

From the diagram below, it can be concluded that a systematic sequential algorithm for the 'inclusion' of various technologies and techniques does not only foster the formation of certain professionally important competences, but also demonstrates high results among future educators for the multi-cultural preschool environment.

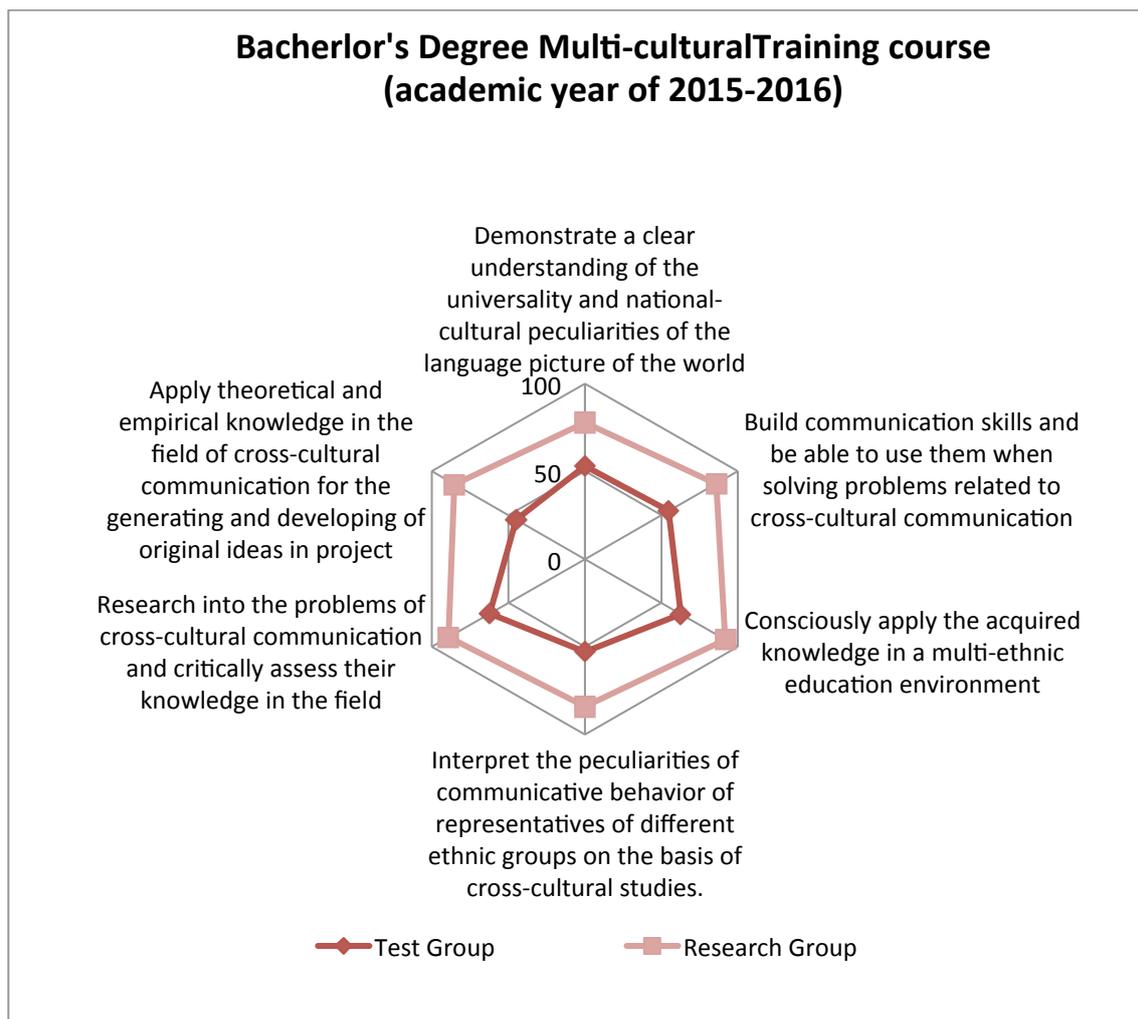


Figure 01. Research Results.

Table 01. Level of development of cross-cultural competencies of future preschool teachers.

Competence	Low level	Medium level	High level
Demonstrate a clear understanding of the universality and national-cultural peculiarities of the language picture of the world.	Future preschool teachers possess only schematic non-defining knowledge about the children in preschool educational institutions. In preschool practice teaching the will-be teachers adopt the same program to all the children in the group.	In the group of future preschool teachers there are only those students who are visibly willing to find other ways of raising and educating preschool children by applying different technologies and techniques.	Among the group of future preschool teachers everyone knows that there are no identical preschoolers, so the approach should be different, so that the methods of upbringing and training should differ substantially.
	In practice teaching future preschool teachers consider the children as a homogeneous group, having approximately the same knowledge and skills.	In practice teaching future preschool teachers note the differences in academic performance of the group of preschool children	In practice teaching future preschool teachers in teaching practice note that each preschooler is unique and is to receive knowledge appropriate to his level

	Future preschool teachers in teaching practice develop only those skills that are prescribed by educational standards in preschool children	In practice teaching some future preschool teachers try to adapt existing programs so that they meet the needs of most preschool children	In practice teaching future preschool teachers educate and develop pre-schoolers with different needs, equally taking into account the individual needs and characteristics of every child.
Build communication skills and be able to use them when solving problems related to cross-cultural communication.	Children's parents are gathered at parents' meetings to solve problematic issues and resolve negative situations.	Parents meet to watch the children's matinees as spectators.	Parents meet and take an active part for holding joint traditional and national holidays (Health Day, Sports Day, Carnival, Pancake Week, Sabantui, Shabbat, etc.),
Consciously apply the acquired knowledge in a multi-ethnic education environment	The future preschool teacher is reserved, he/she is sure that preschool educational institutions do not require help from outside. The staff working in a particular kindergarten is sufficient.	The future preschool teacher is ready to cooperate with colleagues, but he/she is not ready to adopt the innovations offered by his colleagues.	The future preschool teacher actively cooperates with colleagues, sharing his/her achievements; he/she willingly takes over their experience. Ready to receive assistance and advice from foreign colleagues as well as national minorities.
Interpret the peculiarities of communicative behavior of representatives of different ethnic groups based on cross-cultural studies.	The future preschool teacher evaluates the behavior of the pre-schooler on the basis of the generally accepted rules of conduct prescribed by the majority.	The future preschool teacher estimates the behavior of the pre-schooler on the basis of the differences from the norms of the behavior of the majority from the point of view of deviations.	The future preschool teacher independently builds an individual behavior profile of forms for each pupil, not comparing the child with anyone except himself.
	In practice teaching, future preschool teachers do not update the materials on cultural, ethnic, national differences and features available in the preschool educational institution, but consider the information sufficient.	In practice teaching future preschool teachers introduce (not systematically) minor changes in play modules and Reader's Corners to familiarize the children with other cultures and national minorities.	In practice teaching future preschool teachers supplement the Reader's Corner, play modules with national elements, objects belonging to other cultures, ethnic and national minorities.
	Future preschool teachers consider unnecessary to help children from low-income families. Parents themselves are to solve such-like problems.	Future preschool teachers favour voluntary support in helping children from low-income families.	Future preschool teachers contribute to the maintaining of a support system for children from low-income families in the preschool educational institution, such as leisure and sport activities: excursions, out-of-school activities, extra social benefits, etc.

Research into the problems of cross-cultural communication and critically assess their knowledge in the field	Future preschool teachers place emphasis on the mistakes of their pre-schoolers and criticize their parents/	Future preschool teachers place emphasis and develop a particular pre-schooler's skill.	Future preschool teachers place emphasis on the comprehensive development of the pre-schoolers, helping them to reveal themselves in various fields, assuring the pre-schooler that despite his/her achievements in a particular sphere to try themselves in other spheres, too.
Apply theoretical and empirical knowledge in the field of cross-cultural communication for the generating and developing of original ideas in project activities	In practice teaching future preschool teachers apply 'neutral' material, that mostly refers to the ethnic majority	In practice teaching future preschool teachers apply what they think is the most significant material within the framework of one or two national minority cultures of the region	In practice teaching future preschool teachers in addition to the basic apply the additional material that reflects the cultural and social diversity of the region
	Students believe that the process of education is to function according to the scheme: preschool teacher – pre-schooler – parent, without any outside interference	Students believe that in the process of education, parents, colleagues representatives and the community are to be involved	Students believe that in the process of education, not only parents and colleagues can take part, but also specialists from various fields, making the process of education as open as possible
	In practice teaching future preschool teachers design the Corner to celebrate the culture of the majority, without associating with the ethnic orientation. The results of the activity of the students are exhibited there.	In practice teaching future preschool teachers design a preschool group room to celebrate the culture of the majority	In practice teaching future preschool teachers, together with pupils and parents, are trying to contribute to the design of preschool educational institution to celebrate the ethnic diversity of the world
	Future preschoolteachers induce on the preschoolers the knowledge about their culture, traditions. Other ethnic groups, cultural groups, national minorities are not considered as independent units, or are not considered at all	Future preschoolteachers educate in preschoolers a sense of respect for some cultures of their choice.	Future preschoolteachers educate in preschoolers a sense of respect, consideration to different cultures: their manners, clothes, cuisine, traditional holidays, etc

7. Conclusion

The cross-cultural educational space unites all subjects of the educational process in practice to the organization of children: educational staff (administration, educators, psychologists, medical staff) and children of different ethnic groups, such as migrants, refugees and internally displaced persons, and

the indigenous population. This supposes positive interaction of subjects of various cultural identities based on acceptance and respectful attitude to national and individual cultures.

This space is a social and educational environment that reflects certain indicators of cultural diversity, which forms the process of the natural socio-cultural interaction of its participants. The environment is aimed at meeting the needs of future educators with the support of cultural and ethnic groups, and individuals that contribute to the establishment of cross-cultural dialogue. Moreover, there is a mapping in the need for assistance to those who are disadvantaged in terms of educational accessibility and information availability, while helping to adapt in a cross-cultural environment.

Multi-cultural education is able to develop respect and dignity among pre-schoolers, equipping them with the necessary knowledge and harmonizing cross-ethnic relations in today's multi-cultural world. However, there is a limitation of this stage, which consists in the fact that it does not make a deep insight into the economic, political and social structures, which in turn can generate class, ethnic and gender discrimination.

The multi-cultural training of future preschool teachers is designed to correct dominant national ideals, values, national stereotypes and prejudices, and to equalize them by erecting a vast array of ethnic training and educational systems and meeting the cultural needs of national minorities (Banks, 2004).

Many aspects of the multi-cultural training of future preschool teachers remain uncharted: the specification of educational results, considering the national and regional conditions of various regions of the Russian Federation, the methodological tools for diagnosing educational results, and the correlation of labour functions, actions and competencies. This will constitute the prospect of our further research.

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