**EpSBS** 



ISSN: 2357-1330

http://dx.doi.org/10.15405/epsbs.2017.08.02.27

# IFTE 2017 III International Forum on Teacher Education

## MULTI-CULTURALTRAINING OF FUTURE PRESCHOOL TEACHERS (CASE- STUDY: KAZAN FEDERAL UNIVERSITY)

Garifullina Almira Maratovna (a)\*, Bashinova Svetlana Nicolaevna (b)
\*Corresponding author

- (a) Kazan (Volga region) Federal University, Kremlyovskaya str., 18, 420008, Kazan, Russia, svetlana-bashinova@mail.ru, +7(917) 272-2967
  - (b) Kazan (Volga region) Federal University, Kremlyovskaya str., 18, 420008, Kazan, Russia, alm.garifullina2012@yandex.ru

#### Abstract

The topicality of the problem under study is conditioned by the fact that the multi-culturaltraining 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-culturaltraining of future preschool teachers. The article reveals the importance of the multi-culturaltraining of future preschool teachers through the prism of university education.

Multi-culturaltraining is an integral part of modern life. As a result, with the help of the pedagogical technology of multi-culturaltraining 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.

© 2017 Published by Future Academy www.FutureAcademy.org.UK

**Keywords:** Future preschool teachers, multi-cultural training, professional competences, higher professional education, ethnoculture, 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-culturaltraining 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-culturaltraining 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 multiethnic 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.

professional activities acquired within the framework of mater 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.

227

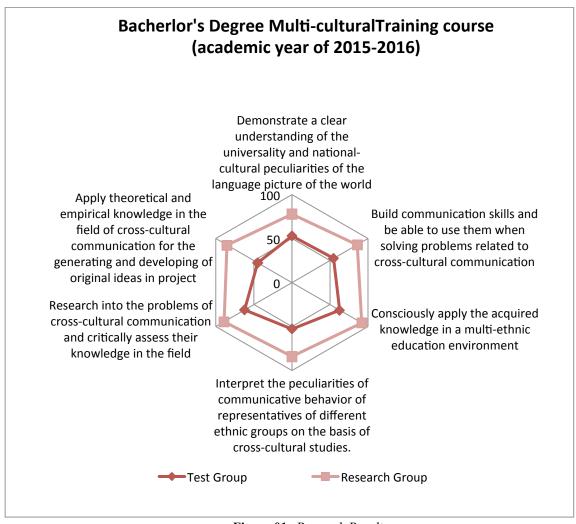


Figure 01. Research Results.

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 preschoolteachers possess only schematic non- defining knowledge about the children in preschool education al 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 pre- schooler is unique and is to receive knowledge appropriate to his level

	Future preschool	In practice	In practice
	teachers in teaching practice	teaching some future	teaching future preschool
	develop only those skills	preschool teachers try to	teachers educate and
	that are prescribed by educational standards in	adapt existing programs so that they meet the needs of	develop pre-schoolers with different needs, equally
	preschool children	most preschool children	taking into account the individual needs and
			characteristics of every child.
Build	Children's parents	Parents meet to	Parents meet and
communication skills	are gathered at parents'	watch the children's	take an active part for
and be able to use them	meetings to solve	matinees as spectators.	holding joint traditional and
when solving problems	problematic issues and		national holidays (Health
related to cross-cultural	resolve negative situations.		Day, Sports Day, Carnival,
communication.			Pancake Week, Sabantui,
C	T1 . C	TI . C	Shabbat, etc.),
Consciously	The future	The future	The future
apply the acquired	preschool teacher is reserved, he/she is sure that	preschool teacher is ready	preschool teacher actively cooperates with colleagues,
knowledge in a multi- ethnic education	, and a second s	to cooperate with	
environment	preschool educational institutions do not require	colleagues, but he/she is not ready to adopt the	sharing his/her achievements; he/she
environment	help from outside. The staff	innovations offered by his	willingly takes over their
	working in a particular	colleagues.	experience. Ready to
	kindergarten is sufficient.	concagues.	receive assistance and
	kindergarten is sufficient.		advice from foreign
			colleagues as well as
			national minorities.
Interpret the	The future	The future	The future
peculiarities of	preschool teacher evaluates	preschool teacher estimates	preschool teacher
communicative	the behavior of the pre-	the behavior of the pre-	independently builds an
behavior of	schooler on the basis of the	schooler on the basis of the	individual behavior profile
representatives of	generally accepted rules of	differences from the norms	of forms for each pupil, not
different ethnic groups	conduct prescribed by the	of the behavior of the	comparing the child with
based on cross-cultural	majority.	majority from the point of	anyone except himself.
studies.		view of deviations.	
	In practice	In practice	In practice
	teaching, future preschool	teaching future preschool	teaching future preschool
	teachers do not update the	teachers introduce (not	teachers supplement the
	materials on cultural,	systematically) minor	Reader's Corner, play
	ethnic, national differences	changes in play modules	modules with national
	and features available in the	and Reader's Corners to	elements, objects belonging
	preschool educational	familiarize the children with	to other cultures, ethnic and
	institution, but consider the information sufficient.	other cultures and national minorities.	national minorities.
	Future preschool	Future preschool	Future preschool
	teachers consider	teachers favour voluntary	teachers contribute to the
	unnecessary to help	support in helping children	maintaining of a support
	children from low-income	from low-income families.	system for children from
	families. Parents themselves		low-income families in the
	are to solve such-like		preschool educational
	problems.		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    Apply theoretical and empirical knowledge in the field of cross-cultural communication for the generating and developing of original ideas in project activities    Students believe that the process of education is to function according to the scheme: preschool teachers – parent, without any outside interference    Future preschool teachers place emphasis and develop a particular preschool teachers place emphasis and develop a particular preschool teachers skill.    Future preschool teachers place emphasis and develop a particular preschool teachers place emphasis and develop a particular preschoolers, helping them to reveal themselves in othe various fields, assuring the pre-schoolers, helping them to reveal themselves in other spheres, too.    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    Students believe that in the process of education is to function according to the scheme: preschool teacher – preschooler – 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 place emphasis and develop a particular preschool teachers skill.    Future preschool teachers place emphasis and developers to the comprehensive development of the preschool teachers skill.    In practice teaching future preschool teachers place emphasis and develops a particular preschool teachers skill.    Future preschool teachers place emphasis and develops a particular preschool teachers skill.    In practice teaching future preschool teachers place		- · · · · · · · · · · · · · · · · · · ·		
cultural communication and critically assess their knowledge in the field  Apply theoretical and empirical knowledge in the field of cross-cultural communication for the generating and developing of original ideas in project activities  Students believe that the process of education is to function an coording to the scheme: preschool teacher - preschool teachers design the Corner  In practice teaching future preschool teachers design the Corner  develop a particular preschool developa particular preschooler's skill.  the comprehensive development of the preschooler development of the preschooler's skill.  The practice teaching future preschool teachers sply what they think is the most significant material within the framework of one or two national minority cultures of the region  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 a preschool teachers, skill.  the comprehensive development of the preschooler to reveal themselves in various fields, assuring the pre-school teachers skill.  The practice teaching future preschool teachers design a preschool teachers, skill.  The practice teaching future preschool teachers design a preschool teachers, skill.  The practice teaching future preschool teachers development of the preschool teachers development of the preschool teachers skill.		-	_	
and critically assess their knowledge in the field    Schoolers and criticize their parents/	_			
their knowledge in the field  Apply theoretical and empirical knowledge in the field of cross-cultural communication for the generating and developing of original ideas in project activities  Students believe that the process of education is to function a coording to the scheme: preschool teacher a preschool teacher preschool teachers design therefore  In practice teaching future preschool teachers apply "neutral" material, that mostly refers to the ethnic majority  Students believe that the process of education is to function a coording to the scheme: preschool teacher preschool teacher preschool teachers design the Corner to reveal themselves in oreveal themselves in various fields, assuring the pre-schooler that despite his/her achievements in a particular sphere to try themselves in other spheres, too.  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  Students believe that in the process of education, parents, colleagues representatives and the community are to be involved  In practice teaching future preschool teachers design ture preschool teachers, together with		_		_
field  Apply theoretical and empirical knowledge in the field of cross-cultural communication for the generating and developing of original ideas in project activities  Students believe that the process of education is to function according to the scheme: preschool teacher apply to the scheme: preschool teacher parent, without any outside interference  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  Students believe that the process of education is to function according to the scheme: preschool teacher preschool teachers design the Corner  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  Students believe that in the process of education, parents, colleagues representatives and the community are to be involved  In practice  In practice teaching future preschool teachers design a preschool teachers in addition to the basic apply the additional material that reflects the cultural and social diversity of the region  Students believe that in the process of education, parents, colleagues representatives and the community are to be involved  In practice teaching future preschool teachers design a preschool teachers, together with	-		schooler's skill.	
Apply theoretical and empirical knowledge in the field of cross-cultural communication for the generating and developing of original ideas in project activities  Students believe that the process of education is to function according to the scheme: preschool teacher – pre-schooler – parent, without any outside interference  In practice teaching future preschool teachers design the processool teachers design the Porner deaching future preschool teachers design and particular sphere to try themselves in other spheres, too.  In practice teaching future preschool 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  Students believe that the process of education is to function according to the scheme: preschool teacher – preschool teacher – parent, without any outside interference  In practice teaching future preschool teachers design a preschool teachers, together with	_	parents/		~ ~
Apply theoretical and empirical knowledge in the field of cross-cultural communication for the generating and developing of original ideas in project activities  Students believe that the process of education is to function according to the scheme: preschool teacher – preschooler – parent, without any outside interference  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  Students believe that the process of education is to function according to the scheme: preschool teacher – preschool teacher – preschool teachers design the Corner  In practice teaching future preschool teachers deply what they think is the most significant material within the framework of one or two national minority cultures of the region  Students believe that in the process of education, parents, colleagues representatives and the community are to be involved  In practice  In practice  teaching future preschool teachers design a preschool teachers, together with	field			reveal themselves in
Apply theoretical and empirical knowledge in the field of cross-cultural communication for the generating and developing of original ideas in project activities  Students believe that the process of education is to function according to the scheme: preschool teacher – preschool teacher				various fields, assuring the
Apply theoretical and empirical knowledge in the field of cross-cultural communication for the generating and developing of original ideas in project activities  Students believe that the process of education is to function according to the scheme: preschool teacher – preschool teacher parent, without any outside interference  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  Students believe that in the process of education, parents, colleagues representatives and colleagues can take part, but also specialists from various fields, making the process of education as open as possible  In practice  In practice teaching future preschool teachers apply what they think is the most significant material within the passic apply the that in the process of education, and the community are to be involved  Students believe that in the process of education, parents, colleagues representatives and colleagues can take part, but also specialists from various fields, making the process of education as open as possible  In practice  In practice  teaching future preschool teachers apply what they think is the most significant material within the process of education, parents, colleagues representatives 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 a preschool teachers, together with				pre-schooler that despite
Apply theoretical and empirical knowledge in the field of cross-cultural communication for the generating and developing of original ideas in project activities  Students believe that the process of education is to function according to the scheme: preschool teacher – preschool teacher – preschool teacher – preschool teacher) preschool teacher – preschool teacher) preschool teacher be involved  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  Students believe that the process of education, prents, colleagues representatives and the community are to be involved  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  Students believe that in the process of education, port 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 apply what they think is the most significant material within the framework of one or two national minority cultures of the region  Students believe that in the process of education, port 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 a preschool teachers, together with				his/her achievements in a
Apply theoretical and empirical knowledge in the field of cross-cultural communication for the generating and developing of original ideas in project activities  Students believe that the process of education is to function according to the scheme: preschool teacher – preschool teachers design the Corner  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  Students believe that the process of education is to function according to the scheme: preschool teacher – preschool teachers design the Corner  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  Students believe that in the process of education, parents, colleagues representatives and the community are to be involved  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  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 apply what they think is the most significant material within the framework of one or two national minority cultures of the region  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, together with				particular sphere to try
Apply theoretical and empirical knowledge in the field of cross-cultural communication for the generating and developing of original ideas in project activities  Students believe that the process of education is to function according to the scheme: preschool teacher – parent, without any outside interference  Apply theoretical and 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  Students believe that in the process of education, parents, colleagues representatives and the community are to be involved  In practice  In practice  teaching future preschool teachers in addition to the basic apply  the deditional material that reflects the cultural and social diversity of the region  Students believe that in the process of education, parents, colleagues representatives and the community are to be involved  In practice  In practice  In practice  teaching future preschool teachers in addition to the basic apply  Students believe that in the process of educational material within the framework of one or two national minority cultures of the region  Students believe that in the process of education, parents, colleagues representatives and the community are to be involved  In practice  In practice  In practice teaching future preschool teachers, together with				themselves in other
theoretical and empirical knowledge in the field of cross-cultural communication for the generating and developing of original ideas in project activities  Students believe that the process of education is to function according to the scheme: preschool teacher – preschool teacher – preschool teacher – preschool teachers design the Corner  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  Students believe that the process of education, parents, colleagues representatives and the community are to be involved  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  Students believe that in the process of education, parents, colleagues representatives and the community are to be involved  In practice teaching future preschool teachers design a preschool teachers, together with				spheres, too.
empirical knowledge in the field of cross- cultural communication for the generating and developing of original ideas in project activities  Students believe that the process of education is to function according to the scheme: preschool teacher – parent, without any outside interference  In practice teaching future preschool teachers design the Corner  teachers apply what they think is the most significant material within the framework of one or two national minority cultures of the region  Students believe that in the process of education, parents, colleagues representatives and the community are to be involved  In practice teaching future preschool teachers design the Corner  teachers apply what they think is the most significant material within the framework of one or two national minority cultures of the region  Students believe that in the process of education, parents, colleagues representatives 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 a preschool teachers, together with	Apply	In practice	In practice	In practice
the field of cross- cultural communication for the generating and developing of original ideas in project activities  Students believe that the process of education is to function according to the scheme: preschool teacher – pre- schooler – parent, without any outside interference  In practice teaching future preschool teachers design the Corner  think is the most significant material within the framework of one or two national minority cultures of the region  Students believe that in the process of education, parents, colleagues representatives and the community are to be involved  the additional material that reflects the cultural and social diversity of the region  Students believe that in the process of education, parents, colleagues representatives 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 a preschool teachers, together with	theoretical and	teaching future preschool	teaching future preschool	teaching future preschool
cultural communication for the generating and developing of original ideas in project activities  Students believe that the process of education is to function according to the scheme: preschool teacher – parent, without any outside interference  In practice teaching future preschool teachers design the Corner  to the ethnic majority material within the framework of one or two national minority cultures of the region  Students believe that in the process of education, parents, colleagues representatives 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 a preschool teachers, together with	empirical knowledge in	teachers apply 'neutral'	teachers apply what they	teachers in addition to the
for the generating and developing of original ideas in project activities  Students believe that the process of education is to function according to the scheme: preschool teacher – preschooler – parent, without any outside interference  In practice teaching future preschool teachers design the Corner  framework of one or two national minority cultures of the region  Students believe that in the process of education, parents, colleagues representatives and the community are to be involved  In practice teaching future preschool teachers design a preschool teachers, together with	the field of cross-	material, that mostly refers	think is the most significant	basic apply
for the generating and developing of original ideas in project activities  Students believe that the process of education is to function according to the scheme: preschool teacher – preschooler — parent, without any outside interference  In practice teaching future preschool teachers design the Corner  framework of one or two national minority cultures of the region  Students believe that in the process of education, parents, colleagues representatives and the community are to be involved  In practice teaching future preschool teachers design a preschool teachers, together with	cultural communication	to the ethnic majority	material within the	the additional
developing of original ideas in project activities  Students believe that the process of education is to function according to the scheme: preschool teacher – preschool teacher seching future preschool teachers design the Corner  In practice teaching future preschool teachers design a preschool  activities  Students believe that in the process of education, parents, colleagues representatives 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 a preschool teachers, together with	for the generating and	5 5	framework of one or two	material that reflects the
ideas in project activities  Students believe that the process of education is to function according to the scheme: preschool teacher – preschooler – parent, without any outside interference  In practice teaching future preschool teachers design the Corner  of the region  of the region  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 a preschool teachers, together with			national minority cultures	cultural and social diversity
Students believe that the process of education is to function according to the scheme: preschool teacher – preschooler – parent, without any outside interference  In practice teaching future preschool teachers design the Corner  Students believe that in the process of education, parents, 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 a preschool teachers, together with			of the region	
that the process of education is to function according to the scheme: preschool teacher – preschooler – parent, without any outside interference  In practice teaching future preschool teachers design the Corner  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 a preschool teachers, together with				
education is to function according to the scheme: preschool teacher – pre- schooler – parent, without any outside interference  In practice teaching future preschool teachers design the Corner  education, parents, colleagues representatives 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 a preschool teachers, together with		Students believe	Students believe	Students believe
according to the scheme: preschool teacher – pre- schooler – parent, without any outside interference  In practice teaching future preschool teachers design the Corner  colleagues representatives 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  colleagues representatives and colleagues can take part, but also specialists from various fields, making the process of education as open as possible teaching future preschool teachers, together with		that the process of	that in the process of	that in the process of
preschool teacher – pre- schooler – parent, without any outside interference  In practice teaching future preschool teachers design the Corner  and the community are to be involved  from various fields, making the process of education as open as possible  In practice teaching future preschool teachers design a preschool teachers, together with		education is to function	education, parents,	education, not only parents
schooler – parent, without any outside interference be involved from various fields, making the process of education as open as possible  In practice In practice teaching future preschool teaching future preschool teachers design the Corner teachers design a preschool teachers, together with		according to the scheme:	colleagues representatives	and colleagues can take
any outside interference the process of education as open as possible  In practice In practice teaching future preschool teachers design the Corner teachers design a preschool teachers, together with		preschool teacher - pre-	and the community are to	part, but also specialists
In practice In practice In practice teaching future preschool teachers design the Corner teachers design a preschool teachers design a preschool teachers, together with		schooler - parent, without	be involved	from various fields, making
In practice In practice In practice teaching future preschool teachers design the Corner teachers design a preschool teachers, together with		any outside interference		the process of education as
teaching future preschool teaching future preschool teachers design the Corner teachers design a preschool teachers, together with				open as possible
teachers design the Corner teachers design a preschool teachers, together with		In practice	In practice	In practice
		teaching future preschool	teaching future preschool	teaching future preschool
to celebrate the culture of group room to celebrate the pupils and parents, are		teachers design the Corner	teachers design a preschool	teachers, together with
		to celebrate the culture of		_
the majority, without culture of the majority trying to contribute to the		the majority, without	culture of the majority	
associating with the ethnic design of preschool				
orientation. The results of educational institution to		_		~ ^
the activity of the students celebrate the ethnic		the activity of the students		celebrate the ethnic
are exhibited there. diversity of the world		•		
Future Future Future		Future	Future	Future
preschoolteachers induce on preschoolteachers educate preschoolteachers educate		preschoolteachers induce on	preschoolteachers educate	preschoolteachers educate
the preschoolers the in preschoolers a sense of in preschoolers a sense of		the preschoolers the	in preschoolers a sense of	in preschoolers a sense of
knowledge about their respect for some cultures of respect, consideration to		knowledge about their	respect for some cultures of	respect, consideration to
culture, traditions. Other their choice. different cultures: their		culture, traditions. Other	their choice.	different cultures: their
ethnic groups, cultural manners, clothes, cuisine,		ethnic groups, cultural		manners, clothes, cuisine,
groups, national minorities traditional holidays, etc		groups, national minorities		traditional holidays, etc
are not considered as		are not considered as		
independent units, or are		independent units, or are		
not considered at all		not considered at all		

### 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.

#### Acknowledgments

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

#### References

- Banks, J.A. (2004). Cross-cultural Education: Historical Development, Dimension, and Practice. Handbook of Research on Cross-cultural Education. New York: Macmillan Publishing Company.
- Gabdulchakov, V. F. (2015). The technology of activation of theoretical and creative thinking of bilingual students. *Review of European Studies*, 7(5), 72-78.
- Sabirova, E. G., Zakirova, V. G., & Masalimova, A. R. (2016). Development of Junior Pupils Research Skills in Interrelation with Universal Learning Activities. *International Journal of Environmental and Science Education*, 11(4), 505-514.
- Valeeva, R. A., & Kalimullin, A. M. (2016). Effects of Parent-Child Relationship on the Primary School Children's Non-Violence Position Formation. *International Journal of Environmental and Science Education*, 11(13), 6178-6184.
- Zakirova, V. G., & Purik, E. E. (2016). Creative Environment Formation in Design Professional Training. *International Journal of Environmental and Science Education*, 11(9), 2323-2332.
- Zakirova, V. G., & Kamalova, L. A. (2016). Methods of Work with Pupils-Immigrants at Russian Language Lessons in Primary School. *International Journal of Environmental and Science Education*, 11(14), 6357-6372.