

Urgency of the problem

In multicultural educational environment a child faces two major problems: adjustment in poly-cultural environment and preservation of his cultural identity by virtue of obtaining supplementary education in his native language.

Previous European experience prioritized the soonest integration of migrants, their assimilation with social and language environments, which in reality turned out into refusal of their own national identity (culture and language).

In modern day Europe, which has chosen the slogan "Unity in diversity" as its own, the importance of acknowledgement of cultural identity is constantly being emphasized. It is possible to make Europe a common home by becoming familiar with its cultural and language wealth. Learning not only the main language, but also reviving the languages of minor nationalities and promoting the migrants' languages may contribute to the problem solving since low level of the native language competence results in decrease of the general cultural level.

These provisions are stated in the European Language Legislation, which requires all European residents to possess fluent knowledge of two foreign and a native language.

A migrant child, living under the influence of the migrant subculture and every day facing the culture of the majority, finds himself in a difficult situation disrespectful of the fact whether his family has made a decision (or finds it possible) to settle in this particular country or he represents the second or the third generation of immigrants – it is necessary to achieve positive ethnic identity and establish ethnic tolerance in order to develop proper personality.

Ethnic identity is one of the most important assimilation mechanisms inherent only to human beings. From this point of view, integration of a child in to a new culture (culture of the majority) keeping close links to the native culture is considered the most "healthy". This leads to the mutual enrichment of the cultures and the formation of new additional cultural values, expansion of the world vision thus making his psyche more stable.

When choosing ethnic identity an important role is assigned to the pedagogical support in form of different lessons in the native language.

Despite the slight difference in conditions in European countries, it is possible **to select** the main general principles that will allow creating a successful model of a linguistic school of supplementary education, acceptable for the majority of countries.

Linguistic school of supplementary education is a purposeful process, aimed at the personality development, contributing to the preservation of the cultural identity of a child and formation of positive attitude in multicultural environment and in development of multicultural competence.

Besides, the network of supplementary education schools is an ideal place to employ pedagogical personnel from migrants, who do not possess enough knowledge of a foreign language of their country of residence and, therefore, experience difficulties in finding jobs in line with their profession, as well as teachers with physical handicaps who find it difficult to work in full-time schools.

Within the framework of LEO project the functioning of supplementary education schools in partner countries has been studied. Analysis and systematization of the information received have made it possible to formulate a **Concept** of Supplementary Linguistic Education School.

Objective and importance of the present Concept

The objective is to form a Concept of Supplementary Linguistic Education School in European countries. The Concept states the main criterion of planning and evaluation of results of educational activities in the native language.

The Concept is characterized by:

- systemacy, due to which the cultural identity is preserved and assimilation to multicultural environment is provided;
- variability to a high degree due to which supplementary linguistic education schools of any European country may select individual educational path according to the abilities of a child;
- authenticity, due to which each pupil is given that volume and level of knowledge in his native language which most precisely matches his level of native language possession.

The Concept does not represent teaching guidelines but has systematic methodological character: goals and objectives, pedagogical and other fundamentals of setting up school educational processes are stated.

At the same time the Concept represents a flexible document and may be changed and amended by European countries in accordance with the new terms and conditions of functioning of supplementary schools of education.

Levels of work organization in Supplementary Education Schools in Europe:

I. Conceptual – a level of system-forming characteristic which is provided by common ideas and notions of supplementary linguistic education schools in Europe (goals, education strategies and content)

II. Structural – a level of system-binding character – those relations that have been established between the subjects of the educational process.

III. Substrate – level of elements.

I level – Conceptual

The goal of supplementary linguistic education is to create such environment, where migrant children could preserve their native language, intellectual and emotional contacts with their native culture, and to consider the “mentality threshold” when different cultures are in contact.

Objectives of supplementary linguistic education system:

- To define the content of supplementary linguistic education of children, its forms and methods taking into consideration the age, native language level possession of the learner;
- To create conditions and facilities in order to establish common educational environment in the European schools of supplementary linguistic education;
- To create conditions and facilities in order to learn intellectual and ethno-cultural values, to cultivate respect for both, their own and other peoples’ history and culture.
- To create conditions and facilities in order to increase functional literacy of the native language: communicative literacy (skills of communication in the native language) and linguistic literacy (skills of using the native language correctly).

Objectives of the top management of the supplementary education school:

- To provide for the cooperation with governmental and private educational institutions in European countries in order to exchange experience;
- To create necessary conditions for the successful work of the teachers;
- To provide workbooks, textbooks and visual aids;
- To organise seminars on children bilingualism, teaching of native language as foreign or as non native, depending on the knowledge level of mother language possession;
- To organise seminars on intercultural communication in cooperation with governmental and private educational institutions;
- To provide for the experience exchange between teachers working in the system of supplementary linguistic education.

Objectives of the teachers working in the supplementary education schools:

- To create multicultural environment that facilitates preservation of the child's cultural identity as well as formation of positive attitude in intercultural communication and in the development of intercultural competence;
- To put in action a complex program of supplementary education in different types of activities;
- To draw individual programs on every school subject that will allow, if necessary, to efficiently amend the **administration** of educational microenvironment;
- To control subject planning;
- To seek for possibilities of communication in different situations so that the reality that is reflected in the speech would give cause for the enlargement of vocabulary, grammar, semantics and improvement of communicative skills;
- To provide for valeological monitoring of the learning process;
- To promote positive motivation and support of the native language between migrant children (transfer of communicative skills and corresponding level of language competence in educational activities);
- To demonstrate and pass on speech and culture patterns to migrant children as well as bilingual children by means of different types of activities;
- To talk with parents about their child's development on a regular basis;
- To study the experience of supplementary education schools in resident country in order to implement new methods and technologies in children education as well as spread this experience to different European countries.

Modelling of supplementary linguistic education school is based upon the following principles of pedagogy:

- **Cultural conformity** (formation of personality of a migrant child by means of comprehension, preservation and passing on of norms and values of ethnic culture, introduction of the child to multicultural environment).
- **Nature conformity** (interaction of teachers and children (migrants and bilingual) is built on integral pedagogical knowledge about a child; taking into account sexual and age differentiations as well as knowledge level of their native language possession).
- **Systemacy** (an approach to the educational activity where all the elements are not only connected, but interconnected).
- **Dialogue** (cooperation of all participants of educational process: teacher – child – parents).

- **Personality orientation** (the center of educational activities is a CHILD).
- **Eventfulness** (presence of bright and memorable events, arranging celebrations).
- **Success** (child's positive attitude towards life must be based on his own success in his activities and moral behavior). Not only does his success help him to reveal his potential, but also opens up new possibilities, i.e. new zone of his nearest future development.

Goals and objective achievement presupposes the following:

- ✓ Integrity of the whole educational system of supplementary linguistic education school;
- ✓ Expansion of activities (sports, creative, arts and others) in their native language in order to enrich their vocabulary and satisfy their interests and needs;
- ✓ Consecutive guidance of migrant children towards preservation of their cultural identity by means of teaching them mother language and towards adaptation in poly cultural environment;
- ✓ Cooperation with teachers speaking other languages, governmental and private schools as an example of ethnic tolerance and positive intercultural interaction for migrant children;
- ✓ Designing authentic microenvironment by choosing optimal ways of implementation of educational paths taking into consideration native language competence of migrant children;
- ✓ Holding not only national celebrations, but also international friendship festivals.

II level - structural

The basis of system-binding relations of the supplementary linguistic education school is humanistic: democratic style of communication (dialogue of cultures), cooperation (teacher – child – parents).

A teacher of supplementary linguistic education school is a representative of culture as a phenomenon, a bearer of a certain language and a whole range of practical, moral (social) and ethical (personal) preferences that allow for the educational process. Teacher's speech style influences children and he also shares with them his culturally determined ways of behavior.

Competence of a teacher working in supplementary linguistic education school:

- High professional education as a complex of ethical, aesthetic, moral, psychological, pedagogical and methodological knowledge;
- Possession of skills of intercultural communication and implementation of intercultural aspects in educational process;
- Cultural literacy: professionalism, non standard thinking, singularity, education, expressiveness, consistency, vocabulary richness, communicativeness, multicultural background;
- Knowledge of methods and methodological techniques of work with migrant children and bilinguals, proficiency to choose relevant methods and techniques according to the subject matter discussed in a class or group as per the subject program;
- Empathic understanding of a child, which means intention and ability to sense others as yourself, to put yourself in their shoes, to understand inner world of a child;
- Creative approach – need and ability of creative self-actualization, self-expression by virtue of educational process.

Prognostic model of a pupil of supplementary linguistic education school.

A graduate of supplementary linguistic education school is a young European, who knows several languages and has preserved his cultural identity. He is an educated person who does not only represent a certain ethnic culture, but is a citizen of the World capable to fulfill different activities, understanding the principles of functioning of not only one, but different social communities.

Content of activities

It is possible to meet the goal which has been set in the Concept by putting in practice programs in different subjects in supplementary linguistic education schools. Content of a program considers three directions:

- Level of native language knowledge;
- Types of activities that have been mastered in their native language;
- Developed qualities (structure of personal values)

Types of activities performed during implementation of educational process at supplementary linguistic education school:

All types of activities with children are performed in a way to correspond to their age; motivation for learning their native language is based on the interest to communicate with the native speakers; diversity of techniques and forms of teaching helps keeping motivation up for a long time.

- **Communicative** (satisfaction of need for communication, ability to listen and to hear "another person", involvement into different forms of verbal communication). Child access to literature, works of art and different mass media enrich his verbal skills and assists the development of thinking and understanding. Trips to the countries of the language that they are studying.
- **Social** (formation of elementary practical knowledge, moral behavior in the surroundings of children of the same age). Holding celebrations, competitions, exhibitions, festivals, including international ones, in the capacity of language and culture representatives. Organizing summer camps for children in their native language in European countries. Foundation of children's associations.
- **Cognitive** (creating need for education).
- **Playing** (development of cognitive and motion activity).
- **Sports and fitness** (healthy lifestyle orientation). Visiting sport classes where the teachers are native speakers of Russian. Holding competitions relay races and games together with pupils of governmental and private schools with the purpose of adaptation in multi-cultural environment.
- **Artistic and esthetic** (developing need for the fine, implementation of individual inclinations and capabilities). Teaching native language by means of arts (music, theatre, visual arts).

Child's qualitative characteristics that need to be developed:

1. Attitude towards society and surrounding people:

- tolerance in perception of other people;
- moral orientation of personality (observance of rules and norms of public behavior, ability to compromise).

2. Attitude towards self:

- positive self-concept (self-confidence, self-importance, self-respect, positive self-feeling, preservation of own cultural identity and acknowledgement of own place in multi-cultural society);
- eagerness to express oneself in cultural creativity;
- possession of civilized methods of self-realization.

3. Attitude towards knowledge:

- positive learning motivation;
- eagerness for creative activities;

- eagerness to contribute own knowledge and skills to the collective work of school community.

4. Attitude towards culture and languages:

- positive motivation to preserve culture, native language and learning of other languages;
- ability to correctly use the language in different situations.

These are the structural components of supplementary linguistic education school syllabus:

I. To set up educational activities of supplementary linguistic education school.

II. Individual work with migrant children and bilinguals (drawing up individual program of child development considering child's level of training for a specific stage of the educational process).

III. Work with pupils' parents.

The present Concept of supplementary linguistic education emphasizes basic (obligatory for all European schools of supplementary education) and variable (depends on the possibilities of the school of supplementary linguistic education of a certain European country) components of educational process.

1. Basic component:

- native language studying (speech development),
- literature,
- history studying,
- holding celebrations, competitions, exhibitions including international ones.

2. Variable component:

- mathematics,
- music,
- decorative and applied arts,
- sport,
- choreography,
- natural sciences and technology basics,
- theatre.

Alongside traditional subjects, integrative and exclusive educational classes and projects in native language are taught, but they are devoted to current, socially significant problems of the resident country.

Forms of teaching:

- Practical training,
- Games,
- Seminars,
- Staged performances,
- Project activities.

Directions of work with parents:

- Holding different cultural events in the target language as well as language of the country of residence with participation of parents.
- Holding joint lessons where parents and children are learning from each other.
- Creating such environment at home that will facilitate studying a language and keeping up interest for the culture.
- Creating conditions for children's friendship outside of supplementary education school.
- Topical lectures dedicated to gaining knowledge of most vital (for parents) problems of integration, mixed-language and bilingual environment.
- Advisory cooperation among teachers, administration and parents.

III level - substrate

System forming mechanism of supplementary linguistic school operation – integration of different forms of educational and leisure activities (participation in celebrations, festivals, children's projects, forums).

Criterion of effective operation of supplementary linguistic education school.

Educational process of such schools is characterized by a relatively short duration of pedagogical influence over children given several (at the most) years of studying with 1-2 times (per week) attendance. But this is enough to estimate the effectiveness of educational process. Effectiveness of operation of supplementary linguistic education school is a sign of a specific results converting into socially important results during educational process.

Formal criterion:

- ✓ Presence of substantial plan of operation;
- ✓ Participation of pupils and their parents in celebrations, competitions, exhibitions, projects, festivals of different levels (local, international);
- ✓ Integrity and growth of number of pupils.

Personally-significant criterion:

- Good general speech development of a pupil (vocabulary has increased, communicative skills have improved)
- Competence of communication with representatives of different cultures, religions and beliefs has formed.
- Successful identification and assimilation of a child.

Conclusion

Native languages of minorities are acknowledged as wealth of Europe, and respect towards the language of immigrants gives a chance to bring up such citizens of EC, who will possess knowledge of different other languages at the level of their native one and will be able to act as **intermediaries**.

In view of the above, supplementary linguistic education schools, the goal of which is harmonic knowledge of languages and cultures and upbringing of multi-cultural personality ready for cooperation, may significantly contribute to strengthening of ties within EC countries and abroad.

Such Concept represents a theoretical model of supplementary linguistic education school and may be applied to any ethnic group. The main characteristic feature of it is that children do not only learn the language, but other subjects in their native language (literature, history, mathematics, surrounding world etc.) allowing for the expansion of language use. Supplementary linguistic education schools in EC countries, depending on their work conditions and possibilities, draft their own programs on the basis of the Concept.

Due to LEO project, partners have been exchanging experience, holding seminars, panel discussions, demonstration lessons. Two new schools of supplementary linguistic education have been opened in the framework of LEO project – "Kaleidoscope" (the Republic of Cyprus) and "Accademia" (ARCI "Alye Parusa", Italy).

The present Concept has been tested on the basis of these schools, showed good results and received positive comments from parents.

Concept of supplementary linguistic education school

Objective: to create such environment where migrant children could preserve their native language, intellectual and emotional contacts with their own culture, considering "mentality threshold" when different cultures are in contact

