



ОБЩИНА БУРГАС

**МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО,
МЛАДЕЖТА И НАУКАТА**

**ПРЕДУЧИЛИЩНОТО ДЕТСТВО
И ОТГОВОРНОСТИТЕ
НА СЪВРЕМЕННОТО ОБЩЕСТВО**

**ДОКЛАДИ ОТ НАУЧНА КОНФЕРЕНЦИЯ
С МЕЖДУНАРОДНО УЧАСТИЕ**

**Бургас
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**под патронажа на министъра на образованието, младежта и науката
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Multicultural Social Environment and Kindergartens in the Spirit of Globalization

PhD Vlado PETROVSKI,
Faculty of Pedagogy
University "Goce Delcev"
Stip, R. Macedonia

Introduction

Most countries in the world are culturally heterogeneous. According to the new estimates, the 184 independent countries in the world there are about 600 languages and 500 ethnic groups. Only a few countries in the world can say that their citizens share the same language and belong to the same ethno-national group. This diversity poses a series of important questions that may be subject to dispute. Minorities and the majority largely confront on issues such as language rights, regional autonomy, political representation, educational programs, national symbols, and the choice of anthem or national holidays. Finding moral and political answers to these questions is the biggest challenge that democracies are found today. Endeavor to create liberal-democratic institutions in Eastern Europe and Third World nations are challenged with conflicts. In Western Europe, numerous disputes concerning the rights of immigrants and other cultural minorities question the very assumptions on which the political life was based with decades. After the end of the Cold War, ethno cultural conflicts have become the largest source of political violence in the world which show no tendency to reductions.

Multiculturalism in the social environment

Modern societies are largely faced by minority groups seeking recognition of their own identity and adjustment of their differences. This often indicates how challenging the multiculturalism. But the term "multicultural" often covers different forms of cultural pluralism, in which each of us is a personal challenge. Minorities are incorporated into the political groups in different ways, by conquest and colonization of previously self-directed societies to voluntary migration of individuals and families. These differences in the way of incorporation affects the nature of minority groups and the type of relationship they want to establish with the wider society.

Cultural diversity, first, occurs with the incorporation of the prior self-directed and territorially concentrated cultures in the bigger states. Incorporated these cultures, which are national minorities or some similar terms tend to be held as specific societies despite the majority culture and require different types of autonomy or self-government as would provide its own survival as specific societies. In another case, cultural diversity occurs as a result of individual or family immigration. Such immigrants often form loose associations, which we call ethnic groups. They rule, they want to integrate into wider society and to be accepted as their full members. Although they seek greater recognition of their own ethnic identities, their goal is not to become self separate and nationalities within the wider society, but to modify the institutions and laws of society as a parent would suit the cultural differences.

Globalization in the social environment and education

The theory of globalization, examining the emergence of global cultural system. Globalization today is understood as a process of creating a single economic, political and cultural space of the Earth. It suggests that global culture adopt different trends of social and cultural development, the emergence of global patterns of consumption, nurturing cosmopolitan lifestyles, the emergence of global sport as the Olympics, world championships and other sporting events, spread of world tourism, the spread of education in the world scale, the decline in sovereignty of nation states. Further growth of the global war system, recognizing the world environmental crisis occurrence, the world health problems such as, for example, AIDS, the organization of world political systems such as, for example, the United Nations, the creation of global social movements, extending the concept Human rights and the complex exchanges between world religions. More important is the fact that globalization includes a new awareness of the world as a single space. Based on all this, globalization is described as a specific structuring of the world as a whole, and that means increased awareness of global environment that the world is a continuous construct. Probably the most concise definition suggests that globalization is a social process in which disappear geographical restrictions on social and cultural arrangements in which people are becoming aware that such restrictions disappear.

Today in the analysis of contemporary society, for its change and its future, two themes become more presented and they are: Globalization and its reflections on education. They pose as extremely important, because it is more widespread knowledge that humanity is becoming more unique political, economic and cultural space, and knowledge which is acquired by education which becomes the most valuable development resource. The problems of education are subject to review and analysis of many international meetings, scientific, political and others. These meetings are critical considering the existing systems of education; it indicates their weakness and the basic directions of development of education in the future, in, a civilization of knowledge "as often called the future of education. In the attempts to overthrow the

deficiencies in the educational system and its system and content are adapted to social needs and to move in anticipation of social changes in 21st century, realized more and more scientific research to national and international level, and based on that adopted more documents for directions to the development of education, from kindergarten through elementary school and until university. In the UNESCO report on education was indicated the importance and role of education in overcoming the contradictions that brings 21st century.

As major controversies that brings 21st century, in which learning should contribute to provide education, listed are three controversies: conflict between global and local, which looks at the need to be both a citizen of the world and also to preserve their own identity and, contrary to the universal and individual, which is manifested in the acceptance of the globalization of the world and in the preservation of personal individuality and cultural identity of its people and controversies between tradition and modernity, which is manifested in the need to adapt to new times, new relationships in the global community to preserve the roots of their own historical development. Starting from the knowledge to rapid changes in modern society, especially in the world of work, condition relatively quickly zastaruvanje stechenoto of knowledge in schools, and the report indicates the need to man throughout his life if he wanted to learn to be successful in the world of Labor and active in the socio-political and cultural life of the community in which they live. Constant study of man in life is expressed as learning for knowledge, learning for work, learning the common life and learning for sustainability. Learning means acquiring knowledge not only of scientific information, but primarily ovladuvanje with weapons of knowledge that becomes the essence of life osmisleniot. The contemporary and future reality najprikladna determinant variable is a reality that is not good understood reality of today's no guarantee that I would understand tomorrow. Because the man would be sfakjal, and I understood, the changing reality, must keep the assets of assumption.

Thanks so he can promote their expertise and to successfully communicate with the environment. In this goal, education should help young people to accept the European identity, but when it does not deprive us of the world's origin, nor of their national, regional and local roots. Education for the 21st century is the document that has adopted the representatives of the roundtable and the rectors of the Association of European Universities. The document is the report exposed the vision for the development of education based on responses received from questionnaires sent to various industrial and other business organizations and the experiences of representatives of many universities. It stems from the indication that European society faced with social and economic problems that are complex and intertwined with each other so they can easily be solved. In the context of this understanding of current social problems and ways of their solving, education has a special meaning, and education and training of each individual represents an important and only possible

with weapons that are now available. This approach to educated or learned society defines the society in a society in which learning is accepted as a continuing activity throughout life, in which the valuation of knowledge is accepted in the progress in learning, in which assessments are not identified with the penalty for mistakes made, and personal competence and team spirit are recognized in the adoption of knowledge. In essence, that society is in essence teaching young people to think, not just to accumulate facts. Finding and creating such a system of education should start from the idea that the most important factors in the context of societal changes will affect education are: the internationalization, the development of the information-oriented society, the development of science and technology and environmental issues. That is, the end of the Cold War are covered international cooperation in economy and in social activities and culture, so the set a, and the question of international understanding, education and the need to contribute to achieving the prerequisites for understanding this. That will give a contribution in this respect if its contents to develop a sense of understanding for different cultures and understanding that can live in harmony with people of different cultures. In order to develop such feelings and beliefs are indicating the need for learning and thinking about different lifestyles, traditions and systems of values, not concluding and giving them as right or wrong, but simply accepting them as different, and in They look for common characteristics, respecting the historical traditions and more dimensional systems of values. Knowledge of environmental problems as global problems of modern society, science-based, pedagogical designed and articulated, should take a significant place in the system of education that is targeting international and whose concept occurs in the globalization of society.

Necessity of introduction of these findings for the educational content of this concept of education stems from the fact that the only social space is realized that the Earth is only natural space which consists of separate systems, each strongly associated with numerous links. Environmental education as a component of international education targeting should provide insights that modern technology is the technological basis of globalization, should enable the preservation of the unique, natural system on Earth, and primarily irreplaceable preserving natural resources without which it can not has life on it. It should be education, which would contributes to build a concept of management development which will provide economic development that would be contrary to laws of nature, ie, that does not endanger the natural framework of life.

Shortly speaking, this education should provide the acquisition of knowledge about the relationship of the global nature of environmental problems, globalization of societies, universalization of science and its established technologies, the necessity of solving environmental problems in modern society which is becoming more, World Society. In the context of this approach, environmental education should be considered as the need in modern society to be united development of scientific knowledge

and application for the position of the humanization of man, civilization as imperative. That merger or, rather, permeation of science and humanism should serve to achieve the position of man as a builder and who builds. In this approach the knowledge of the laws of nature should serve her understanding, and that the nature is not in conflict with that need to be preserved as a framework of human life. In this sense environmental education should contribute not only to the reorientation of the change in science, but in keeping account of planetary needs.

The role of the kindergarten in the multicultural social environment

Following the trend of development of the multicultural environment kindergartens as the first educational institutions, educational and social environment of the child have a major role. In the middle of different cultures, the child was first introduced to the other different from it. Certainly knowledge of the differences among the people the child has acquired through play. Local curriculum and content is an excellent basis for overcoming the multicultural separation, overcoming the stereotype, the opinion and prejudices. Perhaps this view is too optimistic but the experience though modest are nevertheless an indicator that something is happening. Thus there is an ongoing project for the implementation of inclusive education for children from preschool Roma ethnicity. With this project in kindergartens in Macedonia are covered children from the Roma ethnicity.

Empirical findings show that more children are familiar with each other, the more knowledge about each other, the sooner is beyond barriers and cultural differences are accepted. Learning about the tradition and culture of others is the way to establishing such social environment in which the richness of cultural differences is a certain step on the path of globalization. Multiculturalism that goes wide in kindergartens is secure platform for further development of the person who will quickly fit into modern society, a person who will follow the trend of development of the middle and be an active subject of social progress. Spirit of globalization in multicultural social environment contribute to the development of democratic relations, sense of tolerance, partnership and cooperation. In this sense, education of children of preschool age is the ground out of which is based further education profile of a person.

Conclusion

The relationship of globalization and education at all its levels should be viewed from the point of the importance of education for the development of democratic relations in some societies and in humanity united "world society". The role of education in democratization of society in developing and strengthening of the individual in developing not only its capabilities but also the need for participation in building of democratic relationships should be considered in the context of democratic relations in which education is accomplished, how, and political history and

tion of certain countries. The role of education in democratization of society should be understood in the sense that the visitors of different kinds and levels of educational institutions create and develop as individuals who may value the education stechenoto to think about specific options in multicultural society, from the point of opportunities offered to achieve that most human position.

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