



**First International Conference - Practicum of Future
Pedagogues, Teachers and Kindergarten Teachers in
Multicultural Environments - Experiences and
Challenges**

**ABOUT SOME CHALLENGES IN THE PRACTICUM OF
FUTURE TEACHERS AND KINDERGARTEN TEACHERS
IN MULTICULTURAL ENVIRONMENTS**

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Our insights and experiences - analysis of the situation

Intending to contribute to the improvement of the practice of pre-service teachers and preschool teachers for working in a multicultural environment, we started from two aspects, one is in the frames of teaching material, and the other in terms of learning strategies as forms of learning.

This idea is a product of two situations. The first is related to the well-known fact that there is a gap between theory and practice, and the second situation applies to the existing curricula.

Our insights and experiences - analysis of the situation

The analysis of existing curricula for pre-service teachers and preschool teachers shows that they offer a solid theoretical basis for developing practical skills that are aimed at bridging the theory-practice gap.

Namely, study programs feature contents such as religious systems, multicultural education, inclusive education, pedagogical communication within which intercultural communication is studied. But, this is not enough from the perspective of working in multicultural environments because they have a status of elective subjects, so a future teacher and preschool teacher may or may not decide to choose them.

HOW TO IMPROVE THE PRACTICUM FOR FUTURE TEACHERS AND KINDERGARTEN TEACHERS?!

The strategy of improving passes through several steps:

- know your culture;
- the ability for cultural responsibility (training to develop the ability of cultural responsibility);
- get to know the culture of others;
- the ability for intercultural communication and working in a multicultural environment. We will give a short description of each of them.

HOW TO IMPROVE THE PRACTICUM FOR FUTURE TEACHERS AND KINDERGARTEN TEACHERS?!

- picture books and stories:
(*How did/didn't Friday complete his obligations?; The Story of Otto, Otto, and Otto; The Magic Comet; Goalkeeper Risko; Friday's Band.*)
 - the second proposition is related to **place-based education**;
 - the third proposition is related to **working with literature**;

<http://www.sitesmeednakvi.org.mk/sub/3>



Instead of a conclusion

The preparation of future teachers and educators is a process of continuous learning and change, a process that brings together different ideas, thoughts and experiences, a process of collaboration and togetherness.