

Pedagogical Conditions for the Development of Bilingual Personality in the Educational Environment of Spain

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Abstract

In the context of globalization, expanding cultural contacts, and increasing migration flows, the phenomenon of bilingualism is one of the most relevant research topics in the global educational space. In some countries of Western Europe, the traditions of bilingual education are formed in different ways. For example, in Spain, the need for bilingual education is explained not only by the linguistic independence of some Autonomous regions, such as the Basque country and Catalonia, but also by the large influx of migrants. Among the EU countries, Spain is one of the leaders in the growth of foreign citizens arriving for permanent residence.

Pedagogical conditions for the development of bilingual personality in Spain are characterized by historically established educational traditions. The analysis of educational programs implemented by the Ministry of education and science of Spain allows us to speak about certain results in the process of adaptation of foreign children from different countries of the world. Since 1970, the "Red de Enseñanza de Portugal en el Extranjero" program has been running in 90 schools in various regions of Spain. The goal of the program is to form a bidirectional ethnic identity of the child and communicative competence in the broad sense of this term. As part of the agreement on cultural cooperation between Spain and the Kingdom of Morocco, a program for teaching Arabic and Moroccan culture has been running since 1980, with the goal of successfully integrating Moroccan children into the Spanish educational system. In this article we consider and analyze positive experience of Spain in the pedagogical approaches of development of harmonious bilingual personality.

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1. Introduction

The annual increase in permanent residence arrivals in Spain is the reason for the increase in the number of foreign pupils. As of the 2017/18 year, the number of

foreign children in Spanish schools increased by 48%. A Positive fact is the comprehensive support of educational institutions working with foreign children, both from the state and from the organizations of compatriots. It is a

positive fact that foreign children have the same rights and responsibilities as Spanish children. Adaptation of students takes place in accordance with the regulations of educational institutions.

Article 22 of the «Ley Orgánica Constitucional de Enseñanza» (constitutional law on education (hereinafter "LOCE")) pays great attention to the problem of intercultural interaction. It is also emphasized that ESO students must study the cultural characteristics of different ethnic communities and respect the traditions and customs of their country of residence. The state law "LOCE" obliges the regional authorities to develop a system of measures in the educational sphere that would contribute to the successful integration of foreign children into the Spanish educational system at both the initial and basic stages of education. The law also states that the authorities must regulate multicultural education and, in this regard, develop and implement appropriate educational programs aimed at integrating foreign students. [LOCE, 2006] In contrast to the Russian education system, where the issues of multicultural education fall entirely on Russian teachers, in the Spanish educational system, teachers work on special programs implemented in individual classes of General education institutions with significant state support.

Integration of foreign pupils takes place taking into account age and language characteristics and in accordance with the requirements of the educational standard. Classes are held both in the system of additional education and in specialized classes of General education institutions. They are held in parallel with the main training and depend on the level of knowledge of students.

The development of educational programs is carried out within the framework of compensating training for socially disadvantaged groups of the population or for students who have had a break in education for more than two years.

Measures taken in the field of compensatory training depend on the authorities and the current situation in a particular region of the country. These measures should be reflected in the annual report on compensating training, which is developed by the educational institution. In addition to the goal of getting a basic education, the training of foreign children is also aimed at mastering the language, filling the gaps in basic knowledge, supporting and creating a favorable atmosphere in the educational process.

There are different approaches to learning. Some pay a lot of attention to filling gaps in the education of foreign children: their goal is to introduce the student to the educational system and give them a basic level of knowledge. Another approach is aimed at achieving results in the education of all pupils, regardless of whether they are foreigners or not.

2. Materials and Methods

Events aimed at solving the problem of integration of foreign children into Spanish society are held in different regions of Spain with state support.

Goals of this work:

- creating a harmonious and conflict-free atmosphere in the school educational space;
- addressing gaps in the knowledge of immigrant children;
- respect for the spiritual and moral values of other cultures and peoples, which contributes to the successful process of adaptation and integration of foreign children in the educational space of the host country.

An integrative approach that involves close cooperation between teachers, public figures, parents, and the state ensures that the rights and responsibilities of foreign children are properly respected within the Spanish educational system. It is especially important to establish a link between the educational institution itself and the parents of foreign children. [Barnes, 1999]

At General parent meetings and meetings, information is exchanged of various types: parents learn a lot about the entire Spanish education system and about this institution in particular, and teachers have the opportunity to learn about the socio-economic situation in a particular family, to assess the psychological atmosphere in which the child is being raised, to learn the cultural and intellectual level of development of parents.

In some educational institutions, foreign children are admitted to a grade lower than their age limit. This is done in order to fill in the gaps in the student's knowledge. Problems in the process of integrating students and in the learning process itself often arise due to low level of language proficiency. [Deuchar, 1992] To overcome these difficulties, additional classes are organized outside of schedule, and a "road map" is created for each student. Appropriate assistance is provided to foreign children at the expense of the regional budget not only within the educational process, in some cases, special services are engaged in this process. Social educators, psychologists, representatives of diasporas, and employees of embassies of the country of Exodus participate in the implementation of this project.

It is important to note that additional classes are organized in schools where foreign-speaking children learn Spanish in order to reach a certain level for studying in the main class. Accordingly, for this category of students, continuous additional training is assumed. They must attend classes for a certain number of hours per week, both within and outside the General schedule.

Many schools have added a cross-cultural and country-specific component to their curricula. Also, most schools interact with other educational institutions that implement programs to improve intercultural education, providing human and material resources, organizing

extracurricular activities, developing additional materials, training teachers, etc. As part of this activity, national holidays of representatives of various cultures and peoples are held, exhibitions and meetings with public and state figures are organized. [Garau, 1999]

Some schools cooperate with companies that present their organizations to students in the framework of career guidance, which contributes to the creation of a single production and educational space and improves the system of continuous training "School-University-production". Also during educational process realize activities with Spanish children and their parents in order to form a tolerant attitude and create a conflict-free environment in the educational institution.

3. Findings

During the analysis of educational programs implemented by the Ministry of education and science, the experience of schools where children from Portugal study is interesting. This program was supported by the Portuguese Embassy in Spain as part of the cultural agreement between Spain and Portugal signed in may 1970.

The program started working in 90 schools in different regions of Spain. The program allows to learn both the native language and the language of the host country at the same time. Thus, a bilingual personality is formed at the stage of primary education: Spanish children learn Portuguese and improve their knowledge of the Spanish language, while Portuguese children learn the language of the host country and support the language of the country of origin.

This program includes pre-school and primary level teachers whose native language is Portuguese. They are members of the "Red de Enseñanza del Portugués en el Extranjero" (a Network of institutions for teaching Portuguese abroad), combined with educational institutions in Spain (public or subsidized private schools). In these schools, the study of Portuguese is part of the main program, it is carried out in "mixed classes" (where teachers of Spanish and Portuguese work with the whole class) or in "combined classes" (where teachers of Portuguese teach children who have chosen this program of study).

Let's focus on the problem of multicultural education. This type of new type of educational process is a construct based on the development of a child's bi-directional ethnic identity, and as such is the most important means of achieving a single Federal educational standard provided for in the educational legislation of most countries in Europe and the world, and an instrument of integration into the world educational space. [Protasova, 2010]

The content of multicultural integrated education contributes to the development of inter-subject relations

between the disciplines of the Humanities cycle and the disciplines of the natural science cycle.

Its result is the comprehensive development of a Binational (international) personality with communicative competence in the broad sense of the word (incl. cross-cultural, socio-cultural, media, linguistic and language competence), as well as being able to positively and critically relate to the phenomena of reality and manifestations of human activity in the world. [Pozdnyakova, 2011]

Thus, we can talk about a multicultural school, where in addition to the main program, a number of additional events are implemented, such as student exchanges, cultural trips to Portugal and Spain, Portuguese cultural weeks and Portuguese clubs. At the General secondary level, Portuguese is an optional subject and is taught by a Spanish teacher. Therefore, secondary schools are less likely to participate in the program. But in some cases, Portuguese education authorities send Portuguese language teachers to teach in the secondary education system in order to continue the previously started program.

The experience of working within the framework of the Agreement on cultural cooperation between Spain and the Kingdom of Morocco, which was signed in October 1980, is a solid Foundation for the " Programa de Enseñanza de la lengua Árabe y Cultura Marroquí " (program for teaching Arabic and Moroccan culture). This program is designed for Moroccan children who are studying in Spanish educational institutions. In 1992, a joint group of experts was established at the level of the governments of Spain and Morocco. The main task of the experts is to identify the main problems that arise in the process of implementing the points of the official document. This program is supervised by the center for educational research and documentation ("Centro de Investigación y Documentación Educativa" – "CIDE") in coordination with "MEC".

The program is implemented in Spanish schools for children of Moroccans (the largest Diaspora in Spain), and its goal is to improve the teaching of Arabic and preserve the traditions of Moroccan culture. Teachers from Morocco are invited to teach children in the program. The following are the Spanish provinces participating in the program:

- Andalusia,
- Aragon,
- Balearic Islands,
- Canary Islands,
- Castilla La Mancha,
- Castilla and Leon,
- Catalonia,
- Extremadura,

- Madrid,
- Rioja,
- Valencia,
- Basque country.

In order to promote social integration, eliminate acts of cruelty and racism, and promote tolerance between cultures, MEC has improved the main points of the agreement with the Yehudi Minukhin Foundation. In the 2015/16 school year, more than 3,600 children participated in the program (2,000 more than in the previous year) from different regions of Spain, who attended various clubs and cultural events as part of this program. The training was organized by specialists in drama, dance, and sculpture. Today, the Yehudi Minuhin program operates in 9 Autonomous regions: Andalusia, Asturias, Cantabria, Catalonia, Extremadura, Madrid, Murcia, Valencia, the Basque Country, and the Autonomous cities of Ceuta and Melilla.

4. Conclusion

An integrative approach that involves close cooperation between teachers, public figures, parents, and the state ensures that the rights and responsibilities of foreign children are properly respected within the Spanish educational system. It is especially important to establish a link between the educational institution itself and the parents of foreign children. [Khamraeva, 2015] At General parent meetings and meetings, information is exchanged of various types: parents learn a lot about the entire Spanish education system and about this institution in particular, and teachers have the opportunity to learn about the socio-economic situation in a particular family, to assess the psychological atmosphere in which the child is being raised, to learn the cultural and intellectual level of development of parents.

Thus, all participants in the process of adaptation of foreign children note that there is a need to optimize the development of appropriate programs both at the level of the Ministry of education and science(MEC) and at the level of institutions working in the regions, taking into account the multicultural characteristics of each region.

It can be concluded that in the context of globalization, the experience of Spain, Portugal and Morocco deserves attention and is of scientific interest to researchers working in the field of multicultural, bilingual education.

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