The Valorization of the Migrants' Intercultural Experiences for Students from their Native Countries

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Abstract

The purpose of the project is the realization of an informative didactic material which will contain stories referring to the possibility to receive, to understand and to assimilate of the state in which they work. The project's research domains are in concordance with the communicative situations and with the competencies exposed in the C E F L. The methods of studying will be the tandem and E-tandem. Activities of the study group will be correlated with the virtual study group and the users will realize their didactic tasks using e-mail, chat, forum. Members of the tandem will be children and parents who work abroad. A fundamental principle of the project is the presence of multiculturality and the intercultural diversity from the Eastern and Western perspectives. With the agreement of the participants will be made a list of thematic areas on the basis of which tandemists who work abroad will tell their experiences of assimilation the culture of the state in which they work. The narration will have an authentic character and will not be supposed to the planning rules. Participants, using chat or forum, can ask and answer to the questions of other tandemists within the virtual study group. Users will watch some video sequences with different daily situations, significant for other cultures, and after this they will comment upon the learned information. The next step is that the user will receive a video in which he will see the way his parents reacted at the same situation being in the middle of the respective culture. The virtual study group will be composed from tandemists who studied the daily situations and the way of their assimilation in 4-6 countries. A very important stage for tandemists is the interpretation of the information, because during the interpretation they will discover the intercultural similitudes and also they will observe and understand the differences between countries. This stage will be like an indicator for the formation of the strategies of creation the user's intercultural competencies, and also it will help to elaborate documents for intercultural education at the institutional level. Taking into account the medium in which we work such attempts of valorisation the adults' intercultural experiences can have a beneficent impact.

1. Introduction. Topical issues

Republic of Moldova and its educational system has an imperative objective: to synchronize the development strategies of local education with progressive international trends as well as to achieve consistency with the goals of European education. According to the "Area strategy development for the period 2014-2020" [1], European educational policies aim at the implementation of an education seen as an ongoing process which is not limited to the compulsory education, but is based on the lifelong education and the mobility of individuals in various professional contexts and social groups.

A project designed to develop information materials on revaluation of migrants experiences linked to the reception and transmission intercultural messages, fits perfectly the elaboration of a plan intended to create a personal concept on implementation of lifelong learning activities. The impact of migration phenomenon can be interpreted contradictory, encompassing various opinions, but the authors of educational concepts have the opportunity to receive useful information about learning process design. Another fundamental objective of the European education is to increase the quality and efficiency of education and learning. Usefulness of the project is consistent with this goal because it involves all educational actors and calls them to get aware of the quality concept in education. There are not rare cases when the members of society, including teachers, consider the quality of education is reflected exclusively in final evaluations.

1.2. Insights into historical institutional project

Skills, dexterity, and the ontological metacognitive skills are not seen as goals, but adjacent means to obtain cognitive skills. Cohabitation, social and cultural integration skills are perceived as personal goals, and are reflected in the curriculum very hastily. The module concerning the training of "to be" in an intercultural area skill, is absent from certain documents necessary for the design of the education process. In the period 2007-2011, at the State University of Medicine and Pharmacy "N. Testemiţanu" was implemented an institutional project regarding the way local, allophone and international medical students perceive international practices. The work "Conceptualizing intercultural education in the context higher education" [2] by Argentina Chiriac, describes in detail the methodology of questionnaires implementation and achievement of adequate interpretation of obtained data. The following information is relevant in terms of preparing all actors involved in educational process to understand the notion of interculturality, as well as, the need of theoretical approaches on intercultural skills training didactics.

The survey revealed that only 2 % of teachers think that the classes include the intercultural education module, despite the fact that 20 % of teachers taught by adapting to the ethnic/cultural diversity of the group of students. The projects designed to revaluate the intercultural experience will aim to transform the role the migrant's intercultural experience, from a narrator to a mediator of the experience that could serve as basis for the work of teaching concepts authors.

Thus, the migrant is not separated from their children's education because of circumstances imposed by the place of work, situated at a great distance far from the children's educational institution. The role of migrant parents will not be limited to narrators of intercultural experiences perceived differently. The idea is to give these experiences the role of didactic material for the training of children's intercultural skills, and other subjects interested in understanding others. The project is a way of providing migrants opportunities to engage in education and training, as well as, a way of providing the active citizens the feel of freedom of action. One of the general objectives of "Area strategy development for the period 2014-2020" is to increase the efficiency of the educational system, to expand and diversify the educational services by implementing the opportunities offered by information and communication technology " [p.29]. The implementation of activities aimed to put in value the intercultural experience of migrants will be accompanied by the formation of e-skills for all actors involved in the educational process within a fully conceptualized didactic framework.

1.3. Methods of intercultural education conceptualization

Cesare Giacobazzi addresses, with a remarkable smoothness, the theme of intercultural experience perceived by the migrant and the interlocutor the article "Cosa c'è di vero in un' esperienza interculturale immaginata?" [3]. The author mentions the optimism of a person when interacting with a new culture and his intention to extend the pleasure of discovering new facts through retelling facts "... a way of conquest" [page 19] of new circumstances. Thus, the migrant is the holder of the intercultural experience and the personal perception on his intercultural experience. The conceptualization of intercultural experiences has the role to go beyond the information provided by the migrant, to receive information, to comment it, to translate it within an information system, to perform thematic clustering of information, to interpret and comment on obtained information following the criteria and principles of teaching and scientific interpretation, of archiving the information following the principles of utility and use in the process education and training. In these circumstances, it is important that the authors of teaching methodological concepts of languages develop a set of algorithms which would mean, on the one hand , the intercultural skills training, and on the other hand, the creation of the teaching methods in the light of constructivist perspective, methods necessary for acquiring comprehension and intercultural coexistence skills.

The intercultural experience is inextricably linked to bias of subjectivism, stereotypes, and personal opinions formed in concrete situations. Training materials necessary for developing intercultural competences will have a great impact not only on the user, who will cross long way to discover the experience of the other and will create his own methods of building intercultural experiences, but also it will contribute to the deconstruction and reconstruction of the representation on intercultural experience of migrant parent who will perform tasks for

analytical interpretation of his own experience. The final didactic materials of the proposed project will form a personalized electronic manual and a documentary on intercultural experience.

1.3.1. Questionnaire
Although, the ways of achieving the didactical goals are not innovative elements of the project, we consider that innovative aspect of the project consists in their combination and their application in a professional, educational area where there are not so many precedents for this kind. The questionnaires can be implemented directly when migrants return in their families and all the member of the family are together or indirectly using synchronous and asynchronous channels of communication through ICT. The management of communication flow is the prerogative of all subjects involved in education and training process, thus, a part of the teacher's responsibilities are shared with other participants the project. The use of questionnaires with direct answers requires, first of all, a period of time for the creation of this questionnaire applying the techniques of construction and deconstruction. The proposed algorithm supposes the presentation of a questionnaire related to other's intercultural experience; the next step is the discussion with other members of the learning group and adaptation of the questionnaire subjects depending on new circumstances. Personal electronic handbook of the user involves the creation of Facebook type pages that will include spaces for chat designed to train metacognitive skills. The participants in the project will describe regularly the changes of tasks, but also the arguments that led to these changes.

1.3.2. Interview
The interview is another task of the project the implementation of which requires going through an algorithm developed from the constructivist perspective of learning. The realization of a parent-child interview involves a preliminary activity intended to get aware the participants of some existential issues which have previously been neglected or have not been paid much attention. The interview places the subjects in a new role; the project participants are in a position to cover the stages of autonomous style of learning. The user and his parent will set goals for the interview, will describe the stages of its implementation, will describe the conceptual structure of the interview, and will reveal the most important themes and adjacent aspects to be discussed, will add and modify some tasks according to the new mental representation on the explored theme and new existential circumstances. The questionnaires previously developed according to the methodology for implementation and interpretation of questionnaires, completed under the rigors of receiving, selecting, interpreting and storing of them, will be a solid foundation for the interview.

1.3.3. Reportage
The reportage is another step of the documentary implementation, the project involving the formation of an overall view on the researched topic. The development of skills in multidisciplinary domain through activities liked to mass-media and the study of foreign languages, and also the development intercultural comprehension skills, is an expression of implementation of all stages of autonomous learning style. The possession of a set out, modified and restated earlier personal concept, involves the implementation of different ways to approach the knowledge and learning process (Benson P., 2006)[4].

1.3.4. Documentary film
A documentary film realized by the group of users and their parents assumes the presence of the following skills: formation of concepts of a plan implementation, development of strategies for knowledge and learning, awareness of the learning act, and understanding the role of teaching methods and ways for achieving educational goals. The formation of critical thinking and use of constructivist learning paradigm can be achieved with the support of ICT, but, within the framework of intercultural education projects where are involved subjects from different geographical regions these activities wear a necessity character.

2. Conclusions. Research and application prospects

Therefore, the material purpose of this project is the realization of the documentary that can serve as an indicator of development of learning strategies and their reflection in the user's personalized handbook, it can be considered a true source for other teaching materials developed by the user and will be a fundamental element in the elaboration of knowledge, learning, and competences training strategies for teachers. The intercultural experience obtained as a result of the migration phenomenon will be considered when elaborating classic or online manuals, methodological concepts and adjacent guidelines to study a subject. The concordance between study contents and methodology with the external reality will help to explore intercultural experiences of migrant parents, to establish deep parent- child connections in term of education based on understanding and empathy, to remodel the conception of migrant in the home country as well as in that one where the parent works. Educational documents prepared by specialists will contribute to the achievement of intercultural experiences by all project participants because it will be proposed the creation of algorithms to overcome conflict situations or misapplication of stereotypes. By developing commonly the algorithms for solving conflict circumstances all parties will acknowledge the complex process of understanding the existential and behavioural culture of the other.

Interculturalism will not be just an abstract concept, it will be perceived as a way of self- knowledge, self-reporting to various social groups, of self-identity creation in relation to him, to the local culture and the culture of others. Intercultural comprehension skills represent a way of obtaining the psychological comfort generated by integrating plenary within the social group. An open society represent not only the possibility to travel in different geographic regions, but the opportunities for self-knowledge and knowledge of others, opportunities for discovery and cohabitation with each other, to break down the barriers of communication based on stereotypes and prejudices. Interculturalism is the guaranty of wellbeing of the individual in any geographical point, derived from the value of his developed skills.

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