

The realistic predicament and possible outlet of multicultural accomplishment of teachers under the multicultural perspective

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Abstract

The society of globalization and cultural diversity is that we must face the fact that the professional role and responsibility of teachers is undergoing tremendous changes in the current environment. The quality of teachers' professional challenges, based on the analysis of the status of the course of teacher training, and based on the reality of possible paths of teachers' multicultural literacy training, will promote the professional development of teachers in multicultural background, which have great significance to teachers' training.

Keywords

Multicultural; Teacher multicultural literacy; Realistic predicament; possible outlet.

1. Introduction

With the participation of the teachers' understanding of curriculum is a prerequisite for the implementation of any curriculum reform, to their actions eventually determines the curriculum implementation. A good teacher can transcend the ordinary course, but an ordinary teacher can make a perfect design courses become no educational value. [1]The characteristics of multicultural] in the background, the local curriculum in multicultural background preparation and implementation, based on no doubt in the general sense of the concept of teacher system and the ability of system reconstruction has special requirements. Teachers should do is the diversity of students and community culture aware, and in curriculum and teaching, to actively the attitude into their culture, creative dialogue, and actively resist cultural prejudice and discrimination; and master a variety of opportunities for professional career, continuing with the students and community interactive learning. [2]In modern society, the teachers, in order to adapt to the development of current society, not only need to have specialized knowledge education and professional knowledge, more should abandon the narrow cultural departmentalism, multicultural education attitude and professional ability, can adopt appropriate strategies in the curriculum and teaching activities in response to the impact of cultural differences on school education. Therefore, the establishment of respect multicultural attitude, multicultural education knowledge, correctly handle the problem of cultural differences in the educational situation, to help every student to adapt to school life, improve learning behavior and enhance each from different cultural backgrounds of students' academic achievement, is the special needs of teachers professional development in multicultural background.

2. Social Needs: the Challenge of Multicultural Society to Teachers' Professional Quality

In twenty-first Century, there is no country in the world did not experience multicultural education. There is no doubt that the multicultural society of teachers will face the diversity of social culture, how to represent the age, gender, religion, social class, race, nationality, language or any combination of these factors into the culture, teaching actively involved in teaching courses. Strategies, teaching methods, materials, examination and organization mode, but also emphasize or enhance the dual challenge common core values in the society. The professional roles and responsibilities of teachers under the background of multi culture change and expansion. In multicultural education background, how to help minority students not only can maintain its unique charm of the nation culture, local

culture, and can make them better into the mainstream society, the successful realization of national modernization, to approximate the "multicultural group of key in symbiosis, harmony but not Sameness" The teacher's multi-cultural accomplishment is particularly important.[3]

2.1 The Requirements of Multicultural Society for Teachers' Knowledge Accomplishment

In a multicultural society, teachers should meet the special needs of different religious, language and ethnic culture of middle school students, but also can have different religious and ethnic origin, language and people working and living together, grasp the opportunity to consider the students around the cultural diversity, to enrich the lives of students all. This requires teachers to enrich groups of knowledge and cultural diversity of knowledge, and to different cultural perspectives of knowledge and experience, and take appropriate action. Only in this way, they may have enough basic knowledge and meaning itself to different ethnic attitudes, behavior and language, using a variety of ways to transfer cultural characteristics of different ethnic groups, and excluding racial discrimination and Prejudice and other contents of the textbooks.

The American scholar Banks thinks that can become a multicultural teacher influential must have four categories: the multicultural knowledge model knowledge, the multicultural education concept of knowledge, the main ethnic group of historical and cultural knowledge and teaching methods of knowledge.

2.2 Multicultural Society Demands Teachers' Multicultural Education Accomplishment

In a multicultural society, "and a group of teachers are from diverse backgrounds and have different experiences of children living together." [4]how to communicate effectively with these children, actively adopt different culture into the curriculum and improve their academic achievement, is an important challenge for the teachers' ability of multicultural society.

In the opinion of the British scholar Lynch, an important way of multicultural education is the development and implementation of multicultural curriculum, the teachers' ability challenges from multicultural curriculum and teaching. Therefore, teachers' multicultural education ability are briefly summarized as follows: the use of a variety of different ways to transfer cultural features of different ethnic groups, to help students from different cultural, racial angle to construct their own concept, ability of theme and idea; as each student is different, according to different cultural backgrounds of students with ability to teach school experience and ability; ability to fair evaluation of the learning process and results; and the student's family, community interactive learning ability.

3. The Realistic Predicament: the Analysis of the Current Situation of Teacher Training in Multi-Cultural Background

3.1 Analysis of Teacher Education Attitude in Multicultural Background

The survey results show that, in the multicultural society of teachers, due to its unique working environment and a variety of cultural atmosphere, most of the teachers agree with the cultural diversity in the attitude, to accept different cultures. They also take active strategy, said likes and different groups of people, and go from Italy different cultural backgrounds to learn a lot of things. The ethnic identity of multicultural education idea, that he had the responsibility to understand the cultural background of students, and that students regardless of any culture, should understand the cultural diversity. The school curriculum should pay attention to multicultural teaching. In order to meet the different cultural needs of the students, teachers should play more the role, and should adopt different methods. Although in some respects are not aware of, but in their teaching content and conduct educational activities also contain multiple The cultural education component, the attitude and behavior education, we carry out the curriculum reform under the background of multi culture, provides the premise and basis of the development of multicultural education has an important feature of the local curriculum. The background of multi culture positive teachers' multicultural concepts "conscious" form, but also fully reflects the enthusiasm of multicultural policy the background of multi culture, it is an important guarantee for us to carry out local curriculum in multicultural background. However, teachers can't be ignored is that due to emphasize the unity of effect, ignore

the difference of the concept of education, lack of professional courses to cultivate multicultural knowledge and education ability of teachers? Although most of the attitude makes teachers recognized the necessity of multicultural society and multicultural education, but in some key problems of fuzzy recognition, In different cultural background knowledge can enter the school curriculum, whether it will lead to conflicts and other issues concerning the implementation of multicultural education is deeply distrustful, multicultural education teaching behavior concept has not been consciously implemented. These vague understanding and specific education behavior of doubt, local curriculum development in multicultural background will bring a lot of influence, teachers are lack of necessary knowledge and positive behavior in the development and utilization of multicultural curriculum resources of the rich, "the final implementation should be with the difficult" contradictions and confusion will restrict the local curriculum in multicultural background. Therefore, the expectations by the corresponding teacher training will be able to complete the place curriculum development in multicultural background and the implementation of the concept is not feasible. The local curriculum development in multicultural background, multicultural knowledge and ability training of Teachers Training is essential.

3.2 Analysis of the Current Situation of Teacher Training in Multicultural Background

Some scholars criticized China's teacher education curriculum, although the form is to design a teaching oriented, but its content is fully display Chinese culture hegemony domination and domination, the lack of cultural and educational care and respect. It aims at cultivating a competent assimilation education worker instead of training with a multicultural perspective, concerned about the different cultural groups, to promote the development of multicultural teachers' duty. The ignorance of cultural diversity do not know, when they entered the multicultural area school, contact of minority students, is because of sub culture does not have sufficient knowledge to interpret the students, not he set up the correct attitude to the development of the relationship between teachers and students, let alone solve cultural differences, contradictions and conflicts in the education teaching problems. Although this criticism words were too sharp, but in the multicultural background, it's to many the key to the training and training system of teachers.

From the current point of view, teacher training curriculum system in multi culture background in China and the basic convergence, long culture is familiar with mainstream culture, the dissemination of scientific truth of teachers, rather than a multicultural perspective, understanding of different cultures, respect for cultural differences. Teachers' curriculum system and content of teachers' multicultural education is seldom literacy training. In fact, to realize the cultivation of teachers' multicultural education knowledge ability under the background of multi culture, actively rely on a few courses is not enough, not only requires teachers to have the correct view of nationality, culture, more important is to rely on the teacher as a "multicultural education concept education of people", the formation of knowledge and ability, and the professional literacy of the teachers in this area. Therefore, in multicultural background of teacher training and training system to break the existing curriculum and content The limit of multicultural teacher training strategy is developed, for the transformation of the existing curriculum contents and subjects, to cultivate multicultural education knowledge, to teachers' professional accomplishment of multicultural education.

4. Possible Outlet: the Possible Outlet of Multicultural Literacy Among Teachers in Multicultural Background

About how to improve the setting of the teachers' training curriculum in multicultural background, so that teachers can know the formation of multicultural education, enhance the professional quality of teachers, according to the current understanding of the foreign material, formed three kinds of effective curriculum modes: single program, integration and three stage mode, these practices can provide us with inspiration. [5]How to design as a whole, the problems we need to teacher education. Based on an overall consideration of teachers in our country in multicultural background of pre cultural competence training put forward some immature thoughts.

4.1 Promoting Teachers' Multicultural Education Knowledge

4.1.1 To Renew the Concept of Teacher Education in Multi-Cultural Background, and to Train Teachers With Multicultural Education Concept Into The Multi-Cultural Background Of Teacher Education

Will train with the view of multicultural education teachers into the training objectives of Teacher Education in multicultural background, which is the basic premise of the reform of teachers in multicultural background training curriculum system. Its purpose is: to promote the teacher of the cultural diversity of historical insight into the minority; understand the way of life, especially related to school education behavior and attitude; understanding and eliminate personal prejudices; help teachers to develop knowledge and skills required for a multicultural society.

4.1.2 Through the Corresponding Curriculum Reform, to Promote the Future Teachers to Multicultural Education of Deep Understanding and Understanding, Get the Corresponding Ideas, Knowledge and Skills

Teacher education in multicultural background, in addition to the formation of future teachers of professional education and knowledge, but also to help teachers to clearly recognize the significance of the cultural diversity of their respective disciplines and teaching situation, the future development of teachers' correct understanding of the cultural differences, knowledge and ability of multicultural curriculum development corresponding the design and multicultural teaching. It is the important way of curriculum reform. For example, in general more cultural anthropology or ethnic history and culture course, aim is to establish the teachers for different people and culture, the basic understanding of the relationship between the development of education, the formation of the correct "culture model" can also be. A variety of courses, set up ethnic arts, regional geography, history, local inspection and other courses, the historical development of the region, geographical environment, livelihood, community together Fall, learning culture modality, improve teachers' multicultural knowledge about culture, local culture and the corresponding knowledge, form their identity to the multicultural society, acceptance and sense of belonging, multicultural attitude of teacher development, to promote multicultural education to increase multicultural education and understanding. National culture, education in professional courses in the local culture, community culture and education content, training teachers have to observe or record collection of local culture, national culture, and the cultural material into teaching ability. Additional courses of educational research methods corresponding to the qualitative research, or ethnographic research methods discussion and training, enhance future teachers to students in secondary culture, the relationship between teachers and students, to observe and understand the class atmosphere, help them develop to deal with the cultural differences of knowledge and ability.

4.2 Enhancing Teachers' Multicultural Curriculum Development Ability

4.2.1 Through the Corresponding Professional Curriculum, to Enhance the Future Teacher's Curriculum Awareness and Curriculum Knowledge

Local curriculum development in multicultural background calls for the cooperation of teachers, teachers' participation, is no longer a passive course consumers, but curriculum developers, researcher, the process of curriculum change for teachers and students to create experience. This is the new curriculum reform calls for teacher education curriculum should cultivate awareness of future teachers and improve the curriculum theories. Influenced by the traditional concept of curriculum, teacher training and training curriculum system has been unable to pay attention to the construction of curriculum theory, more than 90 schools still follow Kairov's *Pedagogy* mode, only in the public education "teaching content" chapter, superficial introduction the teaching plan, teaching syllabus and textbooks. The students about the curriculum theory and practice of curriculum reform of curriculum knowledge, theoretical accomplishment worrying. Therefore teacher education in multicultural background must be The following work: first, separate courses on or strengthen the theoretical part of the course in public education, to enable students to fully understand the core

curriculum in school education, curriculum development and understanding of domestic and foreign China basic education curriculum, establish the concept of the new curriculum essence, curriculum type concept, curriculum management concept and teaching concept. Understand the basic principle of curriculum design, curriculum development knowledge. Second, the practice of curriculum development in education training and internship education practice. Third, we can through the graduation thesis writing to research of basic education curriculum.

4.2.2 Through A Variety of Ways to Promote Future Teachers, Multicultural Curriculum in the Local Curriculum Development and Utilization of Resources

Rodgers said: teach anything and others, in my opinion seems to be relatively meaningless, only little or no effective influence on behavior, I finally feel, only to have a meaningful effect to the behavior of their learning is found and put it into their own knowledge and some related courses. [6]The change may bring is the wealth of knowledge, it is indispensable for teacher's professional development. But the formation of professional ability must also take a variety of strategies training. Some countries and regions for the future teachers' multicultural education, especially the cultivation of rural cultural curriculum development ability was perhaps worth learning.

4.3 Promoting Teachers' Multicultural Education And Teaching Ability

How in a multicultural society according to the students by the cultural experience, race, socioeconomic status, different cognitive styles formed by gender differences and other aspects of the adaptive teaching provides a positive development, cooperation and motivation to stimulate the teaching strategies for students of ethnic minority groups to learn the content of interest, and compare some of the few put all sorts of things together the ethnic contribution to various disciplines into curriculum practice, may be more important. Therefore, the American scholar Kristin (Christine) pointed out that the current multicultural education should become a kind of teaching and learning orientation. About multi culture teaching strategies, foreign research is to understand the multicultural teaching characteristics as the premise multicultural teaching. Multicultural teaching is also known as the cultural adaptability of teaching. It includes at least three meanings: multicultural teaching is the combination of general education and teaching, Is to make the students of ethnic minority groups on the basis of knowledge, ability to grasp the basic premise; multicultural teaching not apartheid teaching, its purpose is to let all the students better adapt to the multicultural society; through multicultural teaching to improve all students' academic achievement, but also cultivate students to choose between different cultures, ability the formation of critical thinking.

Based on the principle of multicultural education, numerous multicultural teaching strategies are mainly summed up in three categories: one is to enhance students' academic achievement of the teaching strategy; the main representative is the cooperative teaching strategies. Cooperative teaching strategies put students of different ethnic groups in the study together. All individuals are treated equally; all individuals have a common goal. Through different races students' positive efforts to achieve team goals. Encourage cooperative learning group competition, the weakening of students between competition, based on individual learning, advocating mutual relations between different ethnic groups, cultivate students' positive in the autonomous cooperative learning, competitive learning ability, the formation of positive relationships. The cooperative teaching strategies to encourage communication between students, participation, and emphasis on Interaction Admission triggered activities in the atmosphere of mutual respect and cooperation. It emphasizes the concept of freedom of expression, feelings and different cultural assets, so as to form the students' positive self-image. Two refers to the equal opportunity of teaching strategies; the main representative is the multiple teaching evaluation strategy. This strategy results advocate multivariate index evaluation of students, application a variety of test strategies instead of test methods. The three is to narrow the cultivation of students' critical thinking ability in the teaching strategy, the main representative is the inquiry teaching strategy. This strategy: through the statement of the research problem, form hypotheses, data collection and analysis, to general rules and conclusions, to explore several steps to complete the teaching process.

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