

Social Experiences of Future Teachers – a Research Report

Abstract

The basic notional category and the leading motif of the presented study is social experience of candidates for teachers. The reflection is grounded on the social psychology of development in the context of the reality experienced by the individual, the meanings applied to experiences (Tyszkowa, Przetacznikowa, Brzezińska), and in the perspective of intercultural education (Lewowicki, Nikitorowicz).

In the undertaken discussion, the author refers to the results of extensive multivariate research conducted in 2011–2012 in several academic environments which differ in location (the centre – the borderland) and in socio-economic potential. This constitutes the background against which the determinants are indicated of preparing future teachers for work in multicultural conditions.

Keywords: experience, future teacher, multiculturalism, intercultural education, borderland, centre, socio-economic potential

Introduction

Intercultural contacts are the daily routine of multicultural societies. They result both in enriching the home culture with the assimilated foreign elements and in activating defensive activities aiming at the preservation of old values perceived as one's own. Cross-group interactions take place along with cultural contact and with inevitability of conflicts and misunderstandings (Huntington 2003; Nikitorowicz 2009). In such relations, the understanding experience (Lewowicki 2000: 27) gives rise to dialogue in education as the basis for negotiation, compromise and agreement.