INTERCULTURAL EDUCATION IN THE EARLY YEARS

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Abstract

This paper will analyze the didactic outcomes from the pedagogical activity of play, with a focus on the development of intercultural competences. It will show how peace pre-school programs have been approached, and issues dealing with equal status, respect for diversity, tolerance, common values, problem solving have been implemented. The promotion of the new pedagogical discourse is recognized as having overcome the traditional pedagogy with new and contemporary pedagogical tools in the context of pre-school education in Macedonia. Created activities that have included children, parents and kindergarten educators will also be presented. The benefits of such activities linked to play are directed towards the steady growth of inclusivity and quality in education. It is intuitively known that play is good for children, so associating play with learning is advantageous to the child’s growth and development, mutual interaction, and development of critical life-long skills. Stimulation of brain growth and enhancement of early development fall under the realm of such benefits, which is the motivation behind this paper: reflection of the activity of play in the background of contemporaneity of Macedonia, as exemplified through specific activities and the views of the parties involved (children, parents, educators).

Keywords: Intercultural, competences, education, play, preschool.