

Nino Popiashvili

Ivane Javakhishvili Tbilisi State University

Migration from language perspective

Language mechanisms of multicultural education

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Language is a cultural phenomenon, which has the numerous historical and cultural connections. In some cases even single words without any context express the notions, which have archetypal cultural and historical definitions. And the texts which are written in different languages and with culturally different context are full of ethnocultural and ethnolinguistic issues (realities, symbols, illusions, idioms, metaphors, sayings, word conjunctions etc.) Each text has assessment of existed materials as well as it consists of certain ideologemes and mythologemes. Through text the thoughts and relations are deeply preserved in our consciousness. Therefore, text has a great impact in formation of

individual's stereotypes, archetypes and in formation of conceptual vision in general. The language itself is considered as the collective experience of people. In other words language is an expression of a national ideology. If any foreign linguistic and cultural material is used widely, it is absolutely possible that the concepts of the native language would be driven out. Migration as a movement of people from one place in the world to another or force migration has become very mainstream in 20th and 21st centuries. The intensively and character of migration are different according to the countries and era. Migration as a movement of people significantly changes the general image of resettlement and the

demographic, social and ethnical structure of the countries.

The change of residence temporarily or forever has its own reasons. In most cases this is because of the ecological disasters, political or social reasons. There is a difference between individual and collective migration.

The English scholar E. G. Ravenstein (1834–1913) is one of the first who did a research on migration (1885). Ravenstein explored the processes of migration in Great Britain and North America and established 11 "laws of migration" on which modern theories about migration relies on. In Ravenstein's migration studies the most important are the following statements:

- Most migrants only proceed a short distance;
- The bigger a territorial center is the more attractive it becomes in terms of migration;
- The growth of the cities is related to the migration processes;

- Migration increases in volume as industries and commerce develop and transport improves;
- The economy is a major factor in migration;

International Organization of Migration states that in 2010 the number of migrants reached 214 million, which is 3.1% of people on earth. It is also mentioned that if the migration increases like that in 2050 it will reach 405 million people.

There are different classifications of migration:

Types of migration (seasonal migration, rural-urban migration, urban-rural migration, pendular migration, border migration, transit migration).

Forms of migration (managed migration, free migration).

Causes of migration (economical, social, cultural, political, military).

Phases of migration (making decision, migration movement, adaptation).

The main reason of internal migration is looking for the job, which is related to the

following factors: improve housing conditions, change lifestyle.

In 20th century migration processes were happened due to the war basically that caused forced migration from countries such as Iraq, Bosnia, Zimbabwe. Forced migration happens in authoritarian states as well. For instance, in Soviet Union many intellectuals tended to migrate in western countries. This tendency became even more common in the first years of the collapse of the Soviet Union.

Migration and development

Migration processes have a certain impact on the countries that are attractive to migrants. It is possible that migration would play an important positive role in the development of the country. But at times it is also possible that this might be unprofitable for the host countries, firstly because of the money transfers. Worth mentioning that in the case of intellectual migration the "brain drain" usually happens that cause some difficulties.

Migration and education

Education is very important for migrants because they seek the possibilities of realization in new country. Worth mentioning that it is inevitable for migrants to learn state language and gain knowledge. Besides, learning state language helps them in cultural integration, integration in new society.

OЭCP PISA 2006 states that in terms of migration in countries such as Australia, Canada and New Zealand migrant students as very well deal with their studies as local students. In other countries such as Austria, Belgium, Denmark, France, Germany, Netherlands and Sweden most migrant children study better than locals.

High academic achievements of migrant children refers to the good education policy for the migrants in the country.

Multicultural Education

Multicultural education is related to the several important aspects. First of all this is inter-ethnical, multinational environment. It means that it is absolutely possible that in multicultural environment multilingualism

exists. Although multicultural environment can be part of the monolingual but various cultural context, there is religious diversity as well. The one good example of that is English language environment where British and American cultures are blended. The common idea of multiculturalism is reflected in the process when modern society has becoming more and more multicultural. However, the discussion about that was initiated not by the fact that the society was not different at all in the past, but by the fact that its multicultural character became evident because of the migration processes and global movement of people.

Children with different backgrounds, with different skills, speaking in different languages study at schools where they have different communicational, emotional and educational needs. Therefore, the concept of the multiculturalism is relations between one's own culture and the culture he/she lives in. These cultures to a certain extent are different from each other even within the homogenous ethnical groups, but they exist in universal

financial and technological society. In family, in a certain community or at school children do not look alike one another, although they express their own character, their individualism in many different ways. In the field of education mostly schools deal with number of issues not with the reason of individualism as such, but because of its various forms of revelation, as well as the educational needs stated by schools and society. These issues are related to the exploration of most effective forms of learning/teaching in such class where most children speak in foreign language or how to find and keep the balance between the requirements of the system based on the form of knowledge assessment, the content of the analytical learning program and the students' real needs.

The society is a mix of differences, that might be religion, race, political views etc. All these differences express the uniqueness of individuals or individual groups who are the part of society. The modern standard of multicultural education relies on the tolerance

towards diversity, cross-cultural education, that provide the possibility to get to know the values of mankind.

Multicultural environment has its aspects that require different perception and assessment from different perspectives. Multicultural environment as a substance is constantly changing and renewing, that even more impeding its perception and assessment. However, exactly from the multicultural perspective it is possible to see the world properly. Multicultural philosophy is based on the common values and similarities. In that case a person does not feel isolated.

Multicultural education covers several important aspects: preschool education, school education, supplementary school education, teacher special education (multiculturalism-

cross-cultural studies), teacher training in state and second language learning/teaching, higher education, gathering and analyzing the data about the basic needs of migrant students, as well as gathering and analyzing the data about the basic needs of non-migrant students and cross-cultural studies.

Worth mentioning that multicultural teaching/learning is not only important for migrants and foreign students but non-migrants as well. Accordingly, modern educational approaches mean using cross-cultural studies in new analytical programs and also developing proper educational learning/teaching and scientific materials.

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