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## Education, Cultural and Intercultural Relation

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### Abstract:

Social progress is determined by cultural and educational factors that make it possible. By culture and higher education are tangible goals. A culture becomes valuable being compared to other cultures. The individual is inclined to multiculturalism, opting to value various registries. Multiple cultural duplicity and membership can be ascertained from all of us. Spiritual evolution is the result of plurality, while the mixture is the result of singular views. School should be based on the intrinsic multiplicity of culture, such as managing social institution to meet the aspirations of different individuals. The first step towards understanding and acceptance of the others is the knowledge and the respect for the cultural diversity.

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This work emphasizes the vital role of education and culture in our perfection as individuals. Progress is the result of the encounter with the other. Under the dome of globalization and migration, educational problems diversify. In this new world, accepting other's diverse experiences becomes vital. This paper is an attempt to clarify some of the causes of the difficulties faced by education and, proposes identifying barriers to intercultural education and teachers make recommendations in this area, and in the promoting interculturalism in general. In terms of social dynamics, education plays the mandate very seriously: to respond appropriately to the right to difference, to equality, to provide effective solutions promoting diversity in schools. Work Education, Culture and intercultural relations focus on inter-ethnic relations, the contact

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between different cultures, the role of education in the context of diversity. Modern society emphasizes the role and purpose of the school in a pluralist world, based on diversity. In such a world, who needs to change: the school or the students? This paper emphasizes the idea that we ought to respect the differences between students, education must be accessible to all regardless of their cultural, ethnic, religious, social development.

It is also emphasized that a valence embracing diversity in intercultural education or multicultural interaction. Both the multicultural education mechanism and intercultural education are focused on: Understanding the situation of culture in modern societies, better communication with people from other cultures, attitudes adapted to the cultural diversity, open minds for social interaction.

Throughout the paper there are references to the role of education, the role of culture and social interactions in relations, creative individuals aimed at a common humanity. It promotes equity, the value of diversity, social justice, and equal distribution of power among different ethnic groups.

Multiculturalism in education is rich and complex, the differences resulting from the emphasis on learning climate, or the teaching-learning modes. Certainly, intercultural education should be based on democratic values that promote cultural pluralism in a diverse society and a changing world

Education must capitalize all schools and communities, all students and all teachers, using curriculum entirely, all the methods used, and systems evaluation. See notes that multiculturalism is used to characterize static situations, while interculturalism refers to the interaction, instead, of reciprocity. Intercultural education aims for diversity is education for all.

In Europe, the development of intercultural education is the result of pressures on institutions made by waves of immigrants that began after World War II in industrialized countries. It gained momentum in the 60s and 70s due to the presence of migrants in Western European countries. Initially we tried to ignore the phenomenon, but this was not enough. Today, diversity concerns are included in educational policies and practices.

In any issue, social, economic, political, managerial, necessary contact between people, be they managers, professionals, politicians, members of international organizations and ordinary people.

When the contact takes place between individuals, groups or human ethnic communities, history and different cultural roots, then we say that we are dealing with contact between cultures. All contacts between cultures are the economical, social, political, organizational, including cultural established between institutions, agencies, businesses, organizations and human communities in different countries based on agreements, bilateral or multilateral agreements.

Emphasizing professional mobility of labour in Europe and beyond, in America and Canada, anywhere in the world, increasing the percentage of those who can afford to travel the world are other examples of contacts between cultures an outlook on mutual knowledge culture and civilization of other peoples. Direct contact with other ways of life is beneficial because it resizes and deepens knowledge in various areas of life, traveling means being relaxed, but more importantly, real libraries that inform and persuade people live on life, culture and way of life of other people.

Our age is essentially an era of contacts between cultures, driven by the extensive process of European integration and globalization. In the area of contact between cultures include and contact between nations, peoples and countries that are part of their whole cultural richness, spiritual and humane in these new trends. We arrive thus at the contact between individuals as the "raw material" of nations and peoples and all they are the bearers of cultural models with distinctive social life trajectories. (Cobianu -Băcanu, 2006)

The final conclusions of the paper are that those who stand to gain from contact between cultures are people, human groups, peoples and nations, thus, better known are considered right, enjoy their material and cultural achievements peaks by building a national and international environment of peace, understanding and cooperation for solving collective problems or global community. Result on worldwide scale this contact is a form of transition from conflict to dialogue of civilizations and cultures of their fertile benefits through education, and intercultural relationships for all parties, important in that it marks the possibility of building a powerful real human solidarity, so necessary to the new challenges faced by humanity today.

Key concepts are education, culture, interculturalism, cultural pluralism, intercultural communication, intercultural education, making them indispensable defining and clear. Education, according to the Dictionary of sociology, social action is the set of cultural transmission, generation, organization and management of

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