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## Multicultural literary education and its didactic aspects

Jana Kusá\*, Jana Sladová, Kamil Kopecký, Miloš Mlčoch

*Palacky University, Faculty of Education, Olomouc, 771 40, Czech Republic*

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### Abstract

This conference paper deals with the problems of implementation of multicultural education to the literarily educational process within the frame of the elementary schools. Theoretical bases include discourse about the interconnection possibilities of both educational areas, presentation of conceptual framework of multicultural literary education together with determination of methodical pillars that are fundamentals for effective realization of multicultural education during the work with literary text. At the same time the paper brings results of qualitative research survey focused on content analysis of selected reading book editions in light of their multicultural aspects. The aim of this research survey is to find out which literary texts could become the tools of the multicultural education. During the research data material is being coded and on the basis of this code the categorization system of literary texts with multicultural subject matter is created and the system is applicable for the environment of secondary education.

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### 1 Introduction

Multicultural education as a pedagogical reaction to constantly increasing cultural heterogeneity of our living space is an integral part of every modern and present educational activity. The multicultural education is embodied in the environment of Czech elementary school and its curriculum documents for several years and it represents a primary educational factor in the area of students' multicultural competency development. Its sectional and universal nature requires concretization of possible teaching application within the frame of particular subjects so that its progress is conceptual, systematic and effective. An appropriate area for implementation of multicultural education themes to the education is for instance a connection of its contents with the activities taking place during the literary educational process that means realization of multicultural literary education. Its conception has not been established yet within the environment of the Czech Republic, it is necessary to systematize both theoretical and didactical base of this boundary discipline to be effectively applied

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\* Corresponding author. Tel.: +420725 381

194 *E-mail address:* [jana-kusa@seznam.cz](mailto:jana-kusa@seznam.cz)

to the practical education. On the basis of theoretical analysis of relevant professional resources we present initial conception of the subject focused on the general didactic framework and the main methodical pillars. Original character of the multicultural literary education leads us to the strong belief that its improvement must be preceded by the analysis of supportive curriculum in the form of the texts contained in the reading books. Analysis primary output is a categorization system of the literary texts with the multicultural themes. This system represents one of the basic didactic supports of the multicultural literary education.

## **2 Theoretical bases**

The second part of this paper summarizes the basic theses that were used as the fundamentals for formulation of research objective. We present initial principles of the multicultural literary education, define encultural and formative function of the both disciplines and the main methodical pillars. We as well deal with the particular multicultural literary texts, their classification and the contents of the reading-book selections.

### *2.1 Literary education and its multicultural aspects*

As confirmed by U. Abraham and M. Kepser (2005), the literary education provides individual personal development, perception of the perspective of the other individuals and at the same time supports processes of socialization and enculturation, consequently cohesion of the individual with the culture. At present we can observe the tendency based on the stress of educational, esthetical and other functions of the literary education. At the same time the stress is put more and more on the strengthening of the relation between literary education, ethical education and further areas of formative character. Considering the integration of the sectional themes to the curriculum frameworks for the education system of the elementary schools there is a possibility to connect literarily pedagogical education with its contents. Literary education thus can systematically and on a long term basis contribute both to the development of the student's identity and to the positive course of the socialization and encultural processes.

Enculturation and inchoative together forms an essential fundament during the application of the multicultural themes to the literary education classes. We assume that their relation is based on the principle of mutual dependence. Cognition of cultural artefacts (it means during the encultural process) serves as a basis for influencing and formation of the personality of the individual who, through this activity, becomes a part of the surrounding cultural context and shares it. At the same time the individual perception of own life circle with its specific form of social values, respected values and preferred values and standards is developing. Work with the artistic text, poetical or prosaic, allows us to recognize axiological preferences of the present young generation (Vala, 2010). Literary work through its nature, that consists in art reflection of reality, presents potential models of life situations and lays a possibility of reader's understanding, perception and evaluation, namely from the point of view of his own life and reader's experience. Literary socialization is to be occurred (Dawidowski, 2006).

### *2.2 Multicultural literary text*

Art texts and activities based on their interpretation are the core of the multicultural literary education. If we understand the art as one of the cultural factors, it is possible to regard any art text as a cultural artefact on whose basis the fulfilment of the goals of the multicultural education can be reached. Even though this determination is from the certain point of view very generalizing and simplistic, Ch. Dawidowski and D. Wróbel come to the finding that the bearer of the multicultural manners in literary education is not just the literary text but mainly multiculturalization of the reader's and interpretative procedures when work with any literary text (Dawidowski, Wróbel, 2006). The multicultural education content consists not only of the literary text but as well of the national works of art that are viewed from the multicultural perspective. However, among these and other authors

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