

## MULTICULTURAL EDUCATION IN THE MODERN SOCIETY

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### Abstract

Multicultural Education is an opportunity for cooperation based on equality for cooperation based on equality on many grounds. It means that communication in the processes of education should be based on equality on a more basic basis: different races, genders, social differences, religious and national affiliations, different intellectual development, as well as specialties of different types. It is a challenge for school cooperation to be based on equality in communication. It refers to the cooperation between teachers and students, students and students, teachers and parents, teachers and colleagues, as well as teachers and students in the wider social environment.

The importance of cooperation in the school for multicultural communication can be comprehended through the following states and evidence: The cooperation facilitates moving of different cultural entities towards each other; The cooperation facilitates studying of different cultural entities; cooperation contributes to tightening of ties and relations among different cultures; The cooperation tends to coexistence and tolerance among subjects which are different in terms of the level and contents of their cultural development.

The multicultural education represents a phenomenon which should be treated multilaterally. In the educational process, multicultural education is of exceptional value, and it should be determined and interpreted in the curricula of an adequate educational level.

*Keywords:* cooperation, interaction, multicultural, multifunctional

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### 1. Introduction

Multicultural education, as a part of modern teaching, leaves traditional teaching strategies and classroom environments. In that way, teaching involves strategies and environments that help students to create a humane and democratic society. Teachers can do this by eliminating the rigid relationship between them and their students. In this environment, students are active in acquiring knowledge and not passive recipients. In classrooms students are active, and they not just memorizing facts, but are coming to the knowledge and developing their understanding of the world. The school must be reformed through the change in the curriculum, which means including multicultural education as well as change in the actions and attitudes of the teachers. Multicultural education has to be more than changing curriculum; it is a reform movement directed to produce equality and critical thinking skills for students. Including multicultural content in the curriculum could lead to greater cultural competency. These multicultural contents would not be limited to members of ethnic groups. The ultimate goal of the process of implementation of multicultural is for students to become socially accepted by members of the dominant group. The multicultural curriculum could produce positive self-concepts in students whose ethnic histories are various. Multicultural education could help all students better move through the multicultural world they live in.

## 2. Multicultural Education

"To achieve multiculturalism in education, we need to have a clear definition of what we understand from 'multicultural education'. Through a clear definition, we can make the necessary changes in the policies. After we make the necessary changes in the policies, we need to have leaders with strong intercultural communication skills to communicate the vision of a multicultural education. The process of defining multicultural education, making the necessary changes in the policies, and finding a leader to communicate these can be achieved through serious and sincere applications of each of these steps, respectively". 4)

In the pedagogic process, multicultural plays an extraordinary role. Through multicultural in the pedagogic process establishment of ties, relationships, relations, and interactions among different cultures and cultural achievements is facilitated. To enable multicultural to function in the pedagogic process as a complex multifunctional and multifactor segment, it is necessary to regulate it in curricular terms. The multicultural should be determined and interpreted in the curricula of adequate levels of upbringing and education. Curricular regulation assumes bilateral treatment of the multicultural: as an integral part of the contents of part of the curricula (from the aspect of interpretation of the essence of the intercultural notion), and intercultural connection and merging of all syllabus contents elements considered as a whole. The curricula for teachers' education also ought to comprise the multicultural from several aspects. One of them is the connection of multicultural with the cooperation of schools with the broader community. This type of cooperation should facilitate multicultural, which means creating conditions for the instigation of ties, relationships, relations, and interactions among different subjects. The contemporary school has the willingness, ability, and need to communicate with the part of the community through direct self-evaluation of its values, structures, relations, and action strategies. It is the part of a community that has a mutual impact on the school on a certain basis. The most productive way of bringing the effects of those impacts about is the dialogue between the school and its surroundings. Since each real dialogue happens in the mutual adaptation as a result of an interaction, such a relationship is expected both by the school and society. The main representative of the school is the teacher. Through his actions and engagements, the greater part of the cooperation of the school with the broader community is fulfilled.

In multicultural education:

- "Every student must have an equal opportunity to achieve her or his full potential;
- Every student must be prepared to competently participate in an increasingly intercultural society;
- Teachers must be prepared to effectively facilitate learning for every individual student, no matter how culturally similar or different from her- or himself.
- Schools must be active participants in ending oppression of all types, first by ending oppression within their walls, then by producing socially and critically active and aware students.
- Education must become more fully student-centered and inclusive of the voices and experiences of the students.
- Educators, activists, and others must take a more active role in reexamining all educational practices and how they affect the learning of all students: testing methods, teaching approaches, evaluation and assessment, school psychology and counseling, educational materials, and textbooks, etc." 3)

### 3. Multicultural Cooperation

The school realized cooperation with the community as a Cooperation with pupils' parents; Cooperation with institutions involved in the organization, development, and evaluation of the educational system on local and state levels; Cooperation with expert institutions; Cooperation with institutions, organizations, associations, societies, forms of various labor activities - symbolically or explicitly contingent upon curricular contents. This implies adequate reasons, ways, and forms of cooperation and co-action.

Cooperation with pupils' parents is the type of cooperation that facilitates an approach to the intercultural and its acceptance as a possibility for providing contact ability with different types of families and family structures, primarily from the aspect of cultural endurance phenomenon. At that, the pupils who are direct consumers of the intercultural gains are in the foreground. The cooperation with parents is continually changing and perfecting, in parallel with the changes that occur in family social status, its internal structure, relations among family members, and the child's position in it. The teacher's activity with parents can be summarised in the following forms of cooperation: Collective informative-consultative meetings with the objective: of familiarising parents (if found necessary) with peculiarities of children's/pupils' development stage and age psycho-physical features; introducing parents to upbringing and education - through their familiarising with the organisation, structure and contents of the curriculum and extra-curricular activities; introducing parents into physiognomy and structure of the class in terms of its general educational configuration and, if needed, their immediate involvement in the educational process; discussion on possible generation issues; realization of current issues lectures, which would prompt raising of parents' pedagogic culture; periodical information on current state in the class. Group informative-advisory meetings with groups of parents given: their children's participation in situations that caused certain problems in school and the broader community; their children's participation in some activity with positive connotation; their children's expression of the same or similar features or reactions (independently of one another) to the same intellectual or another challenge; Individual meetings with parents whose children show: exceptional giftedness and success in a certain area of interest; elements of deviant behavior, educational negligence or some other form of unregulated conduct directed to themselves or others; unsatisfactory success in learning the curricular units; inadequate fitting into overall school atmosphere; Visiting pupil's home- it becomes current issue when there is a need for: becoming familiar with pupil's living conditions; meeting pupil or his parent in their "natural" environment; long absence from school.

Cooperation with institutions, bodies, and divisions involved in the organization, development, and evaluation of the educational system at the local and state level can also contribute to the realization of the intercultural. The most outstanding example in this sense is curriculum composing, which is a product of teamwork. Namely, curricula determine the intercultural explicitly and implicitly. The extent and the form of connection with this type of institution determine the efficacy and quality of part of schooling that refers to school organization, affirmation in the broader community, permanent teacher's advance, and the like. The opportunities for common projects broaden the intellectual capacities of all parties involved. These institutions include the Ministry of Development and Science of the Republic of Macedonia; Education Development Bureau; Pedagogic Council.

Cooperation with expert institutions is a type of cooperation that facilitates continuity in the entire educational system from the aspect of the conception and development of educational values. It is in the interest of the intercultural that this cooperation facilitates consolidation among the different educational levels in establishing the ties, relationships, relations, and interactions of various cultures, cultural achievements, and considerations in culture-communication relations. The nature of this cooperation involves contacts, meetings, and sharing experiences and ideas with the remaining educational levels such as preschool level -these two close levels are connecting to make the child's pass from kindergarten to primary school more adaptable from

emotional and social aspects; - secondary school level - the continuity of these two subsystems is supported to facilitate functional pupil's pass from one educational level to another and - higher education level-here are include pedagogy faculties and other teacher training institutions; the purpose of this cooperation is to enable the teacher to cherish the process of their continual education and advancement. Centers for advice and vocational orientation (this competence refers primarily to the subject teacher) -contacts are needed to help eighth-graders find their bearings when it comes to further education; Special primary schools and Institutions for upbringing and education of children with developmental difficulties - as a result of the increasingly frequent inclusion permanent contacts with this type of schools and institutions are necessary; Acting body of pedagogues and psychologists - to cherish and stimulate professional development of the teacher.

Cooperation with institutions, organizations, associations, societies, and various forms of labor activities - symbolically or explicitly contingent upon curricular contents. Multicultural as a process that has a specific course, in specific circumstances, yielding specific results, has existence possibilities in this type of cooperation as well. Especially significant is the cooperation with cultural institutions, where the basic communicational norms are adapted, with, in, and through culture, which is of exceptional value for the intercultural in general. Cooperation of this type influences teaching and pupils' intellectual development since they are immediately involved in the cooperation. We can define this cooperation through contacts, meetings, and activities with cultural institutions in the immediate and broader community; economic and no economic activities; production process; sports clubs and associations; non-governmental organizations; state institutions of special societal interest, etc. The necessity of interaction is mutual, essential, and functional. In the school pupils (future citizens of society) are raised and educated. For this reason, the relationship between the school and the broader community must be functional, and be in the school and community's interest, with a special accent on the intercultural phenomenon, as a significant element connected with the communication between them.

The importance of the cooperation of the school with the broader community for the intercultural can be comprehended through the following states and evidence: The cooperation facilitates the moving of different cultural entities towards each other; The cooperation facilitates studying of different cultural entities; The cooperation contributes to tightening of ties and relations among different cultures; The cooperation tends to coexistence and tolerance among subjects which are different in terms of the level and contents of their cultural development.

#### **4. Conclusion**

By multicultural education, students accept their own cultures and ways of living. You have to understand others and the cultural environment where they live. If you want to understand yourself. Multicultural teaching methods have a beneficial effect on educational situations. Multicultural education is constantly upgraded, reviewed, tested, perfected, and adjusted to the changed conditions and influences.

Multicultural education should be treated multilaterally. In the educational process, multicultural education is of exceptional value, and it should be determined and interpreted in the curricula of an adequate educational level. Multicultural education is directed towards the proper development of individuals, where they develop their potential. Multicultural education is one of the answers to the problems in our schools.

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