

Analysis on necessity and importance of multicultural education at globalization

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ABSTRACT

Today, due to extensive interactions of physical and virtual between people and cultures and the loss of the conventional boundaries of traditional, ineludible linkage are generated between people and cultures. The presence of the cultures cross together and their incidence, the possibility of creation tension and challenge among people and cultures have increased. Therefore; the anticipation of appropriate mechanism in order to proximity cultures, creating understanding and interaction between them of peaceful coexistence and eliminate possible misunderstanding that will be multiple necessity.

Multicultural education is a mechanism that can be achieved through the empowerment of individuals and groups with respect to have knowledge, attitudes and skills for living peaceful in an effective multicultural society. Since monocultural education creates pride, arrogance and lack of sensitivity and respect to another culture, so multicultural education is inevitable in the globalization era. hence ; the present survey attempts with using library resources and analytical , moreover , expansion of the concept of globalization and multicultural education , purposes and necessity of this type of education will be discussed at globalization era .

KEYWORD: Globalization, Multicultural Education, Training monocultural

INTRODUCTION

Today, despite of the growing and complexity of communicational systems and changing the earth into the global village , retain linguistic and culture identity for nations and people has become one of the most important social and political issues of today's world. As for, presence and participation various nations and people in country destination, political and economic changes with to increasing immigrations of various groups from villages to large cities, conditions for different training along with monocultural education has been provided in the country. (Azizi et al 2010).

On the other hand ;due to the physical and virtual extensive interaction between people and cultures and the erosion of traditional boundaries, it has been generated ineludible linkage between people and cultures .the presence of cultures cross together, and their incidence , possibly causing tension and challenge among the people and cultures has increased so, anticipation appropriate mechanism in order to cultures accession , creation of interaction and understanding between them of peaceful coexistence and elimination possibility misunderstanding have a specific importance .(Hafez Nia al , 2007) .

In this regard, among fundamental apostolate breeding's system in the multicultural societies , curriculum design that is sensitive to culture and responsive to multicultural characteristics. Multicultural education is a mechanism that can be achieved through the empowerment of individuals and groups in terms of knowledge, attitudes and skills for peaceful coexistence in a multicultural society be efficient and effective. (Banks, 2005) It was thought that in the not too distant past, breeding systems without respect to the variety and diversity of cultures and beliefs public in other lands and without respect to what happen out of geographical bounds are planning ;but today with the loss of traditional formal boundaries due to the impact of cultures on each other, it is inevitable that to planning and specially in curricula designing take it into consideration. (Khosravi, 2008). In such circumstances, education for replication at such demand has to by representation specialized sciences, to assist the students acquire knowledge and skills, which can be successful in encounter with status and expedience of new era among interaction and cultural affronts. Sajjadi (2005) argues that multicultural education does not make separate child in culture but let him until without losing their cultural roots to find more broad and better perspective toward their culture .Hafez Nia al (2007) in research that called " impact of globalization on national identity "that was carried out among students of Tehran University achieved this results which development of globalization process in form of information technologies and communication has been the base of reinforcement of transnational identities. With addition of using students in globalization tools, rates of interest at national identity has been decreased. Banks (2005) in his study take into consideration multicultural education as process which intend changing the structure of educational institutes than all children both girl and boy, exceptional students and those who are member of racial various groups, ethnic, linguistic

and cultural to have an equal chance for academic achievement in schools. so, with due attention to monocultural education creates pride, arrogance and lack of sensibility and attention to other cultures , multicultural education is inevitable in the era of globalization therefore; the present research effort moreover developing the concept of globalization and multicultural education , discuss purposes and necessity this type of education in the globalization era.

The concept of globalization:

The word of globalization as a keyword was not recognized in early or even mid of 1980 in the agoras of university , oxford dictionary introduces the word global into the new words, oxford dictionary notes that mentioned application of globalization is influenced by theories of Marshal McLuhan about global village which has discussed in book of "explorations in communication" 1960 .of course ,there is little agreement on the origin of this concept .

Globalization among concepts as if rapidly expanded in recent decades and represents a significant changes in political, cultural, and information. (Giddens , 1999) the different societies what requires or not to be global , will be effected directly or indirectly by it. Giddens (1999) argues that globalization is changes in all of cultural , political structures and forming single culture and lack of geographical limitations as reduction of time and place intervals as if with development of single global system and increasing communication and global impressible have been accompanied .

Through ,McLuhan among theorists who have a cultural view toward globalization .by view of communication sociology he gives more importance into medium of transmission of cultural elements than cultural content .and he will reconstruct the history of social human life on base of communicational technologies .therefore ; in McLuhan ,s theory understand and identify the globalization process is not possible except by recognition the role of media which involving transportation technologies and communication .Giddens , like some modern theorists , the globalization process take into consideration as product of collision space and time traditional arrangement .According to Giddens , globalization may not be considered as a purely economic phenomenon , although the formation of a global economy is the most important elements of the characteristics of the phenomenon in question . on the basis; globalization of phenomenon is higher than mutual correlation .indeed , Giddens is one of the theorists who response against reduction accede and economy theorists of global system ,specially Valershatin, and emphasis upon cultural and social aspects of globalization process , and knowing it further than forming of global system .(Giddens 2007).

Concept of multicultural education:

This definition of education is very broad and variety, and has had a different meanings in other times. this type of education about 1960 and 1970 decades have introduced various cultures by curriculum ; cultures which of historical have abolished or weren't included into curriculum of schools . this term was later found in a more broad sense and not only included ethnic, racial , social groups but also gender groups and groups with special needs were consisted in that .today multicultural education in its modern definition refer to all the policies and events that must be applied by schools in order to improving educational success for all students with nationality , class , religious and even various genders and exceptional children.(Jykn ,2001) . in other words ; the concept of multicultural education in which all students regardless of group which they belong it should have an equal educational opportunity at school .(Nieto , 2004) . multicultural education is an educational approach to recognition of ethnic and cultural diversity . this type of training includes the study of major concepts such as identity , alienation , prejudice and ethnic , racial and cultural outbreaks , it intends to amend those through educational policies . he believes this kind of comprehensive approach had commitment toward equality educational realization and attempted to develop a curriculum that has resulted agreement in ethnic groups (Davidman , 1997).

Multicultural education is an education that therein for all of people regardless at cultural differences has provided equal chances, and every person provided opportunity to become useful and active citizen proportional to their capability . indeed ; in the training sections assumes that culture has a great impact on students learning , many aspects of culture in learning the identity of each individual in achieving his self has effect , and on believes system , values ,attitudes, expectations , social interaction , language and other person's behavior is affective . hence ; the single cultural education ,caused many of students be weak , and gives them less chance to become useful citizen.

Multicultural education Goals

Children training with creation a positive attitude toward different cultures and acceptance of existing differences between people constitute the base of multicultural education .today ; the theorists argues about new approach in education which emphasizes cultural diversity and is supported through multicultural education. The objects of multicultural education can be follows as :

- 1- learning to respect and value the culture of others as own culture
- 2- helping children to become productive and efficient people in their cultural community

- 3- help develop a positive self-concept in children who are more vulnerable than others are discriminated
- 4- increase student's knowledge about other cultures
- 5- strengthening intercultural communication and intercultural (Smith, 2000).

As well as the education council and Association for Advancement of America Science have mentioned long-term benefits of multicultural education such as :

- 1- Multicultural education increases efficiency, since plentiful mental resources to complete various projects will be available.
- 2- Multicultural education by using various viewpoints will increase using creative solution in solving problems.
- 3- Multicultural education to enhance positive relationship through get common goals, respect, appreciation, and commitment to be identical among intellectuals and educational institutions.
- 4- Multicultural education to reduce stereotype and prejudice through direct contact and interaction among different people.
- 5- Multicultural education revitalization of community by increasing the richness of different cultures, promote different perspectives gives rise.(Johnson, 2011).

Finally, say that multicultural education is a component of general education, so as; to establish a democratic society and an integrated that people can to keep their cultural and identity, the purpose of this training is train people who can work in today's diverse environment and respects other cultures, in other words; the purpose of this type of training, shaping at people's understanding and intellect of diversity of cultures in the world and create positive look toward cultural and ethnic characteristics is.(Azizi et al, 2010).

The role of schools in developing multicultural education

Surly one of the most important environments which decreasing people's prejudice at different cultural and races is school; because the students specially in lower level doesn't have clear and obvious image in cultural and racial discrimination category. and this help them easily cope with multicultural issues. in this way; school can play an important role in the field of multicultural education. multicultural education in the schools should try to make a change in its characteristics. multicultural school characteristics are;

- 1- The school's teachers have a high expectations of their students and they to respond positively to them.
 - 2- The official curriculum, experiences, cultures and perspectives of a number of cultural and religious groups influences.
 - 3- the appropriate teaching methods with learning, culture, the student's motivation styles to be used.
 - 4- The school's consultants have great expectation for students belonging to ethnic, racial groups and helping students to determine truly their goals.
- (Echner, 2006).

Researchers believe that multicultural education needs specific curriculum. this education is not a new method in teaching that can be added to the existing curriculum, but is a new approach that could change the educational system in the country and especially in the basic education should be considered as an innovation.(Hafez Nia, 2007). in this type of education the most important factor in regulating curriculum takes into consideration is your child., so; curriculum in the multicultural education should be designed to also create a sense of respect and pride in the students toward cultural diversity, ethnic, and regional countries, concepts should be taught that represent different cultural groups and gender (Davydman, 1997). also; the curriculum must include the matters that is far stereotyping, racism and sexism opinions and to dealing with people of different cultural groups with a positive attitude.

In the other hand; with respect to children's behavior in the classroom is affected by their culture it is necessary that activity in the classroom be adapted with different norms and cultural of these children. to realize in the form of appropriate their learning.

The role of teachers in multicultural education:

One of the major problems that it is facing multicultural education is direct enforcement. this means that teachers don't have a clear idea of multicultural education. they don't know multicultural education important or if comprehended it's importance know it is impractical.(Gay, 2004).

If we know multicultural education as an education which may support in type of variant cultural and believe that man has to achieve into education, necessity of teacher's training with acceptance and even appreciation of this type of cultural diversity may be clear. perception of teachers have a great effect on multicultural education. usually most of teachers, consciously or unconsciously their prejudice are involved in education. that it would hurt in the process of multicultural education.(Nito, 2004). Peny et al (2000) argues that its vital which teachers learning how be adaption with educational environment is changing, in this way; they believe that teachers provide for multicultural education principles to consider include:

- 1- Teachers should help students to raise the level of achievement in the all areas including basic skills, by using of teaching methods that are related to cultural and social background and experiences.

- 2- Multicultural education requires an accurate perception of family's cultural in the society and teachers can play an important role in this field .
- 3- Multicultural education in the hidden curriculum ,need to be effective at all levels .
- 4- Teachers should multicultural education as a source of conflict in the community to consider .
- 5-Teachers should lead students to critical thinking and freedom of inquiry provide for them .(quoting , Hernandez , 2001) .

It should be noted that teachers education programs play an important role in shaping the attitudes and beliefs of future teachers in this case .these centers should also emphasize the importance of cultural in teaching-learning process , teachers can organize such training that meet their needs .and teachers must create skills in themselves who can encourage interaction between students ., and can raise their knowledge toward ethnic and cultural contexts and indicate a sensibility .(Parkins ,2011).

DISCUSSION AND CONCLUSIONS

Given the importance of culture in the forming of human's personality, the success of every student within the educational system is greatly influenced by cultural characteristics . The issue of differences cultural are not confined to individual nations and even in school there is a collision of cultures and subcultures. so ; monocultural education due to design curriculum based on specific cultures and subcultures , but will brought to increase differences and conflicts .and the best way to solve this problem using multicultural education is a great help in the process will reduce disparities in various communities. Therefore; with respect to monocultural education creates pride, arrogance and lack of respect for other cultures, multicultural education will be inevitable in the globalization era. Multicultural education is an education which therein for all person apart from cultural differences make an equal chances and every person has this opportunity be a useful person proportional with self abilities.

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