

The contribution of arts in the intercultural education

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Abstract: The purpose of the research is the presentation of how the various art forms contribute to the education and to the treatment of linguistically and culturally diverse students. Based on this purpose, the ability to approach more easily different aspects of culture and education of students from diverse linguistic and cultural backgrounds through various art forms is presented.

Keywords: diverse students, arts in education, intercultural education.

INTERCULTURAL EDUCATION BY UTILIZING ART

Main feature of art is the coexistence of heterogeneous and radically different elements; hence it could work as the means that will lead people to balance with their social environment. Art offers beauty and delight, but also has the ability to produce knowledge; multidimensional knowledge that goes beyond the limits of mere information and can illuminate the political and socio-economic level of each historical period, while providing both aesthetic and spiritual culture [1]. Through art, people are able to understand themselves and others as individuals. Furthermore, communities can examine the symbolic forms that create both their own and different cultures [2]. Art is related (directly or indirectly) to the conditions under which is created, and the knowledge of the world is incomplete without an understanding of its artistic expression.

In modern education, art is defined as a body of knowledge and at the same time as developmental activity. Children are introduced to the basic concepts of art and research methods that allow them to learn about the art object. At the same time experts believe that artistic experiences are means for maturing. The creation of art from the child and the response to the visual forms develop the child's identity and receptivity towards the different experiences [2].

The implementations of art education [3]:

1. Achieve multidimensional and in depth thinking on the subject that will be taught,
2. Help students to build and expand their imagination, cultivate cooperation and social skills

like communication, enhance their creativity and their understanding and gain new knowledge with memory trace,

3. Improve the active participation of the students and the teacher,
4. Develop critical thinking, promotes innovation students end emotional intelligence. The students get involved in learning with all their strength and abilities because teaching is interesting.
5. Improve cultural awareness of students. Observing an artwork reveals social values, historical, political and philosophical views.
6. Improves receptivity of students to new ideas that fight conservatism, prejudices and stereotypes and cultivate their metacognitive ability.

Consequently, the use of art in the educational process is a great legacy for the educational value of student [4].

Art promotes the objectives of intercultural education and can open communication channels and commonplace, thus providing familiar language and respect for cultural identity while preserving the national identity. This is due to the fact that art offers a way of thinking that contrasts with the alienated social norms of everyday life [5].

The multiple functions of music include political and philosophical trends which are necessary to create cohesion in a multicultural society. Music offers the chance to enhance the humanistic education with an understanding of self through the process of understanding others [6]. As an experimental experiential method, the use of music can trigger the

interest of all students and to attract their attention. This is due to the continuous movement, repetition and rhythm of the songs. Moreover, the music offers the ability of non-verbal communication through rhythm, melody, imitation and progress of each track [7]. The fact that it is a difficult task for the teacher should not be overlooked. It requires preparation, knowledge, imagination and talent to succeed and be in agreement with the course curriculum [3]. Experience and familiarity with the variety of styles and sounds enable students to perceive music as a part of the different expression of the people; thus contributing heavily with other art forms in overcoming barriers between people [8].

The theater through the role-play, the improvisation, the dramatization, the shadow play, the puppetry and the theater games, introduces students to different cultural elements to satisfy their desires through roles [9]. Especially on the issue of language, theatrical game is a dynamic medium of the spoken word, but also of the understanding of the texts. It helps to overcome difficulties related to language education and communication in speech, while it complies with the principles of recruitment and understanding, and even the child can discover the representational function of language.

Through the characters of dramatic action the life of people becomes more understandable and the means and the powers of a man to change his destiny are immediately perceived. Dramatization material can be personal testimonies and experiences, which is especially beneficial for people of different cultural contexts who have the ability to carry and live elements of their culture [8]. Additionally, responsibility as a member of a group (regardless of origin, language, and nationality), equality, mutual understanding and mutual respect are developed [8].

Dance and movement are a common way of expressing feelings. As an experiential activity dancing can assist in creating a climate of solidarity among local students and a foreign student, who has difficulties in the spoken language of the host country. In the course of the dance the foreign students do not feel disadvantaged, because they do not need words to communicate; they need observation and movement, elements which are inherent in children. Therefore, the foreign students develop a positive self-concept, self-esteem and confidence, while the movement and the dramatization help in liberating the emotions. Development of critical thinking, imagination, creativity and simultaneously empathy, solidarity and elimination of racist and ethnocentric prejudices are objectives of intercultural education [10]. Dancing unites things that are usually hostile “connects and

secures. It is a relationship between gesture and music, between time and space, between you and me [11].

CONCLUSIONS

The language of arts is international, rooted in the personal primary human need for expression and communication with all people. It encourages the children to express their inner world and their personal opinion on the social environment. Through arts, all the principles of intercultural education are followed and the communication skills of individuals are significantly improved in the school environment. According to Eubanks [12] the course of arts is perhaps the first lesson in which foreign students feel safe and confident, because they know that there are no “wrong answers”, while their success in this lesson is “guaranteed”.

It is necessary, therefore, to utilize the arts in teaching in order to provide students with integrated and multidisciplinary education that is based on the creative learning and critical thinking, and it aims at cultivating emotional intelligence skills and the creation of a pleasant learning climate within the classroom. Additionally, it can help to upgrade the quality of school education through culture based on the senses at no cost [3]. A prerequisite for the introduction of art in teaching is the development of appropriate learning climate in the classroom and while providing the necessary conditions for participatory and interactive teaching [13].

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