CROSS-CULTURAL EDUCATION   STRATEGIES AND IMPLICATIONS IN THE PRESENT SCENARIO

BIJU.G[1] Dr. Sreevrinda Nair N[2]
[1]Research Scholar In Education, N.S.S.Training College, Pandalam Pathanamthitta (Dst) Kerala
[2]Asst. Professor ,N.S.S. Training College Pandalam, Pathanamthitta (Dst) Kerala
Corresponding Author- BIJU.G
E-Mail: bijusreenandanam2015@gmail.com
Email- sreevrinda26@gmail.com

Abstract
Culture and education are two interrelated and interdependent factors. A society's cultural trends influence any educational pattern. Learners develop a strong sense of self through culture, which allows them to put their newly acquired talents to good use. Students gain confidence and recognize that they can significantly impact the world through various means. Cross-cultural learning improves students' understanding of their own and other cultures and their comprehension of cultural norms, beliefs, and behaviors. It also equips the learner to recognize and convey cultural differences with compassion and assurance. Intercultural education and cross-cultural education are often used interchangeably. Cross-cultural knowledge and skill are essential for growth and ensuring that the next generation is free of religious, socioeconomic, caste, and gender divides. Cross-cultural education is a blend of cultures in which a student is made aware of both his / her own culture and the cultures that make up his or her education. A student's awareness of different cultures will be limited if they lack the motivation to study about them. Cross-cultural training improves interpersonal skills and people's ability to lead in a global environment. Individuals who display good cross-cultural communication abilities are considerably more likely to inspire others and lead with influence. This article aims to review the dimensions and implications of cross-cultural education in the present scenario. The paper also reviews the principles, strategies, objectives, and benefits of cross-cultural education in the learning context.

Keywords: cross-cultural education, dimensions of cross-cultural education, implications of cross-cultural education.

Introduction

Globalization and advancements in transportation and technology have significantly increased the frequency and scale of human connections worldwide. It translates to more variety in classrooms and a greater need for cross-cultural education. Cross-cultural education is a mix of cultures in which a student is made aware of his or her own culture and the other cultures that make up his or her education. Cross-cultural education is a reaction to classroom diversity that aims to move beyond passive coexistence and establish a growing and sustainable way of living together in multicultural communities by fostering understanding, respect, and productive discourse among the many groups. Unesco convention on protection and promotion of the diversity of cultural expressions (2005) reinforces the idea is that cultural diversity is a "common heritage of humanity" that must be protected as an ethical imperative, inextricably linked to respect for human dignity, as stated in the unesco universal declaration on cultural diversity (2001). It also says that "cultural diversity can only be safeguarded and promoted if human rights and fundamental freedoms are guaranteed," which may do through encouraging and promoting "knowledge of the necessity of protecting and promoting cultural diversity through educational programs." the term cross-culture refers to the fact that human society is culturally varied. It encompasses linguistic, religious, and socioeconomic diversity and ethnic or national culture features. Interculturality is a fluid notion that refers to the changing relationships between

cultures. "the existence and equal interaction of multiple cultures and the possibility of producing common cultural expressions via conversation and mutual respect," according to the definition. Learning about other cultures is used in cross-culture education to foster acceptance, or at the very least tolerance, of those civilizations. By forming understanding, respect, and conversation between different cultural groups, intercultural education aspires to go beyond passive coexistence and establish a progressive and sustainable method of living together in a heterogeneous society.

Cross-cultural education

Within each ethnic group, each culture is diverse and has its unique means of communicating. It is easy to understand if the message sender does not foresee any differences in how a recipient will receive the message from a different culture. Cross-cultural education entails learning about these disparities. Today's world is a heterogeneous society. Cross-cultural education is a critical tool for any student striving to navigate the modern world and a fundamental component for educational success. When teaching from a cross-cultural perspective, sensitivity and acceptance of "the other" break down prejudices and allows students better to understand the modern world's interaction of cultures. In recent years, educators, policymakers, and the general public have been debating cross-cultural education. Supporters of cross-cultural education see it as a crucial instrument for fostering a genuinely cross-cultural society in which "different but socially acceptable" behavioral modes, cognitive styles, and interpretive viewpoints are to be valued and integrated into public debate and policymaking.

Purpose of cross-cultural education

In the classroom, cross-cultural learning programs allow students to take advantage of diversity's opportunities and learn how to operate in a global, diverse, and challenging world. Empathy and flexibility are two of the most commonly taught abilities in most programs. Cross-cultural education recognizes and respects different student cultures while preparing pupils to succeed in a diverse world. At its foundation, cross-cultural education promotes equality, justice, and equity, as well as establishes the actuality of philosophical values in the classroom. It enables students to

develop skills and a positive attitude to communicate, interact, and foster acceptance and tolerance with people from different cultures to form a moral and civic community. Cross-cultural education is a reaction to classroom diversity that aims to move beyond passive coexistence and establish a growing and sustainable way of living together in multicultural communities by fostering understanding, respect, and productive discourse among the many groups.

Objectives of cross-cultural education

As established by the international commission on education for the twenty-first century, the four pillars of education are built on outline various goals of cross-cultural education. According to the commission's recommendations, education is built on the following pillars:

Learning to know:
gaining knowledge by "combining sufficiently wide general knowledge with the opportunity to study in-depth on a limited number of tasks." according to the commission, "a general education exposes a person to various languages and fields of knowledge, and... Facilitates communication"; these general education outcomes reflect some of the core skills conveyed through intercultural education.

Learning to do:
to acquire not only a vocational skill but also, more broadly, the competence to deal and involve with a wide range of situations and operate in groups. Learning to do also includes the acquisition of necessary competencies that enable an individual to find a place in society on a national and worldwide level.

Learning to live together: in a spirit of respect for the ideals of pluralism, mutual understanding, peace, and cultural variety, through building an understanding of others and an appreciation of interdependence – carrying out collaborative initiatives and learning to manage conflicts.

Learning to be:
to develop one's personality better and be able to behave with increasing autonomy, judgment, and personal responsibility. In this way, education must respect all aspects of a person's potential, including artistic potential, and it must depend on the right to diversity. These values boost the learner's cognitive capacity while also strengthening their feeling

BIJU.G   Dr. Sreevrinda Nair N

of identity and personal meaning. The goals of intercultural education, according to the final report of the 1992 international conference on education are, reduce all forms of exclusion, promote integration and school achievement, promote respect for cultural diversity, promote understanding of other cultures and promote international understanding.

Principles of cross-cultural education

1. All kids should have equal opportunities to learn and achieve high standards in school.
2. Students should be taught that knowledge is socially produced and reflects the social, political, and economic context they live and work.
3. Professional development programs should assist instructors in comprehending the complex features of various groups of children and how race, ethnicity, language, and social class combine to influence student behavior.
4. All students should have access to extracurricular and curricular activities that help them develop knowledge, skills, and attitudes that will help them achieve academic success and build solid intercultural relationships.
5. Schools should construct or make silent superordinate cross cultural group membership to improve intergroup connections.
6. Students are educated about stereotyping and other associated biases that harm racial and ethnic relations.
7. Students should study ideals shared by all cultural groups, such as justice, equality, freedom, peace, compassion, and charity.
8. Teachers should assist pupils in developing the social skills necessary to properly engage with classmates from various racial, ethnic, cultural, and linguistic backgrounds.
9. Schools should give kids of various racial, ethnic, cultural, and linguistic groups the opportunity to interact socially in a way that reduces anxiety and dread.

Strategies for cross-cultural classroom

There are many methods to teach as there are instructors, and each teacher can approach teaching in as many ways as there are settings to teach in.

Teaching and learning culture with a variety of aids:

culture cannot be acquired solely through classroom instruction. Students should have access to culturally appropriate materials to listen to, discuss, read, watch, and have a personal interaction with native speakers whenever possible.

Task-based activities such as roleplay and drama: one of the instructional approaches used in social-cultural strategy training is role play. Because it allows students to be emotionally involved in cross-cultural learning and reflect on cultural differences, role play can be an effective way to experience cultural principles and cultural awareness.

Reading literary works: literature reading is believed to be the most widely used extracurricular activity for increasing learners' cultural understanding, particularly for exploring cross-cultural communication. It expresses people's views and dreams most innovatively and creatively possible. Reading literature, such as short stories, plays, tales, and myths, is a more direct way for students to learn about a foreign culture's history, geography, customs, traditions, beliefs, and values and appreciate better what they have studied in class.

Cultivation of cross-cultural awareness at extracurricular time: compared with the classroom instruction, activities at the extracurricular time for cultivating secondary students' cross-cultural awareness are to be neglected. In fact, because of the restriction of time and space, it is not sufficient for the language learners to only depend on the classroom instruction of foreign culture.

Using an interactive teaching methodology: the use of an interactive teaching method can help pupils develop cross-cultural understanding. Collaborative exchange of thoughts, feelings, or ideas between individuals has a reciprocal influence on each other, referred to as interaction. Interaction is at the heart of communication; it is the essence of communication.

Utilization of local community resources and project works:
use local community resources (parents, elders, local leaders) whenever possible, and extend the classroom out into the community to give what you are teaching real-world meaning (barnhardt, 1990). Incorporate experientially oriented projects into the courses to help the students complete their

BIJU.G   Dr. Sreevrinda Nair N

ordinary jobs and give community services like internships, student-run enterprises, local histories, community needs assessments.

Conducting filed studies / visits: extend field visits to cultural attractions, local offices, businesses, and industries for kids. Create a welcoming environment that draws students into the work at hand and helps them view learning as a natural everyday activity rather than a formality confined to the classroom, whether in the classroom or on the field. Teachers can also use the following strategies in the classroom, which follows a cross-cultural education setting;

1. Get to know students
2. Having high academic expectations towards each student
3. Provide more opportunities to speak english
4. Display student cultures in class
5. Incorporate visuals while teaching
6. Hear student's stories
7. Get their names right
8. Follow multicultural curriculum
9. Build parent relationship

Dimensions of cross-cultural education

Content integration:

content integration focuses on what knowledge should be in the curriculum, how it should be incorporated into the existing curriculum, and where it should be placed. It looks at how teachers use much content and examples from various cultures and groups. Teachers have several chances to employ ethnic and cultural content to demonstrate concepts, themes, and principles in social science, language, art, and music, among other subjects.

The knowledge construction process:

the knowledge creation process describes educational activities that assist students to comprehend, analyze, and identify how researchers' and textbook writers' implicit cultural assumptions, frames of reference, viewpoints, and biases influence how knowledge is formed. Multicultural education entails modifying the structure and organization of school knowledge and incorporating ethnic elements into the curriculum.

Prejudice reduction:

the goal of cross-cultural education's prejudice reduction component is to assist pupils in acquiring positive and democratic racial views. It also enables pupils to comprehend how the context of schooling and the attitudes and beliefs of the dominant social group influence ethnic identity.

An equity pedagogy:

equity pedagogy implies that children from many cultures and communities bring various talents to the school. When an equitable pedagogy is used, the teachers engage in culturally sensitive instruction.

An empowering school culture and social structure:

this component entails reorganizing school culture and organization so that pupils from various racial, ethnic, socioeconomic, and linguistic backgrounds have similar educational experiences. By giving teachers chances for collaborative planning and instruction and by developing democratic institutions that give teachers, parents, and school employees shared responsibility for school governance; an empowered school structure enhances the practice of cross-cultural education.

BIJU.G   Dr. Sreevrinda Nair N

Benefits of cross-cultural education

Introduces a variety of cultures to the children: one of the most significant advantages of a multicultural classroom is that children are encouraged to learn about the cultural origins of their classmates. Students from many cultures are encouraged to talk about and share their cultural experiences. Students meet with various cultures and gain firsthand experience with a variety of events.

Promotes acceptance and tolerance in the classroom: cross-cultural education gives students from various ethnic groups, cultures, and socioeconomic backgrounds educational opportunities. It enables pupils to develop skills and a positive mindset to communicate, connect, and cultivate acceptance and tolerance with people from different cultures to form a moral and civic society.

Teaches multiple perspectives: in class, students should be exposed to various viewpoints and references. The cross-cultural classroom allows students from many cultures to share their vast array of experiences, thoughts, viewpoints, and ideas with the rest of their classmates. The contextual learning curriculum also focuses on cultural understanding by making the students participate in activities worldwide, such as yoga sessions and indian art.

Encourages critical thinking: students are given the freedom to explore learning materials to discover information that may be discriminatory or biased. Teachers and students should debate how learning materials, instructional techniques, and school policies reflect cultural bias and how they should be altered to minimize bias.

Assists in the development of an international network: students bring an extensive network of foreign contacts to school in an international setting. Students are encouraged to begin networking at an early age and to create a network of connections that can help them form lifetime friendships and broaden their professional opportunities on a worldwide scale.

Conclusion

Cross-cultural education cannot be seen as an afterthought to the usual curriculum. It must address the entire learning environment and other aspects of educational processes like school life and decision-making, teacher education and training, curricula, instructional languages, teaching methods, student interactions, and learning materials. It can be accomplished by incorporating a variety of viewpoints and voices. One notable example is the establishment of an inclusive curriculum that includes learning about the languages, history, and cultures of non-dominant groups. To raise the stakes of learning, use global perspective and cross-cultural education resources to provide authentic learning opportunities that foster empathy and extend students' viewpoints. Students can better understand their own culture by studying different areas and cultures (and biases and privileges). They can investigate people's commonalities and differences and shared global concerns like climate change and inequality, which necessitate global, cross-cultural collaboration and deep empathy. Students will also realize how big – and little – the world is and how full of discoveries and issues to be solved.

References

1. Gochenour, t. (1993). Beyond experience: the experiential approach to cross-cultural Education. Intercultural press, 16 us route one, po box 700, yarmouth, maine 04096.
2. Robbins, richard h. (1997). Cultural anthropology: a problem-based approach. Itasca, il:
3. F. E. Peacock publishers, inc. Communication field publications
4. Brislin, r. & yoshida, t. (1994). Intercultural communication training: an introduction.
5. Ca: sage publications.
6. Brislin, richard w., & yoshida, tomoko. (eds.). (1994). Improving intercultural
7. Interactions: modules for cross-cultural training programs. Multicultural aspects of counseling series 3. Thousand oaks: sage publications
8. Mullavey-o'byrne, colleen. (1997). Empathy in cross-cultural communication. In cushner,
9. Kenneth. & brislin, richard. (eds.) Improving intercultural interactions: modules for cross-cultural training programs. (pp. 205-220). Thousand oaks, ca: sage publications, inc.
10. Watkins, d. (2000): learning and teaching: a cross-cultural perspective. School

BIJU.G　Dr. Sreevrinda Nair N

11. Leadership and management 20(2): 161-173.
12. Wei, f.y.f. (2007): cross-cultural teaching apprehension: a coidentity approach toward
13. Minority teachers. New directions for teaching & learning.
14. Eisenchlas, s. And trevaskes, s., (2003): teaching intercultural communication in the
15. University setting: an australian perspective. International education.
16. Masemann, v. L. (2003). Culture and education. Comparative education: the dialectic of the
17. Global and the local, 2, 115-132.
18. Https://unesdoc.unesco.org/ark:/48223/pf0000147878
19. Http://curry.edschool.virginia.edu:80/go/multicultural/home.html
20. Https://www.educationworld.in/importance-of-cross-cultural-education/
21. Https://www.tandfonline.com/doi/abs/10.1080/14681366.2018.1451913?Journalcode=rpcs20
22. Https://www.edglossary.org/multicultural-education/

BIJU.G   Dr. Sreevrinda Nair N