Interculturalism and Education

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Abstract

An educational paradigm assumed at the level of a social system requires a clear image in which the relationship between inter-culture and education is obvious. So, the analysis of mechanisms that makes this relationship possible generates a scientific foundation at conceptual – theoretical level. More, an educational reality is reflected in the communicational society level precisely through the explanatory dimension of the used strategies in the instructional activities. The specific modalities of argument, as this idea, express that the initiated activities by the actors involved in this approach do nothing but to highlight a number of social responsibilities whichever the interculturalization process acquires meaning and significance. Therefore, an understanding of the relationship between interculturalism and education requires taking into consideration the pragmatic nature of the social structure.

Keywords: intercultural pragmatism, social education, communicational society, educational reality, conceptual-theoretical model.

Zusammenfassung

Ein pädagogisches Paradigma auf der Ebene eines sozialen Systems erfordert ein klares Bild, in dem die Beziehung zwischen Inter-Kultur und Bildung ist offensichtlich. So erzeugt die Analyse der Mechanismen, die diese Beziehung ermöglicht, eine wissenschaftliche Grundlage zu konzeptuell - theoretisch Ebene.

Mehr, ein Bildungs-Realität in der kommunikativen Ebene der Gesellschaft ist gerade durch die erklärende Dimension des verwendeten Strategien in den Lehr-Aktivitäten wider.


Schlüsselworte: interkulturellen Pragmatismus, Sozialpädagogik, kommunikative Gesellschaft, Bildung Wirklichkeit begrifflich-theoretischen Modell.
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Introduction

The social and educational environment is in close interdependence, emphasizing on the same time, axiological structures which are characteristic of a particular situation. So, there are important the educational features which depend on the social-educational relationship, features that generate a series of problems concerning the operationalization of the conceptual – theoretical apparatus, which is new assumed within a paradigm. It is obvious in this context the idea of the optimal capitalization of the cognitive structures at the level of the scientific analysis. Under these conditions, the development of a socialization process involves, in an educational environment, the acceptance of a new value system in a new educational paradigm. (Honor:1996, 53).

This approach does nothing more than to express the scientific meaning which is generated by a new paradigm. To build a value system implies to identify that nucleus around which the social educational activities provides the functionality of a new inter-cultural model. From this point of view we consider that the dynamics of the intercultural phenomenon emphasizes to a great extent the social reality. Moreover, within this reality one can find a series of criteria of eligibility which represent a value impact zone regarding both the application of the socio-educational policy strategies and the concretization of the intercultural competences which are not born with (Bennett: 1993). Therefore we consider that such an image legitimizes the idea of a value-educational support in promoting the intercultural phenomenon. As a result, this new model which is resulted from the assuming of the relationship between interculturalism and education, reveals cognitive structures whichever the conceptual – theoretical interpretations and explanations acquire pragmatic value.

The pragmatism of intercultural dimension and the practice of instructional – educational activities

The pragmatism of intercultural dimension expresses a particular understanding of the social reality from a different perspective of the reality levels. Under these conditions, we consider that the practice of educational activity generates an image of the cognitive structures through which the responsibility of the social actor is emphasized. Precisely in this fact, the conceptual – methodological
correspondences require educational finalities, through which, the scientific perspective relates to specific forms of socialization.

We consider in this context particularly the integration of an educational strategy at social level, which is possible through a conceptual - methodological transfer. Of course, we consider that an important role in this process is the interdisciplinary dimension of the cognitive structures, without which, the educational environment would not gain pragmatic value. Moreover, the raised problem illustrates a social correspondence between what makes the scientific nature to the new paradigm and the actual reality in which it occurs. Therefore, the intercultural dimension of social finds its full justification, to the extent that the evaluation of educational act involves reporting the performance to the skills that are characteristic to the educational actors.

If it accepts the idea of existence of a methodology characteristic to intercultural dimension, then it is possible that the conceptual – theoretical approach of the new assumed paradigm to have a scientific nature. Also, a specific feature of the intercultural dimension highlights the need of an action strategy regarding an educational approach. Moreover, the conceptual – theoretical explanations over the intercultural dimension expresses a social pragmatism meant to sustain the complementary between social and educational.

The ways to approach the social reality essentially expresses, at instructional level, a review of the axiological structures. This shows, on the one hand, a synchronic perspective, and, on the other hand, a diachronic perspective, both perspectives emphasizing the social and economic aspects of the educational reality. In other words, the quality of a social system depends basically on the way in which education is supported. Therefore, the development of the initiated activities in the process of intercultural process concentrates a series of strategies designed to generate scientific performance.

Interpretation of such a situation is that the education’s dimension subordinates, in contemporary society, to a social act which is operationalized through some eligibility criteria. Besides, the dynamic of educational reality expresses the methodological approach, which refers to the intercultural dimension of the society in general. It is about the existence of a communication process referring to reasonable educational alternatives. Furthermore, we consider that the idea of legitimacy of educational alternatives is sustained by the way in which the social actors promote the intercultural pragmatism.

The assumed strategies at social level result precisely from the ability of the actors to integrate and to engage in the intercultural environment. We take into consideration the educational conventionalism, according to which the new assumed paradigms involve specific pedagogical
approach. In addition, the benefit of such an opening is that the social actors involved in such an intercultural approach are subordinated to a competitive education. Also, the structure of the explanatory dimension at the level of social methodology legitimizes the existence of conceptual-methodological connections at the assumed paradigm (intercultural).

These issues illustrate essentially a scientific analysis of the relationship between interculturalism and education. Hence, it is clear that the organization of skills in a social system generates interpretations on the idea of educational performance. So, those criteria for eligibility are significant, through which pragmatic elements maintain a certain social structure. Therefore, the quality of a social system depends largely on how it is promoted in terms of intercultural education.

Another aspect of the relationship between intercultural and education is that referring to the freedom of expression of social actor. This has an important role in the process of scientific knowledge through the strategies that it promotes and applies at the intercultural dimension of the social. In other words, the emphasis is focused, on the one hand, on the linguistic structures within a discursive strategy, and on the other hand, on the idea of educational tolerance. Under these conditions, the pragmatism criterion offers methodological openings through which some social educational norms are highlighted. Therefore, we support the idea that, within a social system, a paradigm must be analyzed and in relation to its scientific nature.

The multitude of ideas that occurs in the process of scientific knowledge is that cognitive structures relate to a particular value system. In other words, at axiological level, the intercultural dimension gets a certain methodological consistency in the cultural spaces (Ghosh; Tarrow: 1993, 81-92). In this way, the priority given to gnosiological content highlights a specific methodology specific to the instructional approach.

### Educational strategies’ pragmatism

Education issue represents a social aspect through which there are highlighted different teaching/pedagogical strategies. So in its quality of structural entity, education emphasizes, generally, a series of strategies of the social actors through which the communication relationships become possible after an entire selective process of information. Otherwise, the social criteria sustains the moral-self evaluative principles that education must take into account by reference to what in the specialty literature is called teaching transposition (Chevallard, 1991:22). The educational strategies that are used at learning process’ level materialize in the extent that socio-educational actors can have a certain influence on the social system. This situation sends to axiological meanings through which the
involvement of social actors determines pro social behaviors. Essentially, any kind of education assumes a value process in which the responsibility and training of personality involves a certain state of mind. This way of approach generates, at human consciousness’ level, a certain axiological proportion of any type resources.

The assumed educational strategies at learning process’ level illustrate some issues designed to support ideas towards the quality of professional (self) training. In other words, the effect resulting from operational of certain specific objectives sends to multiple meanings of interpretation. In this way, the social value system represents a level of organization structured in such a manner so that the action strategies to become more efficient. Therefore, the description of social reality from education’s perspective generates major changes over the instructional-educational system. That is why we admit that the understanding of such reality should report, in the first place, to the social actors’ attitudes and then to operational objectives assumed by these.

Under these conditions, the quality of learning process depends on educational strategies used in this context. The methodological issue brought into discussion highlights a certain social correspondence between performance and competition. In this way, the involvement of social actors generates a process through which problems acquire a true pragmatic character.

The benefit of such an opening highlights, in the context of the new pedagogy, educational strategies that have a certain methodological consistency. The interpretation of such a situation is that the social actors involved in this process subordinate to a conventionalism that is tacitly accepted. Also, the importance of applying the main assumed strategies reveals an educational reality which is in a profound transformation. In this way, the individual and collective behaviors tend through the models of social interactions that are “generators” of values. Moreover, these values are the result of some well understood competitions, through which the principle of self evaluation makes itself felt totally at social level. That is why we consider necessary to place the competitive education at the level of reorganization value system.

The dimension of this approach illustrates the functional criteria of eligibility depending on which the methodological consistency becomes or not relevant. At the same time, the quality of this strategy type shows a pedagogical process, but also social, that should stimulate the transition from the idea of conceptual-theoretical approach to the idea of pragmatic approach. In these conditions, the scope of the main educational rules highlights an educational circuit which is always subject to some processes and phenomena that offer methodological openings. So, in a well defined educational policy, the scientific degree has a fundamental role in sustaining the idea of educational epistemology.
The contextual dimension of educational reality highlights an image in which the axiological structures are correlated with the cognitive structures. So, this way of understanding the use of strategies in learning-evaluation process sends to the idea that social responsibilities find their finality through educational conventionalism. In other words, the acceptance of an educational culture assumes at social level a reevaluation of classic paradigms. Further more, in the new assumed paradigm, the socio-educational actors must promote attitudes that generate pragmatic meanings. This fact is not possible, unless a permissive education is accepted in a social system, education that must correlate with social needs of the involved actors in the instructional approach.

The recovery of formative-educational valences that are specific to the educational dimension sends to a systematic approach of the learning contents. In other words, a foundation of education based on scientific research generates a continuous professional improvement process of those who take part at the materialization of the instructive action. More, a focus of assumed and applied strategies (Segerstrale, 200:224) in the instructive-educational process involves methodological interpretations resulting from the design of teaching process. So, the qualitative consistency of educational dimension reflects a teaching experience enhanced precisely by the competitive level of the socio-educational actors.

An interesting issue concerning the acceptance of a new educational model targets an inherent aspect of any approach type, which is: the social environment that participates (directly or indirectly) at the promotion of value system should take into consideration ontological, but also gnoseological criteria, when trying to focus methodologies that are specific to the instructive-educative process. Is visible here the idea that educational reality is structured on many levels of organization, so that the realism of a certain social fact sends to interpretations that are rather related to conceptual relativism.

The conceptual-theoretical dimension of educational methodology highlights the fact that the social actors involved in this instructive step are hired in a process of evaluation of the observational knowledge. In other words, the explanatory models from the new assumed educational paradigm illustrates precisely the socio-educational meanings that are transposed in scientific plan. Also, we consider in this context that it should be brought into discussion the role that the decisional politics have in the learning process. So, the education approach from the methodological strategies point of view sends to a new conceptual-theoretical building, in which the accent is put on the idea of performance.

The analysis of the teaching activity from the perspective of the “quality” concept allows an interpretation that sends to the importance that certain social actors have in the initiated step. Further
more, the involvement of these in certain social environments represents a basic element in sustaining the idea of social responsibility. A performance teaching activity shows the pedagogical experiences through which the theoretical and conceptual issues send to different approaches and understandings regarding the submitted-received cognitive structures. Once with the differentiation of the axiological dimensions it diversifies the forms of manifestation of the teaching activity. In this way, the approach of the educational actors sends to an understanding of the language from the communicative act point of view. This argumentative strategy represents a fundamental way of an intersubjective report that mediates the report to the relationship between the socio-educational actors.

**Conclusions**

The benefit of a new paradigm reflects, in the context of the teaching activity, educational strategies that enjoy methodological consistency. The analysis of such a situation lies in the fact that the initiated and conducted activities in the learning process reveal an educational reality which is in a profound transformation. In this way, we sustain the idea that individual and collective behaviors go to the models of social interaction, which are value generators. More, these values are the result of the connection between the social reality and the educational reality (seen as socio-educational dimensions which are in a compliance report).

From methodological point of view, education is generally organized in an explanatory approach which follows to outline the conceptual –theoretical mean of the social analysis. Also, this approach assumes teaching/pedagogical strategies, through which scientific explanations are resulted and they are meant to legitimize in a way the assumptions regarding an education philosophy. In this way, any scientific explanation is build through the language. The freedom of expression has a fundamental place just through the language structures, and through the new educational models there are possible conceptual-methodological connections. Therefore, we believe that is required that at the level of any interpretation way there is an educational tolerance regarding the relation competition-quality from the learning process.
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