

INTERCULTURAL EDUCATION AS A REFLECTION OF THE HOMOGENEITY OF THE TEACHING PROCESS

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Abstract: *Although the various aspects of education for international understanding independent individualized best: education for human rights, democracy, disarmament, for tolerance, for the development of man's environment and interculturalism. Also, there are concepts such as multi-ethnic and global education, which correlated with intercultural education. To understand the difference between a multi-ethnic and multi-cultural education, it is necessary to mention the basic characteristics: knowledge of the values of each ethnic group; familiarization major ethnic groups with other groups elements culture, their understanding and respect; enriching students with the knowledge and skills for activities within the profession and contouring general culture; minimization of discrimination and segregation between ethnic groups in schools and society.*

Keywords: *intercultural education, homogeneity, expectations.*

In addition to the many attempts to define intercultural, Dasen believes that by avoiding confusion and simplification, useful definition of what is intercultural education:

First It's not about compensatory education in which children have vision problems, but there are schools in adapting to cultural diversity. Schools need to assist children in learning the language of the host country, to accommodate local school rules in order to increase the chances of success in education and a professional level. Cultural differences are not credited immediately negative cultural environment, but are seen as a reflection of adaptation to different contexts.

Second Intercultural education is not only educational discipline, but a new approach to classical disciplines. The teacher will reevaluate the basic culture of

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students, avoiding stereotypes and the culture in a static manner. At the national level, it implies rather than asimilativnog choice integrative model. Intercultural education is not confronted with the languages and cultures of students basic, but addresses all levels of education.

From the standpoint of educational ideals, one must overcome formalism overworked phrase contained in the Law on Primary Education, in accordance with which the educational ideal of a free, integral and harmonious development of human individuality, the development of autonomous and creative personality, and the design of educational strategies that can be translated into The following expectations a reality

It is necessary to level the tasks deduction from the overall educational tasks of the modern world; Consideration of the role of anthropological and social science disciplines at all levels of education can provide students knowledge related to modern values, rights and freedoms of citizens, the functioning of national and international values;

Learning foreign languages is in accordance with the culture and civilization to which they belong, as an instrument of practical use was related to different and specific definition of the vector of individual cultures. Promoting studies in the fields of history, literature, in order to understand the relationship between the universal and practical.

Formers at the level necessary retraining of teachers in the spirit of international values, using less formalistic and more activities through cooperation with academic institutions abroad (scholarships, masters and doctoral programs, research projects). These external contacts are informative in nature in a professional way, but also implicit formativity through direct contact with another culture.

The goal of international education, intercultural concept originated contrast, is to develop a sense of social responsibility and solidarity with defavorizovanim groups, and to respect the principle of equality in contemporary behavior. Intercultural education allows the structuring of an open cultural identity, posing as objective as follows:

Making the Youth asimilation culture from an anthropological perspective;
Ensuring respect for the differences in the system of common views.

Ray proposes several tasks in the field of intercultural education, designed to help overcome the ability of the individual ethnocentrism by:

1. To transform images and stereotypes of and prejudice to overcome generazorna;
2. To provide space for those individuals whose cultural references can transform relationships in the system in which they operate;

To proactively identify and complexity of the existing relations between both cultures, the existing social classes, institutions, educational cycle, educational

and scientific fields, and among the individuals, regardless of age, language, ethnicity, culture or religion.

To develop a system of communication and negotiation among individuals, groups and communities, responsibility to articulate the relationship of individuals through the local, national and international communities. As authority for the transfer of values, the school will focus on the diversity of cultures, without insisting on the superiority of one culture over another. In this sense, there is a dynamic and continuous process for forming characteristics of intercultural attitudes, a process which does not end at school but continues throughout life. Realized in school education intercultural animates all students, enabling them to develop a feeling for respect for diversity, tolerance and solidarity. Looking at the way intercultural education, there is a natural nakoliko assumptions:

1. The observation of differences from the neutral point of view, except that the latter accepts the same as myself;
2. The ability to perceive what is foreign in a flexible manner, rejecting the simple nivelatorne checks that can be easily applied, but depleted in a number of its dimensions; Perception of ambiguous situations without fear as the premise of accepting diversity, overcoming the fear of the other;
3. The ability to review and reformulate their own standards. Reference socio-cultural behavior is determined by a recognition reletivnosti this system, pojedniac becomes able to enrich it easier to adjust;
4. Friendly attitude to existential experiment models; The ability to accept conflict as a third option and the most positive about the differences because the two previous rejection of reality and transform diversity into conflict. Conflicts should be accepted with equanimity and with the motto win - win.

Affirmation that communication between people is especially important in the context of intercultural gets confirmed by the fact that the broadcast messages received at a time when the meaning is accepted by the interlocutors. Specificity of intercultural communication is the fact that its protagonists do not always have the same cultural references or do not use the same language. If the process of knowledge through communication sometimes burdened by conflict, contemporary investigations try to eliminate this bias by using different methods and techniques of communication. Any intercultural communication can be situated interpersonal or intergroup, depending on the degree of which is considered to be an alien interlocutor. The aim of this kind of communication is that the caller indicate that, regardless of the differences, they all have the same rights and the basis for open dialogue is mutual respect. Such an approach can be designed in a method that accomplishes the goal of communication, a possible structure might be as follows:

- Formulating activities and second Formulating responses caller. The characteristics of this method is that it avoids blaming, pointing to how the person feels (I feel ... What I wanted ...). In the first one to objectively describe activities or situations, and the second is to be taken to respond protagonist communications, so that the tonality response to avoid any conflict. The third phase confirms the result expected by the caller, so that the method in question is the premise of open communication, which appeals to the improvement of relations between social actors, who were present on the cross cultural scene.

Encouraging intercultural opens wide avenues for dialogue and communication between cultural groups, with consequences that are beneficial to mutual understanding. Nurturing values and appreciation for others, tolerance for diversity, complementarity between the values, the school is able to realize the potential richness of diversity without negating any culture. Humanities and intercultural education is still the center of attention at all levels of education and teachers, and is present as a result of a mission that is in continual expansion. Although the various aspects of education for international understanding independent, individualized best: education for human rights, democracy, disarmament, for tolerance, for the development of man's environment and interculturalism. Also, there are concepts such as multi-ethnic and global education, which correlated with intercultural education. To understand the difference between a multi-ethnic and multi-cultural education, it is necessary to mention the basic characteristics pronounced:

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- It is necessary to level the tasks deduction from the overall educational tasks of the modern world;
- At the level of content;
- Consideration of the role of anthropological and social science disciplines at all levels of education can provide students knowledge related to modern values, rights and freedoms of citizens, the functioning of national and international values;
- Learning foreign languages is in accordance with the culture and civilization to which they belong, as an instrument of practical use was related to different and specific definition of the vector of individual cultures. At the same time, to encourage the study of the neighboring languages (micro-macro areal geographical or administrative character) determination perception of language as a virtue friends.
- Promoting komparativistics studies in the fields of history, literature, in order to understand the relationship between the universal and practical.

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Concluzion

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