CONTENTS

INDEX

DVSIJMR

ISSN NO 2454-7522

Globalization, Culture, and Teacher Education

*Rakesh Kumar Keshari

*Assistant Professor

** Dr. Shivpal Singh

** Principal

Dewan Institute of Management Studies
(College of Education)
Aff. to C.C.S .University, Meerut.(U.P.)

Abstract

Are schools and teachers helping students to act in this new globalized world? What are some of the aspects that should be considered so that schools and teachers would be preparing the students for these new societies? Globalization is affecting the societies as a whole: in political, economic, cultural and educational areas. These global transformations require that people develop new skills, new experiences, new knowledge, and schools have an important role in this sense. There is no doubt that these changes in societies require that we rethink the role of the teachers and the way they should teach. Based on the premises cited above, this paper aims at discussing the influences of globalization in culture and education, and reflecting on what some of the researchers in India are discussing about this and how the teacher education courses are organized there.

Key Words: Globalization, Culture, Teacher Education

1. Introduction

Are schools and teachers helping students to act in this new globalized world? What are some of the aspects that should be considered so that schools and teachers would be preparing the students for these new societies? Globalization is affecting the societies as a whole: political, economic, cultural and educational areas. Space and time are transforming each other in special ways in the present era, and this complex transformation involves changes in the situation of the nation, the state, and the city These global transformations require that people develop new skills, new experiences, new knowledge and schools have an important role in this sense There is no doubt that these changes in societies require that we rethink the role of the teachers and the way they should teach In this new high-tech global economy, people are learning in new ways for new purposes and schools and teachers should adapt themselves for this new reality as

Gee (2004) advocates. Using the term "shape-shifting portfolio people", Gee thinks that people should be able to arrange and rearrange their skills, achievements and previous experiences to adapt themselves to new opportunities. Considering these changes, how should education be analysed from the point of view of globalization and multicultural studies? What are the factors that must be understood to better describe and develop a Teacher Education program in India.

The first topic – **Globalization, Culture and Education** - is subdivided in three parts. In the first one – **Globalization** – the main concepts related to globalization will be presented. In the second part – **The relationship between globalization and education**– some of the impacts of globalization on education will be commented upon. The paper will describe the new knowledge and skills that students have to develop to be able to act in these new global societies. The last part of this topic – **Culture, Globalization, Multiculturalism and Education** – will discuss the influences of globalization on culture. On the second topic – **Globalization, Culture and Teacher Education**

I will describe some of the main characteristics related to the English classes of three Teacher Education Courses in India Then, I will analyze these courses considering the situations described in the previous discussions about globalization, and culture/multiculturalism. I argue that we have to (re)think the pedagogical aspects related to teacher education. The concepts of globalization and multiculturalism must be discussed with the future teachers so that they can be aware of their role in citizenship education, since these future teachers will be responsible for the education of many children. Finally, I discuss the importance of more research about education in relation to globalization and culture. I suggest that two aspects have to be considered. The first one is about the possibility of the reorganization of the curricula, pedagogy, practices and goals not only in elementary and high school, but also in teacher education courses. The second aspect is related to the necessity of organizing partnerships among countries/universities from the North and the South.

2. Globalization, Culture and Education
Globalization
Analysing the way societies are organized nowadays, we can say that the globalization processes broke all the frontiers, and as a result we have a new global political,

economical, technological, and cultural world in which the relationships are

developed beyond the physical locations, even territorially defined countries1, in ways different from the traditional nation-state organizations In short, considering globalization in this paper is necessary because of its impact not only on economical and political aspects of the societies but also on cultural and educational ones. These new global realities define the contexts where we all are living, learning, loving, and working (Suárez-Orozco & Sattin 2007). Therefore schools should(re)consider their roles in this new global era.

The relationship between globalization and education

Some people can say that there is no relationship between globalization and education. They say globalization refers only to political and economical relationships between countries. However, if the countries are linked politically and economically, the signs, symbols, language of a group will be affected and people are going to change their way of thinking, behaving, living; that is, globalization is reflected on the political, economical and cultural aspects of the societies. Therefore, it is necessary to have more research in the other aspects of the societies – culture and education, for example – to understand how they are being affected by globalization and how they should be considered from now on. However, differently from people involved in the discussions about the economy who have understood the impact of such influences and have been looking for some Culture, Globalization, Multiculturalism and Education First of all, it is important to describe how culture is considered in this paper. I am not going to think about a homogeneous, standard culture, as people used to think. On the contrary, as language and culture are discourses, they are plural, heterogeneous, inconstant changes, that is, people have different ways of thinking, acting, relating to each other according to their social-historical context (Souza 2006).

The increasing of global connectedness makes us more aware of how languages and cultures can be so plural, heterogeneous and can change so fast. Because of the globalization process, the world is experiencing more economic, political, social and cultural exchanges. We are having the opportunity of living, working, networking with people from different national, linguistic, religious, and racial backgrounds. As Suárez-Orozco & Sattin (2007) say we are *"(...) challenged to engage and, in new ways, work*

through competing and contrasting cultural models and social practices that include gender, language, and complicated relationships between race, ethnicity, and inequality" (p.18). One of the consequences of such exchanges is that our jobs, our culture, our relationships with one another are being transformed (Suárez-Orozco & Qin-Hilliard 2004). Since people from all over the world are having more access to different kinds of means of communication through satellite and high-speed cable transmission (TV, telephone, internet), they are integrating elements of foreign culture into their own cultures and sharing the same tastes related to food, clothes, films, music (Hugonnier 2007).

Such exchanges through the new media are really important because they present an opportunity for people to compare their own identity, abilities, values, culture, lifestyle with people from different cultural contexts, economic backgrounds, linguistic settings, religious beliefs, or ethnic groups (Süssmuth 2007). Negotiating the differences is difficult, people need to develop some specific skills to deal with these differences (New London Group1996) and schools have an important role in developing these skills in students.

The global world demands that the youth of today know how to deal with greater diversity and complexity. Therefore, schools are responsible for preparing students for these new societies. It is important that everyone who is involved with education understand how everything is organized after globalization.

In this sense, one of the roles of schools is to develop intercultural understanding, intercultural skills, that will help students learn how to live in new cultural, social, economic, and linguistic contexts. They have to be conscious of the similarities and the differences between the groups, and understand how interdependent we are and the necessity of mutual respect and tolerance as well (Süssmuth 2007). For this author, the intercultural skills that should be developed are the following:

a. Cognitive: the students have to think outside their own familiar context, they have to be *"challenged to compare their own personal perspectives with the perspectives they perceive others to have."* (Süssmuth 2007, p.203);

b. Digital: the students have to be able to communicate and gather information using

different media;

c. Emotional, and social skills: the students have to understand the importance of the differences in this new global context.

If teachers are conscious of the diversity and complexity of this global era, theyhave to develop a collaborative and interdisciplinary work so they can discuss with the students some values and attitudes, showing them the importance of tolerance, cooperation, and solidarity.

4. Conclusion

Discussing questions related to globalization, culture and teacher education is really complex and challenging. However, understanding them is important so that education can be adjusted according to the needs of the societies. Differently from the economies that have adapted themselves to the changes that were a result of globalization, some other areas of the societies, education, for example are having problems in understanding these changes and in making adjustments to the new realities. It's not a matter of saying that globalization is good or bad for the society. What really matters is that globalization has affected society as a whole and it is not different with education. Education after the globalization process has to be different from what it has been for many decades.

Thus, the curricula, pedagogy, practices and goals have to be restructured considering the necessity of preparing the students to live in these complex and diverse societies. As was previously discussed, schools have an important role in making the students develop some new knowledges, new skills – intercultural, communication, digital skills – so that they will be able to act in societies in a critical way understanding and respecting the differences as something important and necessary. Having such a global consciousness is crucial in this global era Therefore, teacher education courses have to reconsider their aims, and their structures, because they are responsible for preparing the future teachers who are going to teach students these new skills. The courses should be organized to prepare the future teachers to understand these new globalized societies and their role in the education of the children to teach them how to behave in these complex and diverse societies.

REFERENCES

Canagarajah, A. Suresh. Reclaiming the Local in Language Policy and Practice. New Jersey: Lawrence Erlbaum Associates. 2004.

Edwards, Richard & Usher, Robin. Globalization & Pedagogy: Space, Place and Identity. 2nd Ed. Routledge. London and New York. 2008.

Gee, James Paul. Shape-Shifting Portfolio People in **Situated Language and Learning,** 2004.

Hugonnier, Bernard. *Globalization and Education: Can the World Meet the Challenge?* In Suárez-Orozco, Marcelo M. & Sattin, Carolyn. **Learning in the Global Era: International Perspectives on Globalization and Education.** University of California Press. 2007.

Luke, Allan & Freebody, Peter. *Shaping the Social Practices of Reading* in Muspratt, Sandy, Luke, Allan & Freebody, Peter. (ed) **Constructing Critical Literacies: Teaching and learning Textual Practice.** Hampton Press, Inc. New Jersey.

Mansilla, Veronica Boix & Gardner, Howard. *From Teaching Globalization to Nurturing Global Consciousness*. In Suárez-Orozco, Marcelo M. & Sattin, Carolyn. **Learning in the Global Era: International Perspectives on Globalization and Education**. University of California Press. 2007.

New London Group. A Pedagogy of Multiliteracies: Designing Social Futures. Available at http://wwwstatic.kern.org/filer/blogWrite44ManilaWebsite/paul/articles/A_Pedagogy_of_Multiliteracies_Designing_Social_Futures.htm. Accessed on March 22, 2007

Souza, Lynn Mario T. Menezes de. *Hibridismo e Tradução Cultural em Bhabha.* In: Abdala Júnior, Benjamin (org). **Margens da cultura: mestiçagem, hibridismo & outras misturas.** São Paulo: Boitempo Editorial, 2004. P. 113-133.

Souza, Lynn Mario T. Menezes de ; Monte Mór, Walkyria. *Conhecimentos de LínguasEstrangeiras.* In: Secretaria de Educação Básica, Ministério de Educação. (Org.) **Orientações Curriculares para O Ensino Médio: Linguagens, Códigos e suas Tecnologias.** Brasília: Ministério de Educação, 2006, v. 1, p. 85-124.

Souza, Lynn Mario T. Menezes de. Language, Culture, multimodality and dialogic emergence. Language and Intercultural Communication, v. 6, p. 107-112, 2006.

Suárez-Orozco, Marcelo M. & Qin-Hilliard, Desirée Baolian. *Globalization, Culture andEducation in the New Millennium*. In Suárez-Orozco, Marcelo M. & Qin-Hilliard, Desirée Baolian (ed.). **Globalization Culture and Education in the New Millennium**. University of California Press. 2004.

Suárez-Orozco, Marcelo M. & Sattin, Carolyn. *Learning in the Global Era.* IN Suárez-Orozco, Marcelo M. (ed.) **Learning in the Global Era: International Perspectives on Globalization and Education.** University of California Press. 2007.

Süssmuth, Rita. *On the Need for Teaching Intercultural Skills.* In Suárez-Orozco, Marcelo M. & Sattin, Carolyn. **Learning in the Global Era: International Perspectives on Globalization and Education**. University of California Press. 2007.

Ward, Angela, Beach, Sara Ann & Mirseitova, Sapargul. (2004). Teachers' understandings of critical literacy in Canada, the United States, and Kazakhstan. *Thinking Classroom/Peremena*, 5(3), 15-22.