

Multiculturalism and Interculturality in Literature for Children and Youth

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Abstract

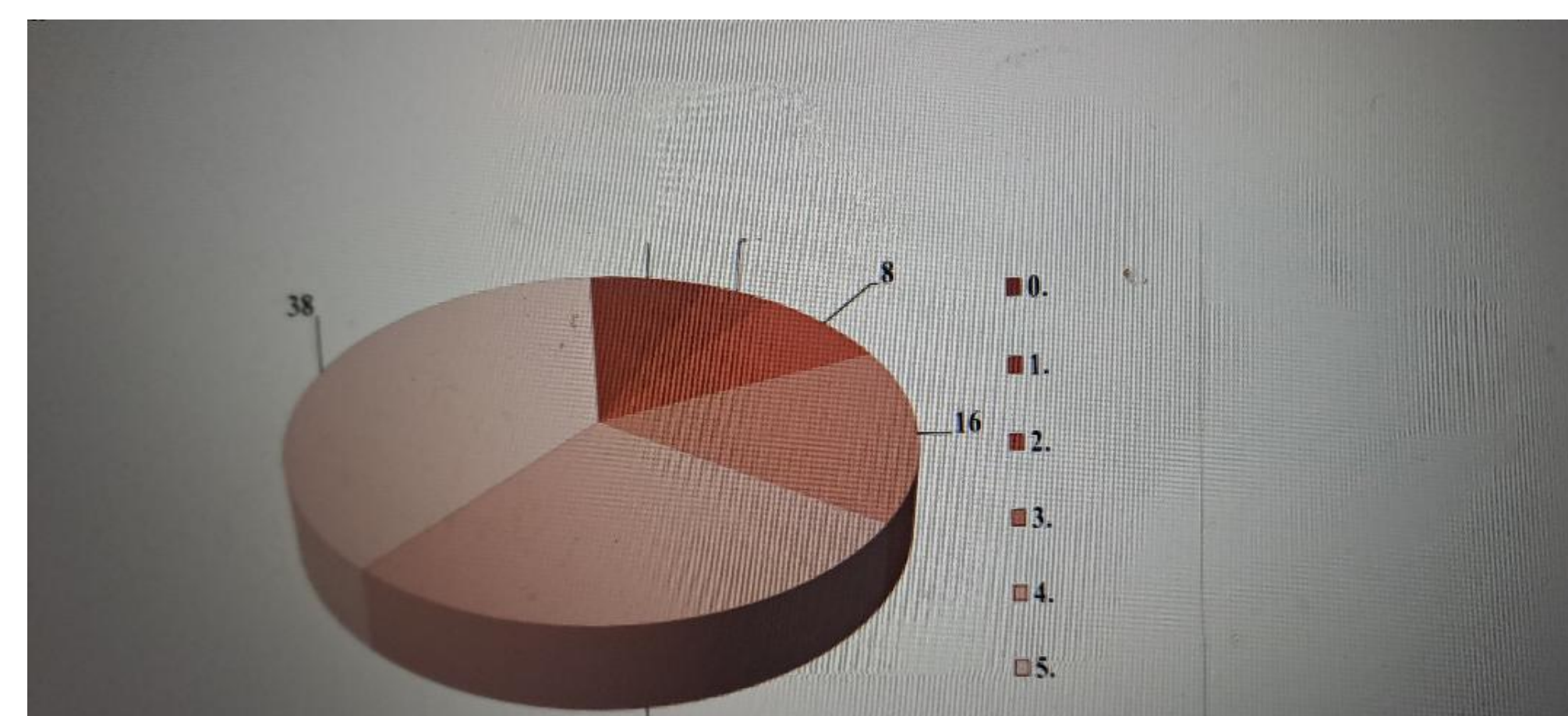
In the domains of all humanities, arts, political sciences, religious studies, communication sciences, democracy studies, law, management and economics, etc., there are diverse studies of multiculturalism and interculturality, where the phenomena increasingly occupy a noticeably important position, becoming one of the most significant scientific topics, but it also the case in everyday life in general. This is very important in the case of literature for children and youth, the more so because this literary genre is immediately directed to children and youth, with the potential to shape their way of understanding life and the world in general at very early developmental stages of a young person. Literature for children and youth occupies an extremely significant place in literary and wider cultural studies, especially due to its continued presence and usage in educational practices.

Introduction

"While the ideology of individualism is associated with mainly with traditional models of literary criticism, the poststructuralist vein in recent cultural work including new historicism, has also helped to obscure the importance of collectivities and social location." (Sinfield, 1998, p.812) In line with these hybrid changes, literary theories also become cultural too, because literary science is also being culturalized. In this way, the narrow, immanent interests of earlier approaches in literary studies are overcome, and the field of study of literature is broadened, taking into account, inter alia, how literature works in the wider context of culture, but also in the wider context of society, and what is the cultural and social relevance of literature and its role in cultural and social life. In this regard, particular attention is drawn to the phenomena of multiculturalism and interculturalism, and to their great importance and role in the world in which we live. Certainly, interculturalism and multiculturalism are different phenomena: Interculturalism implies different relationships between individuals or groups situated between different cultures and opinions, relationships accompanied by the verbal and non-verbal interaction of those whom enter into these processes, in the complexity that these relationships entail (Pašić Kodrić, 2012), while multiculturalism is more about coexistence and a normative ideal that seeks to achieve equality and respect between cultures.

Methodology

How students think about the impact of literature on the development of multicultural and intercultural competences is best demonstrated by the research done on the basis of Kirkpatrick's evaluation model survey. Namely, along with Bloom's taxonomy, Kirkpatrick's model is one of the basic models for preparation, systematization, planning and assessment of knowledge at all educational levels. Today, it is most often used for the purpose of assessing already existing knowledge, enabling lecturers and other researchers to gain a better insight into the results of the teaching process and to establish better basics for the further education process. The purpose of using Kirkpatrick's model in this survey is to examine students how much they have encountered in their previous education with the phenomena of interculturalism and multiculturalism, and what their knowledge is in this context. The survey included the student population of the Faculty of Education at the University of Sarajevo (50 respondents) and also the student population of the International University of Sarajevo (50 respondents) in the Fall semester of the academic year 2016/2017. The key question in the survey was: Do you think that the result of learning about Differences and Different Cultures can make the world better, or did you feel that effect already on yourself? The aforementioned question was asked precisely because it made it possible to understand whether students understand the basic task of understanding multiculturalism and interculturalism in their education so far, and this is, simply put, the creation of a better world in which we live.



Results

Comments on the results presented in Chart:

In terms of educational-teaching tasks, the results of Chart seem to be the most important part of the Kirkpatrick model survey, and it is even more interesting that given answers to this question, calculated by numbered responses, are very promising and positive. Namely, 7% of students rated this question with a 0 and 4% with a 1 (the lowest percentage of responses). Only 8% of students rated the significance of the question with 2, and 16% with the grade 3, 27% of students with a grade 4, and an impressive 38% (the highest percentage of responses) with a grade 5 - signified the importance of changing their own literary performance and learning outcomes on Difference and Different Cultures as an essential segment in the creation of their worldview. In this respect, this chart clearly shows that the study of multiculturalism and interculturality in literature has to be taken more seriously because they are of enormous importance to the global world in which we live, and the students 5(2) 22 themselves are aware of this. Also all these results should be a clear indicator for teachers in elementary and secondary schools that the wrongful ignorance of knowledge in multiculturalism and interculturality is a problem that should be addressed in terms of individual and collective entirely different teaching approaches to the given topic. Specifically, the results of this survey clearly show that teachers in primary and secondary schools must pay much more attention to the study of the phenomenon of interculturalism and multiculturalism.

Conclusion

There is a cultural turn in the Bosnian-Herzegovinian literary studies and the need for a multicultural and intercultural study of literature to interpret the complex Bosnian-Herzegovinian literary past. With this cultural approach, a more complete picture of Bosnian-Herzegovinian literary practices emerges, literary practices that are not isolated from other cultural and social practices, and the role of literature in life is more clearly positioned. This is especially important in reading literature for children and youth, because this literature doesn't have only the function of building a literary taste in children and young people, but also has pedagogical, educational, and ethical functions, which are particularly important and what are its most dominant functions along with the aesthetic function of literature.

The main outcome of this poster is to draw attention to the importance of the role of studying multiculturalism and interculturalism at all educational levels. This approach to teaching literature for children and youth will surely build and nurture intercultural identity in participants, but it will also nurture intercultural lifelong learning in lecturers because education is always a two-way process involving both students and lecturers – in a way of creating and nurturing an intercultural identity (Kim, 1991) that involves:

- Acceptance of existing and new cultural elements, intercultural communication and sensibility.;
- Enriching the width and depth of sight;
- Greater self-understanding, self-acceptance and confidence;
- Increased openness and flexibility;
- Increased creativity to face new challenges;
- Breaking of national stereotypes.

Acknowledgement

https://www.researchgate.net/publication/336743881_Multiculturalism_and_Interculturality_in_Literature_for_Children_and_Youth