Exploring the Theoretical System of Multicultural Education

Jing Li

Maejo University, Chiang Mai, 50290

Abstract: This paper starts from the connotation and meaning of cultural diversity, followed by a more complete discussion of the basic connotation of multiculturalism from the internal theoretical structure, and finally also analyses the advantages and shortcomings of multicultural teaching. This study aims to construct a relatively complete theoretical system and to lay the foundation for teachers' multicultural quality training.

Keywords: Multiculturalism; Multicultural education; Multicultural education theory

The internationalisation of education requires teachers to be multicultural, and the key to multiculturalism lies in the development of diverse cultural qualities. It is particularly important to clarify the theoretical system of multicultural education in order to promote the multicultural quality of teachers.

1. The concept of multicultural education and its meaning

1.1 The concept of multicultural education

What is multicultural education? James Banks, an American scholar, points out that multicultural education has three different meanings: educational philosophy, educational reform and educational process. It can be seen that multiculturalism is understood to mean that different races, ethnicities, genders, social classes, religious beliefs, disabilities and other groups are seen as different cultural groups. This course explores the differences in the learning process of students from different cultural backgrounds and their roles in schools, and it aims to create specific contexts and methods to treat different students in an appropriate way, so that they can enjoy the same educational opportunities and development. This is what we are trying to do today. Therefore, "to provide equal access to education for different races, faiths, genders and cultural groups, educators must recognise cultural differences and respect different cultural forms and develop a multicultural view of education"... This notion is also the ideal of postmodernism. After analysing the existing concept of multicultural pot, we believe that multicultural education is a conscious effort to promote the healthy physical and mental development of individuals (or groups) with the concept of multiculturalism and multicultural education for the purpose of teaching and learning, and thus forming a social community of destiny.

1.2 The meaning of multicultural education

In the globalisation of education worldwide, the development of multiculturalism has given us a wider scope for development. Based on the definition of the concept of multiculturalism and the long-term practice of multicultural education, we find that the connotations of multiculturalism include globalisation, the formation of theories, democracy and equality, and policies on the three levels of Banksy's multiculturalism.

Firstly, cultural diversity is a global issue. In the context of global economic integration, along with the development of "One Belt, One Road" and the positive response of countries along the route, as well as the rapid development of the Internet, highways and high-speed railways, the global village is turning from a beautiful dream into a reality. The universality of multiculturalism refers to the universality of cultural diversity. Multicultural education has evolved from a focus on resolving conflicts between cultural groups within a country to regional and global issues. The Islamic State, for example, is a terrorist organisation whose members come from different regions, different ethnicities and languages, and different professions, but

share the same characteristics: a disadvantaged, or neglected, group of people. The disadvantaged have neither the ability to survive nor the social status in a country, and if they are not taken seriously for a long time, they develop extreme mentalities (revenge or suicide), become hateful towards society and eventually turn against it. Violence and war are the symptoms of this phenomenon, but the essence is the absence and failure of multicultural education.

Secondly, a culturally diverse educational philosophy has been developed. In a world of cultural diversity, the concept of multicultural education is consistent with the post-modernist concept of "decentredness", which requires teachers to be multicultural, to have the ability to teach multiculturalism, and to have theoretical knowledge of multiculturalism. Therefore, in recent years, scholars at home and abroad have conducted a great deal of research on multiculturalism, resulting in a relatively complete set of multicultural education theories.

Thirdly, multicultural teaching. The core of multicultural education is pluralism. The theoretical basis of multicultural education is multiculturalism, and the diversity and differences of multiculturalism are emphasised. In education, it promotes learning in diversity, discarding stereotypes and understanding the knowledge and values of different ethnic groups and classes.

Fourthly, multiculturalism is about democracy and equality. Why does violence occur so frequently in developed countries, and why is it tending to accelerate? For example, there are frequent shootings of black people by police officers in the United States, and there is a tendency for France to spread to Western Europe. They have always been known for their democracy, freedom and equality, and they have treated themselves as human rights as a way of threatening those countries that disagree with them, or even invading other countries and provoking wars. Despite their pioneering research and practice of multiculturalism, the politicians' indoctrination, pragmatic criticism and critique of multiculturalism, centred on themselves and against the trends of the world, have only brought them into trouble and into decline.

2. Theories of Multicultural Education

Based on the available literature, this paper collates multicultural teaching and seeks to make multicultural teaching a complete theoretical system to serve a wide range of students, and also to provide some reference for the development of teacher education.

2.1 Background of Cultural Diversity

Multicultural education is an educational concept that emerged in the United States after the civil rights movement in the 1960s. In the twenty-first century, there is widespread international recognition of multicultural teaching and learning, but there is still room for further theoretical improvement. In the context of the development of multiculturalism, one of the salient features of multicultural education is the internationalisation of education.

2.2 The goal of cultural diversity

Central to multicultural teaching and learning are the objectives of multicultural teaching and learning." The goal of multicultural education is to ensure cultural diversity in a pluralistic society and to promote diversity, selectivity and creativity in education".8%, "The basic goal of multicultural education is to change the overall environment of education through educational reform so that students of different races, nationalities and social groups can enjoy the same education and education. In short, the goal of cultural diversity is to change the educational environment, to achieve equality of educational opportunities and to promote the socialisation of people.

The aims of multicultural teaching and learning are not nearly enough to achieve the goals of diverse cultural teaching and learning. Under the leadership of the United States, in the practice of multiculturalism, scholars have explored the objectives of multicultural training in different ways, according to their own realities. The main aims of multiculturalism in our country are: (1) to provide more educational opportunities for disadvantaged groups, (2) to reshape the purpose of education, to achieve the implementation of multicultural education, to enhance educational equity and to transform the basic concepts and conditions of schools, (3) to correct the concept of multiculturalism and to strengthen the basic and fundamental skills of students, and (4) to strengthen students' understanding of interculturalism.

2.3 The ideological core of educational pluralism

Having defined the meaning of multicultural education, some scholars have summarised it as (1) differences between different cultural groups rather than individual structural differences, (2) different cultures as a source of power and values, (3) teachers and students to accept and appreciate diversity, and (4) although blatant discrimination against disadvantaged groups is rare, underlying prejudices and low expectations still exist at times and are a cause of important factors in the low academic performance of disadvantaged students, (5) educators can work together with parents and society to create an atmosphere con-

ducive to multicultural education, and (6) schools should teach disadvantaged students the knowledge and skills necessary to achieve equal status in society. Therefore, we should establish a truly democratic and egalitarian education system, implement multi-level education and consciously promote the healthy physical and psychological development of every citizen so that they can become a useful member of society.

Through the study of multiculturalism at home and abroad, this paper puts forward the basic idea of "multicultural education", that is, "people-oriented" "multicultural" training, on the basis of educational equality, to achieve the full development of each student. The paper proposes a basic view of multicultural education, namely that it is 'people-centred' and 'multicultural', that it is based on equality in education, that it aims at the all-round development of each student, and that it assesses students in terms of their ability to participate in a 'global community of destiny'.

2.4 The content of cultural diversity

In formal terms, the content of multiculturalism is reflected in theory and practice. The main aspects are: (1) integrated teaching and learning, (2) respect for culturally based knowledge structures, (3) reduction of cultural prejudices, (4) inclusion of equality in education, and (5) creation of a dynamic school and social organisation. On practical issues: ethnic relations, language, class, gender, immigration, special groups, etc. Multicultural education has evolved from its initial focus on the rights of citizens and the needs of individual minorities to cultural diversity, equality of educational opportunities, specialisation in education, etc. As can be seen, the content of multicultural education encompasses the philosophy, knowledge, competence and practice of multicultural education.

3. Conclusion

As with other theories, the educational theory of multiculturalism addresses only one educational problem and, at present, it is still in the developmental stage and it has many shortcomings that need further improvement. Scientific measures should therefore be taken to promote its better development.

References

[1]   Li Qian, Li Chaofan, Gong Shiyang, Zhou Qiwei, Ke Yi. The influence of multicultural experiences on leaders' competence and development [J]. Advances in Psychological Science, 2022, 30(09):1922-1943.

[2]   Wu, Yuan-Yue, Cheng, Jia-Li. Educational evaluation in the perspective of cultural understanding[J]. China Examinations, 2022(02):31-38.

[3]   Niu Xiafei. Multiculturalism and political polarization in the United States[J]. World Economic and Political Forum, 2021(01):29-55.

[4]   Tang Zhibin. An analysis of the theoretical system of multicultural education[J]. Journal of Culture, 2017(08):111-114.