

INTERCULTURAL EDUCATION IN TEACHING MUSIC AT YOUNGER SCHOOL AGE

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Abstract: This paper discusses the possibilities of achieving intercultural education in teaching music culture to younger school-age children. The main goal is to emphasize the role of music lessons in establishing successful communication among students of different nationalities, and their importance for intercultural education. The main characteristic of modern society is multiculturalism which requires the development of basic competencies, knowledge and skills that will enable students to actively participate in social life. European unity, the strengthening of democracy and human rights, the improvement of the social and cultural life in Europe are all important tasks of modern education, which are achieved by all relevant educational institutions. Intercultural education should enable unity among nations, but also preserve the originality of their traditions and cultures in an area, and contribute to mutual respect and appreciation. Intercultural education is also enabled with elementary school music lessons that introduce students to the musical tradition and culture of all the world nations. This important teaching objective is achieved through children's artistic and traditional songs of their own and other nations, adequate dances, as well as artistic compositions by domestic and foreign authors. These music forms allow us to learn, understand, adopt, experience and evaluate the musical culture of our and other nations. Art and traditional songs and dances, as well as listening compositions are mostly presented to the whole class, that is, to the group, which creates a more relaxed and pleasant atmosphere in the classroom. If they are engaged in group work, it is easier for students to communicate, befriend each other, learn solidarity, empathy, overcome prejudice about other cultures and nations. Thus, music contributes to mutual acquaintance, understanding and trust among students of different nationalities, which is the main goal of intercultural teaching. For this reason, it is necessary to amend and supplement music lessons curriculum for young school-age children with appropriate music material, which would enable them to get to know the music tradition and culture of European and world nations. This material should particularly include the proper selection of musical works of various nations, which are suitable for younger school age due to their specificity and simplicity, as well as due to their direct and unobtrusive way of introducing the cultures of European and other world nations.

Keywords: elementary school, music lessons, intercultural education.

This paper is a result of the research within the project III 47023 „Kosovo and Metohija between national identity and European integration” financed by the Ministry of Education, Science and Technological Development of the Republic of Serbia.

INTERKULTURALNO VASPITANJE U NASTAVI MUZIČKE KULTURE NA MLAĐEM ŠKOLSKOM UZRASTU

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Apstrakt: U radu se razmatraju mogućnosti ostvarivanja interkulturalnog vaspitanja u nastavi muzičke kulture na mlađem školskom uzrastu. Cilj je da se ukaže na ulogu muzičkih sadržaja u uspostavljanju uspješne komunikacije između učenika različitih nacionalnosti, i njihov značaj u interkulturalnom vaspitanju i obrazovanju. Savremeno društvo karakteriše multikulturalnost, što zahteva razvijanje osnovnih kompetencija, znanja i vještina koje će

učenicima omogućiti aktivno učešće u zajedničkom društvenom životu. Evropsko jedinstvo, jačanje demokratije i ljudskih prava, unapređivanje socijalnog i kulturnog života Evrope, važni su zadaci savremenog vaspitanja i obrazovanja, koji se realizuju na nivou svih relevantnih vaspitno-obrazovnih institucija. Interkulturalno vaspitanje treba da omogući jedinstvo između naroda ali i očuvanje originalnosti njihovih tradicija i kultura na jednom prostoru, te da doprinese međusobnom poštovanju i uvažavanju. Realizaciju interkulturalnog vaspitanja omogućava i osnovnoškolska nastava muzičke kulture koja upoznaje učenike sa muzičkom tradicijom i kulturom svih naroda sveta. Ovaj važan zadatak nastave realizuje se posredstvom dečjih umetničkih i tradicionalnih pesama svoga i drugih naroda, odgovarajućih muzičkih igara i plesova, kao i umetničkih kompozicija domaćih i stranih autora. Navedeni muzički sadržaji omogućavaju upoznavanje, razumevanje, usvajanje, doživljavanje i vrednovanje muzičke kulture svoga i drugih naroda. Umetničke i tradicionalne pesme i igre, kao i kompozicije za slušanje realizuju se najčešće na nivou celokupnog razreda, u grupi, što doprinosi opuštenoj i prijatnoj atmosferi u razredu. U tom grupnom radu, lakše se ostvaruje komunikacija, prijateljstvo, solidarnost, sposobnost za empatiju, prevazilaze se predrasude o drugim i različitim kulturama i narodima. Muzika tako doprinosi međusobnom upoznavanju, razumevanju i poverenju između učenika različitih nacionalnosti, a to je osnovni smisao interkulturalnog vaspitanja u nastavi. Upravo zato, neophodno je upotpuniti nastavne programe muzičke kulture za mlađi školski uzrast odgovarajućim muzičkim sadržajima, koji omogućavaju upoznavanje muzičke tradicije i kulture naroda Evrope i sveta. Ovaj izbor bi posebno trebalo dopuniti odgovarajućim sadržajima narodnog muzičkog stvaralaštva raznih naroda, koji su zbog svojih specifičnosti i jednostavnosti pogodni za obradu na mlađem školskom uzrastu, kao i za neposredno i nenametljivo upoznavanje kultura evropskih i drugih naroda sveta.

Ključne reči: osnovna škola, nastava muzičke kulture, interkulturalno vaspitanje.

INTRODUCTION

In this contemporary society, characterized by the coexistence of different cultures – or *multiculturalism*, education that will help different nations learn about each other and connect is emphasized and focused on more and more. These relationships include cultural contacts, communication, exchange and participation in the creation of cultural values, as well as a range of other, real or possible interactions among cultures in this globalized world⁹⁴. One of the main principles of the 21st century education is that *people need to learn to live together*, by developing knowledge about oneself and one's nation, but also about other nations, their history, tradition and way of thinking⁹⁵. Intercultural education emphasizes the importance of preserving the uniqueness and originality of different traditions in one area, but at the same time supports their convergence, pervasion and growth in the spirit of universal and cosmopolitan values. Such a relationship among nations leads to the peace and prosperity of all mankind.

The recommendation of the UNESCO International Commission on Education for the Twenty-first Century is that, in the path of overcoming the tension between tradition and modernity, it is essential to recognize oneself and adapt to the demands of modern society without renouncing one's own roots⁹⁶. Intercultural education should contribute to the balanced and harmonious development of human society on a local and global level. This type of education does not only involve developing awareness on the existence of different cultures, nations and civilizations, but also accepting and appreciating these differences. Pedagogues emphasize that multiethnicity, multiconfessionalism, solidarity, understanding, tolerance, openness, friendship, cooperation are the things "young people need to understand, accept and adopt as values, attitudes, standards, orientations, goals and ideals in their perceptions, acts and behaviour"⁹⁷. Students should be explained why it is important to nurture good interpersonal relationships both in school and in everyday life. Students need to understand that, without mutual respect and cooperation, no single

⁹⁴Đukić, M., Kostović, S., Đermanov, J., Pedagoško-didaktički činioci interkulturalnog školskog konteksta, U: Milka Oljača (ur.), *Modeli stručnog usavršavanja nastavnika za interkulturalno vaspitanje i obrazovanje*, Tematski zbornik, Novi Sad: Filozofski fakultet, Novi Sad, Odsek za pedagogiju (2006), 73.

⁹⁵Delor, Ž., *Obrazovanje skrivena riznica*, Unesco: Izveštaj međunarodne komisije o obrazovanju za XXI vek, Beograd: Republika Srbija, Ministarstvo prosvete (1996), 15.

⁹⁶ Ibid, 10–12.

⁹⁷Jovanović, B., Kačapor, S., Vaspitanje za međunacionalnu toleranciju i saradnju, *Teme*, g. XL, br.1, Niš: Univerzitet u Nišu (2016), 357.

individual or nation can survive independently in these modern conditions, and develop their potential⁹⁸. This can only be accomplished by talking with students, explaining it to them, providing facts, engaging in debates, discussions, and pointing to the consequences that could arise from opposite attitudes and behaviours. Music lessons can greatly contribute to the development of intercultural understanding, knowledge and skills in order to better understand and respect different cultures and nations.

MUSIC LESSONS AND ACTIVITIES AS A METHOD OF ACHIEVING INTERCULTURAL EDUCATION IN ELEMENTARY SCHOOL

Music lessons are an important factor in achieving intercultural education in elementary school. Music activities, such as, children's art and traditional songs, certain dances, as well as art and traditional music of their own and other nations, provide the opportunity to learn about the culture and music tradition of their own nation, as well as the music tradition of other nations with whom they live. These activities are incorporated into other courses as well (languages, history, geography, physical education, etc.) so they are a good basis for correlation among these subjects, which provides the possibility for a more comprehensive and complete knowledge of the culture, history and tradition of their and other nations.

Art songs for children, as well as traditional folk songs and dances are suitable for the younger school age. These activities are significant on multiple levels, both for the music development of students and for their overall education. From the aspect of intercultural education, such activities are suitable for acquainting students with the music tradition and culture of different nations. By getting acquainted with these cultures, students use comparison to come to conclusions, to learn about themselves and others by discovering and accepting the existing similarities and differences, which helps overcome prejudice towards other nations and cultures. By singing and performing traditional songs and dances, students learn about the culture of other nations in a wider context: they learn about their customs, folk costumes, people's mentality, their habits, sense of humour, everyday life. All this develops their interest in further and more detailed knowledge of other cultures and civilizations, both within school activities and outside school.

Getting acquainted with art and traditional songs and dances, as well as listening to art music composed by local and foreign composers, should encourage students to openly discuss cultural pluralism, and to help them accept the fact of the existence of other and different cultures⁹⁹. It is very important that teachers have the sensibility to perceive and understand the specifics and needs of members of different nations living in a common multicultural environment. In order to establish true cooperation and mutual trust in such environment, it is necessary to abandon ethnocentric attitude and stereotypes, as well as to accept human rights, to respect diversity, solidarity and other humanistic values¹⁰⁰. In multi-ethnic environments, teachers are required to teach students about the music culture and tradition of all nations living in that area. Branko Jovanović emphasizes that human rights, freedoms and duties "must be understood and experienced as unconditional, universal, and exalted human values and needs, which affect the security, development and happiness of each person in particular and the development of the society as a whole"¹⁰¹. According to Nenad Suzić, intragroup diversity can be a huge advantage if classroom communication creates conditions for individuals to talk about their different perspectives¹⁰². Music activities, songs and dances are performed in a group, in a relaxing and joyful atmosphere, allowing students to get to know each other and to communicate in a direct and unobtrusive way. These activities contribute to mutual understanding, trust and respect, and this is an important objective of intercultural education in elementary school.

⁹⁸Jovanović, B., Parlić Božović, J., Uloga nastave u ostvarivanju ciljeva nacionalnog i interkulturalnog vaspitanja, U: K. Špijunović (ur.), *Nastava i učenje: stanje i problemi*, Užice: Učiteljski fakultet u Užicu (2011), 156.

⁹⁹Perotti, A., *Pledoaje za interkulturalni odgoj i obrazovanje*, Prevela: Božica Jakovlev, Zagreb: Educa (1995), 75–76.

¹⁰⁰Ratković, M., *Nastavnik u reformi škole*, Sremski Karlovci: Kairos (2003), 131.

¹⁰¹Jovanović, B., *Škola i vaspitanje*, Beograd: Educa (2005), 65.

¹⁰²Suzić, N., *Pedagogija za XXI vijek*, Banja Luka: TT Centar (2005), 217.

CONCLUSION

The main purpose of intercultural education and elementary school education should be to prepare students to live in a multicultural society. This involves learning about culture, history and tradition as well as the art and traditional music of our own and other nations with whom we live. Intercultural education should help nurture one's own national and cultural identity without jeopardizing and ignoring the identity of other individuals that person lives with. This type of education is an integral part of moral and humanistic education necessary in the times of globalization which strives for the unification of humanity at the level of economics, culture, education, technology and other aspects of social life. In order for the process of globalization to be in the interest of all nations, it is necessary to develop democracy and openness for inter-ethnic cooperation and communication, and respect for universal civilizational values. It is also important to enable the cultivation of specific national and individual values, as well as the preservation of cultural and national identity of nations within a unified society. Music activities, such as, art and traditional songs, as well as the art music of one's own and other nations, enables younger school-age students to get to know the specifics of cultures and traditions of different nations. These activities are performed in a pleasant and relaxing atmosphere, which relaxes students, contributing to their socialization, openness, and building mutual trust and understanding. That is why these activities are very suitable for intercultural education at this school age.

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