

Multicultural Education For University Students

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Abstract: Multiculturalism in the educational and working environment is promoted in countries with advanced education in the world. But in Vietnam, this concept is quite new. The emergence of many international universities in this country opens up opportunities for them to access advanced education at reasonable costs. In addition to the curriculum and faculty, the student community also plays an important role in shaping the environment, affecting the character of each student during the university years. This is a new chance for students to experience the international training environment. They can study and live in a school with a diverse student can equip them with the foundation to become a citizen of a multicultural democracy. As Vietnam becomes a multicultural and multiethnic nation, schools are becoming more and more diverse. The paper analyzes the state of multicultural education for undergraduate students and suggestions for making education much more suitable in internationalization environment.

Index Terms: Education, Multiculturalism, Opportunities, Students.

1 INTRODUCTION

Since the first concepts in the 1960s, multicultural education has been transformed, refocused, rediscovered, and constantly evolving both in theory and practice. The challenge brought about by cultural diversity is directly related to the learning and teaching of different fields in technical universities in particular, as well as in any other institution. To solve this problem, educational institutions in general and universities in particular need to reform the curriculum content; lecturers need to change the communication technology in order to fit the dynamic and diverse nature of students. Moreover, educators also need to ensure that students graduate from universities have sufficient research capacity and global capacity, creating favorable conditions for future career development with sensitive relevance to diverse cultures around the world [1]. The purpose of this paper is to give certain clarity about the concept of multiculturalism and the basic forms of multicultural education in universities, creating favorable conditions for educators to approach and solve the cultural diversity of teaching in classrooms, thereby, considering the challenges when diverse factors are introduced into mass teaching [2].

2 DEFINITION OF MULTICULTURE

Cultural diversity is understood as the coexistence of many different cultures and customs. This diversity in the educational environment is a collective consisting of many individuals of different races, languages, age, gender, social status, living habits, etc. In developed countries such as the United Kingdom or the United States, not only companies but also schools appreciate the development of a diverse student community because of the positive effects of extreme that this brings. Vietnamese universities recently strive to develop a diverse student community because of its benefits. When discussing multiculturalism, it is important for researchers to have certain knowledge about

the items relating to both culture and multiculturalism so that the context becomes clear in educational awareness about multicultural education. In this paper, the term "multicultural" is used to refer to cultural diversity and is also used as a substitute for "diversity" to denote the cultural mix between different groups in multicultural classroom [3]. The first known definition of culture refers culture as the whole of knowledge, beliefs, art, morals, laws, customs, any another ability and habit that people have as a member of society. It also means that culture is the accumulation of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religions, concepts of time, roles, spatial relations, concepts about the universe and the objects and properties acquired by a group of people across generations, through individual and group striving. The culture also includes the shared experiences are shared within an organization or between different organizations; the values of culture are inherited through generations and become the standard way of life for that organization. In the context of addressing the challenges associated with teaching and studying engineering universities in a multicultural environment, the term "multicultural education" is based on social justice and educational equality, meaning that all university students from different backgrounds have access to a fair and inclusive education system. The common goal of educational institutions is to train the generation of global citizens.

3 TYPE OF MULTICULTURAL EDUCATION AND ITS INFLUENCES ON THE PROGRAM CONTENT

In recent years, multicultural education has become a widely discussed topic and has profound implications for many areas such as economy, society, politics and education. It can impact every aspect and every activity of a higher education institution such as human resources, curriculum, teaching, monitoring, testing, pedagogy, disciplinary policies, student, parents and community involvement. This type of multicultural education is the most common and can easily be recognized when educators target curriculum content at multicultural educational institutions such as technical universities. The main goal of this type is to integrate the content of different cultural groups in the curriculum and educational materials to enhance students' knowledge of diverse cultural groups. Multiculturalism in the program content is achieved by adding a multicultural class to the university's standard curriculum, where lecturers can combine a few short readings or cultural heroes in the teaching process to enhance the understanding

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of university students about diversity. In addition, educators are also actively transforming curricula based on a multicultural approach, incorporating diverse elements into the curriculum content to suit the different learning cultures of many students. A research related to this type describes familiarity with the cultural heritage in the university so that students can learn from the experience of many generations, minimize cultural shock when communicating, enhance and diversify the experience of multicultural communication between nations and peoples who are actively cooperating in all areas of life. According to Banks (2004), this category has three goals including the development of multicultural content in the disciplines of educational institutions; combination of different perspectives in the curriculum; and the transformation of the standard curriculum towards integrating multicultural elements into content [4].

4 APPLYING MULTICULTURALISM IN STUDENT ORIENTATION PROGRAMS

Because multicultural education reflects the growing diversity of classes in higher education institutions, the goal of many curricula goes beyond the goal of extracurricular courses to address the learning needs of minority student groups. As Banks describes, while university extracurricular programs try to increase knowledge about different ethnic, cultural and gender groups, student-oriented programs aim to increase achievement. Education is not to transform the curriculum or the social context of education, but to help students who are culturally or linguistically more easily accessible to the main goal of the education. To do this, the curriculum at universities is often based on the diverse language and culture of students from many different areas [5].

5 APPLYING MULTICULTURALISM IN SOCIAL ORIENTATION PROGRAM

This type of multicultural education reforms both school attendance and the cultural as well as political context of university students' education with the aims not only to improve student achievement as well as enhance students' multicultural knowledge, but also have a profound impact on racial differences of students, reducing bias in schools as well as in society. According to Banks (2004), this category not only includes programs designed to restructure schools in a multicultural approach, but also includes programs designed to increase the linkage between different races including minority teacher incentive programs, anti-bias programs, and collaborative learning. This type of multicultural education emphasizes "human relations" and incorporates some characteristics of the previous two types, that is, higher education programs must be revised extracurricular to emphasize the positive social contributions of different ethnic and cultural groups, and at the same time research on learning styles to improve student achievement and reduce racial tension in the classroom [6].

6 BENEFITS OF A MULTICULTURAL ENVIRONMENT

The diverse cultural environment has many positive effects on students. The first is the ability to form global thinking. Specifically, by studying and making friends with students from around the world, students can form a global mindset;

have a vision and an understanding of society, customs and civilizations around the world. Since then, students are open to thinking and have goals far beyond the globe. The second is the benefit of increased thinking ability and analytical thinking. The fastest growing multinational corporations are those with the most multicultural human resources. Because each individual has different circumstances, different cultures will view a problem in a different way. Students who have the opportunity to meet and study with international friends will be able to think, analyze and reason in multidimensional ways. This is not only beneficial in the learning process but also an advantage in working. The third is to raise awareness about ourselves. By interacting with a diverse environment, skin color, language, students will form a better self-awareness, which will lead to better development goals for themselves and their careers in the future [7]. Multicultural education can enable educators to develop training programs that reflect the diversity of student groups in technical universities as well as the incorporate multicultural elements into the curriculum content, create opportunities for different student groups, and contribute to increasing academic achievement for students in the school. In fact, FPT University is one of interesting destinations for studying in Vietnam. Every year, this university welcomes more than 400 international students from 19 countries around the world such as France, USA, Australia, Germany, Japan, Korea, Brunei, Laos, etc. to study and exchange culture. This university currently has 140 international students enrolled in long-term programs including bachelor's programs in software engineering, bachelor's degrees in business administration and masters in software engineering. In particular, the bachelor alone has 83 students. Recently, the first 23 international students participated in defending a bachelor's degree project. This is an advantage for Vietnamese students studying at the school when having access to an international multicultural environment. Besides, FPT University students also have many opportunities to go to some foreign countries to study languages, exchange culture and practice for a few months. The school also regularly organizes cultural exchanges for international students - Vietnamese students at the school. This is a great opportunity for students to learn and connect [8].

6 SOME RECOMMENDATIONS OF THIS TREND

There is no doubt that students will need to learn how to interact in a diverse environment. It is believed that cultural diversity will enhance the school's experience. Students with different personalities working together create richness. Students attending schools with diverse student backgrounds can develop awareness of children's views from different contexts and learn how to operate in a multicultural, multi-ethnic environment. However, as schools become more diverse, the need to find the most effective ways to help all students succeed academically and learn how to get along with each other tends to increase. Teachers are faced with challenges. New teachers need to be trained to teach a diverse class of students in order to help them cope with challenges [9]. That means that schools must proactively approach to acknowledge diversity. Activities designed in the classroom can highlight diversity. Teachers structure the lecture on how to accept different points of view. For example,

in a history lesson about the Vietnam War, they should draw attention to the views of citizens in both North and South Vietnam, the feelings of the soldiers and the diverse views of the Americans. In a classroom, teachers can structure diverse learning groups and offer activities that require each student to contribute to the group. In this way, students learn that each person in a group can contribute and express a valuable opinion. The value of organizing special events at the school to raise awareness about diversity but also notes that these events should be associated with the school tradition, not just once. Schools should strive to create an environment where all of students feel valued and can learn. What we need to do to make sure students are engaged in learning [10].

8 CONCLUSION

Learning does not stop at improving foreign languages and knowledge, but through the process of joining in learning, working in groups, implementing projects, researching, exchanging ideas, etc. students will have access to new learning methods, professional working styles, thinking and problem-solving skills of other students from different countries. In addition, in a multicultural working environment, time management skills, work arrangement, networking, or cultural experiences of other countries also contribute to improving job efficiency. And international cooperation programs will be the lecture halls for developing such skills. Exchange programs may only take up a certain amount of time, but the continuous multicultural university environment will be an effective stepping stone for students to build their ability. Many students will confidently go abroad to study at universities in developed countries in order to achieve higher education.

CONFLICT OF INTEREST

No conflicts of interest noted in the paper.

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