Challenges for Education of Arts and Culture in Terms of Multilingualism and the Diversity of Cultural Expressions

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Abstract

The study is aimed to outline the challenges of education in the arts and culture in terms of multilingualism and diversity of cultural expressions in terms of the need for mutual recognition and respect for the right of every member of society to be different in diverse complexity and structure socio-cultural relations, and to be examined and analyzed the importance of intercultural competence, cultural diversity and dialogue between different cultures practically raised a high level of tolerance, understanding and acceptance of otherness, of the representative of another culture. In the course of the study examines the effectiveness of the communicative in the context of analyzing, understanding and acceptance of differences and strangeness of others, taking into account the fact that interculturalism implies dialogue, mutual penetration and enrichment of cultures, and that cultural identity is both a condition and an obstacle for intercultural communication. The particular importance and significance of intercultural encounters and communication that take place in the cultural and educational institutions and socio-cultural and leisure centers where language differences are manifested in the highest degree is being stressed and could lead to greater confusion as well as those in arts organizations, professional and guild associations and groups where the main means of communication is the art, overcoming any language barriers. In this context appears the thesis that arts education and culture throughout the lifelong learning could play an important role in framing Europe's future in the semantic framework of knowledge of foreign cultures and arts, highlighting the role of cultural integration and that of integrating identity. This explains and underlines the understanding that as intercultural and ethno-cultural dimensions of culture, arts and education can be stimulated by the perception of authentic works of art when visiting museums, galleries, architectural complexes, innovative cultural and art events, etc., on one hand, and educational organizations (Kindergartens and schools, museums, heritage sites) can be carriers of potential to support intercultural exchange, learning process and dialogue between the activities in the field of culture and arts.

In today's postmodern cultural situation sector for education in arts and culture emerged as an important element of the education system in the European context with its structure and levels of organization and management. At the same time the art market, and the one on cultural products and services and the market of educational services expand in size and globalize, the emergence of new institutions and organizations who invest their own resources and efforts. It also realizes the absence of specific knowledge and skills for sustainable management of cultural, artistic and educational institutions offering educational, educational and entertainment services in a competitive environment. There is also the factor 'risk of innovation "in which consumers of cultural products (museum, gallery, advertising, cultural, educational, entertainment and innovative events, audio-visual installations, online resources, etc.). There is also the factor' risk of innovation" where users of cultural products (museum, gallery, advertising, cultural, educational, entertainment and innovative events, audio-visual installations, online resources, etc.), educational, cultural and entertainment institutions various potential users and consumers are becoming more demanding of the quality of creative output and the services offered, as well as expanding lately possibilities of using funds from international programs for innovative cultural and art events, educational reformatory and cultural and recreational activities. It is also important the factor "pressure from the international organizational and management structure" with respect to decisions, recommendations, conventions, policies that are expected to lead to the development and implementation of the national and supranational strategies and measures for promoting cultural and creative sector as a source of growth and jobs.

There are trends outlining the important role of education in arts and culture in the formation of values, aesthetic perception, aesthetic and philosophical ideas and life skills not only among adolescents but also among other members of socio-cultural communities over the past few decades, largely confirms its importance for the development of creativity and to broaden and deepen the understanding of art and culture. That is why the strategic framework of the European Union (EU) for European cooperation in education and education in general over the next decade a strong focus on the importance of integrated

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key competencies, including respect for foreign cultures, artistic traditions and creativity. Much of the research in this field with an emphasis on the potential of arts education and culture management, promotion and development of creative and innovative potential of young people and on their perception and understanding, emphasize the need for continuous improvement of its quality. On the other hand current trends in the field of cultural and educational and correctional activities are often based on both the traditional understanding of art and on postmodern conceptions of artistic aesthetic and educational projections of arts and culture in socio-humanitarian aspect and value. Their resistance is permanent, depending on the policies, innovative practices and concepts implemented by state bodies involved in the organization and management of organizational and structural elements of systems of culture, arts and education, mainly focused on the development of education in the arts and culture in education , social and cultural anthropological context. The main objective of these authorities in most Member States is to coordinate their activities when working with representatives of all age groups in the society oriented culture and art, and existing national networks of schools, universities, museums, art galleries, exhibition and cultural center and entertainment centers that offer different types of training programs, information and interactive artistic and theatrical forms of training courses, innovative cultural and art events, integrated cultural practices, art events, festivals and more. Their other goals are related to supporting activities for the establishment of partnerships of all kinds for the promotion of arts education, realizing various projects related to the inclusion of arts and culture in educational and cultural institutions in the broadest sense in order to facilitate access to artistic heritage and its use as a resource and learning tool. Some of them have a a clearly defined emphasis on museum education which prepares specialists that help improve the understanding and evaluation of those museum collections and exhibitions for each different type of visitors and offering their experience and services in working with students, workers and pensioners in relation to specific exhibitions in various museum institutions, galleries, exhibition and festival complexes and others. There are those that focus on building specialized centers for museum education in the field of contemporary art, whose priorities are related to his approach and learning by students, teachers and other representatives of socio-cultural community.

In the draft conclusions of the Council of Europe (CoE) on intercultural knowledge as an engine of the construction of the future Europe are urged member states and the European Commission (EC) within the respective prerogatives of the EU institutions and areas of expertise to promote active participation in culture and the arts through the creation and sharing of cultural, artistic and educational spaces where with respect to the other can be exchanged ideas, experiences and opinions. Qualitative and quantitative accumulation of the past could lead to new creative processes or forms of expression and support professional and amateur artistic activities which constitute a key element in uniting the local communities and building social cohesion. The project says that it is necessary to make adequate efforts to facilitate access to culture and heritage by building bridges between education, the arts, culture and heritage, which are sources of creativity and innovation, and the need to strengthen support for the translation of literary works from any EU official language of all other official languages of the EU, including through the "Culture" and be encouraged with development of highly qualified personnel and professional training in the arts, enabling students to develop their artistic talents and to learn general knowledge in other professional fields. Further member states were urged to provide additional support for teacher training in the field of culture and cultural heritage as well as to improve the conditions for mobility of artists and other cultural workers by encouraging co-productions with the participation of professionals from various environments to create aesthetic challenges and promote intercultural approaches. Called upon are yet to recognize the importance of promoting artistic education and creativity in the context of a knowledge-based economy under the Lisbon strategy and to define the role of artistic education as an essential pedagogical tool in enhancing the value of culture in a globalized, multicultural world . To establish joint strategies for the promotion of artistic education policies and policies for training teachers specializing in this field and to recognize the important role of artists in society and the need to establish specific competences for artistic education within the educational process, training of artists and other cultural workers to develop their intercultural knowledge. Last but not least the member states are called upon to contribute to the development of strategies, plans and policies, and to take concrete action to improve the working environment of artists and other cultural workers based on existing best practices.[2]

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[2] The Council suggests that Member States and the Commission should promote the idea of a multilingual society through encouraging language learning at an early age; stimulating and supporting activities to promote linguistic diversity in society and to incorporate the concept of intercultural learning as an integral part of the key competences for lifelong learning through the exchange of best practices for the integration of immigrants and minorities in the educational system and training teachers in these skills to engage young people by promoting intercultural

Understanding of art and culture except a means of developing human resources and knowledge of creative processes dedicated to the successful use of the wealth of artistic heritage and artistic experience is a means of transmitting knowledge in these fields and in that of the education. Seen from this angle, some new, updated, creative and socially adequate programs for art education in various national and supranational cultural and educational institutions could help to uncover diversity in the forms of artistic and cultural expression of members of socio-cultural communities to develop their sensitivity to its manifestations, as well as to contribute for opening the pleasure of experiencing of art and culture. Such programs could also contribute to strengthening and promoting individual and collective identities and values, preserving cultural and artistic diversity in semantic framework where we can understand that arts and culture are essential elements in the development of a society, reflecting while his condition and supporting both the development of philosophical and aesthetic and moral-ethical categories and relations and the creation of new types of intercultural and inter-community relations. All this would strengthen their popularity in the world, giving them an international dimension beyond their immediate surroundings.

Noting these and other circumstances and outlining some of the challenges facing education in the arts and culture in terms of the diversity of cultural expressions in terms of the need for mutual recognition and respect for the right of every member of society to be different in diverse in complexity and structure socio-cultural relations, emphasizing the importance of intercultural competence, cultural diversity and dialogue between different cultures practically raised a high level of tolerance, understanding and acceptance of otherness and foreign cultures. In this context it is necessary to note the effectiveness and functionality of intercultural communication in the context of analyzing, understanding and acceptance of differences and otherness of sociocultural and Ethno-Social communities, taking into account the fact that interculturalism implies dialogue, mutual penetration and enrichment of cultures, and this that cultural identity is both a condition and an obstacle to the successful implementation of intercultural communication. Intercultural encounters and communications are important and take place in the cultural and educational institutions and socio-cultural and leisure centers where language differences are manifested in the highest degree and could lead to greater confusion and those in arts organizations , professional and guild associations and groups that are based on the language of art, memories to overcome any language barriers. In this arts education and culture throughout the lifelong learning could play a significant role in framing Europe's future in the semantic framework of knowledge of foreign cultures and arts, highlighting the role of cultural integration and that of integrating identity. This explains and underlines the understanding that as intercultural and ethno-cultural dimensions of culture, arts and education can be stimulated by the perception of authentic works of art when visiting museums, galleries, architectural complexes, innovative cultural and art events, etc., on one hand, and educational organizations (kindergartens and schools, museums, heritage sites, etc.) can be carriers of potential in support of intercultural exchange, learning process and dialogue between the activities in the field of culture and arts.[3]

competences through informal and non-formal learning in curricular training, particularly in the work activities of the youth, to deepen understanding of the different horizon, promoting the recognition of this knowledge; promoting active citizenship by encouraging the involvement of young people and their contribution to the affirmation of the values that are the foundation of intercultural dialogue, ensuring the contribution of media and information and communication technologies to intercultural dialogue through the use of ICT and promoting media to adapt to the needs and expectations of a diverse society, with emphasis on the younger generation; promoting media literacy programs to allow for countering stereotypes; fostering cultural diversity in the information content of the media; supporting community media; promoting the process of digitization, as new media, electronic and mobile services can greatly contribute to the accessibility of cultural content and developing creativity.

[3] In a paper entitled "Development of Cultural and Creative Entertainment and Tourist Industries in the Context of Art and Culture Lifelong Learning" presented at the international conference within the Berlin Economic Forum 2016 "Innovative National Branding: Creative Economies, Sustainable Tourism and Sustainable Foreign Investments" (The Institute for Cultural Diplomacy, Berlin; 09-13 March, 2016, whose members are part of the authors of the current study) it is said : "Within the framework of educational, cultural and entertainment processes it is necessary that all parties involved should be encouraged to participate in arts and cultural events, celebrations, world day of youth activities, etc. at local, national and international level. They can also include creative workshops and events dedicated to the arts in the fields of architecture, design, fine arts, performing arts, free creativity, drawing and painting, portrait mastery journalism, iconography and popular art, games, sports, multimedia, modeling, theater, movies, etc. At the same time song and instrumental recitals, dance performances, plays, marionette and puppet shows for children, film screenings, riding on roller skates and sports demonstrations could be organized."