



ROLE OF ART INTEGRATION TO FOSTER THE CROSS-CULTURAL LEARNING AND UNDERSTANDING AT SCHOOL LEVEL

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ABSTRACT

With globalization the whole world has come closer. It made us global citizen. Being a global citizen it is important to have cultural awareness as it helps us to break down cultural barriers, build cultural bridges and learn how to appreciate cultural differences. Considering this the New Educational Policy 2020 urges a transition to a new teaching- learning process that follows inquiry based, activity-based, research based collaborative approach for teaching and learning. Cross cultural learning style refers to variations in the cognitive, affective and psychological traits. It makes the learners from different culture perceive, interact and respond to the learning environment efficiently. It enhances the competency to attend diversity, sensitivity, open mindedness, adaptability and spirit of adventure. The cross-curricular pedagogical approach of Art Integration utilizes various aspects and forms of art and culture as the basis for learning of concepts best suits to foster the cross-cultural learning and understanding of the students at school level. It enhances creativity, collaboration, critical thinking, problem solving, decision making, and self-awareness among the students and helps the students to become liberal, awakened, empathetic and responsible towards oneself and the society.

INTRODUCTION

To transform India sustainably into a vibrant and equitable knowledge society of creative, thoughtful and well-rounded global citizen is the aim of New Educational Policy 2020. With foundational pillars of Quality, Access, Equity, Accountability and Affordability, the New Educational Policy 2020 has promoted to transform the education system. It emphasizes on making education at every stage more experiential, integrated, holistic, flexible and enjoyable. It follows multi-disciplinary approach and focuses on developing student's core academic and life skills at school level. It focuses on every child's overall development and well-being. At the school level in Preparatory Stage, Middle Stage, and Secondary Stage the emphasis is given to equip the students with 21st century skills to make them ready for today's highly competitive corporate world. The teachers are guided to use activity based, interdisciplinary and experiential pedagogical approach. To develop the students as global citizens is the responsibility of the schools and teachers. Hence it is important to enhance cross-cultural learning in the classroom so students can become more open minded, liberal, sensitive and responsible. To achieve this objective it is must for the teacher to become more experiential in daily teaching learning.



SIGNIFICANCE OF THE STUDY

The New Educational Policy 2020 aims to bring a paradigm shift in Indian Education, changing it into a more holistic and innovative framework. It emphasizes on the multidisciplinary approach of education that fosters creativity, critical thinking, practical skills, problem solving, logical reasoning and social and responsible behavior.

NEP 2020 has recommended using Art Integrated Approach at school level which is a cross-curricular pedagogical approach. It states that "As a Part of the thrust on experiential learning, art integrated education will be embedded in classroom transactions not only for creating joyful classrooms but also for imbibing the Indian ethos through the integration of Indian art and culture in the teaching and learning process at every level." (p.12, National Education Policy 2020)

According to Boyatzis and Kolb 1991; Kolb 1984; Kolb and Wolfe 1981; cross-cultural learning fits naturally under the more general category of Experiential learning. Cross-cultural learning refers to variation in the cognitive, affective and psychological traits that are relatively stable, self-consistent and characteristic indicators of the learners from different cultures perceive, interact with and respond to the learning environment. These all objectives can be easily achieved by the effective use of Art Integration for daily teaching learning. Art can be integrated with various subjects to make the student connect with the root, values, express freely and appreciate and respect diversity with open-mindedness.

OBJECTIVES OF THE STUDY

1. To explore the relationship between Cross-cultural Learning and Art Integration.
2. To study the role of Art integration in fostering Cross-cultural Learning.
3. To examine, how integration of various art forms enhances the Cross-cultural Learning and understanding.

RESEARCH QUESTIONS

1. What is the correlation between Art Integration and cross-cultural learning?
2. What is the role of Art Integration in fostering the cross-cultural learning at school level?

METHODOLOGY

Method is selected for exploring the role of Art Integration in fostering the cross-cultural learning at school level is literature review and survey. It includes information from related literature, books, internet resources, schools and teachers.

PRESENTATION

NEP 2020 emphasizes on making education at every stage more experiential, integrated, holistic, flexible and enjoyable. Nancy Reif and Leslie Grant (2010) pointed out that integrating arts into teaching and learning can result in more engaging classroom for students of all background. Addressing content through drawing, painting, music, drama, sculpture and manipulative results in motivating lesson that reach diverse learners by means of multiple pathways. Studies have proved that benefits of incorporating the arts include not only academic



achievement but also increased cultural understanding, better self-esteem and healthier cultural identity.

Significance of Art Integrated Learning to foster Cross cultural learning:

The objectives of cross-cultural learning are:

- To enhances student's understanding of their own and other cultures.
- To enhances knowledge of norms, values and behaviors that exists in the culture.
- To provide opportunities to students to discern and communicate cultural differences with sensitivity and confidence.
- To enhance students' positive adjustment with anew educational, social and cultural environment.
- To develop self-awareness, awareness of ones' own culture and appreciation for cultural differences.
- To enhances self-efficacy.

The objectives of Art Integration in education are:

- To reduce curricular burden by making learning joyful and meaningful.
- To enable holistic development, taking care of all three domains –cognitive, affective and psychomotor.
- To enhance the skills to communicate and power to express.
- To help children to become more sensible and sociable.
- To develop the aesthetic sense and enhance creativity.
- To develop art as a powerful medium of expression and pedagogical.

The following points discusses and ensures the usefulness of Art Integrated Learning activities based on the abilities, styles, skills and developmental learning strategies which foster students understanding and theory construction related to cross-cultural learning.

A) Integrative approach to learning:Integrative learning is process of making connections among concepts and experiences and applying the information and skills in a novel and complex issues. The art integrated practice embodies a comprehensive set of skills including values, critical thinking, decision making, and problem solving and performing which is essential for a variety of activities related to cross cultural activities.

B) Ethical approach to learning:Ethical approach aims to provide a space and encourage students to develop awareness of different perspectives, reflect on their own views and basis, think critically, question and take action. While engaging with arts the learner goes through different stages, such as observing, thinking, imagining, exploring, experimenting, deducing, creating, recreating and finally expressing. It provides students ample opportunities to understand, accept the differences, value others opinion, experience art without pressure and express individually or in groups.



C) Empirical verifiable learning theories: There are empirical evidences showing the impact of art integration on the development of socio-emotional skills and abilities of the students. Steve Harvey, (1989) elaborated that the usage of art, movement and music results in metaphor, making the problem solving of socio-emotional conflicts and thus the creative art practice unite the cognitive aspect of creativity and the therapeutic aspect of behavioral and personality change.

The study of Mason, Steedly and Thormann, (2008) also proved that art integrated instructions foster opportunities for students to explore their voice, communication, idea sharing, decision making, creativity, problem solving and expression skills.

Farokhi and Hashemi (2012) assed the impact of art integration in language learning skills and concluded that art contribute to social and emotional growth of students as the regular participation in art activities lead the students to develop self-confidence, courage, multicultural awareness, take pride in heritage, recognize roles and responsibility and contribute globally.

D) Focus on the interactive nature of the learning process: In Art integrated English language learning the learner responds to various situations and act accordingly e.g. Announcement at railway station, markets, and public places. The learner actively participates in various events such as role-play, poetry recitation, skit, drama, debate and quiz. The learner narrates stories, real life experiences, reads, compares, contrast, thinks critically, creates, relates and presents. These all the activities engage the learner throughout the teaching learning process as a result learning made easy, effective and interesting.

Role of Integration of various Art Forms for developing the skills needed for cross-cultural learning:

- a) **Creativity-** Integration of Visual Arts enable the child to think on his own, approach task from different point of view, think outside of the box. It helps the child to initiate new ideas, express the idea in a unique manner and from different perspective. Art encourages the children to make their piece of performance different from others. Overall Art enhances creativity among the children.
 - b) **Confidence-** Most of us has a weakness and that is the Stage fear or stage phobia which stops us to come out of our comfort zone. Integration of performing art provides that platform to the students where they get the opportunities to volunteer their opinions and ideas in an innovative manner through art in the form of dance, drama, theatre etc. It trains the children to perform confidently on stage with their head high and with a smile on their face. With the developed confidence children convincingly deliver a message by coming out of their comfort zone and perform in front of the large audiences.
 - c) **Problem solving -** Media Arts teaches children to approach problems as an opportunity that challenge their skills and creativity. And develops problem solving attitude. Artistic creations are born through the solving of problems. How do I turn this clay into a sculpture? How do I portray a particular emotion through dance? How will my character react in this situation? Without even realizing these types of questions, kids that participate in the arts are
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consistently being challenged to solve a range of problems. Solving of problems enhances the logical reasoning. It motivates them to keep trying multiple ideas until a solution is found.

- d) **Perseverance** – In an increasingly competitive world, where people are being asked to continually develop new skills, perseverance is essential to achieve success. Arts experience given with combination of various art forms helps kids to understand and appreciate where persistence can get them and make them to see mistakes and challenges as opportunities to learn.
- e) **Focus** – The ability to focus is the key component of success. Focus can be developed through art activities. Every art form develops the concentration and focus. In performing arts while participating in music, children must watch and listen to each other in order to know when and how to make a contribution to piece of music. The same applies to experiences in dance and theatre. Keeping a balance between listening and contributing involves a great deal of concentration and focus.
- f) **Non-verbal communication**- The performing arts develops a child’s awareness of how they are communicating with the world through their body language. Through experiences in theatre and dance education, children learn to breakdown the mechanics of body language. They experience different ways of moving and how those movements communicate different emotions.
- g) **Receiving constructive feedback** – Receiving constructive feedback about a performance or visual art piece is a regular part of any art instruction. Visual arts have a culture of group critique where children are encouraged to share and talk about each other’s work. . Children learn that feedback is part of learning, it is something helpful. Naturally children are honest with feedback and accept areas.
- h) **Collaboration** - In the activities of art like drama, singing, performing art forms the students have to work together as a team on which the success of the activity depends because most of the arts disciplines are collaborative in nature. Through the arts, children participate working together, sharing responsibility and compromising with others to accomplish a common goal. When the child takes parts in artistic activity they began to know that their role is important and each and every child has to participate actively for the success of the event. It enhances the collaboration among the students. While working together they learn to value and respect the opinions of others in the group to accomplish the common goal.
- i) **Dedication**- For the success of any artistic activity in collaboration, the dedication of each and every member of the group is very important, in rehearsals, performances. Through the art activity the students learn to trust the coaches to push them beyond what they think they can achieve. In the performing arts the rewards for dedication is the warm feeling. Through the artistic activities the children learns that the success is possible when dedication is there by each and every member.



j) Accountability-In Art Integrated activities when the students work together for any event as a team, they learn various values like team work, respecting each other and the opinion of others, planning and contributing totally for the achievement of the common goal. They are committed to being on time and prepared. At the same time they learn to take responsibility of their decisions and shows readiness to accept their mistakes and the results of it. These experiences develop the sense of accountability. Art integrated learning develops confidence among students by helping them to improve their communication skills, problem solving skills and also develops the ability of critical thinking and logical reasoning. With the developed confidence and boosting up all essential skills the students starts to respect the culture, values and emotions of others. Art integrated learning enable students to take pleasure in artistic and aesthetic activities, do art based enquiry for the value addition. It develops the power of visualization among students and helps them to build the self-esteem.

CONCLUSION

It indicates that Art Integrated Learning through various art forms makes the education more informative and livelier. The cross-curricular pedagogical approach of Art Integration utilizes various aspects and forms of art and culture as the basis for learning of concepts best suits to foster the cross-cultural learning and understanding of the students at school level. It enhances creativity, collaboration, critical thinking, problem solving, decision making, and self-awareness among the students and helps the students to become liberal, awakened, empathetic and responsible towards oneself and the society.

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