

The current issues of cross-cultural education in the post-covid19 period

Kimheekyong (Department of International Liberal Arts,
the International College of Arts and Sciences, FWU)

Abstract

With the improvements of cross-lingual and cultural societies, there has been a significant increase the interest with the learning crisis focused on the members with cross-cultural backgrounds. It is expected that the number of immigrants and refugees will continue to increase in the future. Recently, they have become an vital issues of social integration measures in Asia societies, including Korea and Japan, either. Recognizing the potential benefits of cross-cultural members in the era of globalization and internationalization is the crucial task for the improvement of education qualities. In particular, there is a growing demands for supporting educational opportunities for kids in cross-cultural backgrounds. Therefore, the purpose of this study is to propose the viable models for the improvement of the qualities in cross-cultural education based on teachers training and reeducation programs.

One of the support measures for cross-cultural education is to suggest directions for efficient curriculum. More specifically, it contains the knowledge criteria, what you need to know about cross-cultural competencies, professional skills and attitudes which means how you perform tasks and how you demonstrate your awareness of cross-cultural societies. Besides, it also affected resources to support learning with continuing professional development which resources and courses to help you develop these competencies. It might be estimated that instructors require support as they face the challenge of effectively teaching students with cross-cultural backgrounds. In fact, educators have used various methods to foster change in instructor’s thinking, attitudes, and behaviours regarding cultural diversity, but these efforts have produced mixed results because they often focused on content rather the process of cross-cultural learning. The purpose of this survey is to examine cross-culture oriented teaching models that have been used to describe and measure the development of empathy and communication skills. These models include cross-cultural competencies and awareness, developmental model of intercultural sensitivities. Research using the models revealed insights for cross-cultural teacher education in assessing readiness to learn, designing effective learning opportunities, and providing appropriate support and challenge for pre-teachers, either.

Introductions

Long-term support for
employment network
and teacher’s training
programs

Teacher
Education
Curriculum for
Professional
Development

Recognition of
potential possibilities
and advantages of
cross-cultural
members

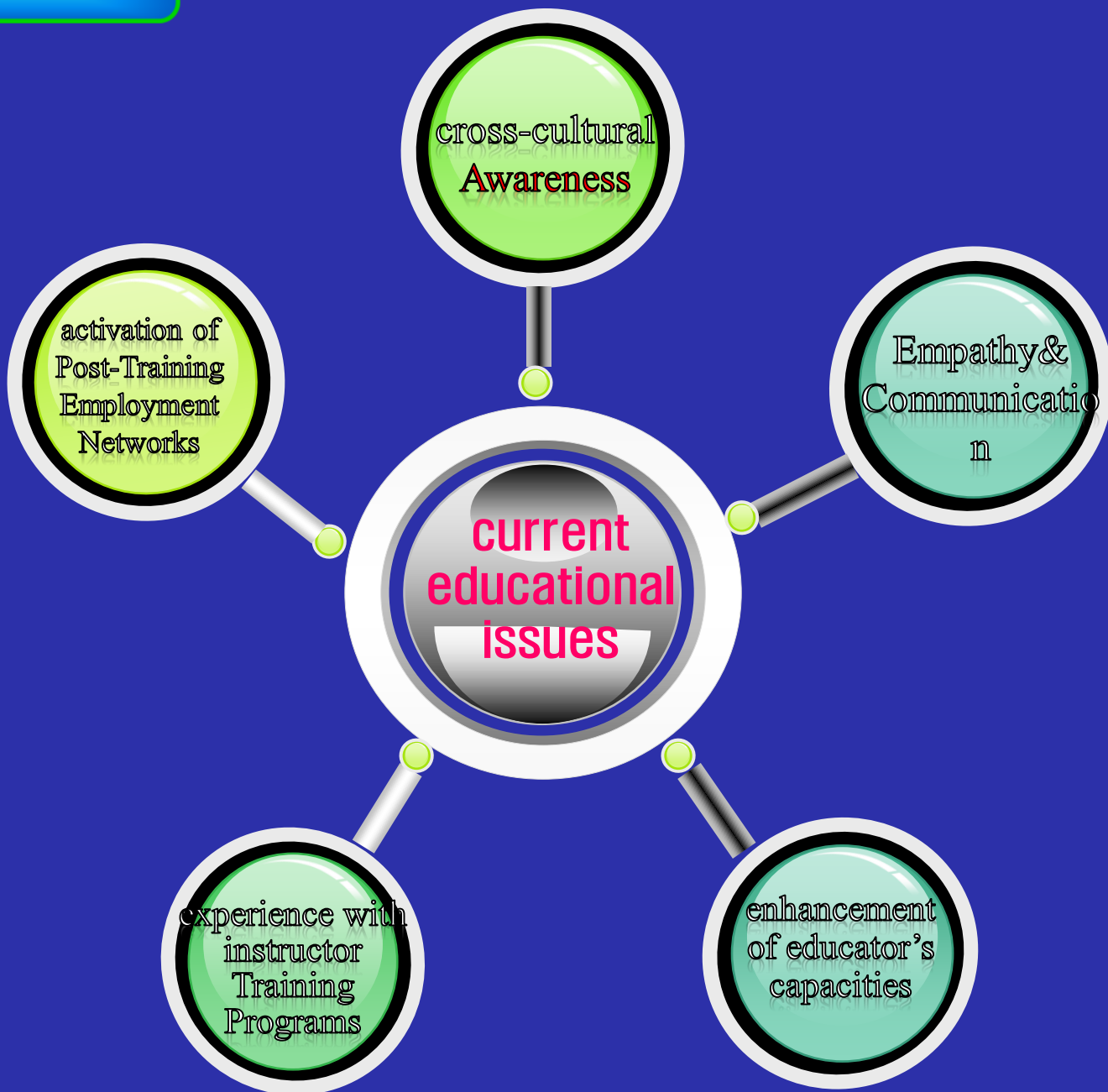
This research presents analysis of papers and statistical data based on the result of semi-structured interviewing conducted to investigate the current status of instructor training programs. This study aims to improve the effectiveness of education qualities in this cross-cultural societies and also enhance abilities of educators in preparing instructors training programs. The methodology involved reviewing relevant reading materials, analyzing data and conducting interviews with instructors participants, students etc.

Hypothesis



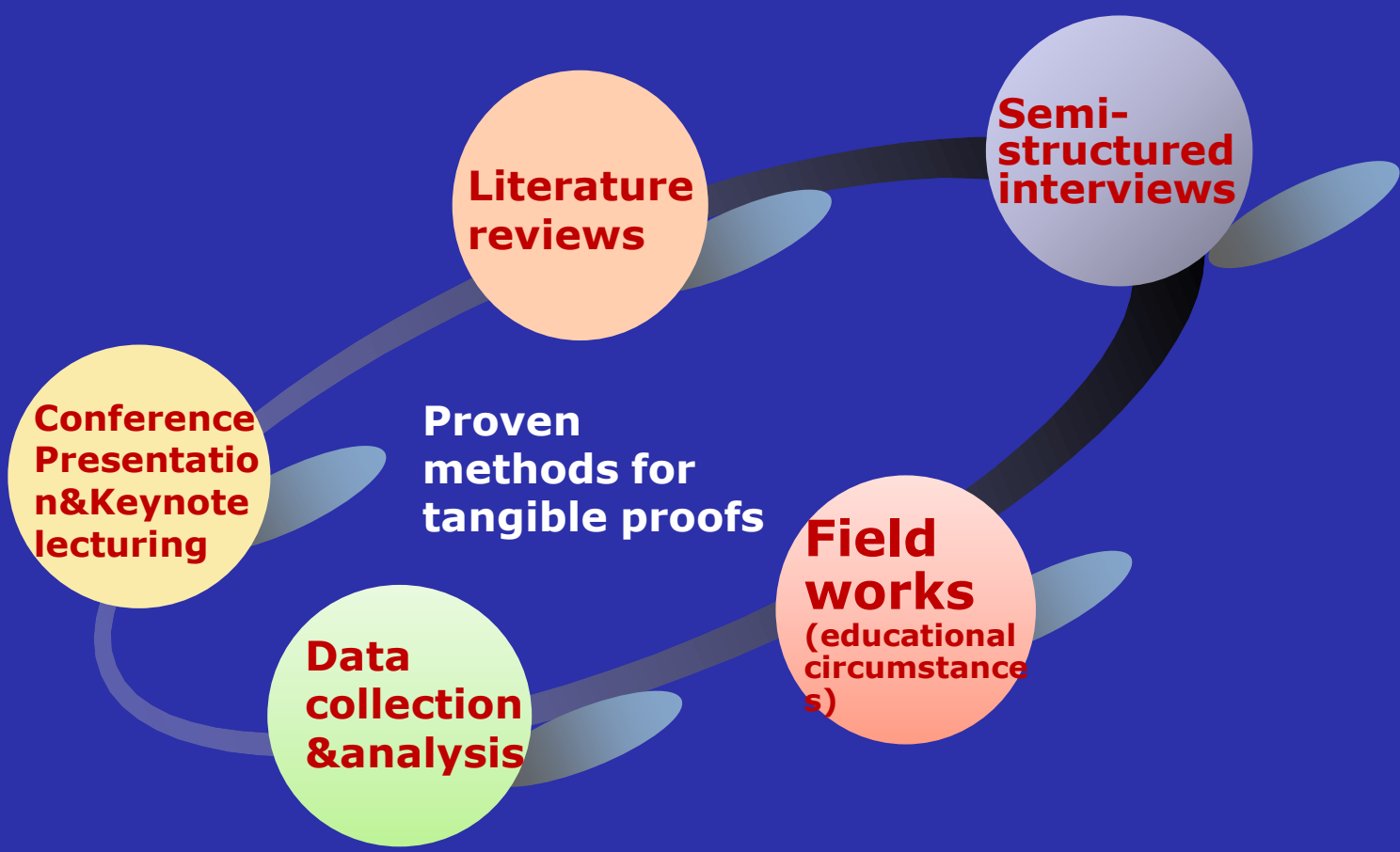
The aims of this study are as follows;
(1) to investigate cross-cultural instructors’ perspectives on training programs (2) to identify the factors of improvement the awareness, empathy and communication skills (3) to elucidate proposed strategies for professional development of cross-cultural education.

Discussions



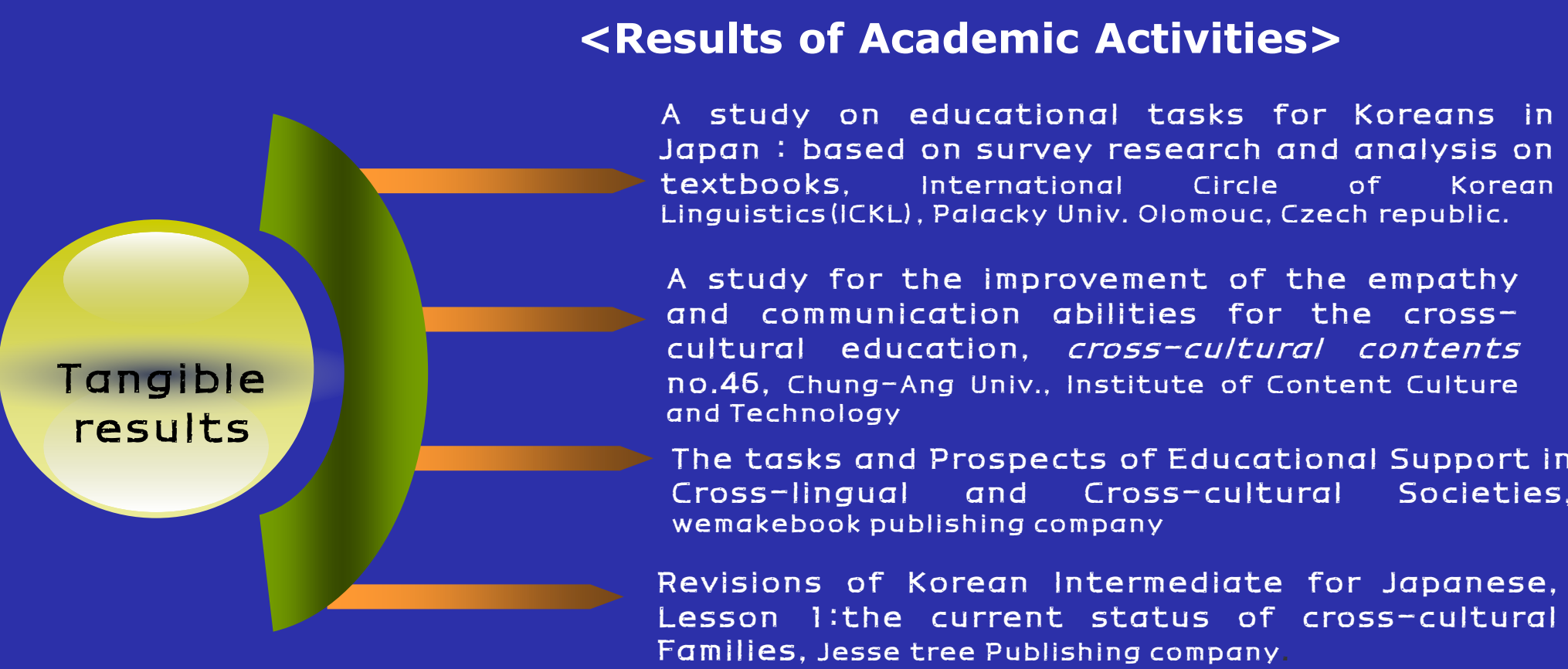
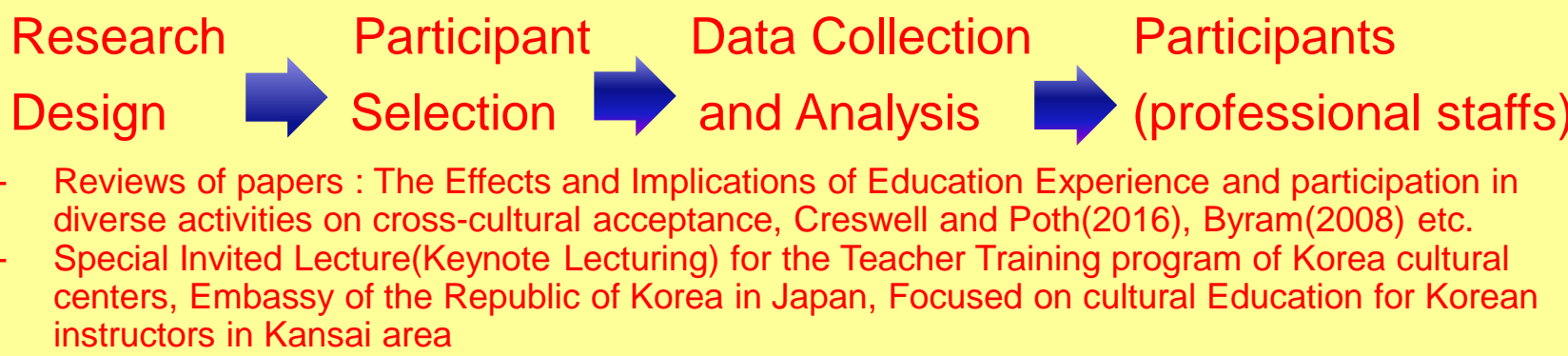
Professional development plays a critical role for educators. It is provided training courses for teachers is a foundational strategies, emphasizing the need for skill-specific training programs with rigorous curriculum-based cross-cultural education. After comprehensive training, adapting teaching methods and aligning them with real-world applications, students can better prepared for the demands of the cross-cultural societies while maintaining a balance of essential communication skills.

Findings



<Processes>

Theoretical frameworks
Reviews of previous studies



Summaries and Conclusion

In this investigation, the aim was to explore the perspectives of instructors regarding the challenges of cultural integrating and improve communication skills in cross-cultural societies. The findings revealed that instructors have a positive attitude towards members with cross-cultural backgrounds, as reflected in their responses to the semi-structured interviews. Furthermore, the study demonstrated several challenges that hinder instructors from integrating these members in the classroom: academic, institutional, collegial, and student-related challenges. Additionally, the study pointed out that students’ previous learning experiences, administration issues, and the instructor’s mindset were the factors that hindered the instructors from educational developments. The findings also revealed proposed strategies that may help pass over these restrictions for professional development of cross-cultural education.

Proposed strategies

