Chapter 3
Multicultural Structure of Schools and Intercultural Education

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ABSTRACT
Multiculturalism and interculturalism have become important in recent years together with development in technology and transportation. These two concepts affect many different organizations in daily life, and educational organizations are among them. While multiculturalism and interculturalism have become so important, it is important to understand them in terms of educational organizations. Thus, this chapter aims to analyse the concept of culture, multiculturalism, intercultural education, and peace education. At the end of the chapter, the author suggests a new model for diversity.

INTRODUCTION
The human being is a sociocultural entity, a feature that necessitates people to live together. Through the application of their mind and curiosity, human beings, who are keen observers of nature, have taken a series of creative actions in order to dominate nature, solve their problems and to make their life easier. These creations, both individual and social, have become societal over time. Thus, human beings created a culture and began to shape society in this way.

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BACKGROUND

The Concept of Culture

Marx defined culture as “everything that the human being creates in response to what nature offers” (as cited by Güvenç, 1996, p. 273). Taylor, on the other hand, defined culture as “a complex whole which includes knowledge, art, tradition and similar talents, skills and habits that human learns and acquires as a member of society” (as cited by Güvenç, 1996, p. 273). As can be seen, culture is defined as the general activity of human behavior, art, beliefs, values, attitudes, practices, and all human works and ideas affecting members of a particular group (Ehlers, 2009).

Culture is generally defined as the “material” and “spiritual” values of a society. Humans are born ready for culture and everything they encounter in their environment are elements of their material and spiritual culture. Humans mature within a culture; in this aspect, culture constitutes the learned aspects of human behavior. Therefore, human beings are a product of their own environment, that is, the culture in to which they were born. Over time, changes may affect the general culture, as well as one’s own culture, which indicates that culture can change (Özbek, 2000). In addition, human society consists of various different types of people. Human diversity creates differences among people through the creation of its own subcultures over time.

Components of Culture: Subculture, Super Culture, Universal Culture

When trying to recognize and define culture, different “cultures” are in fact encountered, rather than a singular “culture.” Cultures reflecting basic human behaviors are similar and universal; however, cultures reflecting human secondary behaviors are unique to individuals and/or to societies. It is these cultural differences that give societies and cultures their identity. A culture is a dynamic entity event. From time to time, national culture can move beyond national boundaries and become a universal quality that has moved beyond its regional origins (Özbek, 2000); equally, it can remain localized due to the conservative nature of many cultures. This has led to the concepts of universal culture, regional culture, national culture, and subculture (local culture).

Cultures are a harmonious combination of subcultural elements. The phenomenon known as general culture or upper culture therefore consists of various subcultural elements. At the lower level, subcultures consist of local cultures, class cultures, or, more broadly, regional cultures. Subcultures come together to form a general or super culture. The main factor in the formation of these concepts is the level of culture that affects all people, partnerships, sharing, and prevalence.
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