ROLE OF THEATRE COMMUNICATION IN GLOBAL CITIZENSHIP: A CASE STUDY ON BANGLADESH

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Abstract:

Theatre communication is an important addition to the general study of theatrical performance communication and its analysis, aiming to help citizens apprehend a global perspective. The functions of higher-education speech communication learning are based on the premise that such instruction should provide for the needs of all students: those who are deficient, those who are gifted, and those with basic oral communication abilities. Speech communication education also seeks to provide learning experiences for students with special interests and abilities in speech. The needs of gifted students are often met by curricular activities. Forensics contests, interscholastic and intrascholastic debates, school theatrical productions, radio and television clubs, and school variety programmes are established parts of the speech courses of university education curriculum. Such courses are often electives and are available only in schools where the speech teacher's time, interests and education grant them the availability. In many higher-educational bodies in Bangladesh, forensics, debate, and theatre activities are as natural to the co-curricular programme as band concerts, football games and junior proms. The purpose of these activities is to give students with special aptitude an opportunity for more intensive and extended experiences than are possible in the classroom. While the speech communication curriculum has moved away from total student performance, co-curricular speech programmes have undoubtedly continued to make such experiences possible for interested and gifted students.

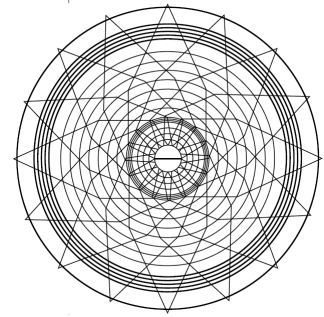**Keywords:** global citizenship education, theatre communication, university, UNSECO, Bangladesh

Introduction

Theatre has consistently been a significant correspondence method and changes hordes of theatregoers into a crowd of people linked by a common interest before the stage. As a type of correspondence and relational vehicle apart from everything else, theatre achieves scholarly difficulties for its watchers, transforming them into a public that deciphers the exhibition depending on its own social and individual encounters

(Bourn, 2009). A considerable proportion of the general population and private colleges in Bangladesh focus on the present frameworks of mass correspondence, data and diversion, yet they approach film and TV, fiction and narratives, and promoting and exploring film in a verifiable setting that makes them conceivable (Asaoka & Yano, 2009). The elements of advanced education-discourse correspondence schooling depend on the reason for such guidance to accommodate the needs of all understudies: the individuals who are inadequate, gifted and typical in essential oral correspondence capacities. Its ability to relieve the practices of theatrical professionals makes this study an invaluable option for university drama departments, colleges of drama training and individuals at a more advanced stage in their professional careers who are looking to evolve their understanding and artistic styles.

In numerous higher-instructive bodies in Bangladesh, crime scene investigations, discussions and theatre exercises are as integral to the co-curricular programme as band shows, football matches and junior proms. The motivation behind these exercises is to offer understudies with uncommon fitness a chance to further escalate and broaden their insights than can be attained in study halls. While the discourse correspondence educational plan has moved away from absolute understudy exhibitions, co-curricular discourse projects have, without a doubt, kept on making such encounters feasible for intrigued and gifted understudies.

These historical, critical studies are combined with production courses in film, video and multimedia on the premise that graduates should be versed in both the contexts and techniques of the arts. This paper attempts to justify the reason why theatre communication is an essential tool in promoting the concept of global citizenship education as well as learning about the capacity of existing higher-education public and private Bangladeshi universities to promote this concept.

Study Method

The study was concluded based on content analysis. Secondary research materials were utilised, involving published materials, such as documentation from theatres, films, stage performances, journal articles, books, magazines, newspapers, government records, systematic reviews, papers from various websites, etc. The reports, essays and different forms of documentaries were obtained from governmental and non-governmental organisations, both in Bangla and English.

Theoretical Framework

Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies (Bourn, 2009). GCED is based on the three domains of
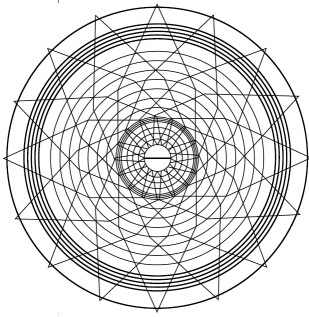
learning—cognitive, socio-emotional and behavioural. 1) Cognitive: knowledge and thinking skills necessary to better understand the world and its complexities. 2) Socio-emotional: values, attitudes and social skills that enable learners to develop affectively, psychosocially and physically and enable them to live together with others respectfully and peacefully. 3) Behavioural: conduct, performance, practical applications and engagement.

The key learning outcomes, key learner attributes, topics and learning objectives suggested in GCED are based on the three domains of learning mentioned above. They are interlinked and integrated into the learning process. UNESCO's work in this field is guided by the Education 2030 Agenda and Framework for Action, notably, Target 4.7 of the Sustainable Development Goals (SDG 4 on Education), which calls on countries to…

> …*ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.*

Global citizenship consists of voluntary practices oriented towards human rights, social justice and environmentalism at the local, regional and global levels. Unlike national citizenship, global citizenship does not denote any legal status or allegiance to an actual form of governance. The emergence of regional economic blocs and supra-national political institutions (e.g. the European Union), as well as the advancement of information and communications technologies, have caused governments to try to prepare better their national populations to be competitive in the global labour market. This has introduced global citizenship education programmes at primary, secondary and tertiary levels but also in independent NGOs, grassroots organisations and other large-scale educational organisations (Tarrant, 2010).

The most important features of global citizenship education are voluntary action that can extend from local to international collectives, the practice of cultural empathy, and a focus on active participation in social and political life at the local and global levels (Singh & Shrestha, 2006). In the late 1990s, Oxfam GB designed a curriculum for global citizenship education that stressed 'the "active" role of global citizens'. In this approach, individuals and groups both inside and outside the educational sector could take action to address human rights, trade, poverty, health and environmental issues, for example. This is sometimes called the "global consciousness" aspect of GCE. However, organisations such as UNESCO have also begun emphasising "global
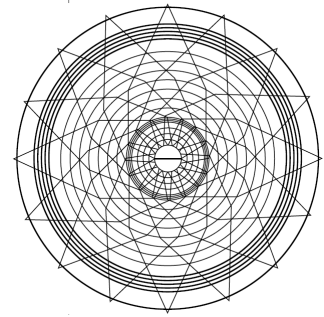
competencies", including science and technology, into their GCE curricula to 'strengthen linkages between education and economic development'.

In the present era of globalisation, the recognition of global interdependence on the part of the general public has led to a higher degree of interest in global citizenship in education. Though modern schooling may have been oriented to education suitable for the nation-state throughout the 19th and 20th centuries, in the 21st century, citizenship is understood in global terms, so that schooling might improve individual nations' global competitiveness (Andreotti & de Souza, 2012). Many universities worldwide have responded to the need for a globally oriented education by sending their students to study abroad in increasing numbers, and some have announced that this will soon become a mandatory degree requirement (Tarrant, 2010). Many governments also now promote GCE for the cohesion of society. The large numbers of people migrating across national borders mean that the diversity of ethnic, religious, and linguistic groups. In addition, global issues related to sustainability, such as the world's future energy arrangements, have also been incorporated into the domain of global citizenship education (Starik & Kanashiro, 2013).

GCE includes three domains of learning (Singh & Shrestha, 2006) cited below:

a) The cognitive domain includes thinking processes that involve the acquisition, organisation and use of knowledge and information.

b) The socio-emotional domain includes the development of skills that facilitate learners' emotional welfare and successful interactions with others, including peers, teachers and family members and those in their community (Banks, 2008).

c) The behavioural domain includes the development of the ability to use learnt materials or implement the material in new and concrete situations (Schattle, 2008).

Besides, GCE has three expected learning outcomes, including how:

d) Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations. Learners develop skills for critical thinking and analysis.

e) Learners experience a sense of belonging to humanity, sharing values and responsibilities based on human rights. Learners develop attitudes of empathy, solidarity and respect for differences and diversity.

f) Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world. Learners develop motivation and willingness to take necessary actions (Banks, 2004).
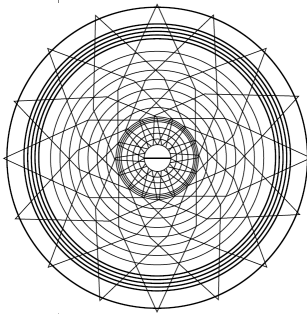
Organisations implementing GCE programs, such as UNESCO, now emphasise the importance of expanding students' "global consciousness" and "global competence". "Global consciousness" represents the ethical or moral dimension of global citizenship, whereas "global competence" 'features a blend of the technical-rational and the dispositional or attitudinal' (Myers, 2006). However, some view global consciousness and competence as closely related (Bourn, 2009). The OECD, for instance, focuses on global competencies called 'psychosocial resources', of which there are three main types: "using tools interactively (technology and language skills), Interacting in heterogeneous groups (cooperation, empathy), and acting autonomously realising one's identity, conducting life plans, defending, and asserting rights" (Pigozzi, 2006).

While GCE can take different forms, it has some common elements, which include fostering the following competencies in learners (Asaoka & Yano, 2009):

a) An attitude supported by an understanding of multiple levels of identity and the potential for a collective identity that transcends individual cultural, religious, ethnic or sense of belongingness to humanity and respect for diversity.

b) A deep knowledge of global issues and universal values such as justice, equality, dignity and respect; an understanding of the process of globalisation, interdependence/interconnectedness, the global challenges which cannot be adequately or uniquely addressed by nation-states, and sustainability as the primary concepts of the future.

c) Cognitive skills to think critically, systematically and creatively, including adopting a multi-perspective approach that recognises different dimensions, perspectives and angles of issues; reasoning and problem-solving skills supported by a multi-perspective approach.

d) Non-cognitive skills, including social skills—empathy and conflict resolution—and communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; global empathy and a sense of solidarity.

e) Behavioural capacities to act collaboratively and responsibly to find global solutions to global challenges and strive for the collective good.

The study of communication is built around a framework that allows for an understanding of theory, an opportunity for criticism of messages and practices, and research in the discipline. Students study various communication areas, including rhetoric, interpersonal communication, media and theatre (Caruana & Spurling, 2007).
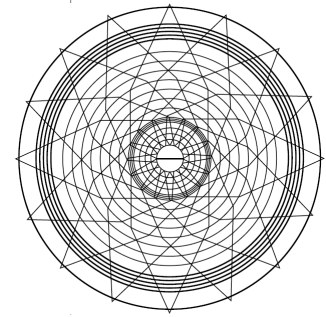
For those wishing to develop their professional voice in theatre, it is common to draw on practical training and experiences as their foci. Observational undertakings, apprenticeships and personal endeavours are also customary ways to further this development of their persona as directors or performers (Myers, 2006). There has been little in the way of academic research or study concerning general principles to open the door to formal discussion about the theatrical processes in production creating. Common approaches are personal assessments that recount individual episodes and milestones within the careers of well-known, respected individuals. Although such methods are informative and often interesting, formal analytical tools to undertake production analyses and intellectual comparisons are still needed (Melaville, et al., 2006).

Speech communication educators urge an emphasis on programs that provide the best education for the greatest number. As justification for their claim that speech instruction should be a required part of the secondary school curriculum for all students, speech educators note that oral communication is an extraordinarily pervasive element of social life. In a 1980 article, Larry Barker and colleagues reported that college students spent 42–53% of their time listening and 30–32% of their time speaking, but only 11–14% writing and 15–17% of their time reading (Keating, et al., 2009). Earlier research suggested similar and even higher percentages of speaking and listening for K–12 students. And Robert Bohlken suggested in 1999 that all students are expected to listen 50% of the time but given few opportunities for listening instruction. Because of the importance of oral communication in social relations, systematic instruction for all students in the nature, principles, and skills of oral communication is considered the primary objective of contemporary secondary speech education (Melaville, et al., 2006).

Theatre Communication in Bangladesh: Issues and Prospectives

Theatre in Bangladesh is believed to have its origin in the 4th century AD in the form of Sanskrit drama. The conquest of Bengal by the Gupta dynasty led the ingress of northern Indian culture into ancient Bangladeshi culture, which eventually introduced the theatre tradition to Bangladesh. At present, apart from the Sanskrit theatre, the influence of European theatre and indigenous folk culture can also be seen in the Bangladeshi theatre. The theatre culture has great significance in Bangladeshi history and daily lives. Theatre performances vehemently inspired the independence movements during British rule in Bangladesh. It also had a great impact on the Bengali language movement. The language-based nationalists during the East Pakistan period played an important role in this regard. Kabar, written by Munier Chowdhury, is a famous play based on the language movement. Theatre performances also significantly
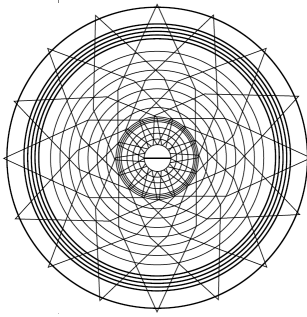
influenced Bangladesh's struggle for independence. At present, many NGOs use theatre as a forceful medium to create awareness of social issues in the rural Bangladeshi areas.

From a Bangladeshi perspective, we must do all we can to comprehend our real abilities rather than be afraid to create and dream and never reach our goals in life. It is vital that the Bangladeshi people firmly stand together. When we do so, we can connect with others and give them what we have; i.e. hope, patience or even just a warm smile. Particularly, talented youth should strive to be more dynamic, becoming open and active and making connections with people around them and throughout the world. We all want to introduce our country, culture, and people to foreigners, allowing them to know our country Bangladesh. In this prospect, we must all be dynamic to improve ourselves.

Communication in "Theatre Directing and Performance" is an important addition to the general study of theatrical performance communication and its analysis, aiming to enable citizens to comprehend the global perspective. Its ability to relieve the practices of theatrical professionals makes this study an invaluable option for university drama departments, colleges of drama training, and advanced professionals looking to evolve their understanding and artistic styles (Caruana & Spurling, 2007). The functions of higher-education speech communication education are based on the premise that such instruction should provide for the needs of all students—those who are deficient, those who are gifted, and those with basic oral communication abilities.

Speech communication education also seeks to provide learning experiences for students with special interests and abilities in speech. The needs of gifted students are often met by curricular activities. Forensics contests, intra-scholastic and inter-scholastic debates, school theatrical productions, radio and television clubs, and school variety programmes are established parts of the university educational curriculum through speech courses. Such courses are often electives and are available only in schools where the speech teacher's time, interests, and education grant them the availability (Banks, 2004). In many higher-educational bodies in Bangladesh, forensics, debate and theatre activities are as natural to the co-curricular programme as band concerts, football matches and junior proms. The purpose of these activities is to grant students with special aptitudes an opportunity for more intensive and extended experiences than is possible in the classroom. While the speech communication curriculum has moved away from total student performances, co-curricular speech programmes will undoubtedly continue to make such experiences possible for interested and gifted students.
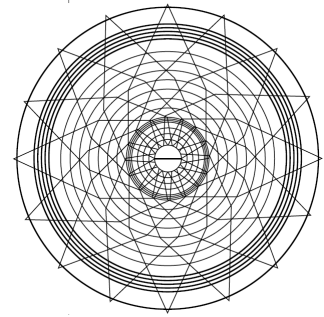
Conclusion

It is also fundamental to know that global citizen is a content and campaigning platform for the movement to end this chapter of extreme poverty by 2030. Since globalcitizen.org launched in August 2012, global citizens have taken more than 2.75 million actions and have contributed to more than 35 campaign victories and announcements. Global citizens understand well that a world that deprives 1.2 billion people living in extreme poverty of their basic human rights and opportunities is unjust and unacceptable to all inhabitants of the world. Therefore, we must all take action to end the injustice of extreme poverty by changing the rules that keep people trapped in the cycle of poverty, one that seems never-ending. Global citizens act to ensure that every person, regardless of where they are born, has the basic rights, education, services and infrastructure that will allow them to move beyond poverty.

It is inspiring news for us all that Bangladesh has recently arranged the World Citizenship Competition 2015. The motto of this competition is to change the world. Since the Imagine Cup started in 2003, students worldwide have teamed up to make the world a better place. By creating impressive new technological projects in fields such as health, education and the environment, these students have shown the world new ways to think and change. Is it not possible for you to be next? Whenever we find problems in the world, even in our own lives or communities, which definitely affect numerous people, we work together to solve them, which is the core philosophy of global citizenship.

We can build a project that can change lives and change ours in the process because the team will assemble to bring this vision to life will learn more and challenge themselves more than anyone can imagine. Now is the time to demonstrate ourselves as worthy global citizens by acquiring certain principles. Here, the young, talented and old, energetic self-dedicated Bangladeshi citizens can take up the challenge of keeping Bangladesh competitive on the world stage. Hence, the government can motivate people by applying innovative techniques to inspire great hearts by rewarding their outstanding contributions.

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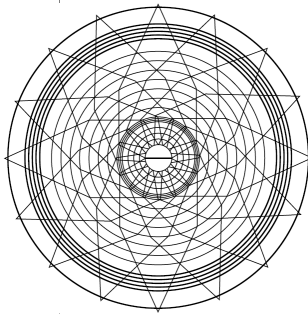
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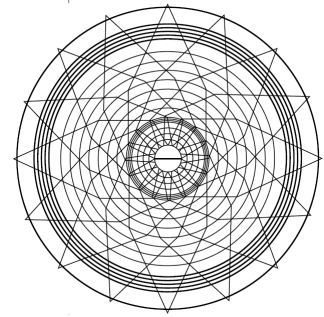Schattle, H. (2008). Education for global citizenship: Illustrations of ideological pluralism and adaptation. Journal of Political Ideologies, 13(1), 73–94. https://doi.org/10.1080/13569310701822263

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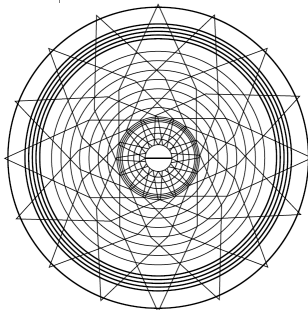
РОЛЬ ТЕАТРАЛЬНОЙ КОММУНИКАЦИИ В ГЛОБАЛЬНОЙ ГРАЖДАНСТВЕННОСТИ НА ПРИМЕРЕ БАНГЛАДЕШ

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Аннотация:

Изучение театральной коммуникации – это важная часть исследования и анализа коммуникации, происходящей в процессе театрального представления, цель которой помочь гражданам получить глобальный взгляд на вещи. Обучение речевому общению в высших учебных заведениях основано на предпосылке, что такое обучение должно обеспечивать потребности всех студентов, вне зависимости о того, являются ли они одаренными, обладают ли они базовыми способностями к устной коммуникации или не обладают ими вообще. Обучение речевой коммуникации также устроено таким образом, что оно дает возможность получать учебный опыт студентам с особыми интересами и способностями к речи. Одаренные студенты обычно удовлетворяют свои потребности во внеучебной деятельности. Конкурсы ораторского мастерства, внутриуниверситетские и межуниверситетские дебаты, постановки в студенческом театре, студенческие теле- и радио- клубы, а также развлекательные программы являются частью учебной программы, направленной на развитие речи. Такие занятия часто являются факультативными и доступны только в организациях, где есть заинтересованные преподаватели, обладающие для этого свободным временем и имеющие соответствующее образование. Во многих высших учебных заведениях Бангладеш ораторское мастерство, дебаты и театральные мероприятия являются такой же неотъемлемой частью внеучебной деятельности, как выступления музыкальных коллективов, футбольные матчи и выпускные. Цель этих занятий состоит в том, чтобы предоставить одаренным студентам возможность освоить этот навык глубже, чем это возможно в учебной деятельности. Пусть учебная программа по речевому общению выделилась из общей успеваемости студентов, внеучебные программы обучения речи дают возможность заинтересованным и одаренным студентам получать такой учебный опыт.

Ключевые слова: образование в духе глобальной гражданственности, театральная коммуникация, университет, ЮНЕСКО, Бангладеш