

## MULTICULTURAL EDUCATION AS AN IMPORTANT PART OF MODERN EDUCATION

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### Annotation

Diversity of cultures is one of the characteristics of modern social life. Development of multicultural education in such an environment is an important task of education. This thesis examines the organization of educational processes in multicultural education by developing appropriate principles. In addition, while studying the theoretical and practical aspects of the methods of developing multicultural competence, the differences and similarities between them were considered.

**Keywords:** multiculturalism, method, linguistics, communication, educational process, pedagogical activity.

### Аннотация

Многообразие культур является одной из характеристик современной общественной жизни. Развитие поликультурного образования в такой среде является важной задачей образования. В диссертации рассматривается организация воспитательных процессов в поликультурном образовании путем разработки соответствующих принципов. Кроме того, при изучении теоретических и практических аспектов методов развития поликультурной компетентности были рассмотрены различия и сходства между ними.

**Ключевые слова:** мультикультурализм, метод, языкознание, общение, образовательный процесс, педагогическая деятельность.

### Annotatsiya

Madaniyatlarning turli xil bo'lishi zamonaviy ijtimoiy hayotning o'ziga xos xususiyatlaridan biridir. Bunday muhitda ko'p madaniyatli ta'limni rivojlantirish ta'limning muhim vazifasi hisoblanadi. Ushbu tezisdagi ko'p madaniyatli ta'limda

o`ziga yarasha tamoyillarni ishlab chiqqan holda ta`lim jarayonlarini tashkil etishni ko`rib tadqiq etiladi. Bundan tashqari ko`pmadaniyatli kompetensiyani rivojlantirish metodlarini nazariy va amaliy jihatlarini o`rganilgan holda ular o`rtasidagi farqli va o`xshash jihatlar ko`rib chiqildi.

**Kalit so`zlar:** multimadaniyat, metod, lingvistika, muloqot, ta`lim jarayoni, pedagogik faoliyat.

The phenomena of modern globalization and internationalization, entering the world educational space not only help to create a multicultural educational space, but also contribute to its multifaceted development. In such a space, the laws of personal activity should be mastered in the educational process and considered as one of its results. This theoretical conclusion and the phenomena of social practice led to the realization of the need to fill the educational system with knowledge of a multicultural orientation, which contributed to the development of universal values of a person, which is the basis of his existence and interaction.

In general, the modern international scientific community has formed an understanding of multicultural education as an important part of modern education, as a result of which a mindset based on the knowledge of the characteristics of cultures, understanding of lifestyles, the formation of adequate emotions and evaluative behavior and attitudes towards representatives of other cultures has been formed. , in our opinion, defines one of the meaningful aspects of competence. Russian researchers EV Gubanikhina [3], OV Gukalenko [4] AN Dzhurinsky [5], TA Zhivodrova [7]. T. V. Zhukova [8], B. R. Mandel [9] and others present various features and criteria that determine the essence of the concept of multicultural competence. However, a characteristic trend can be observed: researchers define the concept mainly as the presence of "multicultural knowledge, skills and abilities".

It should be noted that the problem of multicultural competence is presented in the most systematic way in pedagogical research. In the scientific apparatus of pedagogy, there are several similar concepts that describe the studied phenomenon, for example: "ethnocultural competence", "multicultural competence", "general social multicultural competence" and others. However, all of them include a mandatory component of knowledge about the nature of differences in cultures, which helps to form a respectful attitude towards cultural differences, tolerance and a positive attitude towards the behavior of representatives of other cultures. As



criteria of a person's formed multicultural competence, researchers use the characteristics of intercultural interaction to adequately assess

- distinguish knowledge, skills and abilities [6]:
- cultural identity as an understanding of one's own characteristics and reference to a certain culture: ability.
- organization of effective cooperation in a multicultural environment [Ekeeva, E. V. 11 pages ]

In her research, Goryanova worked on the formation of multicultural competence of college students (on the basis of foreign language teaching). He divided the components of students' multicultural competence into 3 parts:

- 1) cognitive
- 2) motivational-valuable
- 3) activity.

The cognitive component implies the formation of a system of polycultural knowledge, which serves as an indicative basis for the activity of a person in a multicultural society.

The motivational-value component is an established system of motivational-value formations that regulates the daily life and activity of a person in a multicultural society: motives, values, interests, needs, multicultural qualities. The activity component provides the formation of multicultural skills and abilities, the essence of social norms and rules of behavior in a multicultural society, and the experience of positive interaction with representatives of different cultures.

Researchers also emphasize that the implementation of activities whose object has multicultural features and characteristics requires the manifestation of personal qualities: empathy, courtesy, socio-cultural identification, responsibility, tolerance, etc.

Principles and goals of modern multicultural education the teacher plays an important role in educating and developing the values of mutual understanding, tolerance and willingness to communicate in his students.

Many studies have shown that a multicultural environment on campus has a positive effect on a variety of student outcomes. Multicultural competence is defined as the skills needed to work with people with cultural differences.

It should be noted that the diversity of the student body makes higher education unique and creates challenges for student affairs professionals. These groups have





different guidelines that the student affairs staff should follow. Student affairs professionals must work hard to help every student achieve academic success. In this regard, student affairs professionals must collaborate with other departments, such as academic affairs, to ensure the holistic development of students in their institutions. Finally, student affairs professionals must create programs and offer services that promote the personal, intellectual, social, and spiritual development of students regardless of gender, class, race, religion.

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