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A COMPETENCY-BASED MODULAR MODEL FOR TEACHING PLURICULTURALISM IN TEACHER EDUCATION

Annotation

This paper presents a competency-based modular model aimed at integrating pluriculturalism into teacher education. With the increasing diversity in educational environments, future teachers must develop the skills, knowledge, and attitudes necessary to respond effectively to cultural plurality. The model is structured around clearly defined competencies, including intercultural awareness, communicative flexibility, and inclusive teaching strategies.

Key words: pluriculturalism, teacher education, modular model, competence, diversity, pedagogy, integration.

КОМПЕТЕНТНОСТНАЯ МОДУЛЬНАЯ МОДЕЛЬ ПРЕПОДАВАНИЯ ПОЛИКУЛЬТУРАЛИЗМА В ПЕДАГОГИЧЕСКОМ ОБРАЗОВАНИИ

Аннотация

В данной работе представлена компетентностная модульная модель, направленная на интеграцию поликультурности в педагогическое образование. В связи с растущим разнообразием образовательных сред будущим учителям необходимо развивать навыки, знания и установки, требуемые для эффективного взаимодействия с культурным многообразием. Модель структурирована вокруг четко определенных компетенций, включая межкультурную осведомленность, коммуникативную гибкость и инклюзивные стратегии обучения.

Ключевые слова: поликультурность, педагогическое образование, модульная модель, компетенция, разнообразие, педагогика, интеграция.

O'QITUVCHILAR TA'LIMIDA KO'PMADANIYATLILIKNI O'RGATISHNING KOMPETENSIYAGA ASOSLANGAN MODULLI MODEL

Annotatsiya

Ushbu maqolada o'qituvchilar ta'limiga ko'pmadaniyatlilikni singdirishga qaratilgan kompetensiyaviy modulli model taqdim etilgan. Ta'lim muhitidagi xilma-xillikning ortib borishi bilan kelajakdagi o'qituvchilar madaniy rang-baranglikka samarali munosabat bildirish uchun zarur bo'lgan ko'nikmalar, bilimlar va munosabatlarni shakllantirishi lozim. Model aniq belgilangan kompetensiyalar, jumladan, madaniyatlararo onglik, muloqot moslashuvchanligi va inklyuziv o'qitish usullari atrofida qurilgan. **Kalit so'zlar:** ko'p madaniyatlilik, o'qituvchilar tayyorlash, modulli model, kompetensiya, xilma-xillik, pedagogika, integratsiya.

Introduction. In today's increasingly interconnected and multicultural world, the role of educators extends beyond subject-specific instruction to include fostering intercultural understanding and promoting inclusive values. Pluriculturalism the ability to interact effectively with people from diverse cultural backgrounds while drawing on multiple cultural references is an essential competence for modern teachers. As classrooms become more culturally diverse, teacher education programs must evolve to equip future educators with the knowledge, skills, and attitudes necessary to thrive in such settings. However, traditional approaches to teacher training often fall short in addressing the dynamic and multifaceted nature of cultural diversity in education.

To address this gap, a competency-based modular model for teaching pluriculturalism is proposed

in this study. This model is grounded in the principles of competency-based education, emphasizing the development of measurable skills and dispositions, and organized through flexible, context-sensitive modules. Each module is designed to gradually build teacher candidates' pluricultural competencies through a combination of theoretical input, practical engagement, and reflective practice. The goal is to enable future teachers to understand cultural differences, apply inclusive pedagogical strategies, and create respectful learning environments for all students. By incorporating pluricultural training into teacher education, the model contributes to the development of educators who are not only subject experts, but also culturally responsive and globally minded professionals.

In an increasingly interconnected world, the ability to navigate cultural diversity has become a

fundamental skill for educators. Pluricultural competence, the capacity to interact effectively with individuals from multiple cultural backgrounds, is no longer optional but essential in modern teacher education. As educational settings grow more diverse, future teachers must be equipped with the knowledge, attitudes, and skills necessary to promote inclusivity, empathy, and intercultural understanding in their classrooms [2]. Traditional approaches to cultural education often lack the structure and flexibility needed to address this evolving demand. Therefore, there is a growing need for pedagogical frameworks that embed cultural learning within the core of teacher preparation programs.

This article introduces a competency-based modular model specifically designed for teaching pluriculturalism in pre-service teacher education. The model integrates theoretical principles with practical, student-centered activities, enabling prospective teachers to build and demonstrate their pluricultural competence in real-life scenarios. It combines interdisciplinary content, experiential learning methods, and reflective practices to create a holistic developmental path [5]. By aligning with international frameworks such as the CEFR and adopting a modular structure, this approach ensures adaptability across different educational systems. Ultimately, the model aims to cultivate educators who are not only culturally aware but also capable of fostering inclusive environments for diverse learners.

A literature review. Research on pluricultural competence emphasizes its role in fostering inclusive education and intercultural dialogue. Byram introduced intercultural communicative competence as a foundational framework [1], further expanded by Deardorff, who highlighted the importance of attitudes, knowledge, and skills in diverse contexts [3]. The CEFR integrates pluriculturalism into language teaching standards, encouraging cross-cultural engagement. Scholars such as Liddicoat and Scarino advocate for intercultural language learning through reflective pedagogy [7]. Recent models by Fantini and Porto & Zembylas focus on modular and experimental approaches within teacher education [6, 8]. Together, these studies support a shift toward structured,

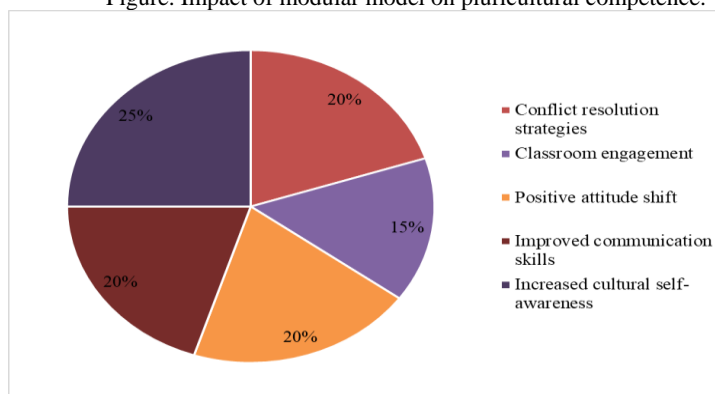
competency-based frameworks for pluricultural teacher training.

Research methodology. This study employed a qualitative research design based on case study methodology to evaluate the effectiveness of a competency-based modular model in teaching pluriculturalism. Participants included 30 pre-service teachers enrolled in a teacher education program. Data were collected through classroom observations, reflective journals, and semi-structured interviews. Thematic analysis was used to identify patterns in participants' development of pluricultural competence [4]. The model was implemented over one academic semester, integrating modules on intercultural communication, identity awareness, and cultural conflict resolution. The approach emphasized experiential learning, collaborative tasks, and reflective self-assessment.

Results and discussion. The implementation of a competency-based modular model demonstrated a significant improvement in pre-service teachers' awareness, attitudes, and skills related to pluriculturalism. Reflective journals revealed increased self-awareness regarding cultural identity and biases. Participants reported feeling more confident in managing diverse classroom situations and fostering inclusive learning environments. Interviews indicated a positive shift in attitudes toward intercultural communication, with many expressing a deeper understanding of the importance of empathy and openness in teaching. Classroom observations confirmed active engagement with the model's experiential tasks, such as role-plays and intercultural simulations.

Furthermore, students exhibited improved ability to analyze cultural misunderstandings and apply strategies to resolve them constructively. The modular structure was noted as particularly effective, allowing for focused development of competencies in stages. Moreover, the findings suggest that the model successfully supports the integration of pluricultural education within teacher training, equipping future educators with the tools necessary for working in culturally diverse settings.

Figure. Impact of modular model on pluricultural competence.



The pie chart illustrates the varied impact areas of the modular model. Increased cultural self-awareness (25%) and improved communication skills (20%) were

the most frequently observed outcomes, followed by positive attitude shifts and conflict resolution strategies. High classroom engagement (15%) further confirmed

the model's success in fostering active, culturally responsive teaching.

The results underscore the value of a competency-based modular approach in teacher education, particularly for developing pluricultural skills. Participants not only acquired theoretical knowledge but also demonstrated growth in reflective thinking and intercultural sensitivity. The modular format allowed for incremental learning and meaningful application through experiential activities. This aligns with current educational trends emphasizing inclusive, student-centered pedagogy. Moreover, the model's adaptability makes it suitable for diverse educational contexts, encouraging institutions to embed pluriculturalism systematically into teacher training programs.

Conclusion. This study affirms that a competency-based modular model is an effective framework for fostering pluricultural competence in pre-service teacher education. By integrating theoretical

instruction with reflective and experiential components, the model promotes critical awareness, intercultural communication skills, and inclusive teaching practices. Participants developed a deeper understanding of their cultural identities and improved their ability to engage respectfully and effectively in diverse classroom settings.

The modular structure provided a coherent and progressive path for skill development, supporting the holistic growth of pluricultural awareness. As educational environments continue to diversify globally, preparing teachers to manage and embrace cultural complexity becomes increasingly essential. This model offers a scalable and adaptable approach, suitable for integration across varied teacher education systems. Future research may further explore longitudinal impacts and cross-cultural applicability, reinforcing the model's potential in shaping culturally competent, globally-minded educators prepared for the demands of XXI century classrooms.

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