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## INTERNATIONAL COMPARATIVE STUDIES ON MULTICULTURAL EDUCATION THEORIES

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**ABSTRACT:** During the "Tenth Five-Year Plan" period, the main work in this field was the translation and implementation of the main theories of Western multicultural education. The field of comparative research, including the comparison of Western multicultural education theories and the comparative study of minority education and Western multicultural education in our country, was gradually formed. The focus of research in this area mainly includes: New developments in multicultural education in the United States, research on multicultural education in Canada, multicultural education in Australia, and comparative research on multicultural education in the West, Western national education and multicultural education, localization of multicultural education in Uzbekistan studies and others. The main goal of this research area is to understand the difference between ethnic minority education in our country and Western multicultural education through comparative studies, and then to analyze the uniqueness of multicultural education in our country, Uzbekistan is to lay the foundation for multicultural education with the characteristics of a national education system.

**KEYWORDS:** The West, Western national education and multicultural education, our country, was gradually formed.

### INTRODUCTION

Multicultural education not only includes teaching students about different cultures and education, but also seeks to increase the reputation of the educational institution and meet the needs of a wide range of people. The functional relationship between the teacher and the student and the correctly selected curriculum are important elements of the effective educational process. In doing so, university teachers need to provide moral support to students and possess unique qualities such as flexibility and empathic approach necessary for learning in a multicultural environment. Multicultural education emphasizes mutual understanding and humane social cooperation, the main goal is to impart learning about personal culture and different ways of life. Therefore, ethnopedagogy is based on the understanding that each ethnic group has its own cultural characteristics, which must be taken into account when organizing the educational process. Ethnopedagogy helps teachers and other educational professionals develop and apply methodologies tailored to the needs of a particular ethnic group.

Ethnic education is a component of the national education system. Our country has long had special institutions and systems of national education management. Management and development of national education has its own characteristics, which requires continuous

theoretical research on the one hand, and practical application on the other. Since independence, research in this field has focused mainly on education management policy and other areas in ethnic minority areas. The main task of this research direction is to deepen the theory of ethnic education management, to form the theoretical basis of ethnic education management in our country, to continuously improve ethnic education, and to provide a theoretical guide to ethnic education management in our country. It consists of providing financial and practical services. Based on this concept, ethnopedagogy does not have its own special research methods. As a multidisciplinary and comprehensive research field, and as an interdisciplinary subject, it can flexibly learn from its research methods in pedagogy, ethnology, cultural anthropology, religion, and other disciplines. Therefore, the absence of a specific method means diversification of methods. However, as a developing discipline, ethnopedagogy has several main methods.

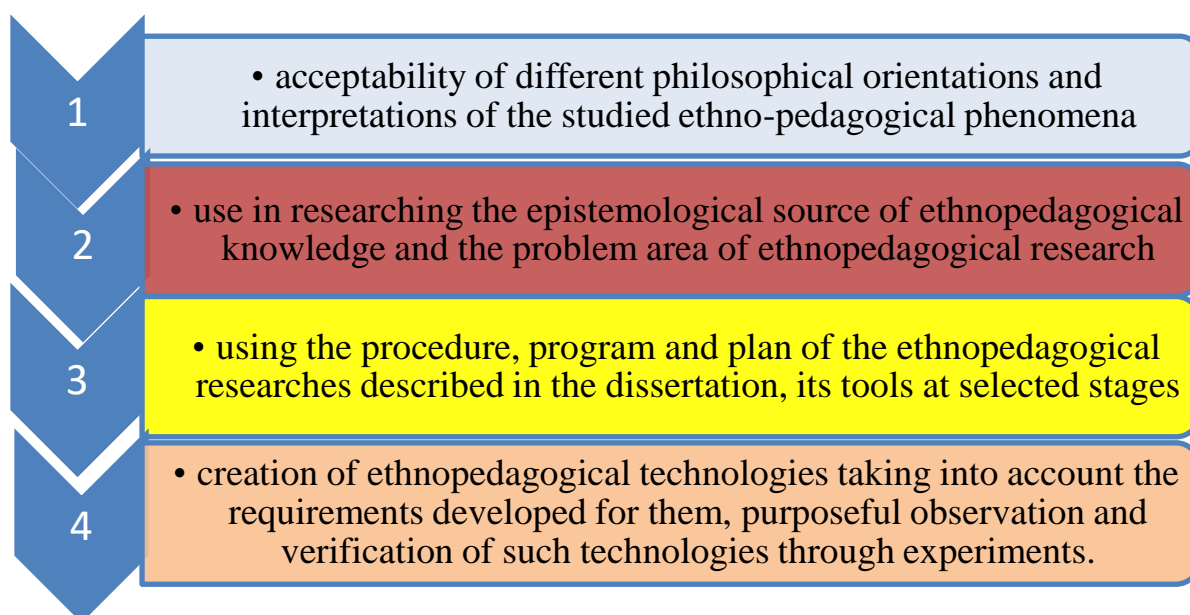
First, the leading role of the culture and philosophy of the Uzbek people in national pedagogy can be summed up in two aspects: "One is the direction, the other is the method." In the process of studying the science of ethnopedagogy, it is always necessary to eliminate the views of "replacement theory" and "skepticism".

Second, connecting theory with practice. Ethnopedagogy is a science with strong national, class and cultural characteristics. Different ethnic minorities in a country have great differences in the background and style of ethnic education development. Some of these differences stem from nature, some from society, and some from history. They cannot be solved in the short term with a single policy and method. The foundations of educational development, cultural background and social environment of ethnic minorities in different countries are even more different. Therefore, in the study of ethnic education, we must strictly adhere to the integration of theory and practice, especially when comparing ethnic minority education in our country with multicultural education in the West, based on national conditions and realities. It is especially important to use it.

Thirdly, the use of pedagogical research methods. Due to the "mother subject" of folk pedagogy, the method of generalization of experience, the method of investigation and research, the method of educational experiment, the method of qualitative and quantitative harmonization, the main methods of comparative originality were formed in the process of applying scientific methods of pedagogy. These methods are also suitable for the study of ethnopedagogy, but this is not enough and it is necessary to supplement it with methods of ethnology, cultural anthropology and other sciences.

Fourthly, the application of research methods of ethnology and cultural anthropology. Historical research method, oral research method, field work method, type research method, case study method, regional research method, etc. are also widely used in the research of ethnopedagogy in ethnology and cultural anthropology.

**Table 1.3.2**  
**Recommendations for the implementation of ethnopedagogical research methodology:**



In short, the specific research methods of ethnopedagogy are diverse, and research methods and tools should be determined depending on the direction and nature of the research topic. In addition, as a result of the continuous improvement of ethnopedagogy, more methods of natural, social and humanitarian sciences are gradually introduced into ethnic education research, which ultimately forms the main research method system of ethnopedagogy.

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