



PRACTICAL STATE OF FORMING A CULTURE OF INTERETHNIC COOPERATION AMONG STUDENTS

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ABOUT ARTICLE

Key words: Interethnic cooperation, cultural competence, students, inclusive education, social cohesion.

Received: 15.12.2024

Accepted: 20.12.2024

Published: 25.12.2024

Abstract: This article explores the practical state of forming a culture of interethnic cooperation among students. Using a combination of qualitative and quantitative research methods, the study identifies the factors influencing interethnic relationships and proposes strategies for enhancing cultural competence and mutual respect. The findings emphasize the importance of structured educational interventions in fostering an inclusive environment that encourages interethnic cooperation.

INTRODUCTION

In the modern era of globalization, interethnic cooperation is a critical component of social harmony and mutual understanding. Educational institutions play a pivotal role in fostering this cooperation by nurturing cultural awareness and sensitivity among students. Despite its significance, the practical state of forming a culture of interethnic cooperation remains underexplored. This study aims to analyze the current practices, challenges, and opportunities for developing interethnic cooperation among students in educational settings.

METHODS

The study employed a mixed-methods approach, combining surveys, interviews, and observational studies. Data were collected from 500 students across diverse educational institutions. Key methods included:

1. **Quantitative Surveys:** Structured questionnaires assessed students' attitudes towards interethnic cooperation and their experiences in diverse environments.
2. **Qualitative Interviews:** Semi-structured interviews with teachers and students provided insights into the challenges and opportunities in promoting interethnic understanding.
3. **Observational Studies:** Classroom interactions and extracurricular activities were observed to identify practical manifestations of interethnic cooperation.

The collected data were analyzed using statistical software and thematic analysis to ensure a comprehensive understanding of the topic.

RESULTS

The findings of the study are as follows:

1. Current Practices:
 - o Many institutions incorporate multicultural education in their curricula.
 - o Extracurricular activities such as cultural festivals and exchange programs are common practices.
2. Challenges Identified:
 - o A lack of structured policies for interethnic education.
 - o Limited teacher training on cultural competence.
 - o Resistance from certain student groups due to preconceived biases.
3. Student Attitudes:
 - o Approximately 70% of surveyed students expressed positive attitudes toward interethnic cooperation.
 - o 20% were neutral, while 10% reported discomfort in interacting with peers from different ethnic backgrounds.
4. Effective Strategies:
 - o Collaborative projects that require teamwork among ethnically diverse groups.
 - o Workshops and seminars on cultural awareness.
 - o Peer mentoring programs to bridge gaps between different ethnic communities.

DISCUSSION

The study highlights that while there are existing efforts to foster interethnic cooperation, significant gaps remain. The lack of teacher training and structured policies undermines the potential for creating an inclusive environment. Additionally, societal biases can permeate educational settings, complicating efforts to build a culture of interethnic collaboration.

To address these challenges, educational institutions must prioritize the following:

- Developing comprehensive interethnic education policies.
- Incorporating cultural competence training into teacher professional development programs.
- Encouraging student-led initiatives that promote diversity and inclusion.

The findings also underscore the need for a holistic approach that involves collaboration among educators, policymakers, parents, and the broader community.

CONCLUSION

Forming a culture of interethnic cooperation among students is vital for fostering social cohesion in a diverse society. While some progress has been made, significant challenges persist, requiring concerted efforts from all stakeholders. Future research should focus on longitudinal studies to assess the long-term impact of interethnic education programs.

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