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Methodology of Forming A Culture of Interethnic Harmony in Students

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Abstract: This article explores the relevance, pedagogical approaches, and methodological foundations of forming a culture of interethnic harmony among students. The research utilized analytical methods, surveys, and pedagogical experiments to examine students' perceptions of interethnic relations. The results confirm the effectiveness of multicultural education, interactive teaching methods, and the mediator role of the teacher in developing a culture of harmony. The article also presents applicable instructional techniques and outlines tools for assessing outcomes in the learning process.

Keywords: Interethnic harmony, intercultural dialogue, tolerance, multicultural education, pedagogical methods, student upbringing, civic culture.

Introduction: In today's context of globalization and increasingly complex socio-economic processes, the peaceful coexistence of different ethnicities, cultures, and religions has become more important than ever. For multiethnic countries such as Uzbekistan, the relevance of promoting interethnic harmony is especially high. Ensuring interethnic harmony is not only a foundation for political stability but also a guarantee of economic development, cultural integration, and social unity.

From this perspective, cultivating a culture of interethnic harmony among students is of vital importance. As future leaders of society and specialists in various fields, students must learn to respect diversity, embrace tolerance, and engage in constructive intercultural dialogue from an early stage. Failure to do so may result in increased risks of social

tension, discrimination, and conflict.

The formation of interethnic harmony should be viewed not only as a moral and educational goal but also as a structured pedagogical process. Developing students' intercultural communication skills, promoting the values of tolerance, and teaching respect for differing views and traditions helps build a solid foundation for a peaceful society.

This priority is reflected in national legislation such as the Constitution of the Republic of Uzbekistan, the Law on Education, and the National Strategy for Ensuring Interethnic Harmony and Religious Tolerance. President Shavkat Mirziyoyev's reforms to modernize the education system within the framework of the "New Uzbekistan – New Thinking" initiative emphasize the integration of national and universal values in the upbringing of youth

Therefore, developing a methodology for forming interethnic harmony among students and integrating it into educational practice has become an urgent pedagogical priority. The aim of this study is to identify effective methodological approaches for fostering such a culture among students.

METHODS

This research was conducted with the aim of developing and evaluating pedagogical methodologies for cultivating a culture of interethnic harmony among university students. The following scientific and methodological approaches were employed during the study:

Analytical Method. At the initial stage, a thorough review and analysis were conducted of scholarly literature on interethnic harmony, tolerance, intercultural communication, and civic values. Legal and policy documents of the Republic of Uzbekistan, state education standards, and international frameworks (e.g., UNESCO, OECD) were examined. This analysis helped define the concept of interethnic harmony, identify existing pedagogical approaches, and explore global best practices and their applicability to the Uzbek educational context.

Surveys and Diagnostic Testing. During the practical stage, diagnostic tools such as structured questionnaires and attitude scales were administered to 200 students from various higher education institutions. The surveys focused on:

- Students' personal attitudes toward interethnic relations;
- Their level of tolerance toward cultural differences;
- Readiness for dialogue with individuals of different ethnic backgrounds;

- Understanding of ethical and civic values.

The results were analyzed using statistical tables and visual data representation tools, helping to assess students' existing knowledge and attitudes regarding interethnic harmony.

Pedagogical Experiment. Experimental and control groups were formed from students at two universities. Over a two-month period, the experimental group participated in targeted educational sessions focused on building interethnic harmony. These included:

- Interactive lessons on diversity and inclusion;
- Intercultural communication training;
- Mini-projects highlighting ethnic diversity and mutual respect.

At the end of the intervention, both groups were reassessed through post-tests to compare changes in attitudes and awareness.

Educational and Didactic Tools. The following didactic methods and tools were identified as effective for fostering a culture of interethnic harmony among students:

1. Multicultural Education Lessons. Course materials were enriched with content reflecting the historical, literary, and cultural heritage of various ethnic groups. Lessons focused on promoting mutual understanding, identifying shared values, and exploring peaceful solutions to cultural misunderstandings. Comparative analysis and reflection were encouraged to help students appreciate both cultural uniqueness and common human values.

2. Role-Playing and Communication Training. To develop empathy, compromise skills, and cultural sensitivity, students participated in interactive role-play scenarios and dialogue-based training. Examples included:

- "Peace Negotiations" simulation;
- "Speaking as Someone from a Different Worldview" activity;
- "Discrimination-Free Campus" group projects.

These methods allowed students to model real-life intercultural interactions and practice respectful, inclusive communication.

3. Cultural Projects. Large and small-scale project-based activities helped students take pride in their own heritage while learning to respect others. Examples of such projects included:

- "Ethnic Festival" – where students showcased traditional dress, cuisine, music, and customs from their respective cultures;
- "My Friend from Another Culture" – where

students interviewed a peer from a different ethnic background to learn about their worldview and values;

- “Unity Workshop” – collaborative group sessions where students developed ideas and proposals for strengthening interethnic harmony in society.

RESULTS

Survey Findings. Among 200 respondents:

- 68% described interethnic relations in their group as positive;
- 22% were hesitant to engage in dialogue about ethnic issues;
- 10% expressed indifference or negative attitudes toward other cultures.

Experimental Outcomes. Students in the experimental group who participated in targeted lessons showed:

- 74% increased cultural respect and empathy;
- 81% acknowledged diversity as a positive societal trait;
- 65% reported stronger interpersonal bonds with peers from other ethnic backgrounds.

In contrast, the control group showed only 40–50% improvement in these indicators.

DISCUSSION

The research revealed that university students generally demonstrate a positive attitude toward interethnic relations. Most participants reported mutual respect within their academic groups and expressed a desire to study and interact in an environment of tolerance. However, this positive attitude alone does not equate to a fully developed and stable culture of interethnic harmony. To deepen and solidify these sentiments into conscious social values and behaviors, consistent and systematic pedagogical efforts are required.

Integrating multicultural education approaches into the curriculum and involving students in interactive and creative activities significantly enhances their empathy, communication skills, and intercultural awareness. Intercultural role-playing, group projects, creative competitions, forums, and open dialogue sessions help students understand, respect, and appreciate people from different cultural and ethnic backgrounds.

In this process, the teacher plays a central role as a mediator. The teacher is not merely a knowledge provider, but a key figure in shaping the cultural and interpersonal environment of the classroom. Their personal attributes—such as fairness, empathy, cultural sensitivity, and openness to diversity—are

critical to the success of the pedagogical strategy. If a teacher lacks cultural competence, they may not only fail to resolve intercultural tensions but potentially worsen them.

Moreover, the ability of the teacher to apply modern didactic methods is equally important. These may include problem-based learning, analysis from multiple perspectives, identifying cultural resources within the classroom, and integrating them into learning activities. A teacher should plan lessons that reflect cultural diversity and establish communication patterns that respect each student’s cultural background.

Therefore, the formation of a culture of interethnic harmony cannot rely solely on academic lessons. It requires a holistic approach that combines pedagogical personality, extracurricular social environments, creative engagement, and communicative methodologies. This underscores the need to prioritize the development of intercultural pedagogical competence within the education system itself.

CONCLUSION

The formation of a culture of interethnic harmony among students is a multi-layered, complex, yet vitally important pedagogical process. This process requires not only changes in the content of education but also a transformation of the entire learning environment. Several key factors are essential to ensuring its effectiveness:

1. Selection of appropriate pedagogical methods and educational technologies: Modern pedagogical approaches—such as multicultural education, interactive learning, problem-based learning (PBL), and project-based methods—play a critical role in instilling core values and ideas in students. When properly applied, these methods help develop important qualities in students, including empathy, tolerance, cultural sensitivity, and communication competence.

2. Creating an inclusive educational environment that embraces cultural diversity: A learning atmosphere that is open, equitable, and supportive of intercultural dialogue serves as a crucial foundation for nurturing interethnic harmony. Accepting each student for who they are, respecting their cultural background, and promoting cultural inclusiveness in everyday academic life exemplify the principles of tolerance in practice.

3. The importance of collaboration among teachers, parents, and society: This process should not be limited to the educational institution alone. Teachers serve as role models and key facilitators of values; parents reinforce these values through family upbringing; and society provides a wider social space for their application. Active and consistent cooperation among

these actors lays the groundwork for achieving pedagogical and social objectives.

A culture of interethnic harmony is not only a guarantee of social stability, but also a crucial socio-pedagogical value contributing to the personal development of each student. Through the formation of such a culture, students can grow into:

- broad-minded individuals,
- open to interethnic and intercultural communication,
- tolerant and socially responsible citizens.

Ultimately, the stability, peace, and progress of both present and future societies are directly linked to the nurturing of such conscious, tolerant, and mature generations.

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