TECHNOLOGY FOR IMPROVING THE PROFESSIONAL READINESS OF PROSPECTIVE TEACHERS TO FORM A CULTURE OF INTERETHNIC COMMUNICATION

Atamuratov Dilshod
Urgench State University named after Abu Rayhan Beruni
Acting Associate Professor of the Department of Translation Theory and Practice, PhD
E-mail: dilshod.official5599@gmail.com
https://orcid.org/my-orcid?orcid=0009-0008-3441-9703
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Abstract: This article examines the sequential pedagogical technology for improving the professional readiness of prospective teachers to form a culture of interethnic communication. Five stages of the technology — diagnostic-preparatory, theoretical-formative, practical-training, practicum-testing, and final-evaluative — are examined. The purpose, content, and outcome of each stage are substantiated from a scientific and practical perspective.

Keywords: culture of interethnic communication, pedagogical technology, prospective teacher, professional readiness, diagnostics, tolerance, pedagogical practicum, competence-based approach, ethnopedagogy, higher education.

Introduction. The preparation of a future teacher for the formation of a culture of interethnic communication is not a one-time pedagogical influence, but a process occurring through sequential technological stages [1]. In the absence of precise technology, preparatory work is carried out haphazardly and without a system. From this perspective, the scientific substantiation of the sequential technological stages of this preparation determines the relevance of this article [2, 3].

The process of professional training of future teachers in higher pedagogical educational institutions was taken as the object of research. The subject of the research is the stages of the technology for improving the professional training of future teachers in the formation of a culture of interethnic communication.

The level of study of the problem. The theory of pedagogical technology is based on the works of V.P. Bespalko, while the theory of multinational education is based on the research of J. Banks. The cross-cultural sensitivity model is highlighted in the works of M. Bennett. In domestic pedagogical science, the general principles of step-by-step technologies are analyzed in the works of Karimov B. [4], and F. Yuldashev [5].

Nevertheless, domestic science does not yet have sufficient specialized research providing a systematic analysis of sequential technological stages in this field, which determines the scientific and practical significance of this study.

Discussion. At the diagnostic-preparatory stage, the student's initial knowledge and attitude toward interethnic relations are determined[1], which serves to identify individual developmental needs. At the theoretical-formative stage, the student systematically assimilates the foundations of the theory of interethnic relations and ethnopsychology [2].

At the practical-training stage, theoretical knowledge is reinforced through training sessions and role-playing games [3]. At the practice-testing stage, the formed preparation is tested during real pedagogical practice in a multinational classroom [4]. Finally, at the final evaluation stage, the achieved result is objectively evaluated, and further development is

planned [5]. The consistency of these five stages is an important factor determining the quality of preparation.

Discussion

The development of prospective teachers' professional readiness to form a culture of interethnic communication among school students is becoming an increasingly important component of contemporary teacher education. Modern educational environments are characterized by social, linguistic, cultural, and ethnic diversity, which requires teachers to possess not only subject-specific and methodological competence but also the ability to organize respectful, constructive, and culturally sensitive interaction among learners. Therefore, improving the professional readiness of prospective teachers in this area should be regarded as a purposeful pedagogical process based on an integrated technology that combines knowledge acquisition, value orientation, practical activity, communication, reflection, and assessment.

Professional readiness to form a culture of interethnic communication can be understood as an integrative professional quality that reflects a prospective teacher's motivation, theoretical knowledge, methodological skills, communicative abilities, value orientations, and capacity to organize educational activities aimed at developing respectful relations among students of different ethnic and cultural backgrounds. Such readiness is not limited to the teacher's personal tolerance. A prospective teacher must also be able to purposefully design, implement, assess, and improve pedagogical activities that contribute to the formation of interethnic communication culture among learners.

The technology proposed for improving such professional readiness should therefore be structured as a system consisting of target, content, procedural-technological, diagnostic, and result-oriented components. The target component determines the expected professional qualities and competencies. The content component specifies the knowledge, values, concepts, and methodological materials to be mastered. The procedural-technological component includes teaching methods, forms, tools, and practical activities. The diagnostic component provides continuous assessment of changes in readiness, while the result-oriented component reflects the expected level of professional development.

The effectiveness of this technology largely depends on the consistency of its implementation. It is appropriate to organize the process through motivational-orientational, cognitive-content, practice-oriented, reflective-corrective, and evaluative-result stages. Each stage performs a specific function, while together they ensure the gradual transition of prospective teachers from initial awareness to independent professional activity.

At the motivational-orientational stage, the main task is to develop prospective teachers' awareness of the professional and social importance of interethnic communication culture. Students should understand that the ability to establish respectful relations in a culturally diverse classroom is not an optional personal quality but an essential component of professional pedagogical competence. At this stage, value-based discussions, problem situations, reflective questions, pedagogical essays, cultural dialogue activities, and analysis of real educational cases may be effectively used.

This stage should also contribute to the development of positive attitudes toward cultural diversity, equality, mutual respect, human dignity, and cooperation. A prospective teacher who perceives cultural diversity only as a source of potential difficulty may approach intercultural

situations defensively. In contrast, viewing diversity as an educational resource creates conditions for more constructive professional behavior. Therefore, motivational preparation should focus not only on preventing intolerance but also on demonstrating the developmental and educational potential of intercultural interaction.

The cognitive-content stage is aimed at developing a systematic body of theoretical knowledge. Prospective teachers should acquire pedagogical, psychological, cultural, social, and methodological knowledge related to interethnic communication. This includes understanding such concepts as interethnic communication, intercultural dialogue, tolerance, ethnic identity, cultural diversity, stereotype, prejudice, empathy, communication barriers, conflict prevention, and culturally responsive pedagogical interaction.

The content of preparation should not consist merely of descriptive information about different ethnic groups. Excessive emphasis on isolated cultural characteristics may unintentionally strengthen simplified perceptions. Instead, students should be trained to understand culture as a dynamic phenomenon and to recognize individual differences within every social and cultural group. Such an approach helps future teachers avoid stereotypical judgments and develop context-sensitive professional thinking.

An interdisciplinary approach is particularly valuable at this stage. Pedagogy provides knowledge about educational interaction and upbringing; psychology contributes understanding of identity, attitudes, empathy, and interpersonal perception; cultural studies explain cultural values and differences; sociology provides insight into social relations; and history helps students understand the historical development of intercultural interaction. Their integration creates a holistic foundation for professional readiness.

The practice-oriented stage constitutes the central part of the proposed technology. Professional readiness cannot be formed exclusively through theoretical instruction. Prospective teachers need opportunities to apply their knowledge in simulated and real educational situations. For this purpose, case studies, role-playing, pedagogical simulations, microteaching, project work, training exercises, collaborative tasks, problem-based learning, and teaching practice should be widely incorporated.

Case-study technology has particular potential for preparing future teachers to work with interethnic communication issues. Students may be presented with situations involving misunderstandings between classmates, exclusion from a peer group, inappropriate generalizations concerning cultural background, conflicts over cultural practices, or communication difficulties involving students and parents. They should identify the causes of the situation, distinguish pedagogical problems from cultural assumptions, propose several possible solutions, and evaluate their likely consequences.

An important requirement in case analysis is to prevent students from searching for a single predetermined answer. Interethnic communication situations are often context-dependent, and effective pedagogical action requires flexible decision-making. Therefore, students should be encouraged to justify their decisions with reference to pedagogical principles, learner well-being, equality, communication ethics, and the specific circumstances of each situation.

Role-playing technology provides another effective mechanism for developing professional readiness. Prospective teachers can participate in simulated situations such as “A Multicultural Classroom,” “Resolving a Classroom Misunderstanding,” “Teacher–Parent

Communication in a Culturally Diverse Environment," or "Organizing a Classroom Dialogue on Cultural Diversity." By taking the roles of teachers, students, parents, or observers, participants experience the same situation from different perspectives.

Role-playing has particular value for developing empathy. A future teacher may intellectually understand the importance of considering another person's position, but experiencing a simulated situation from another participant's role makes this understanding more personally meaningful. Such exercises also provide opportunities to develop verbal and non-verbal communication strategies, active listening, respectful disagreement, mediation skills, and emotional self-regulation.

The technology should also include the perspective-taking method. Students are asked to analyze the same pedagogical situation from the viewpoints of different participants and explain how cultural experience, family background, individual values, or communication expectations may influence their interpretations. This method encourages future teachers to move beyond immediate judgments and examine alternative explanations before making pedagogical decisions.

Another important component is the critical stereotype analysis method. Prospective teachers need to understand that stereotypes may affect expectations, assessment, classroom interaction, and decision-making even when individuals consciously support equality. Therefore, students should learn to distinguish evidence from assumptions, identify overgeneralization, critically evaluate representations in media and digital environments, and avoid associating an individual learner's behavior automatically with ethnic background.

The pedagogical technology should simultaneously develop prospective teachers' ability to work preventively rather than only reactively. Professional readiness means not merely resolving conflicts after they occur but creating a classroom environment in which mutual respect and constructive communication reduce the likelihood of such conflicts. This includes establishing shared communication norms, organizing cooperative activities, encouraging dialogue, preventing social exclusion, and ensuring equal participation.

In this regard, collaborative learning technology is particularly useful. When students work in groups toward a common academic or social objective, they practice listening, negotiating, distributing responsibility, respecting different opinions, and reaching joint decisions. Prospective teachers should not only participate in collaborative learning themselves but also learn how to organize it pedagogically for school students.

Project-based learning can further strengthen professional readiness. Prospective teachers may develop projects such as "Values That Unite Us," "Cultural Dialogue in School," "A Classroom Without Stereotypes," "Diversity as an Educational Resource," or "School Culture of Mutual Respect." Project activity encourages students to integrate theoretical knowledge with planning, research, communication, creative production, and presentation.

Importantly, projects should culminate in a practical pedagogical product. This may include a lesson plan, educational event scenario, methodological guide, set of classroom exercises, video resource, digital portfolio, intercultural communication handbook, or student activity package. Creating such products demonstrates whether students are able to transform theoretical ideas into usable educational tools.

Another central element of the proposed technology is microteaching. Prospective teachers may conduct short simulated lessons or educational activities aimed at developing

mutual respect, empathy, cooperation, or intercultural dialogue. Their performance can then be analyzed according to specific criteria, such as the inclusiveness of language, appropriateness of examples, distribution of participation, handling of differing opinions, and cultural sensitivity.

Video-supported reflection can make microteaching particularly effective. When students review recordings of their own teaching, they may notice communication behaviors that were not apparent during the activity itself. For example, they can analyze whom they addressed most frequently, how they responded to disagreement, whether their examples included diverse perspectives, and whether their communication style encouraged participation by all learners.

The technology should also incorporate pedagogical practice in authentic educational settings. During school-based practice, prospective teachers should receive specific assignments related to interethnic communication rather than focusing solely on lesson delivery. They may observe classroom relationships, identify patterns of participation, analyze communication among learners, organize cooperative activities, conduct educational events, and reflect on the cultural dimensions of classroom interaction.

Observation tasks need to be carefully structured. Students should not be encouraged to categorize learners according to ethnic stereotypes. Instead, they should observe communication patterns, participation, cooperation, inclusion, conflict, and classroom climate. This shifts attention from labeling individuals to understanding pedagogically relevant interaction.

The reflective-corrective stage plays an essential role in transforming external pedagogical requirements into internal professional regulation. Reflection enables prospective teachers to examine their own assumptions, communication patterns, decisions, and emotional reactions. Questions such as “Why did I interpret the situation in this way?”, “Did I consider alternative explanations?”, “Was my response equally respectful toward all participants?”, and “What would I change in a similar situation?” encourage deeper professional self-analysis.

Reflective journals can be systematically incorporated into the technology. After lectures, simulations, project activities, microteaching, or school practice, students may record significant situations, describe their interpretations, identify successful and unsuccessful actions, and plan alternative strategies. Over time, reflective records make professional development visible and provide material for individualized pedagogical support.

However, reflection should not be reduced to identifying shortcomings. Constructive reflection also requires students to recognize effective professional actions and understand why they were successful. This supports professional confidence while encouraging continuous improvement. Thus, reflective correction should follow the sequence of experience – analysis – interpretation – evaluation – correction – renewed action.

A significant component of the technology is the formation of communicative readiness. Prospective teachers need practical command of active listening, dialogue, respectful questioning, mediation, feedback, conflict de-escalation, and culturally sensitive language. These abilities should be deliberately practiced rather than assumed to develop automatically through general pedagogical courses.

Communication training can involve exercises in paraphrasing another person’s position, expressing disagreement without personal criticism, clarifying ambiguous statements,

identifying emotional content, and mediating between conflicting viewpoints. Such skills are especially relevant when teachers need to manage sensitive classroom discussions.

The technology should also prepare future teachers to distinguish between interpersonal conflict and interethnic conflict. Not every disagreement involving individuals of different ethnic backgrounds should automatically be interpreted as ethnically motivated. Misclassification may unnecessarily intensify a problem. Prospective teachers therefore need diagnostic skills to analyze the actual causes of conflict and determine whether cultural or ethnic factors are relevant.

This diagnostic capacity should be accompanied by the ability to recognize situations in which cultural identity, discriminatory language, exclusion, or prejudice genuinely require pedagogical intervention. In such cases, avoiding the issue may also be ineffective. Professional readiness involves balanced judgment: neither exaggerating cultural differences nor ignoring them when they materially affect learner relationships.

The proposed technology should include a digital component. Prospective teachers increasingly encounter cultural representations, stereotypes, and intergroup discourse in digital environments. They need skills to evaluate online content critically, identify manipulative or discriminatory messages, distinguish reliable information from misinformation, and guide school students toward responsible digital communication.

Digital storytelling, virtual cultural excursions, collaborative online projects, multimedia cases, and electronic portfolios can enrich the learning process. They allow prospective teachers to encounter diverse cultural materials and design innovative educational resources. At the same time, digital activities should reinforce media literacy and ethical communication.

The evaluative-diagnostic stage is required to determine the effectiveness of the technology. Assessment should not be limited to testing theoretical knowledge because professional readiness is multidimensional. It is reasonable to assess prospective teachers according to motivational-value, cognitive, communicative-activity, methodological-practical, and reflective criteria.

The motivational-value criterion may include indicators such as recognition of the importance of interethnic communication culture, positive attitudes toward cultural diversity, respect for human dignity, professional responsibility, and readiness to support constructive interaction among learners.

The cognitive criterion reflects the completeness, consistency, and applicability of theoretical knowledge. Indicators include understanding key concepts, explaining factors affecting interethnic communication, recognizing stereotypes and communication barriers, and identifying appropriate pedagogical strategies.

The communicative-activity criterion assesses the ability to establish dialogue, listen actively, coordinate different viewpoints, organize cooperation, manage sensitive discussions, and respond constructively to communication difficulties.

The methodological-practical criterion focuses specifically on the teacher's capacity to form interethnic communication culture among students. Indicators include the ability to design lessons and educational activities, select appropriate methods, organize classroom projects, prevent exclusion, create inclusive learning situations, and evaluate educational outcomes.

The reflective criterion reflects prospective teachers' ability to analyze their own professional behavior, identify assumptions and mistakes, justify pedagogical decisions, accept feedback, and develop strategies for further professional improvement.

Based on these criteria, professional readiness may be differentiated into high, medium, and low levels. At a high level, prospective teachers demonstrate systematic knowledge, stable value orientations, independent pedagogical decision-making, effective communication skills, methodological flexibility, and regular professional reflection. At a medium level, they possess basic knowledge and skills but may require support in complex or ambiguous situations. At a low level, knowledge remains fragmented and difficulties are evident in applying it independently to practical educational contexts.

Continuous monitoring is preferable to single final assessment. Initial diagnostics can determine students' starting positions; formative assessment can identify changes during the intervention; and final assessment can reveal the overall effectiveness of the technology. This makes it possible to introduce corrective measures throughout the training process rather than only documenting results after completion.

The effectiveness of the technology also depends on several pedagogical conditions. First, the higher education environment itself should model respect, fairness, cooperation, and dialogue. It is difficult to prepare students to create inclusive school environments if their own university experience contradicts these principles. Second, theoretical and practical preparation must be integrated. Third, students should have regular opportunities to solve realistic professional problems. Fourth, reflective feedback should be systematic. Fifth, the content should be adapted to contemporary social and educational contexts rather than relying exclusively on abstract or historically distant examples.

The role of teacher educators is especially important. Their professional behavior becomes an implicit model for prospective teachers. Respectful communication, impartial assessment, sensitivity to different perspectives, willingness to facilitate dialogue, and careful use of culturally related examples all influence students' professional development. Therefore, implementation of the technology requires not only appropriate teaching materials but also reflective and culturally responsive teacher educators.

From a technological perspective, the overall process can be represented through the sequence diagnosis → motivation → knowledge acquisition → situational analysis → pedagogical modelling → practical application → reflection → correction → repeated application → evaluation. This sequence creates a cyclical rather than linear professional development process. Students repeatedly move from theory to practice and back to reflection, which promotes the consolidation of professional readiness.

An important conceptual distinction must be maintained between personal culture of interethnic communication and professional readiness to form such culture in learners. A person may demonstrate respectful interaction in everyday life but still lack the methodological ability to design educational activities, diagnose learner relationships, prevent conflict, or assess changes in students' communication culture. Therefore, teacher education should deliberately move students from personal competence toward pedagogical competence.

The final result of the technology should therefore be reflected in the prospective teacher's capacity to perform several interconnected professional functions: diagnostic, prognostic, design, organizational, communicative, preventive, corrective, evaluative, and

reflective functions. The diagnostic function involves identifying the characteristics of classroom interaction; the prognostic function involves anticipating possible pedagogical challenges; the design function relates to planning educational activities; the organizational function involves creating cooperative environments; the preventive function focuses on reducing stereotypes and conflict risks; and the evaluative-reflective function ensures continuous improvement.

The discussion indicates that the technology for improving prospective teachers' professional readiness should not be implemented as a short-term isolated module. Sustainable development requires integration across university courses, independent study, extracurricular educational activity, methodological training, and school practice. Only continuous implementation can transform individual techniques into stable professional capacities.

Thus, the proposed technology is based on the integration of motivational, cognitive, value-based, communicative, practical, methodological, diagnostic, and reflective elements. Problem-based learning, case studies, role-playing, perspective-taking, stereotype analysis, collaborative learning, projects, microteaching, digital tools, teaching practice, and reflective methods collectively create an educational environment in which prospective teachers move from theoretical awareness toward independent professional action.

Conclusion

Consequently, improving professional readiness to form a culture of interethnic communication requires a systematic pedagogical technology rather than the episodic transmission of cultural information. Its central objective is to prepare a prospective teacher who can understand the social and cultural characteristics of educational interaction, create a respectful classroom climate, prevent stereotypes and exclusion, organize constructive dialogue, resolve complex pedagogical situations, design appropriate educational activities, assess their effectiveness, and continuously improve professional practice through reflection. Such preparation contributes to the development of teachers capable of supporting cooperation, mutual respect, social cohesion, and culturally responsible communication in contemporary education.

The technology for improving the professional training of future teachers in forming a culture of interethnic communication consists of five sequential stages. In future research, it is advisable to conduct practical testing of this technology.

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