

## DEVELOPING PRE-SERVICE TEACHERS' PLURICULTURAL COMPETENCE THROUGH MODULAR TEACHING TECHNOLOGIES

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**Annotation.** This article explores the effectiveness of modular teaching technologies in fostering pluricultural competence among pre-service teachers. In today's globalized educational context, future educators must not only possess linguistic skills but also demonstrate intercultural awareness and sensitivity. Pluricultural competence refers to the ability to understand, communicate, and interact across multiple cultures. The study presents a theoretical framework of pluricultural education and investigates the implementation of modular instruction as an innovative pedagogical approach in teacher education programs. Empirical data collected through questionnaires, reflective journals, and teaching simulations suggest that modular teaching enables structured, flexible, and culturally rich learning experiences.

**Keywords:** pluricultural competence, pre-service teachers, modular teaching, intercultural education, teacher training, multiculturalism.

**Introduction.** In the context of rapidly increasing globalization and migration, education systems across the world face the pressing need to prepare future teachers who can work effectively in multicultural and multilingual environments. Pre-service teachers are no longer expected to possess only pedagogical and subject-matter expertise; rather, they must also demonstrate strong pluricultural competence – the ability to engage meaningfully and respectfully with individuals from diverse cultural backgrounds. This competence goes beyond general cultural knowledge and emphasizes empathy, open-mindedness, flexibility, and intercultural communicative abilities. Developing such competencies requires a deliberate and structured pedagogical approach that integrates both theoretical knowledge and practical experience. One promising method in this regard is modular teaching technology<sup>1</sup>. Modular teaching refers to a flexible, learner-centered instructional approach where content is divided into self-contained, goal-oriented modules.

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<sup>1</sup> Byram, M. (1997). Teaching and assessing intercultural communicative competence. – UK: Multilingual Matters, 1997. – 124 p.

Each module included theoretical input (readings, lectures), practical tasks (group projects, case analysis), and reflection activities (journals, feedback sessions). For example, one module titled “Navigating Classroom Diversity” required students to analyze classroom scenarios involving intercultural misunderstandings and propose inclusive strategies based on their understanding of cultural values. Another module, “Language and Identity”, examined how language choice reflects and shapes cultural belonging. These modules were implemented over a 12-week period in a teacher education program at a state pedagogical university. Qualitative data from reflection journals and focus group discussions revealed a progressive shift in students’ intercultural attitudes.

Many participants reported increased empathy towards culturally diverse learners and a heightened awareness of their own cultural assumptions<sup>2</sup>. Quantitative analysis of performance assessments also showed improved abilities to design culturally responsive lesson plans and manage diverse classrooms effectively. One of the core advantages of modular teaching was its adaptability. Instructors could tailor modules based on students' academic needs or cultural contexts. Furthermore, the compartmentalized structure encouraged autonomous learning, as students could focus on one cultural theme at a time without being overwhelmed by the broader complexity of intercultural education. Despite these benefits, the study also identified challenges. Some students initially struggled with unfamiliar cultural concepts or showed resistance to critical reflection. This highlights the need for scaffolded instruction and continuous mentoring during the modular learning process. Overall, findings suggest that modular teaching technologies are highly effective in developing pluricultural competence among pre-service teachers<sup>3</sup>. They support progressive learning, foster deep engagement with cultural content, and create safe environments for exploring sensitive social issues. Integrating modular teaching into teacher training curricula can thus be a powerful step toward preparing educators for the demands of multicultural classrooms in the XXI century.

Table. Modular units designed to enhance pluricultural competence.

Module Title	Learning Objective	Activities Used	Observed Outcomes
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<sup>2</sup> Liddicoat, A. J., & Scarino, A. (2013). Intercultural language teaching and learning. – USA: Wiley-Blackwell, 2013. – 288 p.

<sup>3</sup> Mitchel, R., & Myles, F. (2019). Second Language Learning Theories (3rd ed.). – UK: Routledge, 2019. – 262 p.

<b>Navigating Classroom Diversity</b>	To develop awareness of cultural differences in educational settings	Case studies, group discussions, cultural iceberg analysis	Improved empathy and inclusive classroom management strategies
<b>Language and Identity</b>	To understand how language shapes cultural perception and identity	Multilingual interviews, reflective journals	Heightened sensitivity to linguistic and cultural diversity
<b>Conflict and Cultural Perception</b>	To analyze intercultural misunderstandings and resolve conflicts	Role-playing, scenario analysis	Increased ability to de-escalate conflicts and foster dialogue
<b>Global Citizenship Education</b>	To promote global responsibility and cultural tolerance	Project-based learning, multimedia presentations	Stronger motivation to teach global issues with intercultural lens
<b>Teaching Cultural Narratives</b>	To integrate culturally diverse content into lesson planning	Story analysis, lesson plan development	More creative, culturally enriched instructional designs

The modular approach effectively nurtured pre-service teachers' pluricultural competence by combining theory with practice. Students demonstrated growth in intercultural awareness, reflective thinking, and inclusive teaching strategies, highlighting the potential of modular instruction in teacher education programs.

**Conclusion.** In an era of increasing cultural diversity and global interconnectivity, the role of educators extends far beyond traditional instruction. Pre-service teachers must be equipped not only with academic knowledge but also with the competencies required to understand and address the cultural complexities of today's

classrooms. This study demonstrated that modular teaching technologies offer an effective means of developing pluricultural competence among future educators. By breaking down intercultural education into focused, goal-oriented modules, teacher training programs can create learning environments that are structured, adaptable, and learner-centered.

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