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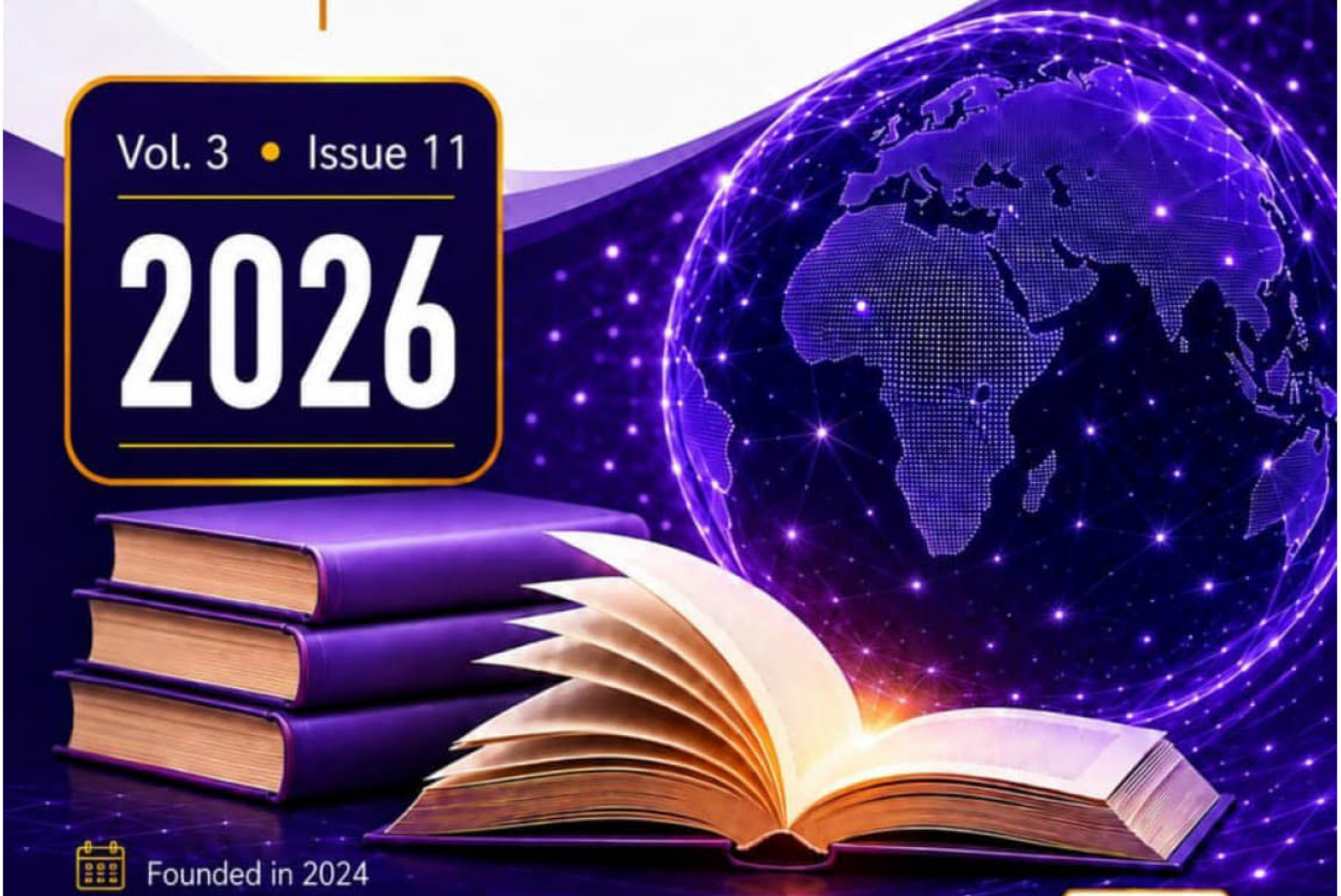
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O‘ZBEKISTONDA BO‘LAJAK INGLIZ TILI O‘QITUVCHILARINI TAYYORLASH JARAYONIDA PLURIMADANIY PEDAGOGIKANI JORIY ETISHGA TO‘SQINLIK QILUVCHI OMILLARNI O‘RGANISH: ARALASH METODLARGA ASOSLANGAN KO‘P MAYDONLI TADQIQOT

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Annotatsiya.
Maqolada O‘zbekistonda bo‘lajak ingliz tili o‘qituvchilarini tayyorlash jarayonida plurimadaniy pedagogikani joriy etish bilan bog‘liq muammolar tahlil qilinadi. Tadqiqotda uchta oliy ta’lim muassasasidan jami 70 nafar ishtirokchi qatnashgan. Ma’lumotlar sillabuslarni tahlil qilish va so‘rovnoma o‘tkazish orqali to‘plangan. Tadqiqot natijalari ingliz tili darslarida plurimadaniy kompetensiyani rivojlantirish usullari yetarli darajada tushunilmaganini ko‘rsatadi. Asosiy muammolar sifatida madaniyatlararo muloqot imkoniyatlarining cheklanganligi (47,1%), o‘quv materiallarining yetishmasligi (17,1%) va o‘qituvchilarning tayyorgarlik darajasi pastligi (14,3%) aniqlangan. Tadqiqot natijalari plurimadaniy pedagogikani samarali joriy etish uchun o‘quv resurslarini takomillashtirish, ta’lim dasturlarini qayta ko‘rib chiqish va o‘qituvchilarning kasbiy tayyorgarligini kuchaytirish zarurligini ko‘rsatadi.

Kalit so‘zlar: plurimadaniy pedagogika, plurimadaniy kompetensiya, ingliz tili o‘qituvchilarini tayyorlash, madaniyatlararo kompetensiya.

ИССЛЕДОВАНИЕ БАРЬЕРОВ НА ПУТИ ВНЕДРЕНИЯ ПЛЮРИКУЛЬТУРНОЙ ПЕДАГОГИКИ В ПРОЦЕСС ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА В УЗБЕКИСТАНЕ: МНОГОЦЕНТРОВОЕ ИССЛЕДОВАНИЕ С ПРИМЕНЕНИЕМ СМЕШАННЫХ МЕТОДОВ

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Аннотация.
В статье анализируются проблемы внедрения плюрикультурной педагогики в процесс подготовки будущих учителей английского языка в Узбекистане. В исследовании приняли участие 70 человек из трёх высших учебных заведений. Данные были собраны посредством анализа учебных программ (силлабусов) и анкетирования. Результаты исследования показали недостаточное понимание способов развития плюрикультурной компетенции на занятиях по английскому языку. Основными препятствиями были определены ограниченные возможности межкультурного общения (47,1%), недостаток учебных материалов (17,1%) и недостаточный уровень подготовки преподавателей (14,3%). Полученные результаты свидетельствуют о необходимости совершенствования учебных ресурсов, пересмотра образовательных программ и повышения уровня профессиональной подготовки преподавателей для эффективного внедрения плюрикультурной педагогики.

Ключевые слова: плюрикультурная педагогика, плюрикультурная компетенция, подготовка учителей английского языка, межкультурная компетенция.

EXPLORING BARRIERS TO IMPLEMENTING PLURICULTURAL PEDAGOGY IN PRE-SERVICE ENGLISH LANGUAGE TEACHER EDUCATION IN UZBEKISTAN: A MULTI-SITE MIXED-METHODS STUDY

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Abstract.
This article examines the challenges of implementing pluricultural pedagogy in pre-service English language teacher education in Uzbekistan. The study involved 70 participants from three higher education institutions. Data were collected through syllabus analysis and a questionnaire survey. The findings revealed an insufficient understanding of approaches to developing pluricultural competence in English language classrooms. The main barriers identified were limited opportunities for intercultural communication (47.1%), a shortage of teaching materials (17.1%), and inadequate teacher preparation (14.3%). The findings highlight the need to improve educational resources, revise curricula,

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and strengthen teachers' professional preparation to facilitate the effective implementation of pluricultural pedagogy.

Keywords: pluricultural pedagogy, pluricultural competence, English language teacher education, intercultural competence.

Introduction. The growing cultural and linguistic diversity of contemporary societies has increased the importance of intercultural and pluricultural competence in foreign language education. Language learners need not only linguistic knowledge but also the ability to interpret cultural meanings, understand different perspectives, and communicate across cultural boundaries. Contemporary language education therefore emphasises cultural comparison, reflection on identity, and the use of linguistic and cultural resources in communication [5; 6].

The Common European Framework of Reference for Languages (CEFR) views learners as social agents who draw on diverse linguistic and cultural resources, while its Companion Volume includes descriptors for plurilingual and pluricultural competence [2, pp. 6–9; 3, pp. 123–128]. Although closely related, intercultural competence primarily concerns interaction between people from different cultural backgrounds, whereas pluricultural competence also involves drawing on knowledge and experiences from different cultures to interpret meanings and understand diverse perspectives [1, pp. 31–38; 4, pp. 241–266]. Developing these competences requires appropriate teaching materials, reflective activities, and opportunities to engage with different cultural viewpoints [8, pp. 47–62].

Despite the growing recognition of these approaches, their implementation may be hindered by insufficient teacher preparation, limited resources, and a lack of opportunities for intercultural interaction [15]. In this context, the present study examines how intercultural and pluricultural perspectives are represented in the Intercultural Communication course syllabi of three higher education institutions in Uzbekistan and identifies the challenges associated with implementing pluricultural pedagogy in pre-service EFL teacher education.

The study addresses the following research questions:

1. How are intercultural and pluricultural perspectives represented in the course syllabi used in pre-service EFL teacher education in Uzbekistan?

2. What institutional and pedagogical challenges may limit the integration of pluricultural pedagogy into pre-service EFL teacher education?

2. METHODS

2.1. Research Design and Context

The study employed a mixed-methods, multi-site research design to examine the implementation of pluricultural pedagogy in pre-service EFL teacher education. It was conducted at three higher education institutions in Uzbekistan: Nukus State Pedagogical Institute, Bukhara State Pedagogical Institute, and Urgench State Pedagogical Institute.

2.2. Participants

The study included 70 participants: 10 teacher educators and 60 pre-service EFL students. Table 1 presents the distribution of participants.

Table 1. Distribution of questionnaire participants

Higher education institution	Teacher educators	Pre-service EFL students	Total
Nukus State Pedagogical Institute	4	22	26
Bukhara State Pedagogical Institute	3	18	21
Urgench State Pedagogical Institute	3	20	23
Total	10	60	70

2.3. Data Collection Instruments

Data were collected through syllabus analysis and a 21-item questionnaire. The analysis covered the 2026–2027 Intercultural Communication course syllabi, focusing on course objectives, cultural content, and planned activities. The questionnaire consisted of 19 closed-ended items using a five-point Likert scale and two open-ended questions addressing implementation challenges and potential solutions.

2.4. Data Analysis

Closed-ended responses were analysed using frequencies and percentages, while open-ended responses and course syllabi were examined thematically. The findings were analysed together to identify connections between course documentation and participants' perceptions.

2.5. Ethical Considerations

Participation was voluntary, and the purpose of the study was explained to all participants. All responses were treated confidentially and used exclusively for research purposes.

3. RESULTS

The findings address the representation of intercultural and pluricultural perspectives and the challenges associated with implementing pluricultural pedagogy.

3.1. Representation of Intercultural and Pluricultural Perspectives

The syllabus analysis showed that intercultural content was incorporated through cultural topics and comparison activities. However, explicit pluricultural objectives related to cultural reflection and the consideration of multiple perspectives could be further developed.

The questionnaire revealed a gap between familiarity and practical understanding. Although 58 participants (82.9%) were familiar with intercultural and pluricultural competence, only 2 (2.9%) could explain the difference between the two concepts, and only 5 (7.1%) understood how pluricultural competence could be developed through English

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language teaching.

Participants generally evaluated cultural content positively. Fifty participants (71.4%) confirmed the inclusion of intercultural and pluricultural objectives in the syllabi, 63 (90%) reported opportunities for cultural comparison, and 53 (75.7%) confirmed the inclusion of Uzbek and Karakalpak cultural perspectives.

Regarding media and classroom practices, 50 participants (71.4%) reported the regular use of media texts, while 55 (78.6%) agreed that these materials helped students interpret cultural meanings. Cultural discussions were reported by 57 participants (81.4%), while 61 (87.1%) reported opportunities to reflect on learners' own cultural identities. Furthermore, 50 participants (71.4%) stated that teachers encouraged students to question stereotypes.

However, only 37 participants (52.9%) agreed that students could express and interpret different viewpoints, while 23 (32.9%) were unsure. Although 66 participants (94.3%) reported activities involving different cultural perspectives, 56 (80%) were unsure about teachers' preparedness, and 14 (20%) disagreed that teachers possessed sufficient knowledge and training.

Overall, cultural content and related activities were incorporated into the courses, but participants' understanding and practical application of pluricultural competence remained limited.

3.2. Institutional and Pedagogical Challenges

The findings also revealed concerns regarding resources, curriculum time, and opportunities for intercultural interaction. While 38 participants (54.3%) considered methodological support sufficient, 19 (27.1%) disagreed, and 13 (18.6%) were unsure.

Regarding curriculum time, 47 participants (67.1%) were unsure whether the allocated time was sufficient, while 23 (32.9%) considered it insufficient. In addition, 63 participants (90%) identified large class sizes and limited classroom time as barriers to implementing pluricultural activities.

The lack of intercultural interaction was particularly evident. Sixty-eight participants (97.1%) disagreed that students had sufficient opportunities to interact with people from different cultural backgrounds, while only 2 (2.9%) agreed.

Digital resources were viewed positively by 47 participants (67.1%), who considered them useful for developing pluricultural competence, while 23 (32.9%) were unsure.

3.3. Findings from the Open-Ended Questions

The first open-ended question addressed the main challenges associated with implementing pluricultural pedagogy. The responses were grouped into six categories.

Table 2. Main challenges identified by participants

Identified challenge	Number	Percentage
Lack of opportunities for intercultural interaction	33	47.1%
Insufficient teaching materials	12	17.1%
Lack of teachers' knowledge and training	10	14.3%
Limited awareness of pluricultural competence	8	11.4%
Limited classroom time	3	4.3%
Other/unspecified	4	5.7%
Total	70	100%

The most frequently reported challenge was limited intercultural interaction (47.1%), followed by insufficient materials (17.1%) and inadequate teacher knowledge and training (14.3%).

The second question asked participants to suggest measures for improving implementation.

Table 3. Participants' suggested measures

Suggested measure	Number	Percentage
Organising intercultural projects and exchanges	21	30.0%
Including pluricultural objectives in the curriculum	16	22.9%
Increasing the use of authentic media texts	13	18.6%
Developing new teaching materials	12	17.1%
Providing teacher training and professional development	8	11.4%
Total	70	100%

The most common recommendation was to organise intercultural projects and exchanges (30%), followed by incorporating pluricultural objectives into curricula (22.9%), using more authentic media texts (18.6%), developing teaching materials (17.1%), and providing teacher training (11.4%).

Overall, participants emphasised that effective pluricultural pedagogy requires meaningful interaction, appropriate resources, clearly defined curriculum objectives, and improved teacher preparation.

4. DISCUSSION

The findings reveal several challenges associated with implementing pluricultural pedagogy in pre-service EFL teacher education in Uzbekistan.

A major finding is the gap between participants' familiarity with intercultural and pluricultural competence and their practical understanding of these concepts. Although 82.9% were familiar with them, only 2.9% could explain the difference between the two concepts, and only 7.1% understood how pluricultural competence could be developed through English language teaching. This highlights the need to connect theoretical knowledge with classroom practice. Byram and Deardorff emphasise cultural awareness, interpretation, interaction, and reflection as essential dimensions of intercultural

competence [1, pp. 31–38].

The findings also suggest that including cultural topics does not necessarily ensure the systematic development of pluricultural competence. Cultural activities should promote reflection, comparison, and an understanding of different perspectives rather than simply provide cultural information. This is consistent with Liddicoat and Scarino's approach to intercultural language learning [8, pp. 47–62].Limited intercultural interaction was another major concern. While 97.1% of participants reported insufficient opportunities to interact with people from different cultural backgrounds, 47.1% identified this as a key challenge to implementation. Collaborative projects, virtual exchanges, and authentic media texts could help address this gap, particularly in the context of English as an international language [9, pp. 9–23; 10; 11].Teacher preparation and institutional conditions also require attention. Eighty per cent of participants were unsure whether teachers possessed sufficient knowledge and training, while 14.3% identified inadequate teacher preparation as a challenge. In addition, 90% considered large class sizes and limited classroom time to be obstacles, and 17.1% reported a lack of sufficient teaching materials. These findings highlight the need for professional development, appropriate resources, and curriculum support [7; 15].Participants recommended intercultural projects, clearer curriculum objectives, authentic media texts, improved teaching materials, and additional teacher training. Overall, pluricultural pedagogy should be systematically integrated into course objectives, teaching materials, and classroom practices.

The study is limited to three higher education institutions and 70 participants. Since the questionnaire reflects participants' perceptions and the documentary analysis covers only selected course syllabi, the findings cannot be generalised to all EFL teacher education institutions in Uzbekistan.

5. CONCLUSION. This study examined the representation of intercultural and pluricultural perspectives and the challenges of implementing pluricultural pedagogy in pre-service EFL teacher education at three higher education institutions in Uzbekistan. Based on an analysis of course syllabi and questionnaire responses from 70 participants, the findings revealed a gap between general awareness of pluricultural competence and an understanding of its practical application in English language teaching.The main challenges included limited opportunities for intercultural interaction, insufficient teaching materials, and inadequate teacher preparation. Participants recommended intercultural projects, clearer curriculum objectives, authentic media texts, and further teacher training.The findings suggest that pluricultural pedagogy should be systematically integrated into curricula, teaching materials, and classroom practices. Preparing future teachers to interpret cultural perspectives, reflect on identities, and critically examine stereotypes can help them support learners in culturally diverse communication contexts.

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