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**ЖОГОРКУ ОКУУ ЖАЙЛАРЫНДА КӨП МАДАНИЯТТУУ ЖАНА СТУДЕНТТЕРГЕ
БАГЫТТАЛГАН БИЛИМ БЕРҮҮНҮ ИШКЕ АШЫРУУНУН ПСИХОЛОГИЯЛЫК-
ПЕДАГОГИКАЛЫК КӨЙГӨЙЛӨРҮ**

**ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ПРОБЛЕМЫ РЕАЛИЗАЦИИ ПОЛИКУЛЬТУРНОГО И
ЛИЧНОСТНО-ОРИЕНТИРОВАННОГО ОБРАЗОВАНИЯ
В ВЫСШЕЙ ШКОЛЕ**

**PSYCHOLOGICAL AND PEDAGOGICAL PROBLEMS OF IMPLEMENTING
MULTICULTURAL AND PERSONALITY-ORIENTED EDUCATION IN HIGHER EDUCATION**

Кыскача мүнөздөмө: Макалада жогорку окуу жайларында көп маданияттуу жана студенттерге багытталган билим берүүнү ишке ашыруунун психологиялык-педагогикалык көйгөйлөрү каралат. Негизги көйгөйлөр аныкталган: мугалимдердин жетишсиз даярдыгы, окуучулардын ар кандай маданий контексттерге адаптацияланышы жана методикалык иштеп чыгуулардын чектелгендиги. Ааламдашуу шартында окуучулардын маданияттар аралык компетенттүүлүгүн жана индивидуалдык өнүгүүсүн калыптандыруу үчүн бул ыкмаларды интеграциялоонун маанилүүлүгү негизделген.

Аннотация: В статье рассмотрены психолого-педагогические проблемы реализации поликультурного и личностно-ориентированного образования в высшей школе. Выделены основные вызовы: недостаточная подготовленность преподавателей, адаптация студентов из различных культурных контекстов и ограниченность методических разработок. Обоснована важность интеграции этих подходов для формирования межкультурной компетенции и индивидуального развития студентов в условиях глобализации.

Abstract: The article deals with psychological and pedagogical problems of implementation of multicultural and person-centered education in higher education. The main challenges are highlighted: insufficient preparation of teachers, adaptation of students from different cultural contexts and limited methodological developments. The importance of integration of these approaches for the formation of intercultural competence and individual development of students in the context of globalization is substantiated.

Негизги сөздөр: көп маданияттуу билим берүү; жогорку мектеп; маданияттар аралык компетенттүүлүк; инклюзивдүүлүк; маданий көп түрдүүлүк; ааламдашуу; билим берүү чөйрөсү; студенттердин адаптацияланышы; маданияттар аралык өз ара аракеттенүү; психологиялык-педагогикалык көйгөйлөр; гуманисттик мамиле; инсандык өнүгүү.

Ключевые слова: поликультурное образование; личностно-ориентированное образование; высшая школа; межкультурная компетенция; инклюзивность; индивидуализация; культурное

разнообразие; глобализация; образовательная среда; адаптация студентов; межкультурное взаимодействие; психолого-педагогические проблемы; гуманистический подход; развитие личности.

Keywords: multicultural education; personality-oriented education; higher education; tolerance; intercultural competence; inclusiveness; individualization; cultural diversity; globalization; educational environment; student adaptation; intercultural interaction; psychological and pedagogical problems; humanistic approach; personal development.

The modern system of higher education is evolving within the context of globalization, fundamentally transforming socio-economic, cultural, and educational processes. The interconnection of countries and peoples, accelerated information exchange, migration, and intercultural interactions emphasize the need to create an educational environment that accommodates cultural diversity and the unique characteristics of each student.

Multicultural Education: Multicultural education has emerged as a pivotal tool in preparing students for life and professional activity in multinational and multicultural environments. Globalization, while fostering interconnectedness, also intensifies challenges related to cultural identity, interethnic conflicts, and social inequality. In this context, multicultural education becomes integral to fostering tolerance, respect for cultural differences, and intercultural interaction skills. These competencies are essential for equipping the next generation of specialists with the ability to navigate complex global environments effectively.

Person-Centered Education: Person-centered education focuses on the uniqueness of each student, including their abilities, interests, and individual learning pace. This approach gains particular relevance amidst rapid technological progress, which demands not only professional knowledge but also adaptability, independence, and the capacity for self-realization. By emphasizing the individual, this approach creates conditions for unlocking each student's potential, cultivating critical thinking, fostering responsibility, and sustaining motivation for lifelong learning.

Challenges in Implementation: Despite their importance, the implementation of multicultural and person-centered approaches in higher education encounters several psychological and pedagogical challenges:

Insufficient preparation of educators to operate in multicultural environments;

Difficulties in adapting students from diverse ethnocultural backgrounds to the educational process;

Limited methodological tools and educational programs that integrate multicultural and person-centered approaches effectively.

Moreover, global changes driven by digitalization, the Covid-19 pandemic, and increasing migration flows have further complicated the landscape of higher education. Institutions are compelled to adapt to these new realities while maintaining the quality and accessibility of education.

Relevance of the Study: The study of multicultural and person-centered education is both scientifically significant and practically relevant. It facilitates the search for optimal strategies to create inclusive and adaptable educational environments. Such research addresses key challenges in modern higher education, including:

- Developing intercultural competence;
- Providing equal opportunities for all students;
- Supporting individual growth in the face of global challenges.

State of Research: Theoretical foundations and practical applications of multicultural and person-centered education have been explored extensively in contemporary educational discourse. Research in this field spans sociocultural, psychological, pedagogical, and philosophical perspectives, underscoring their importance in training specialists for a globalized world.

- **Multicultural Education:** Scholars such as Asipova N.A., Mamytov A.M., and Bessarabova I.S. [1; 3; 6] highlight the importance of multicultural

approaches in fostering tolerance and intercultural competence. Akhmerova N.M., Isakova Ch.B., Ziatdinova F.N., and Mukhamadeev I.G. [7; 8; 9] emphasize the necessity of training professionals for effective interaction in multinational environments, focusing on the role of higher education in shaping multicultural educational spaces.

- **Person-Centered**

Education: Research by Abakirov A.A., Tkacheva S.A., Liseenko V.I., and Musina L.M., [2; 4; 7] underscores the significance of personalizing educational processes to reveal students' potential. Scholars such as Zadorozhnaya N.P., Sharshekeeva K.D., and Nizovskaya I.A. delve into theoretical aspects, including the subjectivity of learning and fostering independence and critical thinking.

Gaps and Prospects: While the theoretical underpinnings of multicultural and person-centered education are well-developed, practical aspects remain underexplored. Issues such as teacher training, program development, and addressing barriers in multicultural settings require further investigation. Additionally, the adaptation of students from diverse cultural contexts and the integration of modern technologies into these approaches call for continued research. The study of multicultural and person-centered education is essential for addressing the complex challenges posed by globalization, digitalization, and migration. While significant theoretical and practical advancements have been made, unresolved issues in implementing these approaches demand deeper scientific inquiry and innovative solutions. By addressing these gaps, higher education can evolve to meet the needs of a diverse and interconnected global society.

The Concept and Essence of

Multicultural Education: Analysis of the Concept, Origin, and Evolution

Multicultural education is a pedagogical approach oriented toward cultural diversity and intercultural interaction, which develops in students those skills necessary for successful integration into a multicultural society. The

approach is to develop tolerance, respect for cultural differences, intercultural competence, and readiness for constructive dialogue among representatives of different ethnic, national, and cultural groups.

Origin and Development of the Concept:

The ideas of multicultural education started to take shape since the middle of the 20th century, impelled by social and cultural processes under globalization, migration, and democratic reforms. These ideas first of all appeared in countries with high levels of ethnocultural diversity – like the United States, Canada, and Australia—where the problems of racial discrimination, ethnic conflicts, and social injustice were very sharp. In these terms, the first theoretical basing of multicultural education within the framework of cultural pluralism was represented in G. Allport, E. Hall, and J. Banks' works; thus, the above authors stressed the need for an acceptance of the given cultural differences and the involvement of the content of the cultural diversity in educational programs. The idea of multicultural education spread at the end of the 1980s and the beginning of the 1990s. By that time, a turn was made from the research of single cultures to the research of the interaction of cultures within an educational environment. This was predetermined by the growing migration processes and the need to train specialists ready to work effectively in conditions of intercultural cooperation.

The essence of multicultural education is to incorporate cultural values and traditions into the process of teaching to encourage:

- Intercultural Competence;
- Respectful attitudes about cultural differences;
- Ability to interact constructively in a multinational environment.

Significance and Prospects: Multicultural education in conditions of globalization is the way to provide harmonization of interethnic relations, social stability. Its implementation enables preparation of young specialists ready to work in multicultural teams, open to intercultural dialogue and interaction. The concept of multicultural education is further developing under the influence of modern challenges such as migration processes, digitalization of education, and the

development of global citizenship. These trends determine the prospects for further exploration and improvement of the theoretical and practical foundations of the multicultural approach in educational systems.

Goals and Objectives of Multicultural Education: The primary aim of multicultural education is to equip students for life and careers in a world characterized by global cultural exchanges and diverse societies. Its core goal is to cultivate well-rounded individuals who can engage productively with people from various cultural backgrounds, emphasizing tolerance and respect for diversity. The key objectives include:

- Encouraging Tolerance; Enhancing Intercultural Competence; Promoting Global Citizenship;

Theoretical Approaches to Multicultural Education: Multicultural education is grounded in several theoretical approaches that shape its methodological structure:

- Sociocultural Approach; Ethnopsychological Approach; Humanistic Approach;

Multiculturalism as a Social and Educational Phenomenon: Multiculturalism is a pivotal phenomenon influencing the progression of contemporary society and educational systems. Within the educational sphere, multiculturalism fulfills several essential roles:

- Creating an Educational Environment; Facilitating Social Integration; Enriching the Educational Process;

Person-Centered Education: Theoretical Aspect

The Concept of Person-Centered Education; Uniqueness of Personality; Individualization of the Learning Process; Self-Realization.

Theoretical Foundations of the Concept: Lev Vygotsky: Vygotsky emphasized the role of social interactions and the learning environment. His concept of the Zone of Proximal Development underscores the significance of teacher support in bridging the gap between a student's current and

potential capabilities, forming a cornerstone of individualized educational strategies.

- Vladimir V.

Serikov: Serikov advanced the idea of education as a process of personal development, emphasizing the need to consider individual goals and values. His work promotes active learner participation in the educational experience.

Practical Significance of the Concept: Person-centered education is particularly valuable in an era of globalization and rapid technological advancement. It not only enhances knowledge acquisition but also develops skills essential for navigating change and addressing complex challenges. Recognizing and nurturing each student's uniqueness fosters creativity, leadership, and the ability to collaborate effectively.

Principles of the Person-Centered Approach: Person-centered education rests on several principles that provide the theoretical and practical foundation for its application. Key principles include humanization, variability, and subjectivity, each addressing specific aspects of the educational process designed to foster the learner's personal development.

Humanization: Key aspects of humanization: Empathetic attitudes toward learners: Educators should show respect and understanding for the unique traits of students, creating an atmosphere of trust and support. The educational process should aim to develop skills such as self-reflection, empathy, and social responsibility alongside knowledge acquisition.

Variability: Key aspects of implementing variability: Differentiated approach: Educators must adapt materials and assignments to accommodate learners' varying paces, preparedness levels, and interests. Incorporating interactive technologies such as online platforms, project-based learning, and gamification diversifies and enriches the educational experience.

Subjectivity: Key aspects of subjectivity: Active participation in decision-making: Students should be encouraged to express their preferences regarding teaching formats, assessment methods, and course content. Educators should motivate students to take part in scientific, cultural, and

social projects, nurturing creativity, leadership, and teamwork abilities.

Humanization, variability, and subjectivity as principles of the person-centered approach lay the groundwork for comprehensive personal development. These principles help create an educational environment in which learners are active participants, capable of self-growth, self-realization, and meaningful interaction with the world. In a modern society that demands adaptability, critical thinking, and innovative problem-solving, implementing these principles is particularly crucial.

Theoretical Foundations and Pedagogical Models: The theoretical foundations of person-centered education are deeply rooted in the works of influential thinkers such as Carl Rogers, Lev Vygotsky, and Vladimir Serikov. These scholars emphasize the central role of the individual learner in the educational process and have contributed to the development of pedagogical models that prioritize personalization, social interaction, and self-realization. Their insights form a robust framework for implementing person-centered approaches in today's complex educational environments.

Carl Rogers: Learner-Centered Education. Carl Rogers, a pioneer in humanistic psychology, introduced the concept of learner-centered education, focusing on the holistic development of students. His approach is grounded in three key principles like Empathy: Educators must understand students' emotions and perspectives, fostering trust and mutual respect, which boosts confidence and engagement; Unconditional Positive Regard: Teachers should accept students without judgment, valuing them regardless of performance, thus fostering self-esteem and intrinsic motivation; Self-Directed Learning: Students should actively engage in their learning process, exploring topics that align with their interests and goals, which encourages critical thinking and lifelong learning. In Rogers' model, the educator acts as a facilitator, guiding exploration and discovery rather than imposing authority. This aligns with modern educational demands for adaptability and creativity

Lev Vygotsky: Social Constructivism and the Zone of Proximal Development. Lev

Vygotsky's social constructivism emphasizes the critical role of social interaction in learning. His concept of the Zone of Proximal Development (ZPD) describes the gap between what learners can achieve independently and what they can accomplish with guidance.

Key aspects of Vygotsky's contributions include: Scaffolding: Structured support tailored to learners' abilities, gradually reduced as competence increases, balancing challenge and support; Collaborative Learning: Peer interactions help students learn from one another, develop social skills, and gain diverse perspectives; Cultural Mediation: Embedding learning in cultural contexts enriches the experience and helps students relate to the material. Vygotsky's emphasis on individualized support and dynamic social interaction aligns seamlessly with person-centered education principles.

Vladimir Serikov: Education as Personal Development. Vladimir Serikov expanded person-centered education by framing it as a process of personal development. His approach includes: Subjectivity: Empowering learners to actively shape their educational experiences by setting goals and reflecting on achievements; Reflective Thinking: Encouraging self-awareness and critical reflection to help students understand their learning processes and make informed decisions; Contextual Learning Environments: Creating adaptive environments that promote creativity, collaboration, and problem-solving. Serikov's work goes beyond academic achievement to foster emotional intelligence, social responsibility, and holistic growth, meeting the demands of contemporary education.

Psychological and Pedagogical Challenges in Implementation

The integration of multicultural and person-centered approaches in higher education faces significant psychological and pedagogical challenges. Addressing these obstacles is essential to realize the potential of these approaches effectively.

Analysis of Barriers to Implementation:
Cultural Barriers; Psychological Barriers;
Institutional Barriers.

The Challenge of a Person-Centered Approach in a Multicultural Environment:

Implementing a person-centered approach in a multicultural setting demands careful consideration of diverse cultural backgrounds, learning styles, and personal goals.

Balancing Individual and Cultural Needs;
Creating Personalized Learning Experiences;
Overcoming Bias:

Addressing These Challenges: To overcome these obstacles, targeted strategies are needed: Professional Development; Institutional Support; Student Support Services; Promoting Dialogue:

By addressing these challenges, higher education institutions can create a supportive environment that leverages the strengths of multicultural and person-centered approaches.

Conclusion

The modern landscape of higher education, shaped by globalization, demands a reevaluation of pedagogical strategies to accommodate diverse cultural backgrounds and individual learning needs. This article highlights the pivotal roles of multicultural and person-centered education in addressing the challenges posed by globalization, migration, and technological advancements. These approaches, grounded in principles of inclusivity, respect, and individualization, provide a robust framework for preparing students to navigate the complexities of a globalized society. Multicultural education fosters tolerance, intercultural competence, and

respect for cultural diversity, equipping students with the skills to engage in meaningful dialogue and cooperation within multinational environments. It addresses critical issues of social inequality and cultural identity, making it a cornerstone of modern educational systems. Similarly, person-centered education emphasizes the uniqueness of each learner, focusing on their abilities, interests, and potential. This approach nurtures critical thinking, adaptability, and self-realization, essential qualities in an era of rapid change. Despite their theoretical significance, the implementation of these approaches faces challenges such as insufficient teacher preparation, difficulties in student adaptation, and a lack of integrated methodological tools. Addressing these barriers requires targeted efforts, including professional development for educators, the creation of adaptable curricula, and the integration of modern technologies. Future research should focus on bridging the gap between theory and practice, exploring innovative methods to implement multicultural and person-centered education effectively. By overcoming these challenges, higher education institutions can create inclusive environments that promote equity, individual growth, and intercultural understanding, ultimately contributing to the development of a more harmonious and interconnected global society.

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Краткое изложение статьи на русском языке

Современная система высшего образования развивается в условиях глобализации, что приводит к существенным изменениям в социально-экономических, культурных и образовательных процессах. Межкультурные взаимодействия, миграция и ускоренный обмен информацией обуславливают необходимость создания образовательной среды, учитывающей культурное разнообразие и уникальные особенности каждого студента.

Поликультурное образование является ключевым инструментом подготовки студентов к жизни и профессиональной деятельности в многонациональной среде. Глобализация усиливает проблемы культурной идентичности, этнических конфликтов и социального неравенства, что подчеркивает важность формирования толерантности, уважения к культурным различиям и навыков межкультурного взаимодействия.

Личностно-ориентированный подход сосредотачивается на уникальности каждого студента, включая его способности, интересы и темп обучения. Этот подход способствует раскрытию потенциала студентов, развитию критического мышления и мотивации к обучению, что особенно важно в условиях быстрого технологического прогресса.

Проблемы реализации. Несмотря на теоретическую значимость, реализация поликультурного и личностно-ориентированного образования сталкивается с рядом барьеров:

Культурные барьеры: различия в ценностях и традициях;

Психологические барьеры: трудности адаптации студентов;

Институциональные барьеры: ограниченные методологические ресурсы и неподготовленность преподавателей.

Актуальность исследования. Изучение поликультурного и личностно-ориентированного образования важно для создания инклюзивной образовательной среды. Основные задачи включают развитие межкультурной компетенции, обеспечение равных возможностей и поддержку индивидуального роста студентов.

Состояние исследований. Теоретические основы поликультурного образования разработаны такими учёными, как Асипова Н.А., Мамытов А.М. и Бессарабова И.С., которые подчеркивают значимость межкультурной компетенции. Личностно-ориентированный подход изучали Абакаров А.А., Ткачева С.А. и Лисеенко В.И., акцентируя внимание на индивидуализации процесса обучения.

Проблемы и перспективы. Практические аспекты реализации остаются недостаточно изученными. Необходимо дальнейшее исследование методик подготовки преподавателей, программ обучения и интеграции современных технологий. Такие исследования помогут устранить разрыв между теорией и практикой, создавая условия для инклюзивного образования, направленного на развитие личности и межкультурного понимания.