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Pre-service English as a foreign language teachers' perceptions of cultural diversity: insights from a Jean Monnet Module

This study examines pre-service English as a foreign language (EFL) teachers' perceptions and attitudes toward cultural diversity. The research was conducted in the framework of a Jean Monnet Module course which focuses on developing students' better understanding of cultural diversity as well as on fostering their teaching strategies for multicultural education. A mixed-method research design was employed, combining quantitative and qualitative approaches. The survey was conducted with 80 pre-service EFL teachers and contained 14 closed-ended and 1 open-ended questions. Quantitative data were collected from the closed-ended questions, whereas the open-ended question provided qualitative data. The findings of this study indicate that participants perceive cultural diversity as a multidimensional concept, reflecting such themes as tolerance and respect, cultural traditions, inclusivity, learning and understanding, variety, and societal unity. A comparison of the pre-test and post-test results indicates that participants developed a better understanding of cultural diversity after the intervention. Furthermore, student feedback revealed satisfaction with the course content and teaching strategies. The study contributes to research on fostering future EFL teachers' understanding of cultural diversity and developing their perceptions of and attitudes toward it.

Keywords: cultural diversity, pre-service EFL teachers, perceptions, attitudes, intervention, course, Jean Monnet, module, multicultural education

Introduction

The term “cultural diversity” (CD) is generally defined as “a system that recognizes and respects the existence and presence of diverse groups of people within a society” [1; 244]. The Universal Declaration on Cultural Diversity defines CD as “the common heritage of humanity”, and its protection is considered to be an ethical imperative, inherently tied to respect for human dignity and a commitment to human rights and freedoms [2; 1].

Calligaro understands CD as the coexistence and recognition of various cultural expressions, identities, and traditions [3]. Initially focused on national cultures within the EU, the concept expanded to include sub-national and minority cultures, as well as the cultural contributions of immigrants and global influences. In this context, CD is not merely a recognition of differences but a value to be promoted and a challenge to be addressed through intercultural dialogue. The EU frames diversity as a fundamental aspect of its identity, and emphasizes inclusion, respect for differences, and the management of diversity to foster social cohesion and active citizenship.

C. Lin describes CD as the coexistence of various forms of knowledge, beliefs, arts, morals, customs, traditions, and religions, also emphasizing how people perceive this diversity and how they choose to live together with it [4]. This view on CD highlights not only the uniqueness of various cultures but also underscores the ways in which individuals and groups perceive, interact with, and adapt to this diversity in their daily lives.

Nowadays, due to the processes of globalization and internationalization of all spheres of societal life, it has become crucial to equip students with skills necessary for successful integration into international labor markets. As M.T. Rodriguez and A.J. Lamm emphasize, there is a growing demand for graduates who are globally competent and capable of collaborating and expertly working in a culturally diverse workplace [5].

Teaching CD to pre-service EFL teachers is of paramount importance on account of their future professional roles in educating younger generations. The concept of CD in foreign language teaching and learning involves developing a deeper understanding in students of various cultural perspectives, thus raising their

awareness and expanding their appreciation of the world [6]. In line with this, A. Larsen observes that future EFL teachers “will teach target language culture and facilitate their pupils’ development of intercultural communicative competence” [7; 213], which is grounded in the principles of respect, acceptance of diverse cultures and the fostering of tolerant attitudes toward unfamiliar cultures. Furthermore, M.C. López-López et al. highlight the role of teachers in promoting cultural diversity [8]. Similarly, Hinojosa and López argue that teacher education programs should not only focus on the methodological aspects of teaching but also encourage future educators to actively engage with culturally diverse contexts [9].

Foreign language classes involve significant learning about other cultures, as language and culture are deeply interconnected. Mastering a language extends beyond acquiring grammar and vocabulary; it requires learning about cultural contexts in which the language is spoken and about the ways people communicate in the target language community. Immersion in a new culture allows students to grasp the peculiarities of social norms and communication behaviors, thus enabling them to use the language in a more effective and appropriate way. Furthermore, exploring multiple perspectives and identities fosters a deeper understanding of CD and helps eliminate stereotyping that may arise from perceiving individuals through a single identity [10]. L. Sercu highlights that teaching multiple perspectives and, thus, CD “will promote a dynamic view of cultures, and help learners understand that all cultures are continuously influenced by other cultures and cannot be considered in a territorialized way, as being bound to a particular geographical part of the world or as locked within the boundaries of a particular nation state” [11; 69].

A review of the research literature indicates that investigating how pre-service EFL teachers perceive CD is relevant since their perceptions directly influence their future teaching practices and their ability to foster inclusive learning environments [12]. S. Civitillo et al. reviewed 36 studies examining the impact of training programs on pre-service teachers’ cultural beliefs and found that many programs had positive effects, particularly those that integrated experiential learning and reflection on cultural diversity [13]. Similarly, A. Larsen demonstrated that various student-centered activities such as narrative writing, role-playing and group discussions deepened students’ understanding of CD [7]. While students initially approached CD from common or basic connotations, engaging with opposing views in role plays and reflecting on their own experiences through narratives and discussions helped refine their perspectives. In a study by M. Echcharfy, the majority of pre-service EFL teachers exhibited positive attitudes toward cultural diversity, demonstrating readiness and openness to engage with conventions and practices of both verbal and non-verbal communication [14]. However, their willingness to critically examine cultural values and assumptions in their own contexts revealed a more divided stance.

In Kazakhstan, the idea of CD in language education has gained increasing attention, reflecting the country’s unique position as a multi-ethnic and multicultural society. The study by A. Banu and G. Dyankova reveals that the majority of pre-service teachers recognize the importance of incorporating diverse cultural perspectives into teaching practices [15]. These findings highlight a growing awareness among students about the role of cultural diversity for an inclusive educational environment. Another study by G.K. Abdrahkman and G. B. Isabekova explored the perceptions of multicultural education among Master’s students enrolled in a teacher training program for foreign language instruction [16]. The participants identified several key objectives of multicultural education, including fostering acceptance and respect for cultural diversity, promoting interaction with individuals from various cultures, encouraging peace and tolerance, facilitating humane interethnic communication, developing critical thinking skills, and cultivating value orientations that emphasize both the native culture and multiculturalism. Furthermore, the participants identified several key abilities of a foreign language teacher, including the integration of various cultures into the classroom, the importance of personal qualities and professional knowledge, the ability to recognize and protect cultural pluralism, professional pedagogical tolerance, the knowledge of ethnic and global values, conflict resolution skills, tolerance for the values of different cultures, respect for people regardless of their ethnic, cultural, or religious background, and the ability to analyze one’s own cultural biases. These findings suggest that preparing foreign language teachers who will possess the above-mentioned competences is crucial for creating a more inclusive, tolerant, and culturally diverse educational environment.

The Jean Monnet module “European Union: Promoting Cultural Diversity and Tolerance” (hereafter EUDIVE) implemented in one of Kazakhstani regional universities is dedicated to developing a deeper understanding in students of the values of CD, acceptance of differences and respect for individuals from different cultural backgrounds and with different cultural identities. By incorporating EU perspectives on cul-

tural diversity and tolerance, the module expands students' knowledge and skills in intercultural communication and fosters their global outlook. The EUDIVE module includes activities such as seminars, workshops, and roundtables. A central focus is the elaboration of a course, supported by the ongoing research. The course offered in the framework of the EUDIVE module explores CD and its importance for peaceful coexistence of local and global communities. It emphasizes research and existing policy in relation to these issues from Kazakhstani and European perspectives. The course focuses on such topics as the concept of culture, cultural diversity and tolerance in studies by European and Kazakhstani researchers, the role of education in promoting inclusivity and tolerance, the impact of multilingualism on cultural diversity, multicultural education, cultural diversity in the digital age, and global citizenship.

Eighty students majoring in English language teaching participated in the course. The course was delivered on-campus during the 2024-2025 academic year. An interactive approach was the primary teaching method employed, which included discussions, project work, and group activities. To enhance the efficacy of the course, the present research aims to explore students' understanding of CD which is essential for intercultural communication.

The research addresses the following questions:

RQ 1: What are the key themes in pre-service teachers' perceptions of cultural diversity before and after the EUDIVE course?

RQ 2: How does participation in the EUDIVE course influence pre-service English teachers' attitudes toward CD?

RQ 3: What is students' satisfaction level with the EUDIVE course?

The present study hypothesizes that the course implemented within the Jean Monnet module enhances pre-service English teachers' perceptions of CD.

Materials and methods

Research design

The study employed a mixed-method design, combining quantitative analysis of Likert-scale responses with qualitative thematic analysis of open-ended responses. The surveys were conducted before the EUDIVE course to identify the baseline perceptions of CD (pre-test) and after the course completion to measure changes in students' perceptions of CD and their satisfaction with the course (post-test).

A pilot study was conducted prior to the main data collection to test the clarity, reliability, and validity of the survey instrument. The pilot study involved a group of 10 pre-service English teachers who were not enrolled in the course. Feedback from the pilot study was used to ensure the survey items were clear and comprehensible. Minor adjustments were made to improve the coherence of the instrument.

Participants

The participants of the study were 80 pre-service EFL teachers enrolled in the EUDIVE course on cultural diversity within the Jean Monnet module. This group was selected as it represents future educators whose understanding of CD is crucial for promoting inclusive and intercultural language environment. Their age ranged from 19 to 21 (mean=19.51). The participants provided informed consent before taking part in the study, and their anonymity was guaranteed to uphold ethical research standards.

Instruments

The research utilized two primary surveys: one conducted before the course and the other after course completion. The pre-course survey consisted of 14 questions that measured students' perceptions of CD on a five-point Likert-scale. Additionally, the survey included one open-ended item that asked participants to express their understanding of CD in their own words.

The post-course survey consisted of the original 14 Likert-scale questions to measure any changes in perceptions and included 10 additional Likert-scale items to assess students' satisfaction with the course. The open-ended question from the pre-course survey was repeated to explore any shifts in the participants' understanding of CD after completing the course. The data were analyzed using SPSS Statistics v.29 software.

The questionnaire included the following items:

Section 1. CD: perceptions and attitudes	
Item 1.	I want to learn how people live in different countries.
Item 2.	I am interested in how people from various cultures see the world.
Item 3.	I am interested in finding out about the traditions of other cultures.
Item 4.	I respect people from other cultures as equal human beings.
Item 5.	I respect the values of people from different cultures.
Item 6.	I value the opinions of people from different cultures.
Item 7.	I try to look at everybody's side of a disagreement before I make a decision.
Item 8.	Before criticizing somebody, I try to imagine how I would feel if I were in their place.
Item 9.	When I'm upset at someone, I try to take the perspective of that person for a while.
Item 10.	I believe that there are two sides to every question and try to look at them both.
Imagine you are talking in your native language to people whose native language is different from yours. To what extent do you agree with the following statements:	
Item 11.	I carefully observe their reactions.
Item 12.	I listen carefully to what they say.
Item 13.	I choose my words carefully.
Item 14.	If there is a problem with communication, I find ways around it (e.g., by using gestures, re-explaining, writing, etc.)
Section 2. Course satisfaction	
Item 1.	Rate your prior knowledge of cultural diversity before taking this course.
Item 2.	Rate your knowledge of cultural diversity and tolerance after taking this course.
Item 3.	Rate your prior knowledge of the European Union before taking the course.
Item 4.	Rate your knowledge of the European Union after taking the course.
Item 5.	Rate the course content in terms of relevance to cultural diversity.
Item 6.	The course provided sufficient opportunities to learn about European Union values and policies on cultural diversity.
Item 7.	The course improved my understanding of cultural diversity.
Item 8.	Rate the quality of the course materials.
Item 9.	The course inspired me to value and promote cultural diversity in your future professional or personal life
Item 10.	I am satisfied with the course.

Method

Quantitative and qualitative methods were employed to collect the data. Responses to the quantitative survey items were analyzed using descriptive and correlational statistics to identify changes in students' perceptions and satisfaction levels. Responses to the open-ended question were analyzed using thematic analysis, where recurring themes were categorized. The pre-post course surveys allowed for a comparison of re-

sponses before and after the course. The additional post-course satisfaction questions offered feedback on the effectiveness and quality of the course content and delivery.

Reliability and validity

The questionnaire reliability was assessed using Cronbach's alpha. The results demonstrated an acceptable internal consistency, with values of 0.894 for the section on students' perceptions and 0.753 for the section on satisfaction with the course.

The design of the questionnaire items was based on a comprehensive review of research related to CD and course satisfaction. External and internal expert reviews were conducted to ensure the items adequately represented the constructs being measured.

Results and discussion

RQ 1: What are the key themes in pre-service teachers' perceptions of cultural diversity before and after the EUDIVE course?

To explore pre-service EFL teachers' perceptions of CD, participants provided responses to an open-ended question. These responses were analyzed thematically and categorized into six themes (see Table 1).

Table 1

Thematic categories: perceptions of CD (pre-test)

Thematic categories of responses	Examples of responses	Frequency	Percentage
Tolerance and respect	"Respecting differences, treating everyone equally", "Mutual respect — honoring the traditions and viewpoints of others", "Fostering an environment of acceptance."	25	25,8 %
Cultural traditions and heritage	"This is the uniqueness of every nation", "Respect for differences in language and religion", "Cultural diversity is the cultural heritage of each country."	20	20,6 %
Inclusivity and multiculturalism	"Living with many nationalities in peace", "Multicultural society", "Cultural diversity is about inclusion and embracing people from various backgrounds."	18	18,6 %
Learning and understanding	"Learning from one another's customs and values", "Developing critical thinking through learning about culture", "A study of something new."	15	15,5 %
Variety and differences	"Variety of traditions, multicultural society", "Different traditions and customs", "A mix of people from different ethnic, religious, and social backgrounds."	10	10,3 %
Society and unity	"Unity in diversity, mutual respect", "Living in harmony with different beliefs", "Cultures unite us."	9	9,3 %
<i>Note.</i> Compiled from students' original responses			

The most frequently mentioned theme was tolerance and respect (25.8 %). Participants highlighted the importance of respecting differences, treating everyone equally, and fostering an environment of acceptance. Another prominent theme was cultural traditions and heritage (20.6 %). Participants perceived CD as tied to the uniqueness of nations and the importance of cultural traditions and emphasized respect for differences in language, religion, and customs. The theme of inclusivity and multiculturalism (18.6 %) also emerged. Participants described CD as living peacefully with people of multiple nationalities and respecting people from various cultural backgrounds. The theme of learning and understanding (15.5 %) revealed that participants associate CD with opportunities for growth and education. They described it as an opportunity to learn from others' customs, values, and traditions. This suggests that pre-service teachers recognize CD as a tool for broadening knowledge and understanding of the world. The theme of variety and differences (10.3 %) reflects participants' recognition of the coexistence of different traditions, customs, and identities. Finally, the

theme of society and unity (9.3 %) emphasized the unifying aspects of CD. Participants described it as a concept that promotes harmony, mutual respect, and unity among people from diverse cultural backgrounds.

At the post-test stage there emerged new thematic categories in addition to the categories identified at the pre-test stage (see Table 2).

Table 2

Thematic categories: perceptions of CD (post-test)

Thematic categories of responses	Examples of responses	Frequency	Percentage
Ethnic and national identity	“Each country has its own heritage, and it’s important to preserve and respect those unique aspects of national identity, like customs, language, and celebrations”, “National identity is deeply connected to the cultural practices and traditions passed down through generations, which help define who we are as a nation”.	15	19 %
Values and ethics	“Respect for all people is the foundation of ethical behavior in a multicultural society”, “Freedom of expression is vital to ethical decision-making in multicultural societies. It allows people to share their cultural values and beliefs while respecting others”, “Ethical values require us to recognize and accept others’ differences”.	12	17 %
Cultural practices and lifestyles	“Blending of distinct lifestyles and practices”, “Cultural diversity is best experienced through food. Every country has its own cuisine, which reflects its history, climate, and way of life”, “Social norms and etiquette can be different. In some cultures, people greet each other with a bow, in others they handshake.”	11	15 %
Cultural integration and exchange	“Inclusion of different identities, variety of traditions, celebration of uniqueness within a community”, “Cultural diversity is linked to cultural exchange, people travel a lot, learn new languages and new people, they share their culture to these people and learn about new cultures”	9	14 %
Community and global perspective	“Cultural diversity brings communities, each person should feel that he’s valued in communities”, “Cultural diversity teaches people to think from different perspectives and see themselves as global citizens”	6	12 %
<i>Note.</i> Compiled from students’ original responses			

The post-test results reveal a shift in participants’ perceptions of CD, with new thematic categories emerging and more extended, qualitative responses provided. One prominent theme is ethnic and national identity (19 %). Participants emphasized the importance of respecting national identity reflected through customs, traditions, and celebrations. Another important theme is values and ethics (17 %). This category highlights the connection between CD and ethical principles such as respect for others, freedom of expression, and moral behavior. The theme of cultural practices and lifestyles appeared in 15 % of the responses in which participants emphasized that CD is manifested through various social norms and etiquette. The category of cultural integration and exchange accounted for 14 % of the responses. Participants linked CD to the inclusion of diverse identities and opportunities for cultural exchange. They highlighted the importance of sharing cultures through travel, language learning, and interpersonal interactions. Finally, the theme of community and global perspective appeared in 12 % of the responses. Participants described CD as a way to foster a sense of belonging within communities and encourage people to adopt global perspectives. Overall, the post-test results demonstrate that participants’ perceptions of cultural diversity became more comprehensive compared to the pre-test stage.

RQ 2. How does participation in the EUDIVE course influence pre-service EFL teachers' attitudes toward CD?

The paired samples analysis examined the impact of the intervention on participants' attitudes toward CD. The pre-test mean ($M=3.877$, $SD=0.385$) was lower than the post-test mean ($M=4.405$, $SD=0.377$), indicating an increase in perceptions after the intervention (see Table 3).

Table 3

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre test	3,8768	80	,38490	,04303
Post test	4,4054	80	,37656	,04210

The paired samples t-test revealed a statistically significant difference between pre-test and post-test scores ($MD=-0.529$, $SD=0.500$, $SE=0.056$, $t(79)=-9.460$, $p<0.001$ (see Table 4). The 95 % confidence interval of the mean difference ranged from -0.640 to -0.417 , confirming the consistency of the effect.

Table 4

Paired Samples Test

Paired Differences					t	df	Significance		
Mean	Std. Deviation	Std. Error Mean	95 % Confidence Interval of the Difference				One-Sided p	Two-Sided p	
			Lower	Upper					
Pre test — Post test	-,52857	,49975	,05587	-,63979	-,41736	-9,460	79	<,001	<,001

While the correlation between pre-test and post-test attitudes was low ($r=0.139$, $p=0.220$, $r = 0.139$, $p = 0.220$), the effect size analysis highlighted the meaningfulness of the change (see Table 5). Cohen's d was calculated at -1.058 , indicating a large effect size, with Hedges' corrected value (-1.048) corroborating this result (see Table 6). The 95 % confidence intervals for the effect sizes (-1.330 to -0.774) further affirm the robustness of the findings.

Table 5

Paired samples Correlations

Pair	N	Correlation	Significance	
			One-Sided p	Two-Sided p
Pre test & Post test	80	,139	,110	,220

Table 6

Paired Samples Effect Sizes

Pair		Standardizer	Point Estimate	95 % Confidence Interval	
				Lower	Upper
Pre-test — Post test	Cohen's d	,49975	-1,058	-1,330	-,781
	Hedges' correction	,50456	-1,048	-1,317	-,774

RQ 3: What is students' satisfaction level with the EUDIVE course?

The descriptive statistics provide an overview of participants' responses to questionnaire items related to their experiences and perceptions of the course (see Table 7).

Table 7

Descriptive statistics on course satisfaction

Questionnaire items	N	Mean	Std. Deviation
Rate your prior knowledge of cultural diversity before taking this course.	80	3,32	1,003
Rate your knowledge of cultural diversity and tolerance after taking this course.	80	4,34	,615
Rate your prior knowledge of the European Union before taking the course.	80	2,96	1,195
Rate your knowledge of the European Union after taking the course.	80	4,07	,497
Rate the course content in terms of relevance to cultural diversity.	80	4,29	,903
The course provided sufficient opportunities to learn about European Union values and policies on cultural diversity.	80	4,45	,710
The course improved my understanding of cultural diversity.	80	4,41	,724
Rate the quality of the course materials.	80	4,57	,652
The course inspired me to value and promote cultural diversity in your future professional or personal life	80	4,36	,799
I am satisfied with the course.	80	4,49	,693
Valid N	80		

Participants reported a moderate level of prior knowledge about cultural diversity before taking the EUDIVE course ($M=3.32$, $SD=1.003$) and a lower level of prior knowledge about the European Union ($M=2.96$, $SD=1.195$). These results indicate that participants started with generally limited familiarity with the course topics.

Post-course evaluation revealed high satisfaction with the course content in terms of quality and relevance. The course content was rated as highly relevant to CD ($M=4.29$, $SD=0.903$), and participants reported that it provided sufficient opportunities to learn about European Union values and policies ($M=4.45$, $SD=0.710$). Participants also indicated that the course significantly improved their understanding of CD ($M=4.41$, $SD=0.724$) and enhanced their knowledge of the European Union ($M=4.07$, $SD=0.497$).

Additional positive evaluations were noted regarding the quality of the course materials ($M=4.57$, $SD=0.652$), which encouraged participants to value and promote cultural diversity ($M=4.36$, $SD=0.799$). Overall satisfaction with the course was high ($M=4.49$, $SD=0.693$).

These findings suggest that the EUDIVE course was effective in developing pre-service EFL teachers' knowledge and understanding of CD and the European Union and encouraging them to apply this knowledge in their professional and personal lives.

This study aimed to explore pre-service EFL teachers' perceptions of and attitudes toward CD as well as the impact of participation in the EUDIVE course on their knowledge and understanding of CD and the European Union.

The thematic analysis of responses revealed that pre-service EFL teachers perceive cultural diversity as a concept, which reflects such themes as tolerance and respect, cultural traditions, inclusivity, learning opportunities, variety, and societal unity. These perceptions include values, understanding, and attitudes and highlight participants' awareness of CD as a means to foster respect, inclusion, and harmony in multicultural

societies. The results of the present study corroborate previous research on exploring pre-service teachers' perceptions of CD and inter/multicultural education [7].

The pre-test and post-test results demonstrated positive changes in participants' attitudes after the intervention. These findings align with previous research, which has shown that educational interventions can lead to improvements in attitudes towards CD, especially when combined with relevant content and various student-centered activities [7, 17-18]. The positive changes in attitudes highlight the importance of integrating the CD component into teacher education programs, which will foster future educators' views, attitudes, and behaviors towards people from different cultures [16]. Furthermore, the results of the present study revealed that pre-service EFL teachers are eager to know more about other cultures, as well as about traditions and multiple perspectives of people from different culture. Similarly, P.J. Zhou found that, in addition to cultural knowledge, students also expressed a need to learn teaching strategies and methods for addressing CD in the classroom [19].

Participants in the present study highlighted the importance of respecting people from other cultures and valuing their perspectives and opinions. This suggests that pre-service EFL teachers have a clear understanding that individuals from different cultural backgrounds perceive and interpret the world differently, and that diverse cultural values shape behavior and communication beyond one's native culture [20]. Additionally, their responses reflect perspective-taking and empathy. By considering others' points of view, imagining themselves in others' situations, and exploring multiple perspectives on disagreement, pre-service EFL teachers demonstrate open-mindedness and acknowledge the importance of mutual understanding in intercultural communication.

Conclusion

This study highlights the effectiveness of the course developed within the framework of the Jean Monnet Module, which aims at enhancing EFL teachers' perceptions and attitudes towards cultural diversity. The findings indicate that participants developed a better understanding of cultural diversity, which lays the basis for fostering intercultural competence and promoting an appreciation of values of people from different cultures.

The significant improvement in participants' attitudes after the intervention underscores the importance of integrating the cultural diversity component into teacher training programs. This expands future EFL teachers' perspectives on intercultural communication and prepares them to serve as bridges between cultures. The high levels of satisfaction expressed by participants further underscore the relevance and quality of the course content.

This study contributes to the field of pre-service teacher training and to developing their intercultural competence through expanding perceptions of and attitudes towards cultural diversity. It offers empirical evidence from a course specifically designed to address cultural diversity in foreign language education. However, certain limitations should be acknowledged, including the focus on a single university and the measurement of short-term outcomes. Future research could explore how this course might be implemented in different universities and examine its long-term impact on participants. Comparative studies could also provide a deeper understanding of effective strategies for integrating cultural diversity into teacher training programs.



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**Ағылшын тілін шет тілі ретінде оқытатын болашақ
мұғалімдердің мәдени әртүрлілікті қабылдауын зерттеу:
Жан Моне модулі аясындағы нәтижелер**

Зерттеу болашақ ағылшын тілі мұғалімдерінің «мәдени әртүрлілік» концептісін қабылдауын зерделуге арналған. Ол Жан Моне модулі аясында әзірленген практикалық курстың басында және соңында жүргізілді. Бұл курс студенттердің мәдени әртүрлілікті терең түсінуін дамытуға, сондай-ақ көпмәдениетті білім беру жағдайында жұмыс істеуге арналған педагогикалық стратегияларын жетілдіруге бағытталған. Зерттеудің негізгі әдісі — сандық және сапалық тәсілдерді біріктіретін ара-

лас әдіс. 14 жабық және 1 ашық сұрақтан тұратын сауалнамаға болашақ ағылшын тілі мұғалімдерінен 80 студент қатысты. Сандық деректер жабық сұрақтардан алынса, сапалық деректер ашық сұрақ арқылы жинақталды. Зерттеу нәтижелері бойынша қатысушылар мәдени әртүрлілікті толеранттылық пен құрмет, мәдени дәстүрлер, инклюзивтілік, білім беру мен түсіністік, әртүрлілік және қоғамдық бірлік сияқты аспектілермен байланысты күрделі әрі көпқырлы ұғым ретінде қабылдайтынын көрсетті. Курсқа дейін және кейін алынған деректерді салыстыру нәтижесінде қатысушылардың мәдени әртүрлілік туралы түсініктерінің сапалы түрде дамығаны анықталды. Студенттер курс мазмұнын жоғары бағалап, оның Қазақстан мен Еуропалық одақтың мәдени саясаты туралы білімдерін кеңейтуге мүмкіндік бергенін атап өтті. Алынған нәтижелер мәдени әртүрлілік жағдайында тиімді жұмыс істеуге және болашақ педагогтардың арасындағы мәдениаралық құзыреттілікті қалыптастыруға арналған зерттеулер корпусына үлес қосады.

Кілт сөздер: мәдени әртүрлілік, болашақ ағылшын тілі мұғалімдері, қабылдау, қатынас, эксперименттік оқыту, Жан Монне, модуль, көпмәдениетті білім беру.

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Восприятие культурного разнообразия будущими учителями английского языка как иностранного: выводы по результатам модуля Жана Моне

Данное исследование посвящено изучению восприятия концепта «культурное разнообразие» будущими учителями английского языка. Оно было проведено в начале и конце практического курса, разработанного в рамках модуля Жана Моне. Курс направлен на развитие у студентов более глубокого понимания культурного разнообразия, а также на совершенствование их педагогических стратегий для работы в условиях мультикультурного образования. Основным методом проведения исследования является смешанный метод, объединяющий количественный и качественный подходы. В анкетировании, включавшем 14 вопросов с закрытым ответом и 1 открытый вопрос, приняли участие 80 студентов – будущих учителей английского языка. Количественные данные были получены на основе ответов на закрытые вопросы, тогда как открытый вопрос предоставил качественные данные. Результаты исследования показывают, что участники воспринимают культурное разнообразие как сложное и многогранное понятие, связанное с такими аспектами, как толерантность и уважение, культурные традиции, инклюзивность, обучение и понимание, разнообразие и общественное единство. Сравнение данных, полученных до и после прохождения курса, свидетельствует о качественном развитии представлений участников о культурном разнообразии. Студенты также высоко оценили содержание курса, отметив, что он позволил им расширить свои знания о культурной политике Казахстана и Европейского Союза. Полученные результаты вносят вклад в корпус исследований, посвященных проблемам подготовки будущих педагогов к эффективной работе в условиях культурного разнообразия и формирования у них межкультурной компетенции.

Ключевые слова: культурное разнообразие, будущие учителя английского языка, восприятия, отношение, экспериментальное обучение, Жан Монне, модуль, мультикультурное образование.

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