

“SILK ROAD” INTERNATIONAL UNIVERSITY OF TOURISM AND CULTURAL HERITAGE

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Investigating the value of teaching cultural diversity, focusing on the case study on some schools in Samarkand.

Master

Annotations: *Other teachers may have concerns or reservations about teaching cultural diversity in national history. They may worry about the potential controversy or pushback from parents or community members who may have different beliefs or values. They may also feel unsure about how to effectively incorporate diverse perspectives without overwhelming or confusing students. Overall, teachers' opinions on teaching cultural diversity in national history will vary based on their personal beliefs, experiences, and the context in which they teach. However, it is important for educators to recognize the value and importance of teaching cultural diversity in national history and to actively work towards creating an inclusive and equitable learning environment for all students.*

Keywords: *teacher, Culture, community, society, society*

“The key to community is acceptance, in fact, the celebration of our individual and cultural differences. It is also the key to world peace.” -M. Scott Peck Cultural diversity which is made up of two words: culture and diversity, let me explain them individually. Culture can be defined to the beliefs, values, behaviour and norms of a society. Whereas society refers to the quality which makes a class unique inclusive of colour, language, ethnicity, socio-economic status or cultural background but just not limited to these. Both teachers and students are facing some challenges because of cultural diversity even today, some of them are: -

- Negative cultural stereotypes still prevail due to which interaction between different cultural groups become difficult and make them less inclined to work together.

- With diverse culture comes language barriers so at times understanding professional communication becomes difficult. With verbal communication, nonverbal communication also plays an vital role which includes gesturing, physical distance and greetings.

- Different cultures have various working style and professional etiquettes, these differences at times create hurdles in productivity. This

includes different approaches to address conflicts, the varied meaning of discipline etc.

In an educational institution, a classroom is a place where students learn, it may be a classroom for kids or adults. A classroom may have got students from a different religion, economic status, gender and linguistic setups. That's why the classroom will have students who display different ways of behaving, learning habits, communication skills etc. This diversity needs acceptance and encouragement to help them grow to withhold their roots. Diversity will continue growing around the world, so it's important to prepare students for adapting to the evolving world and appreciate the differences as a quality rather than a defect. It is important to teach and explain this diversity through the national history of that culture.

According to the problems that were mentioned above, the purpose of the chapter is to analyze and use exact research methods which have been used to collect require data and compare the information with worldwide experiences.

Exploration some schools through qualitative research/ deductive and inductive approach and participants of the research. This research was conducted in two schools in Samarkand. The schools are located in the city center and different pupils study in there. Ethnically diverse schools were selected for this study. I started to conduct the research at school № 53. There a number of reasons to choose the school. First reason is that I am working at the school and I know the students and history teachers very well. Another reason is there are a lot of culturally diverse students who are Tajik, Iranian, Russian, and Uzbek. They study together in Uzbek classes. The next school is № 28 which is a Russian school, where all classes are conducted in Russian, more students of Russian nationality study here than of other nationalities. The participants of the project are some teachers and pupils of the chosen schools and students of Silk Road international tourism and cultural heritage. To conduct this research method some helpful scientific books have been used such as Cultural Diversity And Education: Foundations, Curriculum, And Teaching by James A. Banks. The qualitative approach has been chosen for the research. Qualitative research is a type of research that aims to gather and analyse non-numerical data in order to gain an understanding of individuals' social reality, including understanding their attitudes, beliefs, and motivation and this study was approached deductively and inductively. All information was collected orally and in writing. In addition images, words, sounds may also involved. Based on the given definitions to the qualitative research approach, I tried to cover more

participants to this research project in order to get enough information based on the research questions which are given in the introduction. The methods which have been used to gather qualitative information include online questionnaire among the students, informal and in-depth interviewing with staff members of chosen museums, and thematic analysis of the collected data from the participants. And I used deductive and inductive approaches too. To explore how schools teach cultural diversity through history, a combination of deductive and inductive approaches can be used.

Deductive approach: This approach involves starting with a theory or hypothesis and then collecting data to test or support it. In this case, the researcher can start with the existing knowledge about teaching cultural diversity through history in schools and formulate specific research questions or hypotheses to guide the study. For example:

- How do schools incorporate cultural diversity into their history curriculum?
- What teaching methods and resources are used to teach cultural diversity in history classes?
- What are the challenges and successes of teaching cultural diversity through history in schools?
- How do students perceive and engage with the concept of cultural diversity in history education?

Inductive approach: This approach involves collecting data first and then developing theories or explanations based on the patterns or themes observed in the data. In this case, the researcher can conduct interviews or focus groups with teachers, students, and administrators to gather their experiences, perspectives, and practices related to teaching cultural diversity through history. The researcher can also analyze lesson plans, textbooks, and other instructional materials to identify patterns or themes related to the incorporation of cultural diversity in history education. Through this inductive approach, I could identify commonalities, differences, and innovative approaches among schools in teaching cultural diversity through history. This can help develop a more comprehensive understanding of the strategies and challenges associated with incorporating cultural diversity into history education. By combining deductive and inductive approaches, I could gain a holistic understanding of how schools teach cultural diversity through history. It allows for the exploration of existing theories and hypotheses while also capturing the unique experiences and perspectives of teachers and students within different school contexts. Results of the

questionnaire and interview have been taken through an online platform and I went the chosen schools to observe and to get an interview from some teachers and schoolchildren. In total, 23 people participated in the online questionnaire. In the schools, I received answers to my questions about teaching cultural diversity in and through national history from 6 history teachers and 12 high school students. In the process, I have learned many effective methods as well as existing problems.

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