Evaluation of the teacher's role in the implementation of multicultural and person-centred approaches in the educational process in higher education institutions of Kyrgyzstan

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ABSTRACT. In the context of increasing cultural diversity and a growing demand for inclusive higher education, the implementation of multicultural and person-centred approaches has become particularly relevant for universities. The purpose of this study was to examine the main mechanisms related to the implementation of multicultural and person-centred approaches to education in universities. It addresses the following research question: What roles and practices of university educators contribute to the effective integration of multicultural and person-centred approaches in the educational process? Through the analysis of pedagogical experience, educational practices, and regulatory and methodological documents, the practice of multicultural and person-centred development was studied, using the experience of Kyrgyzstan as an example. A qualitative analytical approach was applied to identify key pedagogical roles and their functional characteristics. The study's results identified five key teacher roles in the educational process: facilitator, counsellor, moderator, tutor, and trainer. Within the multicultural approach, these roles are realised through the integration of national traditions, multilingual activities, and collaborative practices, while within the person-centred approach they support the development of students' creativity, initiative, communication, and practical skills. The study concludes that the combination of multicultural and person-centred approaches enhances student engagement, supports the development of transversal skills, and strengthens the pedagogical role of teachers in higher education. The findings may be used by university educators to develop innovative pedagogical tools, teaching strategies, and professional development programmes.

Keywords: ethos; individual learning; facilitator; moderator; counsellor; tutor; coach.

Avaliação do papel do professor na implementação de abordagens multiculturais e centradas na pessoa no processo educacional das instituições de ensino superior do Quirguistão

RESUMO. No contexto do aumento da diversidade cultural e da crescente demanda por uma educação superior inclusiva, a implementação de abordagens multiculturais e centradas na pessoa tornou-se cada vez mais relevante para as universidades. O objetivo deste estudo foi examinar os principais mecanismos relacionados à implementação de abordagens multiculturais e centradas na pessoa no ensino superior. O estudo busca responder à seguinte questão de pesquisa: quais papéis e práticas dos docentes universitários contribuem para a integração efetiva das abordagens multicultural e centrada na pessoa no processo educacional? Por meio da análise da experiência pedagógica, de práticas educacionais e de documentos normativos e metodológicos, foram investigadas as práticas de desenvolvimento multicultural e centrado na pessoa, utilizando a experiência do Quirguistão como exemplo. Foi aplicada uma abordagem qualitativa de análise para identificar os principais papéis pedagógicos e suas características funcionais. Os resultados do estudo identificaram cinco papéis-chave do professor no processo educativo: facilitador, conselheiro, moderador, tutor e formador. No âmbito da abordagem multicultural, esses papéis são concretizados por meio da integração de tradições nacionais, atividades multilíngues e práticas colaborativas, enquanto, na abordagem centrada na pessoa, contribuem para o desenvolvimento da criatividade, iniciativa, comunicação e competências práticas dos estudantes. O estudo conclui que a combinação das abordagens multicultural e centrada na pessoa aumenta o engajamento dos estudantes, favorece o desenvolvimento de

competências transversais e fortalece o papel pedagógico dos docentes no ensino superior. Os educadores universitários podem utilizar os resultados para desenvolver ferramentas pedagógicas inovadoras, estratégias de ensino e programas de desenvolvimento profissional.

Palavras chave: ethos; aprendizagem individual; facilitador; moderador; conselheiro; tutor; treinador.

Evaluación del papel del docente en la implementación de enfoques multiculturales y centrados en la persona en el proceso educativo de las instituciones de educación superior de Kirguistán

RESUMEN. En el contexto del aumento de la diversidad cultural y de la creciente demanda de una educación superior inclusiva, la implementación de enfoques multiculturales y centrados en la persona se ha vuelto cada vez más relevante para las universidades. El objetivo de este estudio fue examinar los principales mecanismos relacionados con la implementación de enfoques multiculturales y centrados en la persona en la educación universitaria. El estudio busca responder a la siguiente pregunta de investigación: ¿qué roles y prácticas de los docentes universitarios contribuyen a la integración efectiva de los enfoques multicultural y centrado en la persona en el proceso educativo? A través del análisis de la experiencia pedagógica, de las prácticas educativas y de documentos normativos y metodológicos, se estudiaron las prácticas de desarrollo multicultural y centrado en la persona, utilizando la experiencia de Kirguistán como ejemplo. Se aplicó un enfoque de análisis cualitativo para identificar los principales roles pedagógicos y sus características funcionales. Los resultados del estudio identificaron cinco roles clave del docente en el proceso educativo: facilitador, orientador, moderador, tutor y formador. En el enfoque multicultural, estos roles se materializan mediante la integración de tradiciones nacionales, actividades multilingües y prácticas colaborativas, mientras que, en el enfoque centrado en la persona, favorecen el desarrollo de la creatividad, la iniciativa, la comunicación y las competencias prácticas del estudiantado. El estudio concluye que la combinación de los enfoques multicultural y centrado en la persona incrementa la participación de los estudiantes, favorece el desarrollo de competencias transversales y fortalece el papel pedagógico del docente en la educación superior. Los docentes universitarios pueden utilizar los resultados para desarrollar herramientas pedagógicas innovadoras, estrategias de enseñanza y programas de desarrollo profesional.

Palavras clave: ethos; aprendizaje individual; facilitador; moderador; consejero; tutor; entrenador.

Introduction

The need to study approaches to education and upbringing, in particular, multicultural and person-centred approaches, is connected with the constant changes taking place in the sphere of higher education, particularly in the methodology of educational work implementation. Since education is closely connected with pedagogical practice, the trends in education are also transferred to educational practice, but such research remains limited in scientific practice. Mostly, scientific research is related to the introduction and influence of new approaches in the educational environment.

Multicultural education in modern educational theory is defined as an educational approach designed to promote cross-cultural enrichment, respect for cultural diversity, and the development of learners' capacity to operate effectively in a pluralistic society. The concept of multicultural education provides for cross-cultural enrichment in the process of implementing pedagogical work in the context of building a unified concept of national education. The main task of the multicultural approach to education is the formation of skills for functioning in the dominant national culture, with attention to the cultures of other ethnic groups. A multicultural environment provides for the interaction of equivalent cultures in the social space, which implies a positive attitude of individuals to diversity (Beqiri & Sylaj, 2021; Naz et al., 2023).

Multicultural education enhances cultural awareness, tolerance, and respect for diverse ethnic, religious, and linguistic groups, while cultivating critical thinking and affirmative attitudes towards diversity. Sleeter and McLaren (1995) argue that multicultural education should encourage critical reflection on power dynamics and cultural hierarchies within the educational system. From a cultural studies perspective, Hall (1990) highlighted that cultural identity is dynamic and socially constructed, shaped by historical, political, and educational contexts. These theoretical perspectives provide a strong conceptual foundation for the current study.

The study of methods of education at the university and approaches that are used in this process is relevant from the point of view of educational and upbringing tasks, since methods are traditionally considered as ways of influencing the spheres of human activity to develop certain educational qualities. In the context of higher education, multicultural education is increasingly viewed not only as a pedagogical strategy, but also as a social mechanism aimed at strengthening social cohesion and preventing discrimination within educational environments.

The study of the teacher's role in the educational process is necessary to understand the trends in the pedagogical process, particularly in the implementation of the roles of facilitator, responsible for formulating tasks and goals, consultant, aimed at forming educational skills, moderator, focused on revealing the potential abilities of the student, tutor, assisting in the use of various materials, and trainer, developing practical skills among students. The study of the person-centred approach is necessary from the point of view of forming individual learning practices among students, and the multicultural approach is necessary from the point of view of forming a common civic identity in Kyrgyzstan, which includes respect for the diversity of peoples and increasing trust among different nationalities.

Analysing the impact of multicultural learning methods on the educational process was presented in the works of researchers such as Crisol-Moya et al. (2020) and Badzinska (2017). Based on the work of Badzinska, it is possible to observe the impact of new methods of multicultural approach on learning. The perception of methods in pedagogical practice is examined in the work of Crisol-Moya et al. (2020), who presented a description of the ways of organisation, methodological focuses and evaluation systems that define the learning process. However, these studies do not analyse multicultural and person-centred approaches simultaneously within the framework of educational work at universities.

In the work of Nagy and Balazs (2023), the authors examined typical patterns related to overcoming difficulties in the process of implementing a person-centred approach. In the study by Gray and Woods (2022), the authors focused on person-centred practices used in education. The development of models for multicultural education is presented in the work of Aricindy et al. (2023), in particular, emphasising the mechanisms for achieving educational equality. Thus, the issue of integrating multicultural and person-centred approaches in higher education remains insufficiently explored.

In the study by Mladenovici et al. (2022), the authors analysed approaches to teaching based on network analysis, in particular assessing the perception of interaction between educational components. In the study of Haleem et al. (2022), the authors examined the role of digital technologies in the educational process. As new technologies are constantly evolving and improving, the issue of developing new technological solutions in the educational environment remains open.

The work of Papadopoulou et al. (2022) presents a concept related to the realisation of intercultural interaction in the educational environment. In the study of Batool et al. (2022), the authors investigated the expectations of teachers in multicultural classrooms; additionally, the study examined the current state of programmes used to train teachers in multicultural classrooms. The problem still remains the study of the role of the teacher not only within the instructional but also upbringing processes in higher education institutions.

Learning through a person-centred approach in the Kyrgyz context has been considered in the works of researchers such as Eshmirzaeva (2020) and Kostyk (2023). In the work of Eshmirzaeva (2020), the authors considered the personality-oriented approach to learning used to train qualified specialists. In contrast, in the work of Kostyk (2023), the author discussed the pedagogical conditions of learning a foreign language. Thus, it should be noted that these studies did not focus on the implementation of the person-centred approach in the context of pedagogical practice.

The significance of this study becomes especially clear in the context of Kyrgyzstan, a multiethnic country characterised by cultural, linguistic, and religious diversity. Kyrgyzstan is located in Central Asia and has historically attracted to people of different ethnicities and cultural values. Over the centuries, the country has developed a society with a high degree of tolerance, which helped to accept different cultures and traditions, thus enriching the culture.

The national educational discourse is closely tied to the concept of 'Kyrgyz Zharany', which promotes a shared civic identity founded on equality, mutual respect, and the recognition of ethnocultural diversity. The National Development Strategy of the Kyrgyz Republic for 2018-2040 (2017) aims at the concept of multiculturalism 'Kyrgyz Zharany' related to strengthening the country's sovereignty through the acceptance

of cultural, ethnic and religious differences. The term 'Kyrgyz Zharany' means a citizen of Kyrgyzstan who has equal rights and equal responsibilities, regardless of ethnic, social or religious affiliation. It emphasises a common civic identity that unites all ethnic groups while preserving their ethnocultural diversity (Concept for Strengthening..., 2013). National educational legislation in Kyrgyzstan emphasises humanistic values, academic freedom, and the prevention of discrimination in educational practices (Law of the Kyrgyz Republic 'On Education', 2023).

In this study, K. Tynystanov Issyk-Kul State University is considered a research environment where multicultural and person-centred approaches are implemented through educational activities and teacher-student interactions. Accordingly, the subject of this research is the methodology of educational work in higher education, examined through the example of K. Tynystanov Issyk-Kul State University.

The aim of this study was to investigate the key roles of the teacher in the context of the implementation of approaches to education and upbringing, i.e. multicultural and person-centred approaches. The main objectives of this study were the following: to investigate the key elements of multiculturalism and person-centred approach in education in Kyrgyzstan, to consider the main roles of the teacher in the context of these approaches, and to study the practice of implementation of these approaches on the example of educational work at the university.

Materials and methods

In this paper, the following materials were used to assess teaching roles: materials from the website of K. Tynystanov Issyk-Kul State University, the Constitution of the Kyrgyz Republic (2021), the Law of the Kyrgyz Republic No. 179 'On Education' (2023), and the National Development Strategy of the Kyrgyz Republic for 2018-2040 (2017). The study was based on a qualitative analytical approach and focused on examining educational work and teacher roles within the framework of multicultural and person-centred education in higher education. The analysis was carried out through qualitative content analysis and comparative interpretation of regulatory documents, educational practices, and teacher roles within multicultural and person-centred frameworks. These materials were also studied in the context of the methodology of educational work when using the person-centred and multicultural approaches, i.e. the relationships between these approaches, pedagogical roles, and educational activities were considered.

First, this study investigated theoretical issues related to such problems in the pedagogical sphere as the provision of multicultural education, the study of multiculturalism in cultural, religious and ethnic contexts, the study of the application of multicultural practices, the study of the stage of transition from traditional approaches to education to person-centred approaches, the study of multicultural values, as well as the study of monocultural educational practices. Information about person-centred and multicultural education, their specifics and key parameters was studied.

After studying theoretical information, this paper explored the practical experience of using person-centred and multicultural education. At this stage, regulatory and policy documents were analysed, including the Constitution of the Kyrgyz Republic (2021), the Law of the Kyrgyz Republic No. 179 "On Education" (2023) and the National Development Strategy of the Kyrgyz Republic for 2018-2040 (2017), with particular attention to their relevance for the implementation of the concept of 'Kyrgyz Zharany', aimed at strengthening the sovereignty of the country from a cultural, ethnic and religious point of view. The key features of the concept of 'Kyrgyz Zharany' were considered. In addition, this study examined the methodology of educational work, in particular, the parameters of education of the individual at the university, the basic principles of development of the educational environment, and categories related to the methodology of educational work.

This paper also explored the roles of the teacher such as facilitator (formulation of tasks and goals), counsellor (formation of educational skills in the student), moderator (revealing the potential abilities of the student), tutor (use of various materials), and trainer (development of practical skills in students). The analysis focused on identifying the functional characteristics of these roles within multicultural and person-centred educational approaches. The main pedagogical goals of personality-oriented and multicultural education were specified. Teaching styles in the context of person-centred and multicultural approaches were also emphasised.

The following methods were also studied in the course of the research: method of persuasion, method of explanation, method of exercise, method of assignment, method of competition, method of encouragement, and method of pedagogical observation. The forms of educational work were also considered. The results of

the analysis were systematised, and the results of the study of pedagogical roles in the context of teaching approaches were presented in tabular form.

This study then examined the relationship between the person-centred and multicultural approaches and the roles of the educator in the pedagogical context, particularly in the implementation of educational strategies. The analysis also included the work of the Department of Psychological-Pedagogical and Humanities Sciences of the K. Tynystanov Issyk-Kul State University, in particular, the conducted activities related to the implementation of personality-oriented and multicultural approaches in educational work at the university. Based on this analysis, conclusions were drawn regarding the implementation of person-centred and multicultural approaches in the context of higher education in Kyrgyzstan.

Results

The methodology of educational work is connected with the theory of education, in particular with the study of processes related to the organisation of educational work in education. In this study, the analysis of educational works focused on identifying the methods most directly linked to the implementation of multicultural and person-centred approaches. Educational work is a part of the pedagogical process at the university and is aimed at the implementation of tasks related to the development of personal culture. Among the main methods of education, it is worth naming the following: method of persuasion (explanation, story, lecture, conversation, discussion), method of positive example, method of approval, method of condemnation, method of requirement, method of control, method of switching, method of exercises.

Personal education at the university is based on promoting the development of students' ability to self-education and self-assessment, innovative activity, development of communication skills, in particular the ability to lead a discussion and argue their position, the ability to work in a team, promoting the development of new skills in relation to different types of activities, as well as the ability to adapt to different conditions. The analysis shows that reflective, projective, value-based, and complex methods – which correspond to the various teacher roles described below – consistently support these objectives. The main methods of work with students are such as reflective (case methods, debate, discussion), projective (training, project method, business game, brainstorming), value-based (dialogue, stimulation, encouragement), and complex (method of educational situations, counselling). The key forms of work include mass (flash mobs, actions, holidays), collective (tournaments, club days) and individual (performances, presentations, training).

Educational work in higher education institutions is aimed at training socialised educated specialists, and the effectiveness of students' education is related to several parameters. The main objectives of students' education are the following: creating conditions for self-realisation, self-determination, and active life activity of students, meeting their needs in different aspects: intellectual, cultural and moral (Stankovska et al., 2015; Titova & Sosnytska, 2020). The educational process at the university is connected with aesthetic, physical fitness, organisational processes and methodical work. Within the framework of the methodology of educational work such methods as the method of game and game training, the method of theatricalisation, competition, equal spiritual contact, educational situations, improvisation are important.

The development of the educational environment is based on the principles of: promoting the development of abilities to obtain self-education, implementation of innovative activities, communication skills, argumentation of position, ability to work in a team, adaptation to constantly changing conditions, mastering new types of activities (Nesprava et al., 2025). The methodology of educational work includes such categories as culture and education, educational systems, education and pedagogical science, education and humanistic values.

When implementing a person-centred approach to teaching, the teacher is not only the one who transmits knowledge, but also becomes the one who transmits values and life attitudes. One of the key roles of the teacher in the educational process is a facilitator, which is related to the management of communication in the group in the fulfilment of certain tasks and goals. In the course of such training, the teacher shows different ways of solving tasks, and approaches to the study of the specified phenomena. Teacher-consultant in the educational process helps students to realise their creative potential, for example, during holidays, quizzes, and competitions. The teacher-moderator in the educational process helps students to find information and think critically about it. A tutor-teacher helps students to understand their wants and needs and to develop certain educational skills, and a trainer-teacher helps students to improve their practical skills (Vasylchak et al., 2022).

Person-centred learning is based, firstly, on the needs of students. The pedagogue-moderator aims at establishing communicative interaction and ensuring a favourable and friendly atmosphere in the classroom, during which the student's potential abilities are revealed. In addition to it, among the functions of a pedagogue, it is worth highlighting the following: development of personal qualities of a student taking into account his/her talents and abilities, humane approach to the student's personality, formation of positive moral and ethical qualities, respect for personality, understanding the characteristics of mental and physical development of students, creation of trusting relations (Angjelkoska & Stankovska, 2014; Angjelkoska et al., 2015).

The person-centred approach is characterised by a democratic teaching style, where the teacher relies on the students and encourages them to make independent decisions and take initiative. Problems arising in the course of education are discussed together. This approach to teaching does not use an authoritarian teaching style. In such a situation, the teacher abandons traditional didactic methods. Person-centred teaching does not use coercion or compulsion, but uses mechanisms of realisation, manifestation, and disclosure of the student through the creation of a situation for his self-assertion (Guliyeva et al., 2021). Liberal style of teaching also does not fit the person-centred approach, because the teacher in this case does not interfere in the process of learning or education. The following conditions are required for the effective implementation of the tasks related to person-centred teaching: development of professional qualities of the teacher, creation of conditions for democratic style of teaching, use of dialogue forms of work, simulation of real situations, use of role-playing games, authentic materials, use of different technologies, absence of standardisation and unification of points of view, use of different educational strategies (Davydiuk et al., 2024; Khilya et al., 2023).

Thus, the analysis made it possible to systematise teacher roles associated with the implementation of person-centred educational work. In Table 1 the main goals, objectives and expected outcomes related to the different roles of the educator, in particular the role of facilitator, counsellor, moderator, tutor and trainer, were discussed.

Table 1. Key roles of the teacher.

Criteria	Purpose	Key tasks	Expected Result
Facilitator	Formulation of objectives and goals	Creating an atmosphere for problem-solving	Incentivising increased creativity
Counsellor	Formation of the student's educational skills	Implementation of educational functions through counselling	Ensuring the process of independent activity by students
Moderator	Unlocking the potential abilities of the student	Organisation of the communication process	Decision-making through the realisation of internal capabilities
Tutor	Assistance in the use of different materials	Creation of a specific educational environment	Development of initiative and team skills
Coach	Developing practical skills in students	Provision of theoretical knowledge and control of its results	Preparation for public speaking

The method of persuasion in the course of educational work is used to influence the rational sphere of students' consciousness. This method determines the formation of such basic qualities as conscience, will, and morality. Persuasion is also used to form such qualities as patriotism and tolerance to other cultures and peoples. The method of persuasion involves persuasion by word (includes three elements: explanation, proof, refutation) and persuasion by deed (includes three elements: on the student's personal experience, on the experience of other people). Among the key means of persuasion are such as logical conclusions, concrete figures and facts, examples and episodes from life practice. Among the main forms of persuasion are the following: deeds and actions of the student and the teacher, current events of social life and the surrounding reality (Vazova et al., 2025). Within the framework of the method of persuasion, the teacher can act as a counsellor, trainer, or facilitator.

The method of explanation represents an emotional and verbal impact on students with a characteristic form of evidentiary thought and the use of logical inferences, as well as arguments with the help of which it is possible to establish the truth of a given judgement. Ethical conversation is used to consolidate knowledge, to form a system of moral values, as well as principles and beliefs (Giyasova et al., 2025). With the help of ethical conversation, teachers help students to determine their positions, ideas, and views. The teacher can act as a trainer, tutor, counsellor within the framework of the method of clarification.

Exercise method is a systematic performance of different kinds of actions by students for the purpose of personality development. During the use of the exercise method such traits as endurance, self-control, and

organisation were formed. The method of training was used to form stable bases of morality and certain forms of behaviour. The method of assignments is connected with the application of the most characteristic methods of education, promoting the development of certain qualities in students. Within the framework of the exercise method, a teacher can act as a tutor, a counsellor, a coach. The competition method was used in the educational process to achieve the best results, in particular to form the skills of competitiveness, responsibility, collectivism, creativity, and initiative. Within the framework of the competition method, a teacher can act as a facilitator, moderator, counsellor.

The method of encouragement is characterised by a set of techniques for creating positive habits, moral and material stimulation. Within the framework of the method of competition, the teacher can act as a consultant, tutor, or coach. The method of pedagogical observation is connected with the perception of certain processes of activity and behaviour of an individual. Within the framework of the method of competition, the teacher can act as a counsellor, moderator, or trainer. The method of conversation is related to determining the degree of awareness in terms of moral problems. Within the framework of the method of conversation, the teacher can act as a tutor, or trainer.

Among the forms of educational work can be distinguished such as events, activities and games, which differ in terms of target orientation, the position of participants and educational opportunities. It is important to note that among educational activities we can distinguish such as a competition programme, debate, lecture, role-playing game, concert, exhibition, intellectual game, relay race, performance, excursion, olympiad. An educational activity is a form of organising a specific activity among the pupils. Educational games are a special type of activity aimed at assimilating social experience.

Teacher identity is based on key constantly changing and evolving beliefs about teaching based on professional experience. Through experience, teachers' identities are shaped by experience, and teachers' identities, in turn, are influenced by experience. It should be noted that in both multicultural and person-centred approaches to educational work, the teacher can act in a variety of roles, such as facilitator, counsellor, moderator, tutor, and coach. Table 2 shows the teacher's role in the multicultural and person-centred approach.

Table 2. Teacher's role in the context of multicultural and person-centred approaches.

Role of the teacher	Multicultural approach	Person-centred approach
Facilitator	Development of role-playing games on different nationalities and countries, production of scenarios in different national languages	Increasing creativity during contests, quizzes, conferences, competitions
Counsellor	Study of cultural samples of different peoples living in Kyrgyzstan, focusing on distinctive and common features	Providing counselling, preparing students for various events, assisting in the development of scripts
Moderator	Educational activities related to the days of certain nations or countries, plays on themes from national literatures, role-playing games that demonstrate cultural diversity	Unlocking students' potential for creativity at recreation evenings, reading conferences, sports games and competitions
Tutor	Development of initiative and team skills	Formation of teamwork skills during the implementation of competitive programmes, role-playing games, intellectual games, concerts, excursions, and other activities
Coach	Lectures on topics related to national and multicultural identity, educational talks related to multicultural diversity in racial, ethnic, cultural and religious terms	Development of public speaking skills, in particular, in debates, training, exhibitions, role-playing games

The following results illustrate the practical implementation of multicultural and person-centred approaches at K. Tynystanov Issyk-Kul State University through various forms of educational work and institutional activities.

The work at the Department of Psychological-Pedagogical and Humanities of K. Tynystanov Issyk-Kul State University is carried out in the following directions: the development of educational-methodical complexes for teaching of psychological-pedagogical and humanitarian disciplines, improvement of already existing educational-methodical complexes, addition of educational-methodical materials on separate disciplines, selection of materials for master's and diploma works. It is also important to note the constant participation in university professional training events, open classes, and publication of scientific materials related to the problems of higher education, in particular, in the collections of materials on scientific and methodological conferences, teaching and methodological manuals.

The work plan of the Department of Psychological, Pedagogical and Humanities Sciences at K. Tynystanov Issyk-Kul State University for the academic year 2023-2024 consists of such events as 'Beauty saves the world' (formation of aesthetic education), 'Ethics of students in universities' (round table), 'We are all different but equal', 'Goal setting and dream' (discussion). In the field of personality education in K. Tynystanov Issyk-Kul State University, the key objectives are such as development of such social and personal qualities as responsibility, duty, citizenship, tolerance, and communicativeness.

In K. Tynystanov Issyk-Kul State University, for the purpose of educational work, was held Science Day, within the framework of which a personality-oriented approach was implemented, in particular, among the forms of work can be distinguished lectures, round tables and conferences. To develop creativity, creative thinking and cognitive flexibility, a team-based intellectual competition ("Quiz League") game was held, in which several topics were presented: film art and animation, historical figures, linguistics, animal life, geography, history, and a game of wits. The final game was held in 5 categories such as karakol, films, cartoons, logic, and geography. An educational event 'No to Violence' was also conducted in which students performed prepared skits, and authored poems and videos. The event involved the vice-rector B.I. Atygaev and police officers. The Department of Psychological, Pedagogical and Humanities Sciences held a training called 'Soksun Zhurok Meken Dep!', organised as a forum theatre. During the event, dramatisations were shown. It should be noted that when implementing a person-centred approach, teachers acted in the following roles: as a moderator, participating in the discovery of students' creative abilities, as a trainer, contributing to the development of practical skills among students, as a consultant, implementing educational functions.

In the context of multicultural approach in K. Tynystanov Issyk-Kul State University, such an event as a student scientific-practical conference Russian language and literature in a multicultural space in the framework of the implementation of the festival 'Slavic lyre: from language to language' was held. Such issues as artistic possibilities of the Russian language, principles of intercultural communication on the territory of Kyrgyzstan, as well as active processes on the example of the Russian language were studied. An event entitled 'We are all different but equal' was held for the International Day of Persons with Disabilities, and on the Day of Protection of Human Rights and Freedoms a student discussion was held on the topic 'Are human rights protected by law in Kyrgyzstan?'.

In the context of the improvement of pedagogical activity and educational work in K. Tynystanov Issyk-Kul State University events such as a guest lecture entitled 'Motivation of pedagogical activity', which addressed topical issues that were related to motivation and self-development, were also held. In the context of the implementation of multicultural strategy at the university, it was important to hold an event on the EU project 'Building a transparent future in rural communities of Kyrgyzstan through digitalisation', it was aimed at supporting rural youth to reduce the difference between rural and urban communities. The speakers at the event were D. Ruslan, B. Bekturganova and I. Mazykin, who are founders of the Codify group of IT companies.

A training seminar was also held at K. Tynystanov Issyk-Kul State University on 'External and internal migration in the Kyrgyz Republic'. In particular, the key objective of this training was to improve qualifications in the field of migration for the implementation of effective migration policy. The university also held a scientific and practical seminar-conference dedicated to the International Day of Mother Tongue and the 120th anniversary of K. Tynystanov and H. Karasaev. Rector of the University A.A. Imanbaev noted at this event the role of universities and schools in the context of multicultural education. During the implementation of the multicultural approach, teachers acted as facilitators, formulating the tasks and goals of multicultural education, and as trainers, developing educational skills in students.

Thus, in this study, the main roles of educators in the context of multicultural and person-centred approaches were presented. In particular, the role of a facilitator in the multicultural approach is related to the development of role-playing games, scenario setting, the role of a counsellor – to the study of cultural samples of different peoples of the world, the role of a moderator – to the holding of educational events, performances related to national literatures, the role of a tutor – to the development of initiative and team skills, and the role of a trainer – to the holding of lectures on the topics of national and multicultural identity. It should be noted that in the person-centred approach, the role of the facilitator was related to increasing students' creativity, the role of the counsellor – to conducting various activities and consultations to prepare students, the role of the moderator – to unlocking students' potential in terms of creativity, the role of the tutor – to developing teamwork skills and the role of the trainer – to developing public speaking skills.

Discussion

On the basis of this study, it became clear that the concept of multicultural education and upbringing in Kyrgyzstan is aimed at the formation of a multicultural space for the most comfortable development of all nationalities living in the country. Ensuring equal opportunities for different nationalities is emphasised in the work of Fitria (2023). In the course of the research, it was found out that multicultural education is connected with providing equal opportunities for all participants of the educational process, regardless of their ethnic origin. The introduction of innovations in pedagogical activities is also related to multicultural education, in particular, the multicultural concept includes respect for cultural differences and similarities of students.

The study of multicultural education practices in Kyrgyzstan focused on the concept of 'Kyrgyz Zharany', which envisages strengthening the country's sovereignty by ensuring equal rights regardless of ethnic, religious or cultural affiliation. It should be noted that the US experience has shown that despite the constant civil rights movements and success in providing quality education for national minorities, the educational system suffers from the vestiges of slavery and racial segregation according to Akkari and Radhouane (2022). In the work of Herzog-Punzenberger et al. (2022), the authors discussed multicultural diversity in Austria and Ireland, particularly in religious and linguistic terms.

As the results of the study of Kyrgyzstani practice of implementation of the person-centred approach have shown, its basis is to ensure a favourable and friendly atmosphere in the team, and among the key roles of the teacher can be identified such as facilitator, consultant, moderator, tutor, trainer. In the work of Khanh (2024), the author also investigated the role of teachers in language teaching when using a person-centred approach, in particular, a dynamic learning environment was formed that promoted autonomy, motivation, and learning independently. But in the context of multicultural practices, based on the findings of Abacioglu et al. (2023), also the main objective is to increase the level of student engagement and improve peer relationships.

On the example of educational activities, it was shown that in Kyrgyzstan the implementation of the person-centred approach is associated with the increase of creativity in the course of various activities, consultations, and preparation of scripts, unlocking creativity, forming teamwork skills, and developing public speaking skills. In a study by Woods and Copur-Gencturk (2024), the authors indicated that student-centredness, i.e. person-centred learning, contributed to the improvement of knowledge in the educational process. During the implementation of student-centred approach, the development of new technical solutions is also necessary, in particular, in the study of Tang (2023) focused on the need for gamification, modelling, and feedback.

Personality-oriented approach, according to the results of this study, is associated with the development of individuality of each student in the context of educational and educational processes. In this approach, traditional methods and forms of work are put on the back burner, interactive methods and group forms of work are used. This is discussed in the work of Anyanwu and Iwuamadi (2015), in particular, it studied the process of transition from a teacher-centred pedagogical process to a student-centred pedagogical process. Also, the study emphasised on the quality of the educational system, large class sizes, low level of teacher training in terms of pedagogy. In the context of the transition from teacher-centred to student-centred curricula, the work of Zeki and Guneyli (2014) was presented. In the study of methods in this paper, it was shown that the improvement of cognitive skills occurred with active group work. Furthermore, in the work of Hoidn (2016), the author discussed the social changes associated with curriculum reforms towards changing the paradigm of learning culture from teacher-centred to student-centred.

The concept of multiculturalism 'Kyrgyz Zharany', discussed in this paper, is related to the development of a common civic identity that would unite the ethnic groups of Kyrgyzstan and also take into account their cultural diversity, regardless of religious, social or ethnic aspects. In a study by Jayadi et al. (2022), the authors studied the paradigm of multicultural education, particularly through the constitution, laws and social rules. The key paradigms in multicultural education included equality, cultural identity, social justice among others. This paper explored the principles associated with the implementation of multicultural values by examining patterns of behaviour of teachers, students, and politicians. In the context of multicultural education, according to Lee et al. (2023), it has been shown that countries with strong ties aim to publish articles on multicultural education, which directly indicates a high degree of institutionalisation of academic discourse.

In the present study, it was found out that the key methods of education are the following: method of persuasion (explanation, story, lecture, conversation, discussion), method of positive example, method of exercises, method of approval and judgement, method of requirement, method of control, method of switching. In

the context of person-centred learning, in the work of Donkoh and Amoakwah (2024), the authors presented the following key strategies: discussion, brainstorming and cooperative learning. However, time constraints, low teacher knowledge and large class sizes were identified as major challenges to learning in this study.

Multicultural education, as shown in this paper, was aimed at developing role-playing games, staging scenarios related to historical and cultural events, studying cultural samples of different peoples living in Kyrgyzstan, and conducting educational activities on topics related to cultural diversity. The results of the study by Asrianti et al. (2022) showed that the strategy of multicultural English language teaching contains four main aspects: content, structure, equality, and consideration of prejudices. In the work of Akcaoglu and Arsal (2022), the authors indicated that multicultural education has a significant impact on solving problems related to teaching in multicultural environments.

In the Kyrgyz context, attention was focused on the main activities related to the implementation of a person-centred approach, in particular, ensuring individual work with students, stimulating an increase in the level of creativity, decision-making through the implementation of internal capabilities, development of initiative and team skills, preparation for public speaking. The necessity of forming responsible behaviour of students was emphasised in the work of Shinde and Bamber (2023). Increasing responsibility helped to ensure educational motivation, which made it possible to realise the concept of continuous learning.

The problem of multiculturalism in Kyrgyzstan in the educational environment, as shown by the results of this study, is to create a common civic community, uniting people culturally, socially, ethnically. A similar opinion was expressed in the work of Arphattananon (2021), which focuses on the disadvantages of implementing a monocultural educational policy related to the centralised curriculum for education and school closures in Southeast Asia. It should be noted that in this study, most countries of the world use strategies related to the implementation of multiculturalism.

Thus, based on the studied works in this study, it can be concluded that the scientific paradigm has considered such topics as providing multicultural education, the study of multiculturalism in the context of cultural, religious, and ethnic education, the use of the person-centred approach, the use of multicultural practices, the transition from traditional teaching methods to the person-centred approach to teaching, the study of the paradigm of multicultural education, the implementation of multicultural values, the disadvantages of mono Also, the research studies investigated the main methods used in the context of the person-centred and multicultural approaches.

Conclusions

Multicultural education focuses on interaction between national and ethnic cultures within the educational process, while person-centred learning emphasises students' individual needs, abilities, and active engagement in learning. These approaches form a pedagogical framework that addresses cultural diversity while supporting individual learning trajectories in higher education. Among the key roles of the teacher identified in this study are the roles of facilitator, counsellor, moderator, tutor, and trainer.

In the multicultural approach, educators serve as facilitators, counsellors, moderators, tutors, and trainers, incorporating national traditions, multilingual activities, and cultural diversity into educational practices; within the person-centred approach, these roles foster the development of students' creativity, initiative, communication, teamwork, and practical skills. The results demonstrate that the effectiveness of educational work depends on the flexible integration of teacher roles aligned with educational goals and the chosen pedagogical approach.

Among the limitations of this study are the following: the experience of person-centred and multicultural approaches was considered only in the context of K. Tynystanov Issyk-Kul State University. Thus, the results of the study are limited to only one university. At the same time, the identified teacher roles and educational practices may serve as a reference model for further research in other higher education contexts. Priority directions for further research include the development of methodological frameworks and pedagogical tools for the implementation of person-centred and multicultural approaches in higher education.

Data availability

The data that support the findings of this study are available from the corresponding author upon reasonable request.

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