
**A COMPARATIVE ANALYSIS OF PEDAGOGICAL STRATEGIES IN
THE EDUCATION OF CHILDREN WITH DIFFERENT RELIGIOUS
BELIEFS**

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In today's world, where the diversity of cultures and religious beliefs is growing, educators face the challenges of raising children from different religious communities. Education that takes this diversity into account requires a deep understanding of religious views and ethical values.

The first step in raising children with different religious beliefs is to have a deep understanding of the basic principles and rituals of each religion. To do this, educators

should study religious texts, consult with religious leaders, and learn about the cultural characteristics of each group. For example, if the children are of the Islamic faith, the teacher should promote understanding of Islamic holidays and rituals among students, take into account the Ramadan period when scheduling lessons and lunches in schools, and support teachers and students in learning about Islamic traditions.

When it comes to Judaism, teachers should try to understand the basic principles and beliefs of this religion. This includes knowledge of the Tanakh (Jewish holy book), the celebration of the Sabbath (religious rest on the Sabbath) and other religious rituals and holidays. Collaboration with parents can help create a favourable religious and cultural environment for children.

Educating children of the Christian faith requires special attention to their religious and moral values (developing kindness, compassion, honesty and mutual understanding). Educators can create a supportive environment for religious practices such as prayer and meditation, where children can freely express their spirituality and turn to God. Common prayers or religious activities can be organised to bring students together and strengthen their faith relationships. It is important to study the main texts of Christianity, such as the Bible, and discuss their meaning and impact on everyday life.

Also at the heart of pedagogical strategies for raising children is the creation of conditions for mutual understanding between children of different religious groups. This can include lessons about different religions, joint projects and activities aimed at interaction between different religious communities.

One of the components of the education strategy is the development of tolerance for other religious views, respect for religious traditions and holidays, and teaching children to see the commonality in differences. In general, tolerance involves a long and gradual learning process. The strengthening of the role of the religious dimension should be aimed at ensuring that every child, regardless of the extent to which he or she identifies with a particular religious group, can acquire a positive sense of identity without fear of judgement from others [1].

Finding common ground between students from different faiths can be a key strategy. Instead of focusing on differences, educators can teach children to look for common values and interests that unite them as individuals.

If we compare pedagogical strategies in the upbringing of children with different faiths, we can identify common features. Of course, all major religious groups pay special attention to the study of their sacred texts, the development of moral values and tolerance. What is different is the focus of education (e.g., Islam - mercy, Judaism - education, Christianity - love), which determines their pedagogical strategies.

Thus, a comparative analysis of pedagogical strategies in the education of major religious groups helps to understand the diversity of approaches in different faiths, promoting mutual understanding and tolerance in a multicultural world.

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