Investigation of sociocultural aspects of learning and personality development in the educational space

Salamat Moldalieva  
Bishkek State University named after K. Karasayev  
720044, 27 Ch. Aitmatov Ave., Bishkek, Kyrgyz Republic

Shukrije Baruti*  
Heimerer College  
10000, Veternik Str., Pristina, Republic of Kosovo

Miranda Baruti-Sylejmani  
Heimerer College  
10000, Veternik Str., Pristina, Republic of Kosovo

Gulnura Dzhumagulova  
Bishkek State University named after K. Karasayev  
720044, 27 Ch. Aitmatov Ave., Bishkek, Kyrgyz Republic

Nazira Koichubaeva  
Bishkek State University named after K. Karasayev  
720044, 27 Ch. Aitmatov Ave., Bishkek, Kyrgyz Republic

Abstract

Relevance. The study is crucial for understanding how sociocultural contexts influence learning strategies and personality development. By examining educational practices in Kosovo and Kyrgyzstan, it highlights the impact of cultural heritage and historical events on educational outcomes. The relevance is underscored by the need to adapt teaching methods to diverse sociocultural environments to enhance educational effectiveness.

Purpose. The purpose of this study was to identify effective learning strategies tailored to different sociocultural contexts. It aimed to explore how cultural traditions, social status, ethnicity, language, and religious beliefs influence the educational process and personality development. By examining educational practices in Kosovo and Kyrgyzstan, the study sought to develop recommendations for adapting educational strategies to these unique sociocultural environments.

Methodology. The research employed a comparative analysis of educational practices in Kosovo and Kyrgyzstan, focusing on sociocultural aspects. It utilized interdisciplinary methods to address the influence of cultural traditions, social status, ethnicity, and religious beliefs on education. Additionally, ethical issues were considered in adapting educational strategies to these sociocultural contexts.

Results. The study found that education significantly impacts personality development, with this influence being closely tied to the sociocultural context of the learning environment. It was determined that sociocultural factors such as language and social status play a crucial role in shaping educational experiences and outcomes. Recommendations for adapting educational strategies and addressing ethical concerns were developed based on these findings.

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*Corresponding author

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Conclusions. Effective learning and personality development require an understanding of various sociocultural characteristics of students. The study concluded that interdisciplinary approaches and ethical considerations are essential for adapting educational programs to different cultural contexts. Pedagogical leadership plays a vital role in implementing these adapted strategies to ensure successful educational outcomes.

Keywords: individualised approach; interdisciplinary approach; adaptation strategies; intercultural interaction; socioculturalism; professional competencies of teachers.

Introduction

In the modern educational space, sociocultural aspects play a key role in the establishment of educational practices and personal development of students. However, in practice, the educational environment faces challenges that can complicate this process. Globalisation, multicultural society, technological development – all these factors bring changes to the structure and content of education, and the need to adapt to a changing world requires constant development and modernisation of educational institutions. However, they often face difficulties in adapting their methods and strategies to the diversity of cultures, values and levels of training of students. The problems that arise as a result of this dynamic can lead to uneven quality of education, limited access to educational resources, and insufficient preparation of students for intercultural interaction and global competition. If these problems are not resolved, this may lead to further deepening of sociocultural differences and inequality in education, which, in turn, may negatively affect social mobility and the development of society as a whole.

In modern educational theory and practice, there is a wide range of approaches to understanding the learning process and personality development. One of the key conceptual foundations in this area is the sociocultural approach, according to which education and personal development cannot be considered in isolation from the sociocultural context in which educational processes take place. The value of the sociocultural approach lies in the fact that it allows considering the influence of social and cultural factors on the learning and development of a child. These factors include aspects such as social class, ethnicity, cultural traditions, linguistic context, and many others. In addition, an important aspect of the sociocultural approach is the understanding of education as a process of socialisation, as a result of which students acquire not only knowledge and skills, but also values, norms and ideas characteristic of a given society or culture.

One of the problems in the field of sociocultural aspects of education is the effective use of modern pedagogical technologies and pedagogical support for the development of students’ communicative competence. S.H. Kulieva et al. [1] found that the use of modern technologies such as interactive online platforms and web conferences contributes to the effective development of students’ communication skills, which allows them to practice communication in a foreign language and exchange opinions. Z.A. Pulatova [2] confirmed this conclusion, adding that the active involvement of students in social environments in a foreign language helps to improve their language skills and motivation to learn the language. However, both studies pointed to the need for further assessment of the effectiveness of specific methods and technologies in the development of students’ communicative competence and social activity.

W. Santos [3] has revealed that students may exhibit different attitudes towards multilingual communication depending on their cultural and linguistic context, which requires further study of the factors influencing their practices. On the other hand, Y. Luo [4] pointed out the need to rethink outdated ideas about teaching a foreign language and called for recognition of multilingualism as a valuable resource in learning. However, further study requires how strategies of a multilingual approach can be successfully integrated into the practice of teaching a foreign language, especially in the context of traditional ideas about learning.

The influence of sociocultural and sociomaterial aspects on the educational process is an important problem in the context of the research topic. S. Chan [5] revealed that the interaction between sociocultural factors, such as social norms and cultural contexts, and sociomaterial conditions, such as access to technology and educational resources, plays a key role in shaping the educational environment, and M.T. Wang et al. [6] identified a variety of factors influencing the inclusion of young people in the educational process, such as family values, the availability of educational resources, and the level of social support. Both studies pointed to the need for further investigation of the problem to identify specific pedagogical support strategies that contribute to the effective involvement of young people in learning in various sociocultural contexts.

Another problem in the field under study is the influence of sociocultural learning contexts on the educational process and student outcomes, and the role of sociocultural theory in teaching in the context of new technologies. M.C. Rodriguez et al. [7] concluded that sociocultural factors such as cultural norms and the availability of educational resources play a key role in shaping students’ educational experience and are important for developing effective learning strategies. W. Zhou [8] pointed out the importance of sociocultural theory for understanding the relationship between language, culture and education in the era of artificial intelligence. In this context, there is a gap in the research of effective strategies for integrating sociocultural theory and artificial intelligence.

The existing gaps include the unexplored interaction of sociocultural and sociomaterial aspects in the educational process, and effective strategies to support students to improve the quality of education. Thus, the purpose of this study was to identify key aspects of the sociocultural impact on the educational space, and the objectives of the study include the development of recommendations and strategies that can cope with the challenges of modern education and provide quality education for all groups of students.
Literature Review

Research conducted by C. Liu and G. Liu [9], M. Li and Y. Liu [10], T.K.D. Nguyen et al. [11] revealed important aspects of student learning and adaptation in various sociocultural environments. The paper by C. Liu and G. Liu presented a case study on learning and using a second language in a transnational context. The paper described in detail the challenges and opportunities faced by students studying the language abroad, and described the impact of sociocultural factors on their learning and adaptation. M. Li and Y. Liu addressed the importance of considering the sociocultural context when developing effective teaching and support methods for students from various cultural environments, and the study by T.K.D. Nguyen et al. revealed the issue of the involvement of international students in the tasks of a sociocultural perspective, which confirmed the importance of understanding sociocultural characteristics to create a supportive and inclusive educational environment for all students. The reviewed studies have highlighted the importance of integrating a sociocultural approach into the development of educational strategies and programmes, especially in international and transnational learning contexts.

The study by V. Ongaro et al. [12] provided important recommendations for the effective fight against misinformation and the development of critical thinking in students. M.B. Kebaetse et al. [13] identified important sociocultural factors influencing the success of students’ adaptation to the Project Based Learning method. Both studies emphasised the need to consider sociocultural characteristics in the development of educational programmes and strategies to ensure effective learning and adaptation of students in a variety of educational environments.

A.B. Larsen [14] examined the perception of cultural diversity among future teachers. M.G. Méndez López [15] revealed important aspects of the influence of factors of emotional impact and sociocultural context on the identity of a foreign language teacher. J. Leskinen [16] investigated the practices of distributed leadership and collective innovation in elementary schools through a sociocultural lens. These studies have confirmed the importance of considering sociocultural characteristics in the training of future teachers; researchers have pointed out the importance of integrating personal, professional and leadership qualities into the learning process for the development of competence and readiness to work effectively in a variety of educational environments.

The study by K. Kumpulainen et al. [17] revealed the influence of the family environment on the development of digital skills in children, which emphasised the importance of family support and parental involvement in the educational process. R. Kalliisa et al. [18] presented a systematic review of empirical research in the field of social analysis, which allowed for a better understanding of the impact of sociocultural factors on learning in a digital environment. S. Sentance et al. [19] presented a sociocultural perspective of teaching computer programming using the Predict, Run, Investigate, Modify, Make methodology. The results of the study showed that consideration of the cultural and social aspects of learning contributes to a more effective and in-depth mastering of programming.

F.M. Schnepleitner and M.P. Ferreira [20] revealed the essence of transformational learning and offered new perspectives and concepts of how sociocultural factors influence the learning and development processes of students. Research by N.M. Ardoin and J.E. Heimlich [21], focused on the environment and its impact on learning, emphasised the importance of context for changes in the educational process and described how the environment forms the foundations of meaning and context for learning and decision-making. Both studies are of practical importance for educational practice, not only offering new theories, but also helping to develop methods of work considering sociocultural characteristics.

The paper by S. Ando [22] helped to understand how the sociocultural context influences the learning and teaching processes at a modern university. Y.Y. Hwa [23] considered the issues of teacher responsibility and the impact of the sociocultural context on the results of international large-scale research. L. Li [24] addressed the pedagogical cognitive processes of language teachers from a sociocultural standpoint, which helped to better understand their practical solutions and approaches to learning, and K.T. Pham et al. [25] revealed the essence of the professional development of primary school teachers in the context of reform in the Vietnamese education system from a sociocultural perspective. All the studies reviewed have made an important contribution to understanding how sociocultural aspects affect learning and teaching processes in various educational contexts.

M.T. Wang et al. [26] showed how sociocultural factors influence children’s learning activity, contributing to more effective learning. The study by C. Barratt-Pugh [27] highlighted how sociocultural factors influence the literacy learning process and how they can be considered in the development of educational programmes and teaching methods. J. Duarte [28] investigated how the use of multiple languages in the educational process can contribute to deeper and more effective learning, taking into account the sociocultural characteristics of students.

All these studies have enriched the understanding of how sociocultural factors influence learning and education and help to develop appropriate pedagogical techniques and strategies, contributing to the creation of a more inclusive and adaptive educational environment.

Materials and Methods

In the course of this theoretical study, the interrelation of interdisciplinary approaches and sociocultural adaptation of education was considered on the example of educational environments in Kosovo and Kyrgyzstan. The paper provides an overview of the historical aspects of educational systems in both countries, and a comparative analysis of their development. As a result of the comparison, the main trends and characteristics of education in each country were identified, including factors affecting the sociocultural adaptation of education.

Further, the study examined the impact of the educational process on the personal development of students through the prism of several key aspects, including cognitive development, which included broadening horizons, mastering new knowledge and skills, and the development of critical thinking and analytical abilities. Another important stage of the study was the
consideration of social development, including interaction with others, the development of communication skills and cooperation. Emotional development, emotion management and self-regulation abilities were also examined. The next stage of the study was aimed at developing recommendations and strategies for the development of education, considering sociocultural changes and challenges inherent in countries such as Kyrgyzstan and Kosovo. Strategies for adapting educational programmes were also described in detail, which included ways of implementation and the expected result from the proposed actions.

In the course of the study, the key principles of sociocultural adaptation of education and the methods used to implement these principles were investigated. In particular, the method of interdisciplinary approach in education and its effectiveness in adapting educational programmes to a variety of sociocultural contexts in the framework of training future teachers were investigated. In the process of adapting educational strategies to sociocultural contexts, attention was paid to ethical aspects: it was determined which cultural and social factors can influence the learning process and the perception of educational material by various categories of students, which helped to identify key aspects of culture that should be considered when developing and adapting educational programmes.

In the process of adaptation planning, it was decided to include in the educational material a variety of cultural elements reflecting a variety of cultural traditions and values. Special attention was paid to a balanced approach to presenting various cultural aspects so that the educational material was accessible and understandable to all students, regardless of their cultural background. The issue of ensuring cultural sensitivity in the learning process was considered, which included aspects of teaching teachers and educational specialists how to work with diverse cultural groups, and creating an educational environment that promotes respect for differences and supports cultural diversity.

The role of pedagogical leadership in the sociocultural adaptation of education was also considered, which revealed the key characteristics of a teacher-leader who can successfully lead the process of adapting education to diverse sociocultural contexts. The last stage of the study was devoted to the investigation of the problem of evaluating the effectiveness of adapted educational programmes. To do this, criteria and methods for evaluating effectiveness were considered, including the compliance of educational goals and objectives with cultural and social needs, academic success of students, the level of involvement and participation of children, the collection and analysis of feedback, and the use of a variety of assessment tools.

**Results**

**Learning and personal development in multicultural educational environments: The cases of Kosovo and Kyrgyzstan**

Education plays a key role in personality development, and this influence is closely related to the sociocultural contexts in which learning takes place. In the process of learning, a person obtains knowledge, skills, values and beliefs that determine their worldview and behaviour. Sociocultural factors such as cultural traditions, social status, ethnicity, language, and religious beliefs have a significant impact on the educational process and personality development.

Education in a sociocultural context is not only a means of knowledge transfer, but also an instrument of socialisation and education. Different cultures and societies have different ideas about the goals and objectives of education, which determines its content and methods. For example, some cultures focus on the development of individual abilities and creative thinking, while others emphasise the importance of observing traditions and social norms. The sociocultural impact on education is also manifested in the knowledge and values that are transmitted through curricula and educational materials. Education in a sociocultural context can serve as a tool for social mobility and integration. Access to education and its quality significantly affect a person’s social status and opportunities in society, therefore, it is important to strive to ensure equal educational opportunities for all sociocultural groups and consider their needs and characteristics when developing educational strategies.

The educational space in Kyrgyzstan reflects the rich cultural heritage of this country, which is home to diverse ethnic groups and cultural traditions. Historically, Kyrgyzstan has been at the crossroads of various cultural streams, including the influence of Turkic, Mongolian, Islamic, and Russian cultures. This diverse cultural context has had a strong impact on educational practices and personality development processes: the modern national educational system strives to preserve and promote cultural diversity, including languages of various ethnic groups, cultural traditions, and historical features [29]. However, modern educational organisations also face challenges related to children’s limited access to education as a result of various cultural and social factors, the integration of new technologies and modern educational approaches, while maintaining a craving for cultural values and traditions of the country [30].

In Kosovo, the educational space is also closely linked to its unique sociocultural environment, reflecting the rich historical heritage of the region. For many centuries, Kosovo has been a place of mixing of different cultures, languages and religions, which has formed a unique sociocultural dynamic that influences educational practices and personality development processes. Historical events such as the Serbian Orthodox tradition, Turkish influence during Ottoman rule, and later political and cultural changes have left a deep mark on Kosovo’s educational system. Nowadays, educational institutions in Kosovo face the challenges of integrating different cultural and linguistic groups, creating an inclusive environment and curricula that reflect the diversity of the region, which underlines the importance of considering sociocultural aspects in the development of educational strategies and methods [31].

Having considered the sociocultural aspects of education in Kosovo and Kyrgyzstan, the parallels based on the rich cultural heritage and historical events became evident. In Kosovo, after the breakup of Yugoslavia and the declaration of independence from Serbia in 2008, the
educational system went through a period of changes and adaptations to new political and sociocultural realities. Kyrgyzstan, in turn, faced transformations and the transition to a new education system after the collapse of the Union of Soviet Socialist Republics in 1991. Both countries have deep historical roots, a complex ethnic structure, and face challenges in integrating diverse cultural groups into the educational process.

Since the educational process has a significant impact on the personal development of students, this process includes several key aspects, the first of which is cognitive development. Learning can broaden the horizons of students, help them master new knowledge and skills, develop critical thinking and analytical abilities. Through educational materials and educational activities, they learn to analyse information, draw conclusions, solve problems, and make informed decisions. Another aspect is social development. Education provides students with the opportunity to interact with others and develop communication, collaboration, and empathy skills. As part of the learning process, they learn to work in a group, speak publicly, listen, and respect other people’s opinions. Through the fostering of an aspect such as emotional development, education can help students broaden their emotional intelligence, recognise and manage their feelings, develop self-regulation and stress resilience. Successful adaptation to various educational situations helps students develop self-confidence and their abilities. Ultimately, an important aspect is personal self-determination and self-realisation. Education provides students with the opportunity to explore their interests and hobbies, define their goals and values, and develop their potential. Through educational projects, research activities and other forms of active learning, students can unlock their creative potential and achieve personal growth.

Given the diversity of sociocultural contexts, educational institutions in countries such as Kyrgyzstan and Kosovo face a number of serious problems that affect various aspects of their activities. One of these problems is the heterogeneity of students. Children with different levels of education, different cultural and social backgrounds, language characteristics and specific needs can study in educational institutions, which creates difficulties for teachers in organising lessons and selecting teaching methods that would suit all students. Another problem is the language barrier. In educational institutions, there are often students for whom the language of instruction is not their native language, which can lead to misunderstandings, difficulties in learning the material and social isolation of such children. Cultural differences can also be highlighted among the problems: different cultural norms and values can create conflicts and misunderstandings both between children and between students and teachers; a lack of understanding of cultural characteristics can lead to conflicts and difficulties in communication. Given the diversity of sociocultural contexts, educational institutions often face limited resources; they may not be sufficient to provide quality education to all students, especially those who need additional support. Also, an important problem was the adaptation of curricula: in a rapidly changing world, educational programmes must be constantly updated and adapted to changing sociocultural realities. Insufficient updating of programmes can lead to obsolescence of knowledge and incompetence of students.

The effectiveness of educational programmes in heterogeneous sociocultural environments depends on many factors that interact and influence learning outcomes. One of the key factors is the cultural competence of teachers. Teachers who understand and respect cultural differences can better adapt their teaching methods to the needs of diverse students. They can create an inclusive educational environment where every student feels accepted and respected. In addition, educational institutions should provide access to modern educational technologies and resources that can help students with different levels of training and learning needs. Another important factor is the flexibility and differentiation of educational programmes: they must be able to adapt to different levels of training of students, their individual needs and learning styles. Flexible educational strategies allow teachers to work effectively with diverse groups of children.

Such a factor as active interaction between students and teachers includes collective learning, exchange of experience and knowledge, and cooperation between students and teachers, which contribute to more effective learning and achievement of educational goals. In addition, the effectiveness of educational programmes in heterogeneous sociocultural environments depends on the support and involvement of the administration of educational institutions. The administration should create conditions for the successful education of students from different cultural and social groups, provide resources and support for teachers and children. The following recommendations and strategies can be proposed for the development of education, considering sociocultural changes and challenges inherent in countries such as Kyrgyzstan and Kosovo:

1. Promotion of cultural diversity: the introduction of educational programmes and events, for example, the organisation of cultural festivals, thematic months, lectures and discussions about cultural traditions.

2. Intercultural communication training: development and integration of special courses and trainings on intercultural communication and interaction aimed at helping students and teachers develop skills in a multinational and multicultural environment.

3. Integration of technology and online learning: use of modern technologies such as online platforms, virtual classrooms and multimedia resources to provide a convenient and accessible educational experience for students from different sociocultural environments.

4. Involvement of experts and consultants: collaboration with experts from the fields of culture and history to develop and implement educational programmes that consider the cultural characteristics and needs of different groups of students.

5. Support and development of intercultural exchange: creation of exchange programmes for students and teachers to get acquainted with different cultures, languages and customs.

6. The development of intercultural education in the curriculum: the introduction of educational courses and programmes that encourage the study of different cultures.
and traditions, and the analysis of their impact on society and human history.

7. Creation of an open and inclusive educational environment: creating an atmosphere of mutual respect, tolerance and support in which each student feels accepted and an important participant in the educational community.

These recommendations and strategies can help educational institutions adapt to sociocultural changes and challenges, and create an educational environment that promotes the development of all students, regardless of their cultural and social background. Various methods and strategies are widely used to adapt educational programmes to a variety of cultural and social contexts, which allow considering the needs and characteristics of each group of students. Successful adaptation of educational programmes to a variety of cultural and social contexts requires an integrated approach and attention to the individual needs and abilities of each student, and the creation of an inclusive and supportive educational environment (Table 1).

Table 1. Programme for adaptation of educational strategies

<table>
<thead>
<tr>
<th>Strategies for adapting educational programmes</th>
<th>Steps to adapt educational strategies</th>
<th>Expected result</th>
</tr>
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<tbody>
<tr>
<td>Research and analysis of cultural and social characteristics of students</td>
<td>• Conducting a review of the cultural and social characteristics of students. • Analysis of data and statistics on sociocultural groups of students. • Definition of the basic needs and expectations of different groups.</td>
<td>Understanding the main cultural and social contexts of students, which will effectively adapt educational programmes to their needs and expectations</td>
</tr>
<tr>
<td>Development of multi-level educational materials</td>
<td>• Creation of learning resources that consider the diversity of student preferences and abilities. • Introduction of various formats of materials: texts, images, audio and video. • Adaptation of training tasks to cultural and social contexts.</td>
<td>Creation of educational resources that contribute to a deeper understanding of the material and active participation of students in the learning process</td>
</tr>
<tr>
<td>Use of differentiated educational strategies</td>
<td>• Conducting individualised classes and assignments for each student. • Organisation of group work considering the diversity of cultural and social groups. • Provision of additional support and feedback to students with special needs.</td>
<td>Increasing the level of education and participation of children from various sociocultural groups, which contributes to more effective achievement of educational goals</td>
</tr>
<tr>
<td>Conducting intercultural exchange and interaction</td>
<td>• Organisation of events and projects aimed at exploring cultural differences and similarities. • Conducting training through intercultural exchange and cooperation between students. • Creation of conditions for mutual understanding and cooperation between representatives of different cultures.</td>
<td>Improvement of intercultural understanding and interaction between students, development of interpersonal skills and cooperation</td>
</tr>
<tr>
<td>Introduction of a culturally competent approach</td>
<td>• Consideration of cultural characteristics and traditions of students in the development of educational materials and conducting classes. • Inclusion of materials and examples from different cultures in the educational process. • Encouraging the participation of students from different cultural backgrounds in the educational process.</td>
<td>Creation of an inclusive and supportive educational environment that respects and appreciates the diversity of cultures and social contexts, which contributes to more effective learning and development of students</td>
</tr>
</tbody>
</table>

Source: compiled by the authors.

Interrelation of interdisciplinary approaches and sociocultural adaptation of education

The use of interdisciplinary approaches in adapting educational programmes to a variety of sociocultural contexts is a key aspect in modern educational practice. An interdisciplinary approach involves collaboration and integration of knowledge from various fields of science, which allows for the creation of deeper and more comprehensive educational strategies.

In the context of the adaptation of educational programmes, interdisciplinary methods allow considering a wide range of factors affecting the learning and development of students. For example, when creating educational materials and techniques, the inclusion of knowledge from sociology, cultural studies, psychology and anthropology allows for a deeper understanding of the sociocultural context in which students function and adapt educational approaches to their needs.
Interdisciplinary methods also contribute to a broader and more comprehensive understanding of the problems faced by educational institutions in a variety of sociocultural contexts. They allow going beyond highly specialised approaches and considering the problems of education in their broad sociocultural context, which contributes to a more effective search for solutions and the development of adapted strategies. Moreover, the use of interdisciplinary methods can contribute to the development of critical thinking and a creative approach to solving educational problems. Teaching students of pedagogical specialities using various disciplines and methods will allow them to see the problem from different points, and develop skills in analysing, synthesising and applying knowledge in various contexts.

One example of the application of interdisciplinary approaches in education is the creation of interdisciplinary courses and programmes. Such courses combine knowledge from several fields of science, which allows students to consider the problem from different perspectives and better understand its complexity. An example of the application of interdisciplinary approaches is the use of project work in the educational process: project work allows students to apply knowledge and skills from various fields to solve real problems or tasks. For example, students can work on a project to create an educational application that requires knowledge from the fields of programming, design, pedagogy, and marketing. Interdisciplinary approaches can also be used to develop students’ critical thinking. The study of various disciplines and methods of analysis allows students to develop the ability to analyse information, draw conclusions and make informed decisions.

**Ethical aspects of adapting educational strategies to sociocultural contexts**

The adaptation of educational programmes and methods to different cultural and social contexts raises a number of ethical issues that require careful consideration and consideration in the planning and implementation of educational initiatives. One of the key ethical issues is the cultural adaptation of educational content, which is what aspects of culture should be represented in educational materials, what values and norms should be taken into consideration when organising the educational process, and how to balance respect for cultural traditions with the need to provide all students with equal educational opportunities.

The issue of cultural sensitivity in education includes aspects such as respect for differences in cultural and social practices, awareness and recognition of the diversity of life styles and values, and the desire to create an educational environment that is inclusive and supportive for all students, regardless of their cultural or social background. Another important ethical issue is related to the inclusion of local communities and representatives of cultural and social groups in the process of developing and implementing educational programmes and initiatives. This is important not only from the standpoint of ensuring the authenticity and relevance of education, but also from the standpoint of respect for the rights and interests of local communities and their right to participate in decision-making that relate to the education of new generations.

One of the main ethical principles that should guide the adaptation of educational programmes to diverse cultural and social contexts is the principle of justice and equality. This means that all students should have equal opportunities to receive a quality education, regardless of their cultural or social status, and that educational programmes should be designed in such a way as to consider and support the diversity of needs and abilities of each student. In the process of adapting education to different cultural and social contexts, various ethical dilemmas may arise that require careful analysis and the search for balanced solutions. Approaches to solving ethical dilemmas are presented in Table 2.

<table>
<thead>
<tr>
<th><strong>Table 2. Principles of sociocultural adaptation of education</strong></th>
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<tbody>
<tr>
<td><strong>Principle</strong></td>
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<tr>
<td>Respect for cultural differences and dialogue</td>
</tr>
<tr>
<td>Inclusivity and equality</td>
</tr>
<tr>
<td>Collaboration with local communities and experts</td>
</tr>
<tr>
<td>Teaching ethical thinking and decision making</td>
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</table>
Role of pedagogical leadership in the sociocultural adaptation of education

Heads of educational institutions play a key role in organising the adaptation of educational programmes to sociocultural differences. They should have an understanding of the importance of the cultural and social context for education and be aware of the need to adapt educational programmes to the diversity of cultural and social needs of students. Managers should also encourage and support the development and implementation of adaptation strategies, including providing the necessary resources and support for educators, which includes conducting training events, organising the exchange of experiences, and building networks and partnerships with local communities and organisations.

It is especially important that the heads of educational organisations act as leaders in the development of an inclusive educational culture that considers and values the diversity of cultural and social perspectives. They must create an educational environment in which every student feels accepted and supported, and ensure equal access to educational opportunities for all. Moreover, the heads of educational organisations should be flexible and open to change, adapting educational programmes and methods to changing sociocultural requirements and challenges. They should encourage innovation and experimentation in education that contribute to the creation of more adapted and relevant educational strategies. Heads of educational institutions should act as catalysts for changes in education, striving to create an educational environment that reflects and respects the diversity of cultural and social contexts and provides equal opportunities for all students.

The teacher-leader, who contributes to the successful adaptation of education to diverse sociocultural contexts, has a number of characteristics that help them effectively manage the process of change and create an educational environment that considers the needs and characteristics of each student. Such a leader has a broad understanding of cultural and social differences, and is also aware of their impact on the educational process. It has in-depth knowledge and understanding of the cultural and social characteristics of various groups of students and can consider them when developing and implementing educational programmes.

In addition, the teacher is a leader who contributes to the adaptation of education to diverse sociocultural contexts, has the skills of intercultural interaction and communication. Such a teacher should be able to effectively interact with representatives of various cultural groups, build relationships based on mutual respect and trust, and contribute to the creation of an inclusive educational environment.

The teacher-leader’s ability to empathise and understand the individual needs and abilities of each student is characterised by the ability to listen to and take into consideration the opinions and requests of students, create conditions for the development of their individual talents and abilities, and support them in the learning process. In addition, the teacher is a leader who contributes to the successful adaptation of education to diverse sociocultural contexts, has strategic thinking skills and the ability to make informed decisions in difficult situations. The teacher can analyse current trends and challenges in education, identify the needs of students, and take measures to adapt educational strategies to changing sociocultural contexts.

Evaluation of the effectiveness of adapted educational programmes

Evaluation of the effectiveness of educational programmes in the context of sociocultural adaptation is a complex and multilevel process that includes a number of criteria and methods. One of the key criteria for the effectiveness of such programmes is the degree to which educational goals and objectives correspond to the cultural and social needs and expectations of students. The assessment should be based on an analysis of the relevance of the content and teaching methods to the cultural and social contexts of students, their interests and needs. Another important criterion of effectiveness is the academic success of students from various sociocultural groups, which includes an assessment of the level of educational achievements, the diversity and quality of knowledge, skills and abilities acquired.

The criterion of effectiveness is also the level of involvement and participation of children from various sociocultural groups in the educational process. To do this, it is necessary to assess the level of activity, motivation and interest of students, and their participation in additional educational activities and projects. It is also necessary to regularly collect and analyse feedback from students, teachers, and other participants in the educational process. This will help identify the strengths and weaknesses of the programme, and offer recommendations for its improvement. Another important method is the direct observation of the learning process and the interaction of students in the educational environment. Observations can be carried out both by qualified observers and by the participants of the educational process themselves, which allows getting a more complete picture of its effectiveness.

Standardised tests and questionnaires can be used to evaluate the effectiveness of educational programmes, and an analysis of exam results and assignments completed by students. This will make it possible to compare the learning outcomes of students from different sociocultural groups and identify differences in their educational achievements.

In various sociocultural environments, effective assessment methods should be flexible and adapted to the unique characteristics of each group. One of these methods is the use of a variety of assessment tools. For example, in addition to standard tests and exams, teacher can include projects, essays, portfolios, practical assignments, and even cultural artefacts. All this will allow considering the differences in preferences and abilities of students from different sociocultural groups. Another effective assessment method is the use of authentic assignments and
Discussion

This study of the sociocultural aspects of education in the educational space provided an in-depth analysis, which included consideration of countries such as Kyrgyzstan and Kosovo, their cultural characteristics, and approaches to education. It was found that effective training of future teachers requires not only consideration of local cultural contexts, but also should include ethical aspects related to teaching in diverse societies.

The influence of cultural and social factors on the educational process revealed in this study has demonstrated that successful adaptation of programmes to diverse sociocultural contexts significantly contributes to the effectiveness of education and improvement of learning outcomes. The study by B. Allman [32] also focused on the role of sociocultural aspects in shaping educational strategies and practices. The researcher confirmed that the adaptation of educational programmes to sociocultural characteristics is necessary for effective education of students of various cultural and social groups. However, the study further revealed that successful adaptation requires a deeper understanding of cultural and social characteristics, and considering the individual needs of each student. The study also revealed the need for constant updating of educational practices in accordance with changing sociocultural trends.

In the course of studying the sociocultural aspects of learning and personality development in the educational space, it was found that the use of methods of sociocultural education (including intercultural learning, an individualised approach and methods of active learning) allows students to effectively adapt to the requirements of modern society and technological changes.

M. Mispandi and A. Widayati [33] reviewed the methods of implementing sociocultural education in the context of the Fourth Industrial Revolution, which represented an important contribution to understanding how educational institutions can adapt to modern challenges. Thus, the importance of adapting educational institutions to the challenges of modernity is confirmed, and the study adds important aspects of sociocultural education to this context, demonstrating that the proposed concepts and methods can effectively cope with the challenges of the Fourth Industrial Revolution and prepare students for the modern industrial environment. The prospects for further research are to investigate the impact of sociocultural education on the success of students in a modern industrial environment and their readiness for various challenges and tasks.

Revealing the effectiveness of an individualised approach to adaptation and interaction with students in an educational environment, the study revealed the importance of considering sociocultural aspects in the development of personality and education of children. This is significant given the diversity of cultural, social, and ethnic aspects of students that can influence their educational experience and personal development. Such an individualised approach contributes to building social skills, adapting to new environments, and improving the quality of education.

Comparing these results with the findings of T. Brown [34], who examined the subjective perception of sociocultural changes and their impact on personal identity, it is possible to note the intersection of important aspects: both studies recognise the role of sociocultural factors in personality development and proposed strategies for adaptation to a changing sociocultural environment. Thus, both studies complement each other, allowing for a deeper understanding of the influence of sociocultural factors on educational processes and personal development of students. Further research is recommended to focus on integrating these aspects to develop more effective educational strategies that consider both the subjective perception of sociocultural changes and an individualised approach to interacting with students.

The results of the study revealed in detail the principles of adaptation of educational programmes to various sociocultural contexts and the needs of students. It was found that individualised approaches to learning effectively take into account the characteristics of each student, contributing to their successful adaptation to changing sociocultural realities. The paper by G. Walsh et al. [35] on the application of educational theories in educational practice based on a game approach, considered the active participation of students in the educational process. The considered study confirmed the need to create an environment conducive to independent and active learning of students through game activities, which correlates with the results obtained in this work. Thus, the comparison of research results confirmed the importance of individualised learning using a variety of pedagogical methods, including project work and a game approach.

The essence of interdisciplinary methods in educational programmes for future teachers revealed in the study, which allow considering a wide range of factors affecting the learning and development of students, includes knowledge from sociology, cultural studies, psychology and anthropology, which allows a deeper understanding of the sociocultural context in which students function.

At the same time, a study by D.P. de la Hera et al. [36] found that communication between children can also lead to significant changes in their conceptual ideas and knowledge, which indicates the importance of social interaction in the educational process. Thus, the exchange of arguments, discussions and a broader view of education situations. For example, instead of abstract learning tasks, students can be asked to solve real problems that they may encounter in their lives or professional activities in order to better understand the material and apply it in practical situations.

An important aspect of effective assessment in various sociocultural environments is the consideration of context and cultural characteristics. For example, in some cultures it may be customary to use oral expression of thoughts, while in others written forms are preferred. With this in mind, assessment methods can be adapted to be more in line with cultural expectations and standards. It is also extremely important to conduct an assessment taking into account the principles of justice and equality. This means that assessment methods should be objective and not discriminate against students based on their cultural or social background. It is important to ensure equal opportunities for all students and to take into account their individual needs and abilities when conducting assessments.
can be effective tools to overcome knowledge gaps and form scientific thinking in children. The prospects for further research lie in the development of new educational strategies that would consider both sociocultural aspects and social interactions, including new teaching methods that stimulate communication and exchange of ideas among students, and the adaptation of educational materials and techniques to consider the diversity of sociocultural contexts of students.

The practice of applying project work in the educational process considered in the study allows students to apply knowledge and skills from various fields to solve real problems or tasks. Comparing this with the study by H. Fives and N. Barnes [37], devoted to how theoretical concepts are transformed into pedagogical methods and practices, the general interest in the topic of active learning and the application of theory in practice can be noted. Both studies revealed the importance of active learning and the application of theoretical knowledge in practice to ensure an effective educational process, which opens up prospects for further study of the effectiveness of project work in the context of various educational programmes. In the future, it is also important to consider which methods of student support can maximise the successful implementation of project tasks.

The results of the study revealed the role of pedagogical leadership in the successful adaptation of education to sociocultural differences. In particular, it was revealed that the heads of educational organisations play a key role in adapting educational programmes to the diversity of cultural and social needs of students; they stimulate the development and implementation of adaptation strategies, providing the necessary resources and support for teachers, and creating an educational environment in which every student feels acceptance and support.

Comparing these results with the findings of X. Tian [38], it can be noted that the adaptation of educational programmes is also an important issue for China. The researcher analysed in detail how various factors, such as economic requirements, political priorities, and sociocultural aspects shape curricula in the Chinese education system, which indicates the complexity of the issue of adapting educational programmes to sociocultural changes not only in the context of Kyrgyzstan or Kosovo, but also in countries such as China. Thus, further research can be aimed at comparing different approaches to adapting education to sociocultural differences in different countries and developing effective strategies that can be applied in different cultural and social contexts.

As a result of the discussion of the results of the conducted research, it can be concluded that the successful adaptation of educational programmes to diverse sociocultural contexts plays a key role in improving the effectiveness of the educational process and achieving positive learning outcomes. During the review of the papers by other authors, it was also noted that researchers agree on the importance of a deep understanding of the cultural and social characteristics of various groups of students, and the need for constant updating of educational practices in accordance with changing sociocultural trends.

Conclusions

The study examined various aspects of sociocultural influence on the educational process in Kosovo and Kyrgyzstan. It was revealed that due to historical processes, both countries faced challenges in meeting educational programmes with the requirements of diverse cultural and social groups; in both countries, there was a need to revise courses, methods and approaches to education, taking into account the changed worldview, values, and sociocultural requirements.

The collision with the diversity of sociocultural contexts in Kyrgyzstan and Kosovo has presented serious challenges for educational organisations. Solving these problems requires comprehensive and innovative approaches to overcome such aspects as limited resources, insufficient teacher training, lack of access to modern technologies and resources, and maladaptive programmes. The proposed recommendations demonstrated ways to improve the situation using methods aimed at expanding the skills and knowledge of teachers and students in the context of intercultural interaction.

As a result of the research, a programme for adapting educational strategies has been developed, offering an integrated approach to the diversity of cultural and social contexts. This approach included analysing the needs of students, creating a variety of educational materials, applying differentiated learning strategies, organising intercultural exchange and interaction, and introducing a culturally competent approach to the educational process.

Due to the fact that the integration of progressive views into the educational process requires not only changes in curricula and pedagogical methods within the educational institution, the study considered the prospect of using an interdisciplinary approach to train future teachers within pedagogical universities. This revealed the importance of integrating several disciplines into the educational programme for future teachers. The proposed interdisciplinary approach can contribute to a deeper understanding of the sociocultural aspects of education, prepare future teachers to work effectively in a variety of sociocultural environments, develop students’ deep and comprehensive understanding of educational material, develop critical thinking and prepare them to solve complex problems of the modern world.

The study also raised an important issue of the ethics of adapting educational strategies to sociocultural contexts. It was revealed that effective adaptation of educational strategies to sociocultural contexts requires not only understanding and respect for cultural differences, but also awareness of the ethical aspects of this process. It is important to observe the principles of justice, equality, and respect for the rights and needs of all participants in the educational environment, which implies not only the introduction of multilevel and differentiated teaching methods, but also the creation of an inclusive educational environment where every student has equal opportunities for learning and development.

A significant limitation of this study was the lack of publicly available data on the academic performance of representatives of various ethnic groups in Kyrgyzstan and Kosovo, which would allow drawing more objective conclusions about the influence of sociocultural factors on the educational process. In this regard, it is recommended...
to devote the following studies to the analysis of the academic performance of students of different ethnic groups in educational institutions in both countries. This will deepen the understanding of the impact of sociocultural factors on academic achievement and identify potential problem areas that require additional attention and research.

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Conflict of Interest
None.

References
Moldalieva et al.


Дослідження соціокультурних аспектів навчання та розвитку особистості в освітньому просторі

Саламат Молдаалієва
Бішкекський державний університет імені К. Карасаєва
720044, просп. Ч. Айтматова, 27, Бішкек, Киргизька Республіка

Шукріє Баруті
Коледж Хеймерер
10000, вул. Ветеран, Пріштіна, Республіка Косово

Міраанд Баруті-Сидеджмані
Коледж Хеймерер
10000, вул. Ветеран, Пріштіна, Республіка Косово

Гульнура Джумагулова
Бішкекський державний університет імені К. Карасаєва
720044, просп. Ч. Айтматова, 27, Бішкек, Киргизька Республіка

Назіре Коїчубаєва
Бішкекський державний університет імені К. Карасаєва
720044, просп. Ч. Айтматова, 27, Бішкек, Киргизька Республіка

Анотація

Актуальність. Дослідження має важливе значення для розуміння того, як соціокультурні контексти впливають на стратегії навчання та розвиток особистості. Вивчаючи освітні практики в Косово та Киргизстані, воно підкреслює вплив культурної спадщини та історичних подій на освітні результати. Актуальність підкреслюється необхідністю адаптації методів навчання до різноманітних соціокультурних середовищ для підвищення ефективності освіти.

Мета. Метою цього дослідження було виявлення ефективних стратегій навчання, пристосованих до різних соціокультурних контекств. Воно мало на меті дослідити, як культурні традиції, соціальний статус, етнічність, мова та релігійні переконання впливають на освітній процес та розвиток особистості. Вивчаючи освітні практики в Косово та Киргизстані, дослідження мало на меті розробити рекомендації щодо адаптації освітніх стратегій до цих унікальних соціокультурних середовищ.

Методологія. Дослідження використовувало порівняльний аналіз освітніх практик в Косово та Киргизстані, зосереджуючись на соціокультурних аспектах. Воно використовувало міждисциплінарні методи для вивчення впливу культурних традицій, соціального статусу, етнічності та релігійних переконань на освіту. Додатково, були враховані етичні питання при адаптації освітніх стратегій до цих соціокультурних контекств.

Результати. Дослідження показало, що освіта значно впливає на розвиток особистості, причому цей вплив тісно пов’язаний з соціокультурним контекстом навчального середовища. Було визначено, що соціокультурні фактори, такі як мова та соціальний статус, відіграють важливу роль у формуванні освітнього досвіду та результатів. Рекомендації щодо адаптації освітніх стратегій та врахування етичних питань були розроблені на основі цих висновків.

Висновки. Ефективне навчання та розвиток особистості вимагають розуміння різних соціокультурних характеристик студентів. Дослідження дійшло висновку, що міждисциплінарні підходи та етичні міркування є необхідними для адаптації освітніх програм до різних культурних контекств. Педагогічне лідерство відіграє важливу роль у впровадженні цих адаптованих стратегій для забезпечення успішних освітніх результатів.

Ключові слова: індивідуальний підхід; міждисциплінарний підхід; стратегії адаптації; міжкультурна взаємодія; соціокультуралізм; професійні компетенції вчителів.