

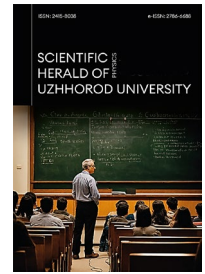
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## Prospects and priorities of the cultural aspect in education

### Xianfeng Zhou

Kyrgyz National University named after Jusup Balasagyn  
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

### Gulmira Karabalaeva\*

Kyrgyz National University named after Jusup Balasagyn  
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

### Shuang Wang

Jilin University  
130012, 2699 Qianjin Str., Chandchun, China

### Qiang Ding

Kyrgyz National University named after Jusup Balasagyn  
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

### Changning Wang

Kyrgyz National University named after Jusup Balasagyn  
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

## Abstract

**Relevance** In modern conditions of world globalization, the issue of prospects and the search for priorities for the implementation of the cultural aspect in education in Kyrgyzstan has become one of the most important problems in improving its quality.

**Purpose.** The purpose of the article is to substantiate and introduce a methodology for the formation of cultural competence of future teachers in higher educational institutions of Kyrgyzstan, as a guarantee of their readiness to carry out professional activities.

**Methodology.** The basis of the methodological approach of the study is the substantiation and verification of the effectiveness of the methodology for the development of cultural competence in future teachers during their studies at a higher educational institution; empirical methods: analysis, comparison, systematization, survey, questioning, testing, modelling, and design; experiment – ascertaining and forming; methods of mathematical statistics: processing the final indicators of the formation of the level of readiness of teachers for the formation of cultural competence during their professional training in higher educational institutions.

**Results.** The content of the concept “culturological competence of the future teacher” is determined; its signs and features are disclosed, a methodology for the development of cultural competence of future teachers in the context of professional training has been developed and implemented. During a pilot study, methodological tools have been developed to increase the readiness of future teachers for the formation of cultural competence during professional training, namely: the implementation of readiness components with selected methods for their formation and pedagogical conditions. After

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\*Corresponding author



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conducting an experimental study, promising directions for improving the methodology for developing the readiness of future teachers for professional activities were formed through the formation of cultural competence during preparation for professional activities in higher educational institutions of Kyrgyzstan.

**Conclusions.** The practical value of the work lies in the development of a methodological system for improving the training of future teachers in Kyrgyzstan based on a competency-based approach.

**Keywords:** culture; components of readiness; competence; educational institutions; psychological and pedagogical conditions.

## Introduction

Today in Kyrgyzstan, among scientists actively involved in the study of the higher education system, there is an active discussion on strengthening the interaction between systemic cultural thinking and professional training of specialists in higher education institutions of the state [1]. Understanding the problems of higher education, determining the prospects and priorities of the cultural aspect in the education of Kyrgyzstan in a broad socio-cultural context is one of the most important tasks of our time. That is why the purpose of the study is to form the readiness of future teachers for the formation of cultural competence in higher educational institutions of Kyrgyzstan during their professional training.

J.A. Banks [2] focuses on the fact that the process of implementing the principle of cultural conformity in the conditions of modern higher education in Kyrgyzstan, of course, needs to be updated, because it is in line with the modernization of education. According to the scientist, these processes should be provided with a proper cultural basis. Such a base should be the culturological training of the future pedagogical specialist, the formation of his attitude to culture as a phenomenon, the establishment of a close connection between democracy and culture. According to the results of a study by Kyrgyz scientists Zh. Kiynova et al. [3], one of the most important reasons for the lack of democratization both in society and in education is the lack of an adequate level of culture among the teaching staff who are trained by higher education institutions. The study proposes to strengthen the formation of the cultural component, as a guarantee of the implementation of the cultural approach in the educational process.

Zh. Koshkymbaeva [4] believes that modern teacher education in Kyrgyzstan is not able to provide cultural development for future specialists, which has a negative impact on the level of social progress, which has always been based on culture. Scientists N.A. Asipova et al. [5] see the main social function of organizations of higher education in Kyrgyzstan in educating the young generation of teaching staff of cultural values, as a cumulative spiritual experience of mankind. The level of qualitative performance of this function directly depends on the level of the cultural component of future specialists in the field of education. The authors of this study agree with the opinion of the researchers that the basis for the formation of a harmoniously developed personality of a pedagogical specialist in accordance with trends in the labour market is cultural competence. It is based on the art of forming spiritual values. The cultural orientation of higher education in Kyrgyzstan is to increase the level of awareness of students. The role of culturological training in higher education organizations today tends to grow. The

educational space of higher education organizations in Kyrgyzstan is based on numerous cultural models, namely: the model of the national school, the “pilot” school of the 21st century, the “dialogue of culture” school [6].

The main task of the educational component in Kyrgyzstan, according to A. Aitbaeva and Zh. Shaihozova [7] is about fostering a culture aimed at making socially responsible decisions and actions. The educational component should be aimed at developing students’ global thinking. That is why educational programs for the training of specialists in the field of education require updating by introducing educational components into their content, namely ethics and artistic disciplines. It is necessary to reflect in the curricula for the training of pedagogical specialists such areas of pedagogical activity: the manifestation of interest and respect for the cultures of the peoples of the world, global and global events. In studies by D. Dzhusubaliev et al. [8] the problems of training teachers working in a multicultural pedagogical environment and emphasizing the importance of ethnographic knowledge are highlighted. Today, according to the authors, the essence of the theoretical and practical cultural approach in education is based on the following approaches:

- study of the achievements of world culture and the features of their practical use;
- application of an interdisciplinary approach to the study of the classics of world culture;
- priority of humanitarian culture and knowledge of world classics.

In the process of analysing scientific papers on research problems, tasks aimed at integrating the culturological aspect into education were identified:

1. Research on the current state of the implementation of the cultural aspect in the system of higher education in Kyrgyzstan.
2. Search for ways to form cultural competence of future teachers.
3. Development of a methodology for the development of cultural competence.

Thus, it is necessary to solve the problem of building perspectives and searching for priorities for the introduction of the cultural aspect in education, solving the problems of the formation of pedagogical culture, cultural competence. The implementation of a thorough analysis of the level of cultural training of teaching staff in the system of higher education in Kyrgyzstan indicates the existence of a problem and the need to solve it.

## Literature Review

As part of the modernization of higher education in Kyrgyzstan, the solution to the issue of humanization and the need to implement the cultural aspect becomes

relevant. W. Rabczuk [9] believes that in recent years, in Kyrgyzstan, there has been a dehumanization in society, a decrease in interest in universal values, an intensification of the process of individualization, market relations. All this leads to an aggravation of the spiritual crisis of the individual. Such a trend, according to scientists, leads to a partial degradation of young people, both spiritually and culturally. There is a tendency to lose one's individuality, a thirst for self-improvement and development of one's own potential. That is why the active restructuring of higher education with an emphasis on the cultural development of the personality of a student of a pedagogical institution of higher education acquires relevance.

The problems of the formation of cultural values in education in the process of training future specialists include [6]:

- development of the personality of a student, a future specialist;
- development of competencies for work in the scientific field;
- ability to spiritual and cultural development;
- opportunity for self-development and self-improvement;
- the ability to self-education, love, respect, compassion, the manifestation of a sincere and benevolent attitude towards people, love for the native land and traditions;
- the formation of good manners, kindness, cultural behaviour in society among the younger generation.

P. Rudd [10] believes that as the requirements of modern society in Kyrgyzstan are taken into account, there is a need to train specialists capable of implementing the process of intercultural communication, which will lead to the formation of both linguistic and cognitive awareness of the educational process. The process of using the cultural aspect in education has become the subject of study by numerous foreign scientists, namely: the French sociological school, the American school of cultural anthropology, the study of the patterns of cognitive activity based on intercultural differences. P. Walton et al. [11] exploring the issues of reality and ideality of the forms of life of the individual on the basis of the cultural and historical doctrine of the nature of the mental, and found out that the ideal form is a product of the historical development of mankind. In the process of studying in higher educational institutions, students must form in themselves forms of behaviour abilities, and personal qualities of a person. According to scientists, the student will not be able to form specific individual qualities without interacting with cultural (ideal) forms.

S. O'Hara and R. Pritchard [12] believe that in the process of professional training of specialists in higher educational institutions of Kyrgyzstan, the tendency to apply a cultural approach is mandatory, since it contributes to the formation of favourable conditions for the personal development of the individual and his further socialization in an environment where different segments of the population are present. J.A. Banks and C.A.M. Banks [13] regarding the importance of cultural competence in the process of professional training of students in higher educational institutions in Kyrgyzstan. The main functionality of the cultural approach is to perform the

following functions, which include: developmental, educational, educational, cognitive and professional. Thus, the implementation of the cultural approach in the education of Kyrgyzstan is determined by one of the most important tasks of the new millennium. Culture, when integrated into the educational component, promotes self-organization and self-development of the individual.

### **Materials and Methods**

The main methods in the process of experimental research were aimed at studying the problems of forming the readiness of future teachers for the development of cultural competence in higher educational institutions of Kyrgyzstan, the search for prospects and priorities of the cultural aspect in education in higher educational institutions of Kyrgyzstan, which included the development of readiness components and criteria for them, and namely: the emotional component (emotional-volitional criterion), the motivational component (motivational-value criterion), the cognitive-activity component (knowledge -operational criterion), the reflexive component (relaxation criterion) and psychological and pedagogical conditions, namely: ensuring the formation of cultural competence future teachers in professional training through the implementation of personal and social needs, integrativity in the content of the educational program for the training of future teachers, integrity, continuity, and consistency in the formation of cultural competence, active mastery of cultural experience, the implementation of cultural knowledge and skills in the subject-subject dimension. These methods included: analysis, comparison, systematization, survey, questioning, classification and generalization of theoretical data, modelling the process of diagnosing the formation of cultural competence among teachers using the developed components of readiness and pedagogical conditions, generalization of the methodology for the formation of cultural competence among future teachers in the process of professional training.

An experimental study was carried out at Kyrgyz National University named after Jusup Balasagyn. In order to ensure the representativeness and reliability of the sample, the features of the formation of experimental groups, age, and gender were determined. The formation of the control-research array was carried out by pairwise selection. The condition was taken into account that at the end of the selection, the size of the experimental group met the requirements of representativeness. The sample consisted of 68 undergraduates. The control group included 36 respondents, and the experimental group – 32 participants. Of the selected respondents, 30 women and 38 men were selected for the pilot study. To obtain initial indicators at the beginning of the experiment, an analysis of the level of development of cultural competence during the professional training of future teachers was carried out, problems that can be effectively and efficiently solved with the help of the practical use of the author's methodology were identified, after determining the contingent of participants, the individual levels of formation of the components of cultural competence of future teachers during professional training were determined, their survey was conducted, the necessary conclusions were drawn.

An analytical study of the effectiveness of the formation of these components of the readiness of future teachers for the development of cultural competence in professional training was carried out. Integrated trainings have been developed that are introduced into the educational process of training future teachers along with the use of doping methods aimed at developing the ability to maintain confidence during the implementation of professional activities (lecture, open class, musical educational event); during the study of professional disciplines, students were offered to develop pedagogical portfolios, presentations, creative and cultural events, project activities during pedagogical practice; developed and offered to students to complete tasks for independent work; updated teaching practice programs; psychological role-playing games were used – a method for developing creative thinking Six Thinking Hats (Six thinking hats). The data obtained was processed using the methods of mathematical statistics: processing the final characteristics of the formation of the levels of readiness of future teachers for the development of cultural competencies in professional training. Based on the results of the introduction of the outlined methods, an analysis of the results obtained, their generalization, conclusions were drawn and prospects for further research were formed.

## Results

On the verge of the spiritual and state revival of Kyrgyzstan, the priority role should belong to the improvement of the national system of higher education, the main task of which is the ability to ensure the development of creativity and creative activity of the future teacher. The development of the national education system and its components should be formed in accordance with modern integration and globalization processes. The organization of the educational process based on the development of national values contributes to the formation of cultural competence in future teachers. Particular attention in the process of its formation belongs to the development of democratic thinking, the introduction of new approaches to educational activities, taking into account the historical and cultural traditions of different regions of Kyrgyzstan [14; 15].

Kyrgyzstan requires a significant update from the standpoint of including educational components in educational programs for training specialists in the field of teacher education. Emphasis should be placed on the disciplines, the subject of which is the study of cultural studies and art. This approach is based on changing the functionality of the culturological approach in higher education and strengthening the development of integration processes in society, preserving its spiritual values, activity, and energy. A new vector for the development of humanitarian education in higher education organizations in Kyrgyzstan is called culturological. The implementation of the training of pedagogical specialists in higher education institutions is one of the most effective means of forming cultural competence. In the study, the concept of “cultural studies” is interpreted as the latest field of knowledge and discipline with a world-view direction, which in the directions of its development relies on cultural studies [16].

To date, a number of scientists K. Stocking et al. [17] noted that the science of cultural studies is recognized as the modern basis of the humanities, including philosophy, sociology, ethnography, philology. Since cultural competence is an integral part of the professional competence of a future teacher, it should be considered as a certain accumulation of knowledge that allows determining the place of an individual in the world and ways to change it, the formation of a humanistic vision of the world, cultural values, one’s own opinion and its proof, a critical understanding of the process of being. Thus, in the process of training future teachers in organizations of higher education in Kyrgyzstan, it is necessary to qualitatively form cultural competence. In the study, “culturological competence” is the formation of a high level of socialization and enculturation of the individual in society, which allows for the use and interpretation of specialized and non-specialized knowledge that is used both in everyday life and in professional activities. The most effective principles for the implementation of a qualitative assessment of cultural competence are identified: integrity, dynamism, continuity, information content, cyclicity, consistency, and effectiveness.

Cultural competence, which is an integrative unity of interrelated components, namely:

- the emotional component (implementation is carried out through an emotional-volitional criterion) pursues the goal of a cultural orientation, which is realized by recognizing and accepting by the future teacher the essence of professional activity in the cultural plane, interests, beliefs, and views in professional activity, the formation of the emotional-volitional sphere;
- the motivational component (implementation is carried out through a motivational-value criterion) is expressed by a combination of motives, interests, interests in the assimilation of cultural tools and needs in the exchange of experience gained at the subject-subject level;
- the cognitive-activity component (knowledge - operational criterion) is cultural knowledge and actions capable of being implemented through knowledge of the essential and content characteristics of cultural competence and determining ways to implement it; the ability to implement a cultural approach in the practical-activity plane through the implementation of pedagogical interaction on the basis of universal and general cultural values;
- the reflexive component (relaxation criterion) consists in the ability to study one’s own cultural orientation, readiness to realize cultural potential, cultural activity, is based on a set of skills that characterize the psychological culture of the individual, allows a qualitative critical analysis of pedagogical activity of a cultural nature based on self-realization, self-determination, self-actualization.

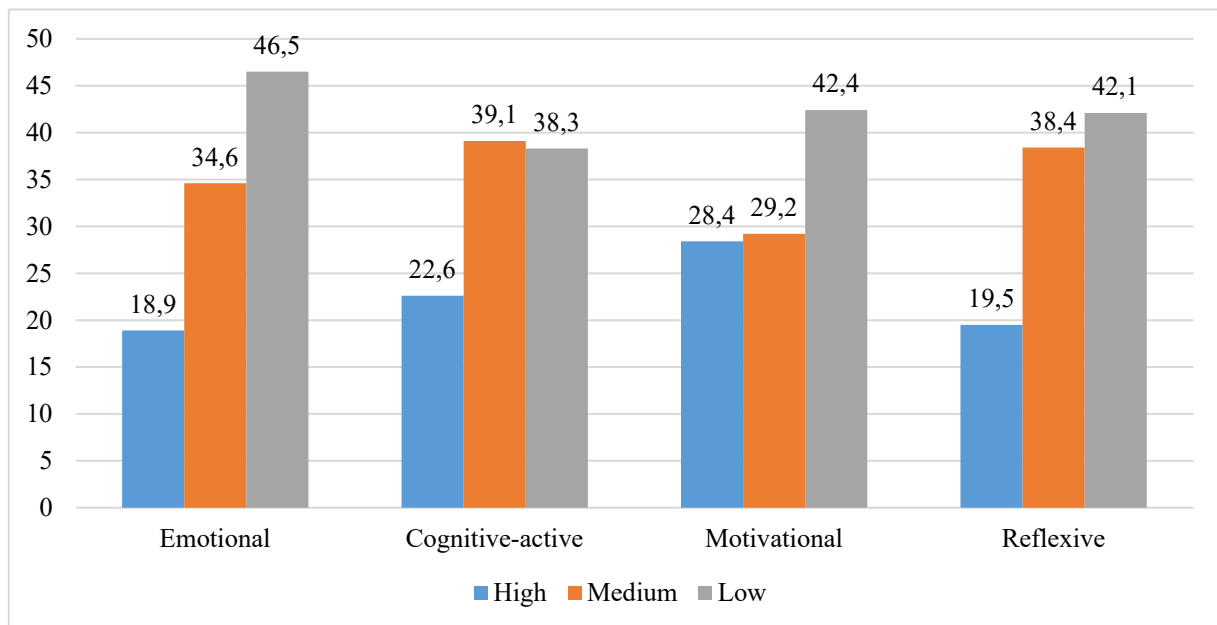
In the process of determining the stages of formation of the cultural competence of the future teacher, attention is focused on the levels of formation of the components of readiness, namely: high, medium and low. The process of formation of culturological competence is built on the basis of algorithmicity, gradualness, consistency, interdependence of the outlined components of culturological competence.

Based on the above information, the following stages of the formation of cultural competence of future teachers have been identified:

- motivational-cognitive stage – is realized through the formation of a cultural orientation; formation of readiness and cultural awareness;
- cognitive-activity – consists in the formation of culturological activity or the introduction of culturological tools in a culturologically directed professional activity;
- reflexive-productive – the formation of cultural self-sufficiency.

During the ascertaining stage of the experiment, a set of methodological tools was designed, aimed at studying the levels of formation of cultural competencies of the considered definition at different stages of the experiment. The author's methods were introduced in the experimental group by creating artificial conditions for the experiment. A comparative analysis of the scientific base on research problems, systematization, classification, and generalization of theoretical data was carried out; modelling and generalization of the methodology for preparing future teachers, determining the components of the future teacher's readiness for the development of cultural competence: emotional, motivational, cognitive, activity, reflective.

The sample size was 68 students of Kyrgyz National University named after Jusup Balasagyn. The control group included 36 respondents, and the experimental group included 32 respondents, including 30 women and 38 men. In the course of the ascertaining experiment, a contingent of respondents who are in the same conditions (training course, educational program) was determined, a survey was conducted, on the basis of which the diagnostics of the levels of formation of the components of readiness for the formation of cultural competence were made. To determine the input level of development of culturological competencies of future teachers at the ascertaining stage of the experiment in the control group, a survey of students on the introduction of a culturological approach in the educational program for the training of the above-mentioned specialists was used. During the experiment, a set of adapted methods for studying the levels of formation of cultural competencies of a given definition was selected during the experiment. The results of the data obtained in the process of surveying and questioning students allowed to conclude that the respondents are predominantly at an average and low level of development of cultural competence. The results obtained during the experiment phase are shown in Figure 1.



**Figure 1.** The results of diagnosing the readiness of the future teacher to develop cultural competence at the ascertaining stage of the experiment in the control group

*Source: compiled by the authors.*

At the formative stage of the experiment, a number of specialized techniques were introduced in the experimental group to form the components of cultural competence at all stages. For the qualitative formation of cultural competence, the following psychological and pedagogical conditions must be met: ensuring the formation of cultural competence of future teachers during professional training by implementing personal and social needs; integrativity in the content of the educational program for the training of future teachers; integrity, continuity, and consistency of the formation of cultural competence; active mastery of culturological experience in the implementation of culturological competence in the subject-subjective dimension; providing reflective activity in the direction of

self-improvement in the context of the formation of cultural competence.

The implementation of the first condition pursues the goal of ensuring the formation of cultural competence through emotional-volitional and motivational criteria and is consistent through a culturally oriented principle: the implementation of the formation of cultural competence of future teachers during professional training with the help of personal and social requests. Thus, the culturological formation of future teachers in higher educational institutions of Kyrgyzstan is carried out through the solution of the following tasks: activation through the personal potential of the culturological and professional orientation of the future specialist towards the

implementation of the process of self-development and self-realization; development of skills of emotional and volitional orientation when studying in higher education organizations; formation of positive motivation and stimulation of volitional efforts of students during educational activities.

To implement the first pedagogical condition, methods are defined aimed at activating the artistic, cultural and pedagogical potential of future teachers, namely the introduction of: integrative trainings (reflexive, rhetorical, creative); the use of doping methods aimed at developing the ability to maintain confidence in the implementation of professional activities (lecture, open class, musical educational event); the use of methods and techniques for developing the skills of pedagogical self-presentation (development of pedagogical portfolios, presentations of fragments of pedagogical practice and participation in creative activities, improvement of the pedagogical style of behaviour, using specific techniques of artistic and pedagogical analysis during communicative activities, practical training). Ensuring the implementation of the second pedagogical condition – integrativity in the content of the educational program for the training of future teachers – is to ensure the formation of future teachers of cultural readiness based on the principle of motivation of culturally integrated learning. The implementation of the outlined psychological and pedagogical conditions should be carried out by establishing intra-subject, inter-subject, transdisciplinary links that are directed to the formation of cultural readiness and the actualization of the motivational-value sphere of the individual.

After analysing the curricula for preparing the teacher of the Kyrgyz National University named after Jusup Balasagyn, it was concluded that there are no disciplines in the training curriculum that ensure the formation of cultural competence among future specialists, therefore there is a need to introduce selective disciplines aimed at developing cultural competencies in future teachers who will be able to ensure the formation of cultural competence in the future professional field of activity. Such disciplines include the following “History of Art” and “History of Kyrgyz Culture”. The management of the indicated condition is proposed to be carried out by implementing the following tasks: the formation of the motivational sphere in the chosen profession, its implementation in the culturological dimension and raising the interest of future teachers in understanding oneself as a subject of culturological activity; creation of situations of success in the implementation of professional activities; creation of appropriate conditions for the systematic and integrated assimilation of cultural knowledge in synthesis with professional ones. To implement this condition, the following methods should be used: integrative and interactive (“professional living rooms”, “artistic living rooms”).

The implementation of the implementation of the third psychological and pedagogical condition – the integrity, continuity, and consistency of the formation of cultural competence in the educational process of training future teachers was carried out when performing the following tasks: the acquisition of knowledge related to humanistic-value professional and cultural orientations and basic technologies for the use of forms, methods, techniques and

means their implementation in the process of cultural communication; creation of conditions for the activation of students to conscious knowledge, perception, analysis, and generalization of cultural knowledge through borrowing the experience of world, European and domestic culture. The specified methodological complex is recommended for use in the professional training of future teachers by including cultural issues in educational training programs, when performing tasks for independent work of students, passing pedagogical practices. The fourth psychological and pedagogical condition is the active mastery of cultural experience in the implementation of cultural competence in the subject-subjective dimension, the implementation of which was carried out by attracting students, future teachers, to work in a creative environment, both individually and collectively. The implementation of the third and fourth conditions is proposed by ensuring the formation of the cognitive-activity component of readiness.

The study considers it appropriate to use a psychological role-playing game – a method for developing creative thinking “Six thinking hats”. The use of the method is effective for the formation of communicative competence, in particular in conditions of blended learning. The essence of the method is that a group discussion is offered between students, using individual thinking. The use of the method ensures that students are encouraged to think tactically with the simultaneous use of emotional background, logic, imagination, intuition, and creativity. The study highlights six separate areas (“six hats”), the work of the brain, which allows gaining the skills of objective perception of information in any field. The use of the method makes it possible to activate the work of applicants for education with information sources, using intuitive thinking, critical analysis of problems, generation of creative approaches for this. It is proposed to use methodological tools for the implementation of the implementation of a certain pedagogical condition, namely: the introduction of creative methods (portfolio, the introduction of interactive educational games, public presentations, independent development of scenarios for concert and exhibition projects with their subsequent implementation in a presentation form; holding interactive discussions; project activities; through the involvement of students in the organization and participation in cultural events.

The fifth condition is to ensure reflective activity in the direction of self-improvement in the context of cultural competence, which ensures the achievement of the intended goal through the creation of appropriate circumstances for the formation of cultural self-sufficiency of future teachers, based on the principle of the reflective orientation of cultural competence. The implementation of the indicated condition is envisaged through the process of active development of the students’ ability to carry out introspection, control, and assessment of the levels of their own cultural competence, which ensures self-regulation of the educational activities of future teachers. The introduction of the indicated condition in the preparation of future teachers in higher education institutions is possible through the use of means and forms of training aimed at reflection. It is proposed to use the technique of writing self-reviews, training activities of lateral (non-

standard) thinking; using the method of strategic self-improvement; the method of problem-reflexive dialogue and polylogue, reflexive business games, as well as the method of positional discussion.

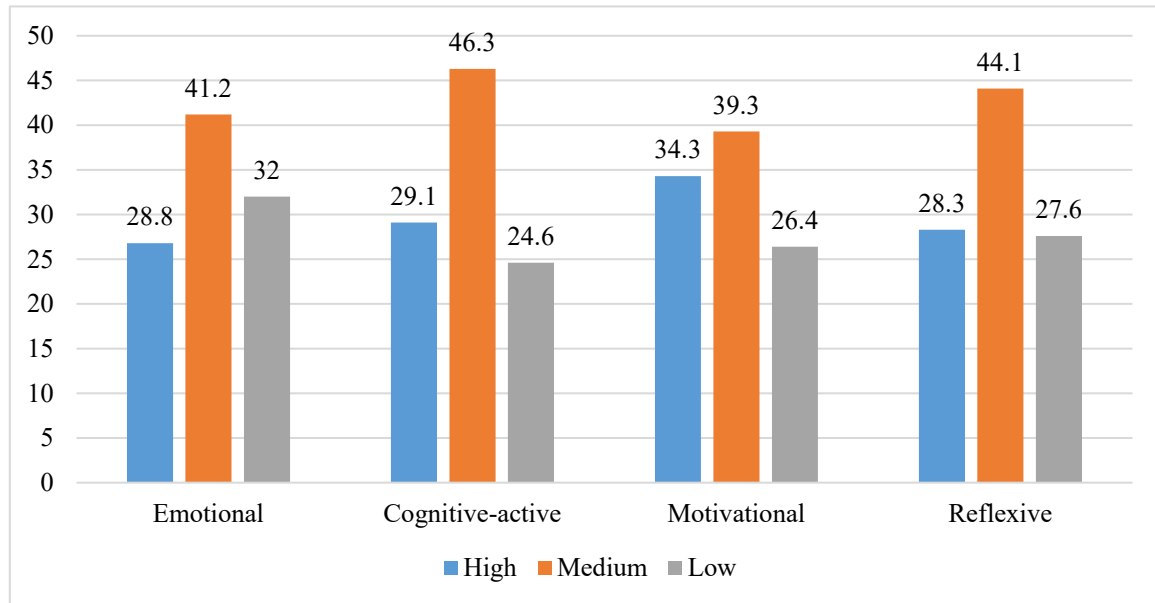
In the conditions of both full-time and distance education, for the successful implementation of certain conditions and components of readiness, it is proposed to use digital resources, namely:

- to carry out planning of educational activities (Google Calendar, electronic magazines);
- cooperation (Google Docs, Forms);

- implementation of communicative activity and creation of communities (social networks, ZOOM, Skype, Google Meet, Hangouts);

- ensuring the creation of educational content (Padlet, Quizlet, Prezi, Kahoot, Microsoft PowerPoint ClassMarker, QuizWhizzer).

Thus, after the introduction of methodological tools aimed at the formation of readiness components and the psychological and pedagogical conditions through which they are implemented, testing of applicants for education was carried out and the level of formation of cultural competence was determined. The data obtained at the formative stage of the experiment are shown in Figure 2.



**Figure 2.** The results of diagnosing the readiness of the future teacher to develop cultural competencies at the ascertaining stage of the experiment in the experimental group

*Source: compiled by the authors.*

Based on the results of the analysis of experimental data, it was concluded that at the formative stage of the experiment, the levels of formation of the components of the readiness of future teachers for professional activities on the basis of a competency-based approach increased, which allows to speak about the effectiveness of the outlined methodology. Thus, the implementation of the culturological approach in the process of training future teachers will ensure the qualitative formation of culturological competence, namely: the formation of skills for the competent use of the cultural population of Kyrgyzstan; the formation of knowledge about the culture of the state as an integral system, the education of the need for harmony in the socio-cultural self-identification of a person, the establishment of national, cultural, social tolerance. Of great importance is the implementation of didactic principles to enhance the successful implementation of the culturological approach, namely: the principle of cultural conformity, the dialogue of cultures, the unity of the national and universal, multiculturalism, the use of cultural tasks, orientation to the profession, personal approach, activity-based learning.

Among the numerous indicators of the cultural competence of future teachers in Kyrgyzstan, the study identifies priority indicators that will allow young people to develop in different directions. These indicators include:

the culture of communication, communication and interaction, the ability to know and think, the culture of working with information and information sources. The most significant indicator that acts in the assessment of cultural competence should be noted, the sufficiency of conditions conducive to the formation of this quality. On the basis of the study, it was proved that the practice of higher educational institutions in Kyrgyzstan fails to eliminate one-sidedness and limitations in the assessment of cultural competence. The issue of assessing cultural competence requires a targeted study of the educational process of higher education institutions of various profiles, taking into account their specifics, the individual characteristics of cultural applicants and the possession of key competencies. In the perspective of further research, it is possible to overcome the difficulties in identifying one-sidedness in the problems of a holistic presentation of the results of the quality of education.

## Discussion

The implementation of the training of highly qualified specialists on the basis of a cultural approach is the most important means of developing cultural competence. Conducting an assessment of cultural competence of future teachers is in the relationship between pedagogical approaches – normative, competence-based, personal and

technological. The principles of assessing cultural competence include the principle of integrity, dynamism, continuity, information content, cyclicity, consistency, effectiveness [18]. The main task of the culturological approach in education is the change in ideas about the basic values of the educational component, the culturalization of the pedagogical interaction of subjects and the pedagogical process, the expansion of the scientific orientation of the content and principles of construction. The study of prospects and priority ways of implementing the cultural aspect in education in the process of preparing future teachers has scientific uncertainty in higher educational institutions, which creates a number of contradictions between [19-25]:

- an active process of integration and polyculturization of the educational environment and a low level of culturological preparation of applicants for higher education and readiness to introduce a culturological approach to education;
- the need to introduce the cultural aspect in professional activities and the limited scientific and methodological tools to ensure the formation of cultural competence of future teachers;
- strengthening the requirements for the professional skills of a new generation teacher and the lack of attention to the formation of cultural competence among future teachers;
- strengthening the requirements for teachers of professional disciplines for the development and implementation of innovative pedagogical technologies and the insufficient level of their pedagogical skills.

The problem of the formation of cultural competence in higher educational institutions of Kyrgyzstan should be addressed in a comprehensive manner. The concept of “culture” P. Rudd [10] interprets as a copied system that expresses the behaviour, consciousness of a person, object, or phenomenon in the life of society. The integrative unity between culture and education is a relationship of interdependence and interpenetration. The culturological aspect provides for taking into account the content, structure, and technology of the functionality of the socio-cultural experience of mankind [20; 26; 27].

M. Sugiera [21], under the concept of “culturological approach”, identifies the main method of designing student-centred education, the components of which include the attitude towards students – a subject capable of cultural development; attitude to the teacher as an intermediary between the student and culture, which refers to the teacher as a tutor capable of supporting the student; able to evaluate the process of education within the framework of using a cultural approach and the ability to find ways to improve it; vision of higher education as an integral cultural and educational space, where the reproduction of cultural patterns of life is carried out, the upbringing of a cultured person is ensured.

The study supports the opinion of F. Mulhern [22], who understands the “culturological competence of a teacher” as a body of knowledge about culture, which is designed to create a holistic picture of the world, a person’s place in this world and ways to change it by a person. In the process of conducting the study, the concept of “cultural competence of the future teacher” is defined, which is understood as a system of integrative, personal new

building, which is a successful result of teacher training in higher education institutions in obtaining education aimed at the formation of competencies that develop in the individual a thirst for socialization, the development of world-view professional views, the formation of critical thinking and the development of pedagogical skills, the ability to self-actualize and self-develop throughout life [23; 28; 29].

S. Hall [14] believes that the main sign of the formation of cultural competence among future teachers is the ability to study and implement the characteristics of the Kyrgyz culture, mastering and borrowing the cultural experience of the peoples of the world, accepting national values, the ability to solve cultural obstacles in the process of future professional activity. The analysis of scientific works of E. Durkheim [24] and also M. Byram and V. Esarte-Sarries [25], who considered the features of introducing a cultural approach to education. Regarding the results obtained in this study, the use of the proposed approach may be correct, namely, by highlighting the main directions for the implementation of the cultural approach in teaching students: the use of visual material, the identification, and direction of tasks that contribute to the formation of cultural competence of students, the organization of practical work aimed at understanding cultural values, the use of culturally oriented methods in teaching.

Numerous works of scientists K. Stocking et al. [17] and A. Gilmore [26], devoted to the study of cultural competence, which see the essence of this concept in the totality of knowledge related to the culture of a certain state, which allows a person to understand his place in this state and the world as a whole and outline ways to change the world, taking into account the received knowledge. However, the authors of this study believe that based on the definition of the concept, it is worth highlighting the indicators of the formation of cultural competence of students, which include the ability to mobilize intercultural abilities during professional activities, adequate recognition, understanding, and evaluation of international culture, understanding the characteristics of foreign language communities, identifying cultural obstacles, vision of one’s country in the aspect of the intersection of cultures and the demonstration of cultural tolerance [30-32]. In the study, the assessment of cultural competence is carried out on the basis of the following approaches, namely, normative, competence-based, personal, cultural, and technological. With the help of the normative and competence-based approach, the main directions for assessing cultural competence are determined. The assessment is carried out on the basis of a standard, which creates a unification of the educational process and equality of conditions for the formation of cultural competence for all applicants. The personal approach is based on taking into account the essence of the cultural competence of the future teacher and reflects the objective relationship between the individual and culture [33].

The concept of the culturological approach in education is organically supplemented and fits into the personal approach. This is manifested in the fact that the process of enculturation occurs from the individual to the values of culture, and the process of mastering them is individual and is associated with the characteristics, abilities, and needs of each applicant [34-36]. Through the technological

approach, the organizational sequence of evaluation actions is ensured. The technology for assessing cultural competence includes the following components: purpose, initial object; the sequence of performance of evaluation operations; evaluation tools; feedback [27; 37]. The technological organization of assessment activities provides for the definition of the main areas of assessment, which should be distinguished in accordance with the main groups of key competencies: assessment of competencies related to the student as a person, subject of activity and communication; assessment of competencies that ensure the interaction of the student in society; assessment of competencies that provide activities (cognitive, communicative) [38-40].

In the course of the study, it was established that ensuring the formation of the cultural competence of the future teacher during professional training will ensure the growth of the degree of multiculturalism, the development of the ability to implement intercultural communication in difficult professional situations, the development of the ability to quickly create and use a system for analysing phenomena and cultural facts to merge with the socio-cultural environment of the team another state, will ensure the development of skills aimed at choosing a style of behaviour, taking into account cultural and communicative factors of communication [25; 41-43]. A. Hobson et al. [28] are inclined to believe that for the successful organization of the quality of the formation of the cultural competence of the future teacher, it is necessary to fulfil certain conditions that should ensure the achievement of the goals set in the study. However, the study highlights the following conditions: the inclusion of a future teacher in an active creative activity that stimulates cognitive interest in mastering the culture of Kyrgyzstan; providing interdisciplinary connections; involvement in collective interaction between students, future teachers by means of culturally responsible forms and teaching methods; use of pedagogical and creative reflection.

So, in the process of experimental research, it was concluded that in Kyrgyzstan, the professional training of future teachers in the culturological dimension is carried out in the designated culturological priority areas, namely: culturological training of future specialists, cultural education of a modern teacher, the formation of cultural creativity. Thus, the introduction of a culturological approach in teacher education should contribute to the formation of culturological competence, namely: skills in the use of cultural heritage; the formation of knowledge about the features of culture as an integral system, the approval of national, cultural, social tolerance.

## **Conclusions**

In the course of the study, it was concluded that the high-quality professional training of future teachers when studying in higher educational institutions of Kyrgyzstan should be based on the principles of introducing a competency-based approach to teaching, for the implementation of which it is necessary to predict the effective component of the content, which requires the conclusion of a holistic system for diagnosing educational achievements. The concept of "culturological competence of the future teacher" was defined. Promising directions for improving the process of readiness of future teachers for

the formation of cultural competence in professional training in higher educational institutions of Kyrgyzstan have been formed. In the course of the experiment, it was found that the level of training of future teachers and the cultural competence acquired by them in the process of such training are in a low and medium position.

This trend requires the creation of the necessary methodological tools that will serve to improve the level of training of future teachers, as a result of the formation of their cultural competence. The components of the readiness of future teachers for the formation of cultural competence and the criteria for them are singled out, namely: the emotional component (emotional-volitional criterion); motivational component (motivational-value criterion); cognitive-activity component (knowledge-operational criterion); reflexive component (relaxation criterion). The following levels of formation of the components of readiness were singled out, namely: high, medium and low. The process of formation of culturological competence is built on the basis of algorithmicity, gradualness, consistency, interdependence of the outlined components of culturological competence. In the course of the study, the stages of the formation of the culturological competence of future teachers were identified: the motivational-cognitive stage, the cognitive-activity stage, and the reflective-productive stage. In the course of the study, a questionnaire and survey were conducted, the content of the teaching practice programs and tasks for independent work of students were updated.

Psychological and pedagogical conditions are singled out, namely, ensuring the formation of the cultural competence of future teachers in professional training through the implementation of personal and social needs; integrativity in the content of the educational program for the training of future teachers; integrity, continuity, and consistency of the formation of cultural competence; active mastery of culturological experience in the implementation of culturological competence in the subject-subjective dimension; providing reflective activity in the direction of self-improvement in the context of the formation of cultural competence. The generalized data of the results of the experiment after applying the proposed methodology allow to draw conclusions about the effectiveness of the implemented methodological tools. In this regard, the policy of educational organizations in Kyrgyzstan should be aimed at updating the methodology for training future teachers in professional training.

Thus, the direction of further research is aimed at considering modern international-level programs for future teachers with the possibility of advanced training abroad and the results of their own research. Scientific research, as well as the conclusions formulated on its basis, can be used in the future as an effective basis for improving the training of future teachers in higher educational institutions, finding ways to increase the level of cultural competence using the experience of foreign countries, introducing digital resources to organize research processes of applicants in the context of higher education, the implementation of professional activities at a high level, taking into account the requirements of the labour market; deepening the study of the structure of diagnostic competencies of teachers in professional training.

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**Conflict of Interest**

None.

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## Перспективи та пріоритети культурологічного аспекту в освіті

### Сяньфен Чжоу

Киргизький національний університет імені Джусупа Баласагіна  
720033, вул. Фрунзе, 547, м. Бішкек, Киргизька Республіка

### Гульміра Карабалаєва

Киргизький національний університет імені Джусупа Баласагіна  
720033, вул. Фрунзе, 547, м. Бішкек, Киргизька Республіка

### Шуан Ван

Цзілінський університет  
130012, вул. Цяньцзінь, 2699, м. Чанчунь, Китай

### Цянь Дін

Киргизький національний університет імені Джусупа Баласагіна  
720033, вул. Фрунзе, 547, м. Бішкек, Киргизька Республіка

### Чаннінг Ванг

Киргизький національний університет імені Джусупа Баласагіна  
720033, вул. Фрунзе, 547, м. Бішкек, Киргизька Республіка

### Анотація

**Актуальність** У сучасних умовах світової глобалізації питання перспектив і пошуку пріоритетів реалізації культурологічного аспекту в освіті в Киргизстані стало однією з найважливіших проблем підвищення її якості.

**Мета.** Мета статті полягає в обґрунтуванні та впровадженні методики формування культурологічної компетентності майбутніх учителів у вищих навчальних закладах Киргизстану як запоруки їхньої готовності до здійснення професійної діяльності.

**Методологія.** Основу методологічного підходу дослідження становить обґрунтування та перевірка ефективності методики формування культурологічної компетентності у майбутніх учителів під час навчання у вищому навчальному закладі; емпіричні методи: аналіз, порівняння, систематизація, опитування, анкетування, тестування, моделювання, проєктування; експеримент - констатувальний і формувальний; методи математичної статистики: обробка підсумкових показників сформованості рівня готовності вчителів до формування культурологічної компетентності під час професійної підготовки у вищих навчальних закладах.

**Результати.** Визначено зміст поняття "культурологічна компетентність майбутнього вчителя", розкрито її ознаки та особливості, розроблено та впроваджено методику формування культурологічної компетентності майбутніх учителів у процесі фахової підготовки. У ході експериментального дослідження розроблено методичний інструментарій підвищення готовності майбутніх учителів до формування культурологічної компетентності у процесі фахової підготовки, а саме: реалізація компонентів готовності з обраними методами їх формування та педагогічними умовами. Після проведення експериментального дослідження сформовано перспективні напрями вдосконалення методики розвитку готовності майбутніх учителів до професійної діяльності через формування культурологічної компетентності під час підготовки до професійної діяльності у вищих навчальних закладах Киргизстану.

**Висновки.** Практична цінність роботи полягає в розробці методичної системи вдосконалення підготовки майбутніх учителів у Киргизстані на основі компетентнісного підходу.

**Ключові слова:** культура; компоненти готовності; компетентність; освітні установи; психолого-педагогічні умови.