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The development of ethnoeducational competence of the future teacher

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Abstract

Relevance. The Republic of Kazakhstan faces a challenging task in developing a competitive and competent professional workforce with high intellectual potential and positive personal qualities.

Purpose. The purpose of the presented research is to study and analyse the development of the ethnoeducational competence of the future teacher.

Methodology. The methods of information analysis and synthesis, the comparative method, as well as the method of induction and deduction, were used in this study. At the final stage of the study, the method of analysing scientific literature relevant to the subject was used.

Results. In the process of analysing literary sources, it was determined that, according to researchers, the ethnoeducational competence of a teacher should include: methods of implementing various models of teaching conventional pedagogical literature focused on the characteristics of different typological groups of students, the most typical ways of solving ethnoeducational problems presented in the content of school subjects and their use for the development of schoolchildren, as well as methods of awakening and developing students' cognitive interest in ethnoeducational content. It was determined that some researchers interpret ethnoeducational competence as a set of certain personality qualities with a high level of ethnoeducational preparedness and ability for creative activity, in which the professional and personal qualities of a teacher are maximally manifested.

Conclusions. Ethnoeducational competence involves engaging diverse students, addressing ethnoeducational challenges, and fostering student interest in related content. It merges professional skills with personal attributes necessary for

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effective teaching. The practical value of this research lies in its application to the development of future teachers' ethnoeducational competence, serving as a foundation for further pedagogical studies and benefiting teachers, students, and pedagogy researchers.

Keywords: educational activity; higher education; professional competence; ethnoeducation.

Introduction

The development of the world community is a difficult task for the establishment of the Republic of Kazakhstan to train a competitive and competent professional with high intellectual potential and positive personal qualities. The project "Concepts of higher pedagogical education in the Republic of Kazakhstan" emphasises that the leading factor in the implementation of this global task is the educational system, the main actor of which is a teacher with a high level of professional and pedagogical competencies. In the modern consciousness of society, as well as in its activities, the human factor can be traced as a determining factor in solving problems, which defines an idea of the inner value of a person, the importance of respect for his personal dignity, spiritual experience, ethnic origin, and ethno-social status, as well as positions and roles. Thus, the university as an open educational system should help to form and improve the cultural, spiritual level of future teacher's personality and the development of their ethnoeducational culture [1].

Before considering the nature and content of the phenomenon under study, it is necessary to consider the meaning of the basic term "competence". Here it is important to agree with the opinion of researchers. The concept of competence includes not only cognitive and operational-technological components but also motivational, ethical, social, and behavioural factors. As a result, competence is always personified and implemented through the qualities of a certain person. Scientists also note that competence is a set of interrelated personal qualities, such as knowledge, skills, and methods of action, which are established in relation to a variety of objects and processes and are necessary for effective and productive actions concerning them. The pre-established requirements are the standards for teaching schoolchildren. Based on the above, it is considered legitimate to consider the concept of "ethnoeducational competence" [2].

Thus, some researchers understand ethnoeducational competencies as general ethnoeducational knowledge and skills that allow a teacher to build the educational process in such a way as to achieve the most effective and consistent integration of the pedagogical heritage of his people, which contributes to the development of patriotism, tolerance, empathy, intercultural sensitivity, as well as the development of certain qualities in a teacher. These are such qualities as creativity, cognitive activity, purposefulness, initiative, tolerance, reflexivity, and some others [3]. Some researchers interpret ethnoeducational competence as a set of certain personality qualities with a high level of ethnoeducational preparedness and ability for creative activity, in which the professional and personal qualities of a teacher are maximally manifested.

According to a number of researchers, the ethnoeducational competence of a teacher presupposes knowledge of the goals of teaching school subjects based on conventional pedagogical culture, their specific content

and priorities in modern goal-setting conditions, psychological mechanisms for acquiring ethnoeducational knowledge and ways of using it in the learning process for the development of students, ethnoeducational concepts and facts directly stated in school textbooks and directly related to them, criteria for assessing the didactic and developmental value of various ethnoeducational content, methods (most typical) of working with different ethnoeducational content, effective methods of teaching conventional pedagogical culture (tools, organisational forms of teaching and control) of various categories of students, differentiated, on the one hand, by the level of education, on the other by the nature of cognitive interests [4]. In addition to the listed knowledge, according to the researchers, the ethnoeducational competence of the teacher should include: methods of implementing various models of teaching conventional pedagogical literature focused on the characteristics of different typological groups of students, the most typical ways of solving ethnoeducational problems presented in the content of school subjects and their use for the development of schoolchildren, as well as methods of awakening and developing students' cognitive interest in ethnoeducational content [5].

The purpose of the study is to substantiate the scientific and theoretical foundations of the ethnoeducational competence of the future teacher, which determine the effectiveness of the cognitive process, which expand and at the same time specify the factors of research problems, include the resolution of modern problems, and also reflect the needs of the theory and practice of professional education of a teacher.

Materials and Methods

The methodological basis of the research is based on a combination of various methods of scientific cognition. The methods of information analysis and synthesis, the comparative method, as well as the method of induction and deduction, were used in this study. At the final stage of the study, the method of analysing scientific literature relevant to the subject was used.

The method of information synthesis was used in the study. Synthesis is the process of joining or combining previously disparate things or concepts into one whole or set. Synthesis is also a method of combining the whole from functional parts, unlike the analytical method, this method involves dividing the whole into functional parts. The study also used the method of information analysis. Analysis is the process of dividing a complex subject or object into smaller parts to gain a broader understanding of the presented subject or object. Comparison can be characterised as a logical technique necessary in any cognitive activity: at different stages and at different levels, regardless of the subject. Comparison can be used as a special research method only if the procedure requires special training and organisation. Such a need usually arises when comparing complex objects and phenomena

that are characterised by a large set of very different characteristics. The experience of comparative law shows that based on the comparative method, it is possible to solve not only scientific and educational but also important applied tasks. The comparative method was used at the final stage of the study to study and summarise the results obtained during the testing of students.

The methods of induction and deduction were also used in the study. The inductive method is a method of research and presentation in which there is a transition from the observed concrete facts to the allocation of principles, general provisions of the theory, and the definition of patterns. Deduction is a method of thinking, the result of which is a logical conclusion, the truth of which is guaranteed by the truth of the assumption. At the final stage, an analysis of the scientific literature was carried out. The analysis of scientific literature is an accessible research method but also the most demanding. This method requires certain skills of working with literature: the ability to take notes, group material in accordance with the work plan. The main purpose of analysing literary sources is to collect scientific data on the subject under study, consider the prospects of research, and formulate a working hypothesis. When analysing literary sources, various works of researchers were considered.

In the process of analysing literary sources, it was determined that, according to researchers, the ethnoeducational competence of a teacher should include: methods of implementing various models of teaching conventional pedagogical literature focused on the characteristics of different typological groups of students, the most typical ways of solving ethnoeducational problems presented in the content of school subjects and their use for the development of schoolchildren, as well as methods of awakening and developing students' cognitive interest in ethnoeducational content. It was determined that some researchers interpret ethnoeducational competence as a set of certain personality qualities with a high level of ethnoeducational preparedness and ability for creative activity, in which the professional and personal qualities of a teacher are maximally manifested.

Results and Discussion

The components of the pedagogical system should reflect the multilevel nature of ethnoeducational competencies and should be presented as necessary and sufficient for its research, maintenance, and development, and should also be a set of structural and functional components that disclose various contexts and relationships between them. These components stand out as structural components, in the development of which the process and the result of its creation are most clearly visible.

The component of motivational need (professional value orientations, a set of personal characteristics, the presence of formed general pedagogical skills) reflects the socio-professional status, professional value orientations, attitudes of the teacher and reflects his motivational readiness for ethnoeducational activity, a set of personal qualities (morality, tolerance, empathy, social skills, initiative, reflexivity, etc.), the presence of developed general pedagogical skills (gnostic, creative, constructive, communicative, organisational). The cognitive component (a complex of ethnoeducational knowledge, formed

ethnoeducational thinking) refers to the development of the cognitive sphere of the future teacher associated with cognitive processes and consciousness, including cognition of the world and oneself [6].

The development of solid, deep ethnoeducational knowledge and the ability to apply them in practice is one of the most important components of the educational process of future teachers' professional education, which allows them to see, identify, and effectively solve professional and pedagogical tasks. Ethnoeducational thinking in combination with the practical transformative activity of the teacher is focused on the productive solution of professional and pedagogical tasks in particular pedagogical situations. The active component (skills, experience of transformational ethnoeducational activity, modern pedagogical technologies and pedagogical techniques) determines a person's stable creative abilities, his readiness for professional activity that meets the needs of society [7].

The interrelation and interdependence of the content components of the ethnoeducational competence of future teachers: motivationally oriented, cognitive and activity-oriented, characterises the systemic holistic nature of the phenomenon being studied. Thus, the manifestation of the activity component is a consequence of the features of the cognitive component of ethnoeducational competence: the development of ethnoeducational knowledge and the corresponding skills and abilities of the effective organisation of pedagogical activity. The process of transformative activity, in which activity is created and manifested, simultaneously activates the mental students' activity, they realise the value and importance of the acquired knowledge and skills [8; 9]. As a result, their cognitive activity increases, which in turn contributes to the development of the cognitive component of the future teachers' ethnoeducational competence. The same relationship can be traced between the motivational need and other components of this pedagogical competence: access to activity increases its productivity, the development of moral and volitional qualities contributes to mastering the ability to manage self-control, helps to overcome difficulties. Therewith, it is part of the activity, that is, sufficient experience of particular activities and cooperation that positively affect the development of morality and the necessary expression of willpower, the success of its work causes a positive emotional mood [10; 11].

The components of ethnoeducational competence, on the one hand, act as relatively independent systems with their own structure, logic, set of elements, internal organisation, and on the other hand, this division is conditional. The level of intellectual development can be used to characterise a person's creative potential and attitude to ethnoeducational activity, and its results can be analysed both in the structure of activity and in the personal qualities of the future teacher. These components of ethnoeducational competence can be considered as normative necessary for the successful activity of a teacher in modern conditions. Therewith, as mentioned above, they are all closely related — each successor is productive only if the first one is created in the necessary and sufficient volume [12; 13].

Thus, the analysis of the internal structure and external system-forming connections allows characterising the ethnoeducational competence of future teachers as an expression of integration, maturity, and development of the entire system of socially and professionally important personal characteristics and give it the following definition: Ethnoeducational competence of a teacher is an integrated personality quality expressed by the sum of knowledge, skills and experience, behavioural experience and contributing to effective multinational educational activities [14; 15]. Notably, ethnoeducational competence, which is an integral part of a holistic professional competence, is not guaranteed once and for all. With the change in the educational policy of the state, the transformation and modernisation of the content of education in general (external factors) and especially with the change in the student contingent, the choice of another educational and methodological complex of teaching the subject, the reorientation of professional activities and their interests, as another subject, etc. (internal factors), the teacher needs to reform some components of ethnoeducational competence related to new types of creative transformational activity: to study the theory of content in aspects of modern science, to determine the meanings for himself, to find his place and indicate the motives for change in ways to determine the field of opportunities and prospects in the changed conditions [16; 17].

The study of M.M. Sultygova, A.S. Meirieva [18] analyses the psycholinguistic universals of ethnopedagogy, represented by intentions and lexical categories expressing them, word formation and morphological patterns. The psychological interpretation of the identified linguistic phenomena is given. The empirical analysis of the intentions set out in the paper reflects the fact that they are determined by the human community, so these categories remain unchanged in any ethnocultural environment and social niche. The psycholinguistic identity of the named intentions and categories in various ethnocultures in relation to the unity of inner speech and consciousness is a model that extends to the study of the ethnolinguistic image of the world, the linguodidactic space of a particular people.

The article of Sh.I. Bulueva, Z.V. Masaeva, R.M. Ekhaeva [19] and co-authors considered the actual problems of the development of students' ethnoeducational culture in the multicultural educational process. The authors cover the tasks and conditions of the development of students' ethnoeducational culture in the process of obtaining higher education. Ethnoeducational culture presupposes professional education and mastery of ethnoeducational technologies. The identification of ethnoeducational culture as a new concept is set by the requirements for teachers working in a multicultural educational space. Therewith, ethnoeducational competence has an integrative character in relation to general professional education. The authors come to the conclusion that the development of ethnoeducational culture as the most important part of pedagogical culture associated with the development and practical use of the ideas of conventional folk pedagogy is a necessary prerequisite for the professional training of a future teacher.

The paper of A.K. Taryma, M.K.-O. Tyulyush, E.S.-O. Ochur [20] and co-authors cover the essence of the problem of information and communication competencies' development of future Tuvan teachers, considering the requirements of the new federal state educational standard "Pedagogical education 3++". The ethnoeducational approach to the compilation of the teaching methodology of future teachers-bachelors of computer science and information technology based on Russian-Tuvan bilingualism is presented. The purpose of the study was to analyse the current state of the problem of the competence development in information and communication technologies (ICT) in future teachers of the Tuvan language and to develop a structural and logical model aimed at the development of ICT competence of future bachelors of the Tuvan language, considering linguistic, regional, ethnopsychological, national, and cultural characteristics of their professional activities.

The scientific and pedagogical basis of the study was a set of initial theoretical substantiations: 1) establishment of a competency-based approach to describe the essence and structure of competencies as a result of training, 2) key provisions of systemic and personnel approaches to activities to describe the nature and types of educational and cognitive activities, 3) contextual learning technology, theory of gradual creation of new knowledge and activities, activity-based learning models for modelling the structure and content of training, 4) the concept of an ethnoeducational approach to identifying patterns of ICT competencies development of future Tuvan teachers in the context of Russian-Tuvan bilingualism.

Notably, the results obtained so far allow concluding that to find ways to solve this problem, it is necessary to conduct a serious study of the essence of ICT competence in a bilingual environment and develop a structural and logical model of its development containing target blocks (purpose, objectives), content-methodological (content, organisational forms, special techniques, methods, and tools) and diagnostic (criteria, diagnostic tools, levels of development of ICT competence).

The paper describes in detail each block of the structural and logical model of the development of ICT competence. The structure and content of the ICT competencies of the future Tuvan language teacher are presented: motivational, cognitive, and activist components. The levels of development of the bachelor's ICT competence are described: general user, general pedagogy, subject-oriented, the functions of each block of the structural and logical model of the development of ICT competence and the functions of the future Tuvan language teacher ICT competence are described in detail. The structural and logical model of ICT competence development of future Tuvan teachers in a bilingual environment proposed in the paper is focused on the development of education. A future Tuvan teacher should have subject competence in the field of ICT, that is, be able to master specialised technologies and resources developed according to the requirements for the content of the Tuvan language and philology, as well as to form a readiness for their effective implementation in educational activities.

The paper of S.N. Fedorova [21] presents an essential characteristic of the scientific school named after G.N.

Volkov in the Republic of Mari El. His contribution to the development of the ethnoeducational school of the republic, materials of interviews with its students (S.I. Fomina, P.A. Apakaev).

The paper of O.I. Davydova [22] examines the use of the educational role of ethnoeducational content in the training of teaching staff. Notably, at each stage of the company's development, the requirements for the content of teacher training change. The modern educational paradigm only confirms this trend and puts forward new requirements for the professional competence of the future teacher. The development of the necessary competence within a particular discipline is impossible without purposeful independent work of students, built with the pedagogical support of university teachers. When solving the educational task of ethnoeducational content in independent work, the student learns the specific features of the ethnic environment, of the mentality of a particular ethnic group, learns to actively use the means, methods, and functions of ethnopedagogy. The construction of an educational task related to conventional culture involves a complete renewal of the context of practical activities necessary for the implementation of tasks and situations, as well as the means to ensure the success of their solution. The presented material allows concluding that the solution of the educational problem of ethnoeducational content discloses the possibilities of self-change and self-development of students within the framework of the needs of professional activity, and also allows comprehending the ethnoeducational heritage of peoples.

The paper of A.M. Daurov, R.R. Magomedov [23] is devoted to the urgent problem of improving the quality of training of professional personnel in the system of physical education. Ethnoeducation in the modern world is one of the main areas of a multinational society. The paper presents an analysis of modern approaches to the ethnoeducational training of the future physical culture teacher in modern education. It is noted that ethnic types of physical activity play a lesser role in the training of physical education personnel. The authors propose a way out of this situation, in particular, it is recommended to introduce the discipline "Theory and methodology of ethnoport" into the curriculum to improve the ethnoeducational training of future physical education teachers.

The paper of S.M. Azhykulov [24] examines the indicators of the basic competence of the teacher, the personality traits presented to the teacher, the characteristics of teacher's professional competence, as well as the general model of future teacher's professional competence in solving pedagogical situations. The components identified in this study, their criteria and levels, characteristics of development, are all considered together as a model, which ultimately defines a guideline for the development of teachers' competencies required in the process of their work. The paper of A.O. Plieva [25] discusses the possibilities of using Internet technologies in teaching foreign students. It was concluded that Internet technologies play an important role in the modern world and have considerable pedagogical skills. On the pages dedicated to learning English, one can find text materials (articles from newspapers and magazines, excerpts from the works of foreign classics), as well as visual and audio

recordings for the development of listening and speech. Internet technologies, such as blogs, text files, online dictionaries, educational sites and services seem to be the most optimal means of forming lexical skills of the English language. Educational websites and platforms are most often used as another way to study a subject. At educational sites, the information is divided into thematic blocks, after studying each of them, the student can perform self-control, performing test tasks and exercises from the material. Such resources can be built on game mechanics or an assessment system that tracks students' progress. The use of these resources contributes to the development of independent work with educational material.

E.V. Khomyakova [26] draws the attention of the modern professional pedagogical community to the most urgent problem of the theory and practice of pedagogy, the development of future primary school teachers' readiness for professional activity in a modern multicultural environment through such an innovative tool as the development of ethnocultural competence. The researcher presents a theoretical analysis of the problem. Structural components of ethnocultural competence are emphasised.

The paper of S.I. Ismailova [27] presents a theoretical analysis of the features of the ethnoeducational culture of the teacher of the initial stage of education. Related concepts such as personality culture, ethnoeducational culture, and ethnopedagogy have been identified. The ethnoeducational culture of the teacher is described as a condition for improving the efficiency of the educational process when working with younger schoolchildren. The main components and conditions of the development of the ethnoeducational culture of primary school teachers are considered. The paper of N.M. Stukalenko [28] presents the results of a study of the ethnoeducational approach in future teachers' professional education. The relevance of the research is conditioned upon the attraction to national values that compile the culture of people, the desire to revive ethnic culture by preserving their native language, customs, and traditions.

In modern society, the importance of ethnoeducational knowledge is increasing even in the educational system. I.M. Khadikova, V.K. Kochisov, O.U. Gogitsaeva [29] note that the problem of ethnoeducational readiness of future teachers is the most important principle of national policy in the field of education, protection, and development of national cultures, regional cultural traditions, and specific features in a multinational state. The development of future teachers' ethnoeducational readiness is a continuous controlled process that leads students to national and regional values, to the development of a holistic view of the ethnic culture of their people, theory and methods of ethnocultural education and training, which ensures the implementation of an ethnocultural approach in the future professional pedagogical activity [30; 31]. The training of future teachers is successfully carried out based on the principle of diverse ethnic and ethnoeducational activities of various kinds (educational, research, game, pedagogical procedures, situations), the process of forming tasks and students' worldview concerning ethnic culture develops motivation, ethnic confidence and behaviour, tolerance, as well as the acquisition of the ability to perform

ethnoeducational work at school as a necessary part of pedagogical activity.

The paper of G.V. Diveeva [32] is devoted to the problem of the development of ethnoeducational competencies of teachers of Northern educational institutions in the context of additional education. The purpose of the study was to analyse the ethnoeducational competence of the teacher as a pedagogical concept, to identify its components, to theoretically substantiate the pedagogical conditions that contribute to the development of the ethnoeducational competence of the teacher in the process of professional training. In accordance with the purpose, these research methods were used as theoretical analysis, empirical methods (questionnaires), mental modelling of pedagogical conditions.

According to the results of a questionnaire survey of teachers, their need for enriching knowledge in the field of ethnopedagogy was identified, as well as insufficient expression of components of ethnoeducational competence. This served as the basis for the search and substantiation of pedagogical conditions for the development of ethnoeducational competence of teachers of Northern general educational institutions in the conditions of additional education. Pedagogical conditions include the allocation of educational modules with subject-oriented disciplines that provide a motivational-value, cognitive, activist orientation, the creation of the integrity of ethnoeducational competencies, the involvement of teachers in solving problems and situations, the content of which reflects regional and ethnic orientation, the involvement of teachers in project and research activities. The fulfilment of the selected pedagogical conditions will contribute to the qualitative improvement of the process of forming the ethnoeducational competence of the teacher.

The paper of Sh.M.-Kh. Arsaliev [33] is devoted to solving the problem of theoretical substantiation of the ethnoeducational process. The ethnoeducational situation is considered as a type of educational situations and a unit of the ethnoeducational process. The work is devoted to specially organised and spontaneous ethnoeducational situations and algorithms for their solution. The author gives concrete examples of ethnoeducational situations. The paper of V.V. Miroshnichenko [34] examines the problem of preparing teachers for ethno-oriented activities in schools with a native (non-Russian) language of training. The analysis of various views on the content of teachers' ethno-regional competence is carried out. The content of the basic competencies necessary for the teacher to organise ethnically oriented activities, considering the national, regional, and ethnocultural characteristics of the region, is covered.

The subject of the paper by T.B. Ilyina [35] is the content and structure of the teacher's ethnoeducational competence. The subject of the paper is devoted to the problem of preparing teachers for pedagogical activity in a multicultural environment. The purpose of the paper is to determine the ethnoeducational competence of teachers, to consider its structure, and substantiate the content of the selected components. It emerged that ethnoeducational competence as a characteristic of a teacher's professionalism can be considered not only as closely focused on the national-regional aspect but also in a broader sense, as the professional qualities of a teacher

working in a multicultural environment. The authors define ethnoeducational competence as an integrative quality of a person, characterising their willingness and ability to perform the functions of teaching, upbringing and development of students in the conditions of the multicultural composition of professional activity (teachers, students and their parents, multicultural children's groups) based on knowledge (in social psychology, ethnopsychology, ethnoeducation), skills (determining the specific features of cultures, interpretation of characteristics of student behaviour, the use of culturally acceptable methods of pedagogical interaction), understanding attitudes and interest in other cultures and formed personal characteristics (tolerance, empathy). The structural elements of this competence are defined: motivational-personal, cognitive and activity-behavioural components, the content of these components is substantiated and described.

Conclusions

The development of the world community is a difficult task for the establishment of the Republic of Kazakhstan to train a competitive and competent professional with high intellectual potential and positive personal qualities. The project "Concepts of higher pedagogical education in the Republic of Kazakhstan" emphasises that the leading factor in the implementation of this global task is the educational system, the main actor of which is a teacher with a high level of professional and pedagogical competencies.

The components of ethnoeducational competence, on the one hand, act as relatively independent systems with their own structure, logic, set of elements, internal organisation, and on the other hand, this division is conditional. The level of intellectual development can be used to characterise a person's creative potential and attitude to ethnoeducational activity, and its results can be analysed both in the structure of activity and in the personal qualities of the future teacher. In the process of analysing literary sources, it was determined that, according to researchers, the ethnoeducational competence of a teacher should include: methods of implementing various models of teaching conventional pedagogical literature focused on the characteristics of different typological groups of students, the most typical ways of solving ethnoeducational problems presented in the content of school subjects and their use for the development of schoolchildren, as well as methods of awakening and developing students' cognitive interest in ethnoeducational content. It was determined that some researchers interpret ethnoeducational competence as a set of certain personality qualities with a high level of ethnoeducational preparedness and ability for creative activity, in which the professional and personal qualities of a teacher are maximally manifested.

The practical value of the presented research lies in the fact that it can be used to study the development of ethnoeducational competence of future teachers. The information presented in this study can be the basis for further research in the field of pedagogy and can be used by teachers, students, and researchers of the theory of pedagogy.

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Conflict of Interest

None.

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Розвиток етноосвітньої компетентності майбутнього вчителя

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Анотація

Актуальність. Республіка Казахстан стоїть перед складним завданням розвитку конкурентоздатної та компетентної професійної робочої сили з високим інтелектуальним потенціалом та позитивними особистісними якостями.

Мета. Метою даного дослідження є вивчення та аналіз розвитку етноосвітньої компетентності майбутнього вчителя.

Методологія. У цьому дослідженні використовувалися методи аналізу та синтезу інформації, порівняльний метод, а також метод індукції та дедукції. На завершальному етапі дослідження був використаний метод аналізу наукової літератури, яка стосується предмета дослідження.

Результати. Під час аналізу літературних джерел було встановлено, що, на думку дослідників, етноосвітня компетентність вчителя повинна включати: методи реалізації різних моделей навчання звичайної педагогічної літератури, орієнтованої на характеристику різних типологічних груп учнів, найтиповіші способи розв'язання етноосвітніх проблем, викладених у змісті шкільних предметів, та їхнє використання для розвитку школярів, а також методи пробудження та розвитку когнітивного інтересу учнів до етноосвітнього контенту. Було встановлено, що деякі дослідники тлумачать етноосвітню компетентність як сукупність певних особистісних якостей з високим рівнем етноосвітньої підготовленості та здатністю до творчої діяльності, в якій професійні та особистісні якості вчителя максимально проявлені.

Висновки. Етноосвітня компетентність передбачає залучення різноманітних типологічних груп учнів, вирішення етноосвітніх викликів та сприяння зацікавленості учнів у відповідному контенті. Вона поєднує професійні навички з особистісними рисами, необхідними для ефективного навчання. Практична цінність цього дослідження полягає у його застосуванні до розвитку етноосвітньої компетентності майбутніх вчителів, служачи основою для подальших педагогічних досліджень та приносячи користь вчителям, учням та дослідникам педагогіки.

Ключові слова: освітня діяльність; вища освіта; професійна компетентність; етноосвіта.