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## **Influence of the Content of the Ethnic Component in Pedagogical Education on the Development of Ethnopedagogical Competence in Future Teachers**

Ainash Aipova <sup>a</sup>, Nelli Pfeifer <sup>a</sup>, Yelena Burdina <sup>b,\*</sup>, Zhanar Usina <sup>a</sup>

<sup>a</sup>Toraighyrov University, Pavlodar, Kazakhstan, Republic of Kazakhstan

<sup>b</sup>Pavlodar Pedagogical University, Pavlodar, Republic of Kazakhstan

### **Abstract**

This study is devoted to the topical issue of developing professionally important qualities of multicultural personalities for future teachers using the ethnic component in pedagogical education. The object under study is the process of developing professionally important qualities of the multicultural personality of a future teacher in a pedagogical vocational school. The purpose of this research is to determine how the ethnic component in the content of pedagogical training affects the formation of the considered personal qualities. Having examined the representation of the ethnic component in the curriculum for the qualification 4S01140605 "Foreign language teacher", the grounds for its inclusion in the content of teacher training, and the principles of its formation, the authors experimentally test its impact on the development of the considered qualities of the multicultural personality of a future teacher-patriotism, tolerance, and intercultural and regional competence. Proceeding from the experimental findings, the authors design a special course for the development of the examined qualities.

**Keywords:** pedagogical education, ethnic component, educational content, ethno-pedagogical competence, ethno-pedagogy.

### **1. Introduction**

Currently, the goal of global education is to introduce the young generation to national cultures and traditions, develop ethnic consciousness, and solve problems independently of national traditions and world experience.

The 20th century experience proves that insufficient attention is given to ethnocultural problems, which are fraught with irreversible consequences for mankind. The UNESCO policy document "Change and Development in Higher Education" (1995) states that "the rigid adoption of

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\* Corresponding author

E-mail addresses: [burdina@mail.ru](mailto:burdina@mail.ru) (Y. Burdina)

foreign concepts and values and the neglect of regional and national cultures and philosophies have had negative repercussions on education".

In modern conditions of societal development, the extensive influence of mass culture on young people leads to a decrease in their interest in the history, culture, and traditions of their native people and the destruction of intergenerational cultural continuity. Young people who do not know the traditions of their people may in the future be cut off from it, unaware of their roots. This, in turn, may lead to the loss of accumulated cultural and historical experience, which is the foundation for the formation of an ethnocultural personality.

Ethnopedagogical training by teachers is associated with the transmission of unique heritage objects and aimed at transforming the social environment; this training is one of the most important tasks in any country (Slobodová Nováková et al., 2021). Thus, the result of pedagogical education should be not only the ability to solve narrow professional tasks but also the ability to be a subject of the educational process versatile in mastering culture and its transmission. Pedagogical universities, institutes, and vocational schools should prepare future teachers for work aimed at the formation of national consciousness and the ability to develop the original culture of their people and region (Burdina, 2006: 83). The main directions of educational work should be conditioned by the influence of traditions of folk culture, the interpenetration of cultures, and the specificity of particular national and regional characteristics.

This will help to educate younger generations to live in a multicultural environment and develop their abilities and skills for cooperation and communication with people of different nationalities, races, and religions without losing their national features (Burdina, 2006; Götz, 2021; Lednev, 2014).

Therefore, to develop ethno-pedagogical competence (EPC) in a future teacher, it is necessary to include an ethnic component in the content of pedagogical education, which will promote "the adoption of ethnocultural values and ideas, which form the basis of their worldview and world-understanding" (Vasileva, 2020: 166).

The ethnic component in the content of pedagogical education is defined by scientists as "a humanitarian complex of knowledge, genetically conditioned by the development of ethnic identity. It is represented by a set of didactic units based on certain principles of its structuring. This component has an ethno-pedagogical orientation for the formation of personal and professional qualities of a future teacher" (Mukhtarova, 2008: 41). According to Sh.M. Mukhtarova, the essence of this concept, consists of its orientation on the development of a polycultural personality as a future teacher as a bearer of an active civil position and a positive national identity.

In Kazakhstan, the initial conditions for the incorporation of the ethnic component into the content of pedagogical training are established by regulatory documents of national significance. The Law of the Republic of Kazakhstan "On Education" reflects the key characteristics of the educational ideal: the formation, development, and professional establishment of the individual based on national and universal values; the development of the intellectual, creative, spiritual, and physical capabilities of the person; the cultivation of civil consciousness and patriotism; an active civil position; knowledge of the history of the country; its traditions and culture; etc. (Law of the Republic of Kazakhstan..., 2007).

Thus, the purpose of the present article is to determine the impact of the ethnic component in the content of pedagogical education on the formation of professionally significant qualities for future teachers.

## **2. Methods**

The object of the study is the system of pedagogical education in vocational schools, and the subject is the content of education. The content of education is a key component of the pedagogical system that is responsible for the implementation of the goal of education.

The application of the systematic approach enabled us to examine the interaction of the research subject with the purpose of ethno-pedagogical education as a prototype of the future result.

The study included 110 students. The experimental group consisted of 51 people from the Pavlodar Higher Pedagogical College named after B. Akhmetov (2018–2019 and 2021–2022 academic years, Pavlodar, Kazakhstan), and the control group included 59 pedagogical students

from the Toraighyrov University (2018–2019 and 2021–2022 academic years) and the Mogilev State A. Kuleshov University (2017–2018 and 2021–2022 academic years, Mogilev, Belarus).

All participants in the experiment were pedagogy students studying a foreign language (English) or several sociohumanitarian disciplines aimed at the formation and development of their social identity and the growth of professional competence. In the experimental group, along with sociohumanitarian disciplines, a special course (elective) aimed at the formation of professionally significant personal qualities was introduced.

The study was conducted in several stages:

1. In the first stage, documents and legal acts regulating the introduction of ethnocultural education in Kazakhstan and education in general were studied and analyzed. In addition, we examined the scientific, psychological, pedagogical, and specialized literature on the problem under study and analyzed the content of training programmes for specialists.

Having considered the representation of the ethnic component in the curriculum of the qualification 4S01140605 "Foreign language teacher", the grounds for its inclusion in the content of pedagogical education, and the principles of its formation, we experimentally determined the degree of influence on the formation of the studied qualities of the multicultural personality of a future teacher – patriotism, tolerance, and intercultural and regional competence.

2. In the second stage, to determine the level of development of the competence under study, a diagnostic map was developed. The diagnostic map was constructed based on the structure of the EPC revealed by future teachers in the context of the modernization of social consciousness and the competencies allocated to it and based on the revealed criteria and indicators of the development of the analyzed competence.

The diagnostic of EPC determined three levels of development among the students: low, average, and high. The criteria for the development of the EPC in a future teacher in the context of modernization of social consciousness are the cognitive, emotional and value, professional and functional, and personality criteria. The levels of formation are defined as low (critical), average (acceptable), or high (optimal). The selected criteria and indicators enabled us to identify the level of development of the EPC for future teachers.

3. The third stage consisted of an ascertaining experiment, which allowed us to test the efficiency of the developed model for the formation of the EPC in a future teacher in the context of modernization of social consciousness.

The results of the ascertaining experiment served as a basis for the development of a theoretical model for developing the EPC in the future in the context of the modernization of social consciousness in the educational process. In this regard, a formative experiment was conducted to develop the EPC for future teachers.

4. The fourth stage involved the formative experiment.

At the formative experiment stage, the goal was to develop a model for the formation of the EPC for future teachers in the context of the modernization of social consciousness and test its efficiency in practice. Achievement of this goal was associated with solving the following objectives:

- To use the potential of all types of pedagogical practices in the formation of components (competencies) of the EPC for a future teacher based on the implementation of personal-activity, ethnocultural, competency-based, subject-centered, and systemic approaches;

- To develop and test a special course titled "Culture, Traditions, and Customs in Kazakhstan and Other Countries" for the formation and development of this quality for future teachers;

In addition, at the formative experiment stage, in accordance with the developed methodology, the electronic textbook "National Etiquette Specifics in Intercultural Business Communication", designed to develop spoken English in pedagogical students, was introduced and tested in the educational process (Novoselova, Nieto-Moreno-de-Diezmas, 2018).

Additionally, during the educational process (2019-2020 academic year), Toraighyrov University and the Pavlodar Higher Pedagogical College (named after B. Akhmetov) employed the following materials:

- the electronic training manual "National Traditions, Customs, and Business Etiquette in Kazakhstan and English-Speaking Countries" (Novoselova, Mukataeva, 2019);

The training manual "Ethnic specifics of communication culture in Kazakhstan and Spain" was used (Novoselova, Nieto-Moreno-de-Diezmas, 2019).

The content of the teaching material was chosen in strict accordance with the requirements of the model program for the discipline "Foreign Language". The survey included topics and exercises

to develop spoken language within the framework of the international European standards A1 and A2. The selected material contributes to the development of ethno-pedagogical, intercultural, and regional competence and is presented with consideration of its use in preparing future teachers for ethno-pedagogical activities.

5. In the fifth (control) stage, we evaluated the development of professionally significant qualities in future teachers through a comparative analysis of the results of the experimental groups in comparison with those of the control groups and through quantitative and qualitative processing of the results, identifying the effectiveness of the developed model.

The data processing and evaluation of the effectiveness of the developed elective course were carried out using mathematical methods. The goal of the experiment was to identify differences in the distributions of specific characteristics (proficiency levels in components of EPC) when comparing two empirical distributions (EG and CG). For this purpose, the  $\chi^2$  Pearson criterion was employed.

The measurement scale consisted of  $C=3$  categories (3, "low level"; 4, "medium level"; and 5, "high level", with one independent condition imposed. Therefore, the degrees of freedom,  $v = C-1 = 2$ .

To analyze the results, two statistical hypotheses were formulated:

1) The hypothesis of no differences in the indicators of the level of proficiency in the components of EPC for future teachers (null hypothesis).

2) The hypothesis of the significance of differences in the indicators of the level of proficiency in the components of EPC for future teachers (alternative hypothesis).

From the table of  $\chi^2$  values for a significance level of  $\alpha = 0.05$  and degrees of freedom  $v = C - 1 = 2$ , the critical value of the  $\chi^2$  statistic is determined to be  $\chi^2_{crit} = 5.991$ .

Scientific and theoretical substantiation of the issue of developing the EPC for a future teacher through the introduction of an ethnic component in the educational and pedagogical process allowed us to test the effectiveness of the theoretical model of the investigated competence in the vocational school and university educational process.

The level of development of the EPC for a future teacher with the use of the ethnic component was determined by the diagnostic map. The level of development of future teachers' EPC and its constituent competencies (EPC components) were assessed by testing, questionnaires, and other research methods during the implementation of the special course and observation of students in the learning process, considering the developed criteria and indicators.

The program for diagnosing the EPC of future teachers in the context of modernization of social consciousness included the following:

- a diagnostic map of the formation of the EPC for a future teacher in the context of modernization of social consciousness developed by the authors of the study;

- Questionnaire "Personal growth of students" by D.V. Grigoriev, I.V. Kuleshova, and P.V. Stepanov to test the development of professionally significant qualities in future foreign language teachers: patriotism, tolerance, and ability to intercultural dialog;

- test-questionnaire to assess intercultural competence;

- test-questionnaire "Traits of a Tolerant Person" (a group of questions from the questionnaire on the sections "Student's attitude to the world" and "Student's attitude to a person as such" served as a basis for defining tolerance as a necessary professionally significant quality of a future teacher);

- the method "The concept of patriotism and the teacher's role in fostering it in students";

- specially designed questionnaires (original methodology) "My native land" and "Outstanding people of the Pavlodar region". These questionnaires assessed the level of knowledge of the region's sociocultural values and traditions, i.e., regional competence. Along with questions related to national and historical material, the survey contained questions of the following nature concerning the ethnographic and sociocultural experience of the inhabitants of Priirtyshje, Pavlodar region:

- Can you say that you love your city?

- Would you leave for another city without regret?

- Are you proud when people talk about your region as a center of science, culture, a major industrial center, or something else positive?

- Do you think you can participate in the development of your region as a teacher, school administrator, or other professional?

- Do you aspire to foster love for your hometown among your students?

- If you were offered to volunteer to lead a local history club and teach children about local

history, would you refuse or agree to do so?

- From what branch of knowledge would you prefer to choose local history material to speak at a conference, roundtable meeting, or class hour in high school?

- Would you like to compete in local contests such as "Miss City", "Mr. City", and "City Teacher", etc., and win first place?

### 3. Results

The processing of the results obtained with the diagnostic map provides an objective characteristic of the EPC for future teachers in the context of the modernization of social consciousness (Table 1).

**Table 1.** Diagnostic map of the initial level of development of the components of future teachers' EPC in the context of modernization of social consciousness

Component	Studied Competenices	Level	EG – 51 people		CG – 59 people		$\chi^2$
			Number	%	Number	%	
1	2	3	4	5	6	7	8
Cognitive Component – Public Consciousness	CC1	Low	4	7,8	6	10,2	1,456
		Mid	35	68,6	42	71,2	
		High	12	23,6	11	18,6	
	CC2	Low	8	15,7	7	11,9	0,876
		Mid	31	60,7	39	66,1	
		high	12	23,6	13	22	
	CC3	Low	7	13,7	8	13,6	0,572
		Mid	33	64,7	35	59,3	
		High	11	21,6	16	27,1	
Motivational-Value Component - Patriotism	MVC1	low	11	21,6	9	15,3	2,634
		mid	32	62,7	43	72,9	
		high	8	15,7	7	11,8	
	MVC2	low	42	82,4	47	79,7	1,092
		mid	9	17,6	12	20,3	
		high	-	-	-	-	
	MVC3	low	13	25,5	11	18,65	1,236
		mid	29	56,9	37	62,7	
		high	9	17,6	11	18,65	
Professional-Functional Component – Regional Competence	PFC1	low	13	25,5	12	20,3	0,322
		mid	28	54,9	37	62,7	
		high	10	19,6	10	17	
	PFC2	low	51	100	59	100	0,0
		mid	-	-	-	-	
		high	-	-	-	-	
	PFC3	low	41	80,4	44	74,6	0,584
		mid	10	19,6	15	25,4	
		high	-	-	-	-	
Activity-Behavioral Component, Intercultural Competence	ABC1	low	16	31,4	17	28,8	0,631
		mid	29	56,9	34	57,7	
		high	6	11,7	8	13,5	
	ABC2	low	18	35,3	24	40,7	1,382
		mid	28	54,9	32	54,2	
		high	5	9,8	3	5,1	
	ABC3	low	14	27,5	16	27,1	0,311
		mid	31	60,7	36	61,0	

Personal Component - Tolerance	PC1	high	6	11,8	7	11,9	0,245
		low	35	68,6	40	67,8	
		mid	16	31,4	19	32,2	
	PC2	high	-	-	-	-	2,145
		low	20	39,2	19	32,2	
		mid	27	52,9	37	62,7	
	PC3	high	4	7,9	3	5,1	2,017
		low	39	76,5	43	72,9	
		mid	12	23,5	16	27,1	
			high	-	-	-	-

Notes:

CC1 – A complex of knowledge about the cultural heritage of the Kazakh people, national culture, traditions, customs, and folklore

CC2 – A complex of specific comprehensive knowledge about the region of residence (history, geography, culture and education, ecology, etc.)

CC3 – Knowledge and understanding of the cultures of the people living in our multiethnic state, in countries near and far abroad, ethnopsychological features of other people, basic norms, and rules of universal ethics

MC1 – Readiness to serve the Homeland and defend it

MC2 – Sense of "small homeland," love for one's land, region (small town, village, hamlet)

MC3 – Respect for the national and cultural values of the region, conviction in the uniqueness of one's region

PFC1 – Ability to implement a complex of knowledge and skills about specific comprehensive knowledge about the region of residence (knowledge of history, geography, culture and education, ecology, etc.)

PFC2 – Skills aimed at forming the regional identity of students, fostering patriotism

PFC3 – Focus on preserving, recreating, and multiplying the cultural values of the region

AC1 – Mastery of forms and methods of intercultural interaction in the professional field

AC2 – Ability to transmit knowledge of world culture into the educational and educational process of the school

AC3 – Ability to instill in the student's personality the setting for a polypositional perception of the world in the process of educational and educational activities

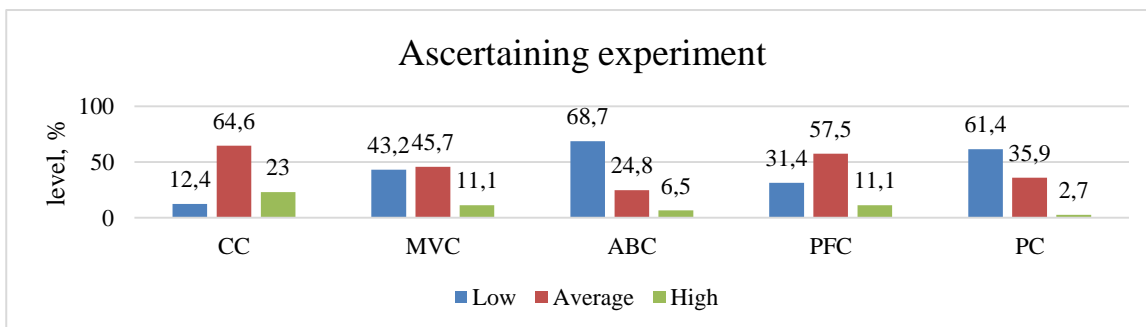
PC1 – Ability to perceive the world with tolerance based on scientific knowledge and universal human spiritual values

PC2 – Openness to "other" cultural meanings

PC3 – Formation of a dialectical worldview in the conditions of cultural pluralism of modernity

Before conducting the formative experiment, the calculated  $\chi^2$  value is less than  $\chi^2_{crit}$  for all the studied competencies; i.e., it does not fall into the critical region. This finding indicates that at the beginning of the special course, the control and experimental groups do not significantly differ in terms of the levels of proficiency in the components of the EPC.

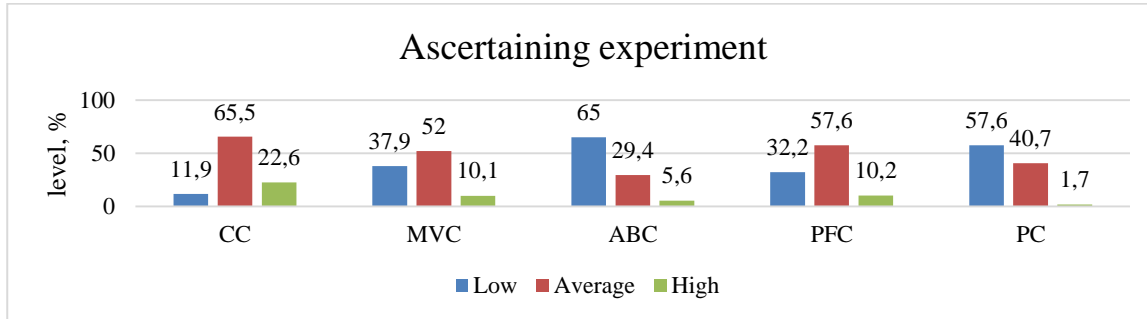
The analysis of the diagnostic map results describing the initial level of development of future teachers' EPCs is shown in [Figures 1 and 2](#).



**Fig. 1.** The initial level of development of future teachers' EPC in the context of modernization of social consciousness (experimental group)

Notes:

- CC – Cognitive Component
- MVC – Motivational Value Component
- ABC – Activity-Behavioral Component
- PFC – Professional-Functional Component
- PC – Personal Component



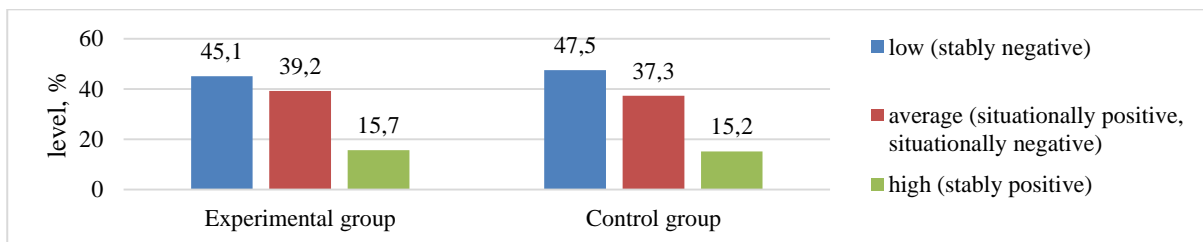
**Fig. 2.** The initial level of development of future teachers' EPC in the context of modernization of social consciousness (control group)

Notes:

- CC – Cognitive Component
- MVC – Motivational Value Component
- ABC – Activity-Behavioral Component
- PFC – Professional-Functional Component
- PC – Personal Component

The above figures indicate that future teachers predominantly demonstrate a low level of the activity-behavioral and personality components (68.7 and 61.4 %, respectively, in the EG and 65.0 and 57.6 %, respectively, in the CG) and an average level of the cognitive and professional-functional components (64.6 and 57.5 %, respectively, in the EG and 65.5 and 57.6 %, respectively, in the CG). The degree of development of the motivational value component falls between the low and average levels (43.2 and 45.7 %, respectively, in the EG and 37.9 and 52.0 %, respectively, in the CG).

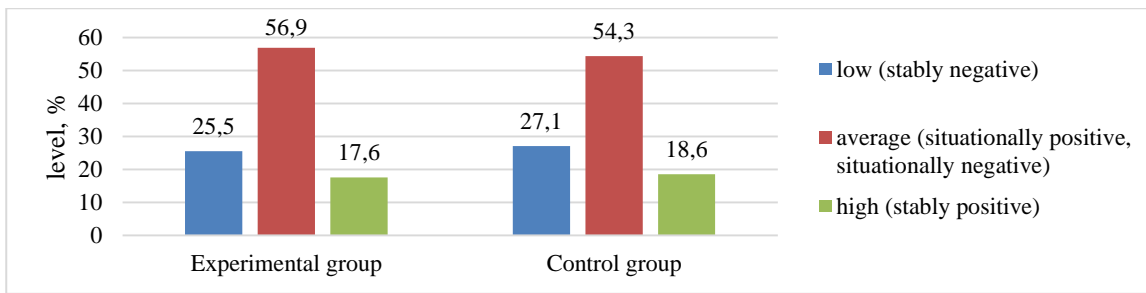
The assessment of the level of development of students' sense of patriotism, calculated based on the questionnaire sections "Student's attitude toward the Fatherland", "Student's attitude toward the land", and "Student's attitude toward the family", demonstrated the following results (Figure 3).



**Fig. 3.** The initial level of development of the sense of patriotism

The figure demonstrates that the predominant level of patriotism among future teachers is low: EG – 45.1 % and CG – 47.5 %; the average level of development of this quality is 39.2 % of students in the EG and 37.3 % in the CG. High patriotism is found in 15.7 % of the students in the EG and 15.2 % of those in the CG.

The results of the diagnostics of students' tolerance are given in Figure 4.

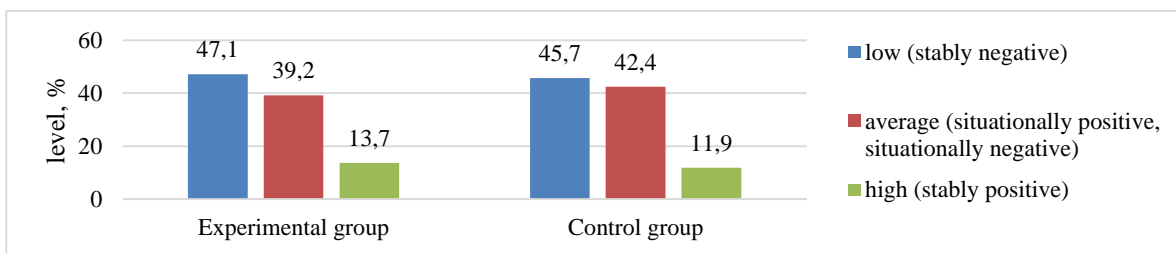


**Fig. 4.** Initial level of development of tolerance

Figure 4 indicates that a high level of tolerance, which is expressed in well-developed respect for other people and their traditions, values, and achievements, is found in 17.6% of the EG students and 18.6% of the CG students.

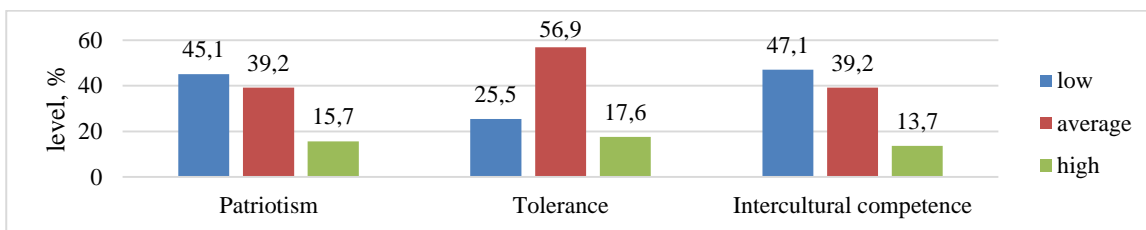
The survey revealed the predominance of an average level of development of this personal quality (56.9 % in the EG and 54.3 % in the CG). In these students, tolerance is a voluntary personal choice that is not imposed by anyone but acquired through upbringing, information, and personal experience as a moment of intercultural communication. A low level of tolerance was demonstrated by 25.5 % of the respondents in the EG and 27.1 % in the CG.

Intercultural competence (ability to engage in intercultural dialog) was assessed by survey sections titled "Student's attitude toward culture" and "Student's attitude toward a person as a different person". An analysis of the responses to these questions revealed the initial level of intercultural competence (Figure 5).



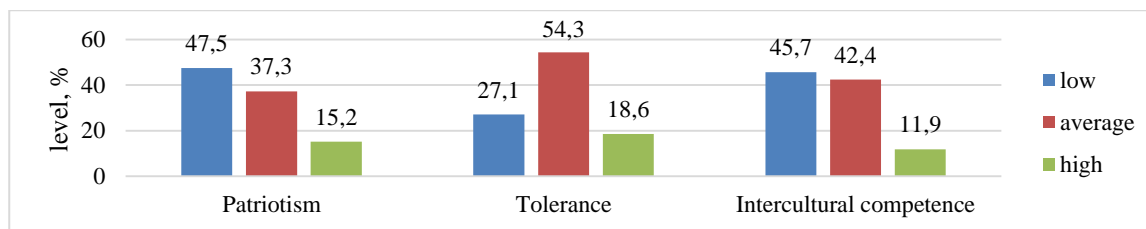
**Fig. 5.** Initial level of development of intercultural competence

Most participants in the experiments were found to have a low level of tolerance (47.1 % in the EG and 45.7 % in the CG), which was marked by poor knowledge of the culture of other people. An adequate understanding of the cultural values of other people was demonstrated by 13.7 % of participants in the EG and 11.9 % in the CG.



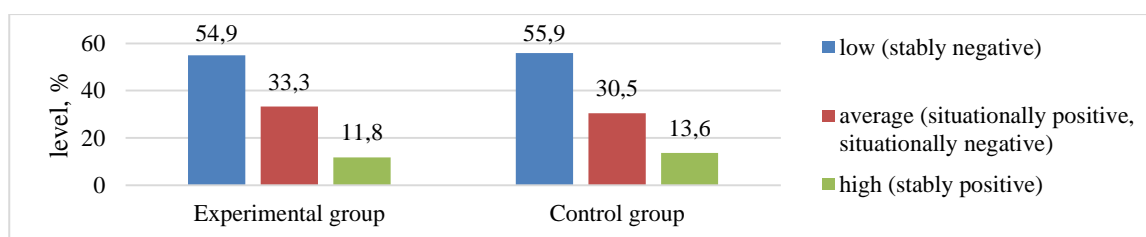
**Fig. 6.** The initial level of development of patriotism, tolerance, and intercultural competence (experimental group)





**Fig. 7.** The initial level of development of patriotism, tolerance, and intercultural competence (control group)

Thus, the levels of development of the studied professionally significant qualities (Figures 6 and 7) suggest that the most important professionally significant qualities for future teachers are formed partially and do not fully meet the requirements of society and professional education.



**Fig. 8.** The initial level of development of regional competence

Students' regional competence is represented mainly by two levels: average (33.3 % – EG and 30.5 % – CG) and low (54.9 – EG and 55.9 – CG) (Figure 8). The level of students' knowledge of the distinctive natural and climatic features and the national, cultural and historical identity of the region are virtually the same in the two student groups, which points to the need to work on students' acquisition of knowledge about the historical, ethnographic, national, and cultural originality of their native region and the region's inherent mentality concentrated primarily in the spiritual culture, as well as the reflection of this material in the content of their training.

Summarizing the results of the ascertaining experiment, we conclude that the students generally accept the values of ethno-pedagogical activity, yet they do not possess the special competencies needed to implement them in practice. Students point to the lack of theoretical and practical training for ethno-pedagogical work in the context of the modernization of social consciousness. Nevertheless, they demonstrate the desire for self-improvement in the field of ethno-pedagogical activities and ethno-pedagogical education in the aforementioned aspect.

In this regard, we conducted an educational experiment on the formation of the EPC for a future teacher.

In this framework, we developed and introduced into the educational and upbringing process of the university an elective course (specialized course) titled "Culture, Traditions, and Customs in Kazakhstan and Other Countries".

Through a complex of exercises aimed at actively mastering the English language and developing critical thinking skills, the students learned in detail about the traditions and customs of Kazakhstan and English-speaking countries.

Thus, the study scientifically substantiated and tested a model for developing the EPC for future teachers in the learning process through the use of the ethnic component from the perspective of realizing personal-activity, ethnocultural, competency-based, subject-centered, and systemic approaches.

In general, the results of the formative experiment confirm the efficiency of the developed model for the formation of EPCs for future teachers. The introduction of the special course and the accompanying training materials contributed to the acquisition of theoretical knowledge and practical skills and fostered professionally important qualities such as patriotism, intercultural competence, regional competence, and tolerance. These findings provide evidence that the proposed model favorably affects students' interest in the teaching profession and understanding

of its social significance. Diagnostic results on the level of development of the EPC for future teachers after the formative experiment are given in [Table 2](#).

**Table 2.** Results of diagnostics of the level of development of the EPC for future teachers after the formative experiment

Component	Studied Competences	Level	EG – 51 people		CG – 59 people		$\chi^2$
			Number	%	Number	%	
1	2	3	4	5	6	7	8
Cognitive Component – Public Consciousness	CC1	Low	2	3,9	4	6,8	11,014
		Mid	31	60,8	40	67,8	
		High	18	35,3	15	25,4	
	CC2	Low	-	-	2	3,4	8,932
		Mid	26	51,0	38	64,4	
		high	25	49,0	19	32,2	
	CC3	Low	3	5,9	5	8,5	6,428
		Mid	31	60,8	34	57,6	
		High	17	33,3	20	33,9	
Motivational-Value Component – Patriotism	MVC1	low	4	7,8	4	6,8	10,532
		mid	35	68,6	45	76,3	
		high	12	23,6	10	16,9	
	MVC2	low	3	5,9	12	20,3	18,386
		mid	32	62,7	43	72,9	
		high	16	31,4	4	6,8	
	MVC3	low	5	9,8	6	10,2	6,314
		mid	33	64,7	40	67,8	
		high	13	25,5	13	22,0	
Professional-Functional Component – Regional Competence	PFC1	low	2	3,9	7	11,9	12,241
		mid	35	68,6	40	67,8	
		high	14	27,5	12	20,3	
	PFC2	low	11	21,6	34	57,6	17,226

	PFC3	mid	37	72,5	23	39,0	15,387
		high	3	5,9	2	3,4	
		low	8	15,7	26	44,1	
		mid	38	74,5	31	52,5	
		high	5	9,8	2	3,4	
-Activity-Behavioral Component, Intercultural Competence	ABC1	low	10	19,6	13	22,0	16,258
		mid	25	49,0	35	59,3	
		high	16	31,4	11	18,7	
	ABC2	low	5	9,8	13	22,0	21,321
		mid	28	54,9	40	67,8	
		high	18	35,3	6	10,2	
	ABC3	low	5	9,8	12	20,3	12,157
		mid	32	62,7	36	61,0	
		high	14	27,5	11	18,7	
Personal Component Tolerance	PC1	low	14	27,5	25	42,4	22,043
		mid	30	58,8	33	55,9	
		high	7	13,7	1	1,7	
	PC2	low	6	11,8	11	18,6	18,345
		mid	32	62,7	43	72,9	
		high	13	25,5	5	8,5	
	PC3	low	17	33,3	26	49,1	19,366
		mid	28	54,9	32	54,2	
		high	6	11,8	1	1,7	

Notes:

CC1 – A complex of knowledge about the cultural heritage of the Kazakh people, national culture, traditions, customs, and folklore

CC2 – A complex of specific comprehensive knowledge about the region of residence (history, geography, culture and education, ecology, etc.)

CC3 – Knowledge and understanding of the cultures of the people living in our multiethnic state, in countries near and far abroad, ethnopsychological features of other people, basic norms, and rules of universal ethics

MC1 – Readiness to serve the Homeland and defend it

MC2 – Sense of "small homeland," love for one's land, region (small town, village, hamlet)

MC3 – Respect for the national and cultural values of the region, conviction in the uniqueness of one's region

PFC1 – Ability to implement a complex of knowledge and skills about specific comprehensive knowledge about the region of residence (knowledge of history, geography, culture and education, ecology, etc.)

PFC2 – Skills aimed at forming the regional identity of students, fostering patriotism

PFC3 – Focus on preserving, recreating, and multiplying the cultural values of the region

AC1 – Mastery of forms and methods of intercultural interaction in the professional field

AC2 – Ability to transmit knowledge of world culture into the educational and educational process of the school

AC3 – Ability to instill in the student's personality the setting for a polypositional perception of the world in the process of educational and educational activities

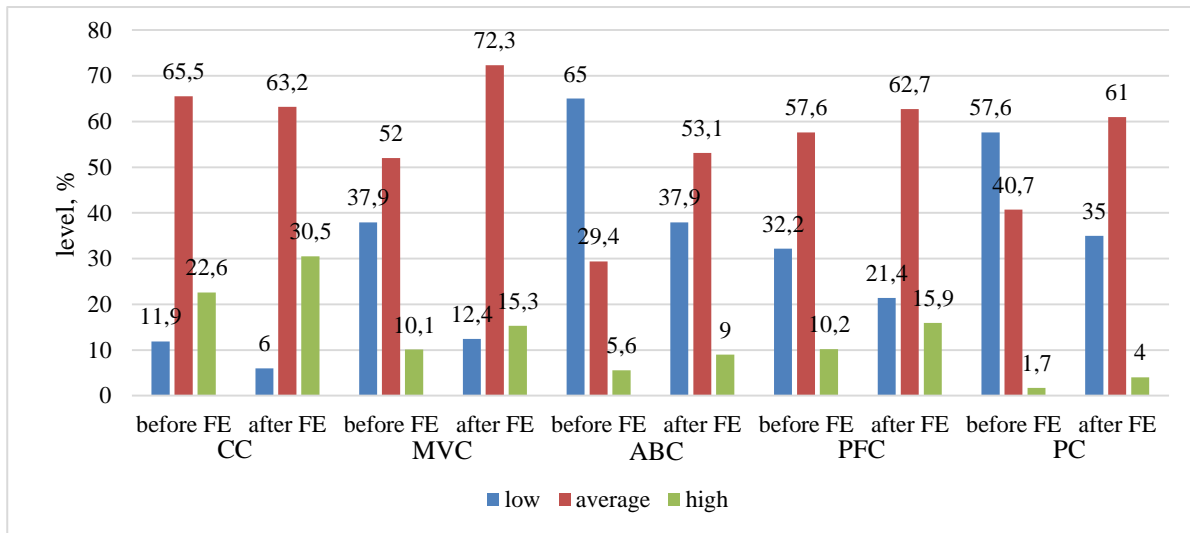
PC1 – Ability to perceive the world with tolerance based on scientific knowledge and universal human spiritual values

PC2 – Openness to "other" cultural meanings

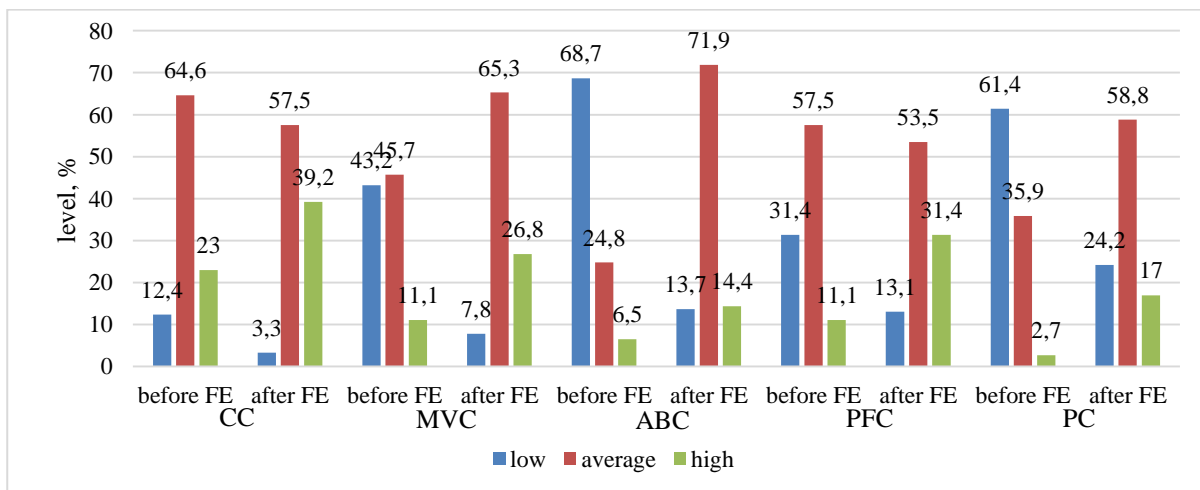
PC3 – Formation of a dialectical worldview in the conditions of cultural pluralism of modernity

The calculations of the  $\chi^2$  criterion for the experimental and control samples after conducting the formative stage of the pedagogical experiment showed that  $\chi^2 > \chi^2_{crit}$  for all values of the studied competencies. This provides a basis for rejecting the null hypothesis. Accepting the alternative hypothesis allows us to assert that these samples have statistically significant differences. In other words, the development and implementation of the elective course "Culture, Traditions and Customs in Kazakhstan and other Countries" in the educational and educational process of universities is an effective means of forming EPCs for future teachers.

A comparative analysis of the level of formation of the competencies that constitute the EPC of future teachers in the context of modernization of social consciousness before and after the formative experiment is illustrated in Figures 9 and 10.



**Fig. 9.** Comparative analysis of the levels of development of components constituting the EPC of the future teacher before and after the experiment (control group)



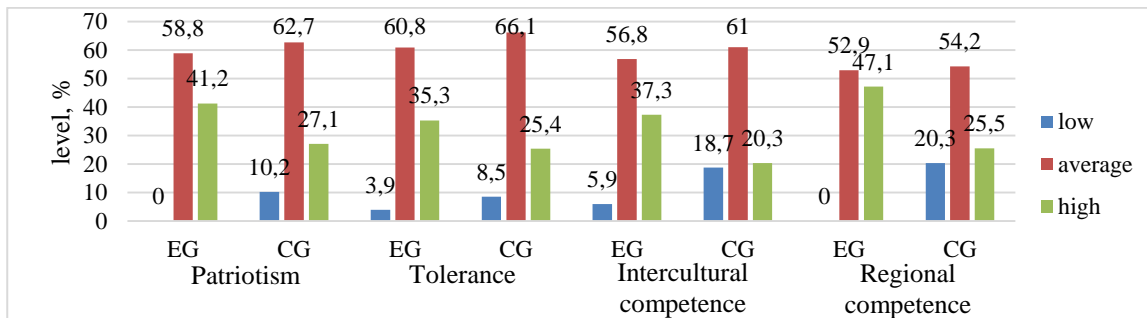
**Fig. 10.** Comparative analysis of the levels of development of components constituting the EPC of the future teacher before and after the experiment (experimental group)

Notes:

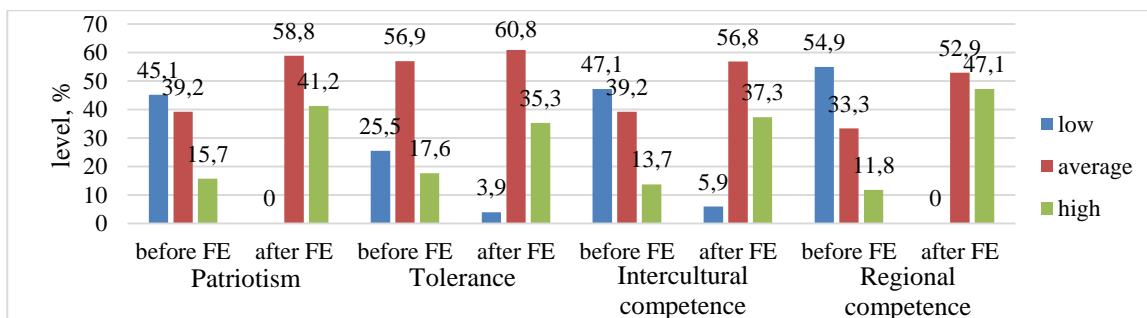
- CC – Cognitive Component
- MVC – Motivational Value Component
- ABC – Activity-Behavioral Component
- PFC – Professional-Functional Component
- PC – Personal Component
- FE – Formative Experiment

The development of EPC components significantly increased in the experimental group after the formative experiment. Figure 10 illustrates that the prevalence of a low score on **the cognitive component scale (CC)** decreased from 12.4 % before the experiment to 3.3 % after the formative experiment. Minor changes are observed in the average level: 64.6 % before and 57.5 % after the experiment. The share of the high level of development has increased significantly, from 23 % before the experiment to 39.2 % after.

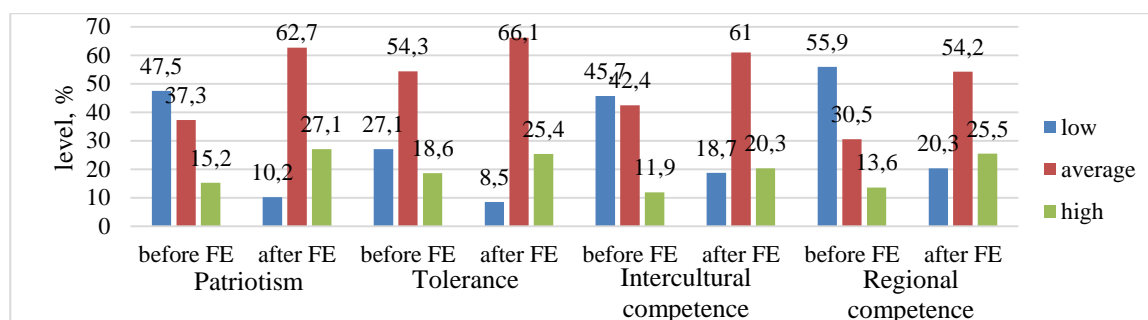
Diagnostic data on the control stage of the study demonstrate quite a high level of development of the components of future teachers' EPC in students in the EG. This testifies to the efficiency of the developed diagnostic program and model for the formation of the EPC for future teachers. However, the development of future teachers' EPC in the control group (Figure 7) also showed a positive change. The study results demonstrate that the indicators in the control groups did not remain the same because the students had several sociohumanitarian disciplines that contributed to their social identification and improved professional competence. That being stated, the changes recorded are not significant. Furthermore, the indicators in the experimental groups were much greater than those in the control groups. In Figures 11-13, we present the levels of development of future teachers' personal qualities after the formative experiment and by the results of assessment at the control stage, as well as a comparative analysis of the dynamics of indicators in the control and experimental groups before and after the formative experiment. The control group demonstrated a positive change in the development of the studied personal qualities. However, the dynamics of this improvement are also insignificant compared to the rise in the level of development of future teachers' personal qualities found in the experimental group.



**Fig. 11.** Level of development of the values of personal qualities for future teachers after the experiment



**Fig. 12.** Comparative analysis of the development of personal qualities among future teachers before and after the experiment (experimental group)



**Fig. 13.** Comparative analysis of the development of personal qualities among future teachers before and after the experiment (control group)

Notes:

FE – Formative Experiment

CG – Control Group

EG – Experimental Group

#### 4. Discussion

Education has always been viewed as a mechanism of social and cultural development (Burdina, 2006). Compared to other social systems, the education system possesses the greatest resources and potential for the civil upbringing of a person and provides an environment that projects social relations.

Contemporary researchers emphasize that ethnocultural education has major potential for the formation of civil accords, and the state should take advantage of it. On this matter, we concur with V.A. Tishkov and V.V. Stepanov (2017), who also stress the importance and necessity of preparing educational and methodical literature to improve the qualifications of teachers and educators as specialists in intercultural communication. Incorporation of the ethnic component in the educational programs of pedagogical universities and vocational schools will foster the development of patriotism, tolerance, and the intercultural and regional competencies of future teachers not only as professionally important but also as professionally necessary qualities. Kazakh scholar Sh. Mukhtarova (2008, p. 15) defines the ethnic component in the content of pedagogical education as "a humanitarian complex of knowledge, genetically conditioned by the development of ethnic identity". It is represented by a set of didactic units based on certain principles of its structuring. Our findings agree with the opinions of other researchers. This component has an ethno-pedagogical focus on the formation of the personal and professional qualities of future teachers". Mukhtarova argues that the essence of this concept lies in its focus on the development of the future teacher's multicultural personality as a bearer of active citizenship and a positively oriented national identity.

The current conditions of university and vocational school education and the reinforcement of economic and cultural associations create new conditions for personality development. The content of education should be oriented primarily on the value attitudes stemming from national and universal culture, where general human values operate in the images of ethnic culture. The educational and upbringing activities of national educational institutions need to employ the ethno-pedagogical ideas of the multinational people of Kazakhstan, as the teacher's personality serves as the individual bearer and creator of the sociopedagogical, spiritual, and moral conditions for the formation of the nation (Burdina, 2006).

Under the contemporary conditions of polyethnic Kazakhstan, favorable conditions for cultivating tolerance have emerged. First and foremost, the education system acts as a factor in the unity of people and can resolve the issue of fostering tolerant attitudes among the younger generation (Aubakirova et al., 2014). There is an urgent need for a new style of communication and behavior and for the choice of behavioral references and cultural values of new content, all of which will contribute to the harmonization of relations in modern society.

S. Aubakirova et al. (2018) find that modern education is especially critical for the formation of policies and principles of tolerance, as it serves as a model for building intercultural, interethnic, and interreligious relationships in the course of joint training and the formation of a multicultural system of education.

The ethnic component in the content of education is characterized by regional specificity. The regional identity of Kazakhstan is one of the means for the development of patriotism and social consciousness in the younger generation (Novossyolova et al., 2021). Programme and target objectives in the field of teacher training in the system of pedagogical education, particularly all forms of this training, should be focused on the system of spiritual and moral values dominant in the given society; the role of socioregional and ethnocultural factors in the training of educational personnel in Kazakhstan's system of pedagogical education should be enhanced (Mukhtarova, Malenko, 2018).

Upbringing work in educational institutions needs to be connected with real life and with the interests of specific regions (Burdina, 2006: 93). The incorporation of the ethnic component in the educational programs of pedagogical universities and vocational schools contributes to the formation of patriotism, tolerance, and intercultural and regional competencies in future teachers not only as a professionally important quality but also as a professionally necessary quality-the EPC (Aipova et al., 2021).

Considering the content of the disciplines studied in vocational school, we note that each discipline affects the development of the EPC to some extent among the personalities of pedagogy students. Different disciplines have varying degrees of influence on the development of an active civil stance and a positively oriented social consciousness since each discipline performs a specific task.

Thus, we conclude that the content of pedagogical education in vocational school comprises several components:

- general education disciplines,
- socioeconomic discipline,
- general humanities disciplines,
- general vocational disciplines,
- specialized disciplines,
- elective disciplines,
- Disciplines determined by the educational institution;
- vocational (teaching, pedagogical) practice.

The ethnic component (the same as the content of education in general) serves the purpose of helping students obtain knowledge, skills, abilities, and modes of action, as well as the experience of creative work and an emotionally valuable attitude toward the world, which ultimately ensures the harmonious development of personality. Therefore, in the system of pedagogical education, students acquire not only specialized competencies but also the values and ideals that define their worldview, civil position, and identity-i.e., the two main functional vectors of the ethnic component in the content of pedagogical education – the personality-oriented and vocational ones.

In the personality-oriented direction, we attribute the functions that foster the formation of an individual's personal qualities to the following: a sense of patriotism, tolerance, and intercultural and regional competence. The vocationally oriented tasks of the ethnic component in the content of pedagogical education, in turn, are logically inseparable from the tasks of personal development because the professional competence of a teacher is integral to his or her personality as a bearer of a special pedagogical worldview and ideals (Aipova et al., 2022; Lukianova, 2017).

In our view, the conducted work contributes to the enrichment of the modern science of Kazakhstan in the context of world science with the resultant research on the formation of the EPC by a future teacher, the main qualities of which are patriotism, tolerance, and intercultural and regional competence.

A limitation of the study is that the sampling was not probabilistic but rather was performed on the basis of the principle of convenience; subjects in the EG and CG were not selected randomly (probabilistic), which limits the possibility of generalizing the results of the study.

## **5. Conclusion**

General comparative analysis of the data provides evidence of a prominent effect on the studied quality of organized, systemic, and purposeful impact realized by the content, goal-setting, organizational, functional, and result blocks. The implementation of personality-activity, ethnocultural, competence, subject-centered, and systemic approaches, considering the identified patterns and principles, stage-by-stage implementation of the process of developing the EPC for a future teacher, and the selection of optimal forms, methods, and tools in the course of theoretical

and practical pedagogical training, are found to be very effective for the formation of the studied quality in the framework of the conducted research.

Thus, the ethnic component should undoubtedly meet the requirements of openness and adaptability in education and compliance with the ethnocultural demands and needs of students. Ethnoculturally oriented education content is not only the main tool for professional training of future specialists but also, first, a culture-forming element, the meaning of which is the upbringing of a multicultural personality, one of the main characteristics of which is the developed sense of patriotism, tolerance, and intercultural and regional competence.

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