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Pedagogical conditions of ethno-pedagogical competence of future teachers

In the content of the article, the authors argue that the use of system analysis suggests the following logic for the development of the problem of ethno-pedagogical competence of future teachers: namely, the pedagogical conditions for the formation of ethno-pedagogical competence of future teachers, where it is necessary to define the concept of «ethno-pedagogical competence of the future teacher» as a starting point in elucidating the essence of the phenomenon being studied. By formation we understand the conscious development by the subject of the perfect form of action, as mastering this by the future teacher positively changes not only his activity, but himself. The starting point for identifying the possibilities of the pedagogical process and developing a system of pedagogical conditions for the formation of the ethno-pedagogical competence of future teachers is the definition of the phenomenon being studied, which is defined as the aggregate of integrative professionally significant personal qualities that contribute to the realization of the relevant knowledge, skills, skills and experience of professional activity in a multiethnic educational environment.

Keywords: education, pedagogical conditions, ethno-pedagogical competence, formation, pedagogical process, pedagogical activity, teacher, professional qualities.

The relevance of the ethno-pedagogical competence of the future teacher is explained by the global level of understanding of the features of the modern socio-cultural situation. Today, in the public consciousness and activity, the human factor is determined as the determining factor in the solution of modern problems, and therefore we should argue the idea of the person's self-worth, the need for respect for his personal dignity, spiritual experience, ethnicity, ethnosocial role, the rights to uniqueness, the choice of the path of cognition and life.

Pedagogical activity is a human activity, and the «human dimension» has the fundamental importance. And, of course, the problem of ethno-pedagogical competence goes beyond the scope of the subject-oriented result, since it encompasses a wide context for the development of the personality, the formation of an integral, professional-personal system for the preparation of the future teacher, which determines the ability and readiness to work for the development of another person in the conditions of a polyethnic educational environment. The formation of such a teacher requires the strengthening of the ethno-pedagogical component in the educational process.

This imposes a special responsibility on the future teacher, whose professional and pedagogical activity takes place in a multiethnic educational environment that requires consideration of ethnicity, the national mentality of professional activity, knowledge of the traditions and customs, etc. Hence, there is an urgent need for the formation of ethno-pedagogical culture of future teachers.

In this regard, the university as an open educational system should contribute to raising the cultural and spiritual level of the personality of the future teacher and the formation of his ethno-pedagogical culture. V.N Argunova emphasizes that «the preservation of ethno-culture and its traditions in a certain way creates the basis and conditions for effective patriotic education of the younger generation» [1]. This situation shows the ethno-pedagogical competence of the future teacher as a key indicator of his ethno-pedagogical culture.

The starting point of our research is the development of its scientific and theoretical foundations that determine the effectiveness of the research process, expanding and simultaneously concretizing the arsenal of research problems, including the solution of urgent problems that reflect the needs of the theory and practice of vocational education.

Guided by the basic methodological approaches governing the conduct of scientific research, we believe that the comprehension of the problem involves the development of the main theoretical positions of research that determine the logic of cognition of the pedagogical phenomenon, on which the research process and its outcome depend. It is common knowledge that at the theoretical stage of the research the basic principles and rules of research are formulated, reflecting the specifics of the object and the subject of study, giv-

ing new facts and generalizations, this stage involves the study of driving forces and contradictions, analysis of objective and subjective factors determining the phenomenon, the development of a conceptual-terminological apparatus, reflecting the consideration of the problem in three aspects: social, psychological, actually pedagogical.

The study and analysis of the development of the problems of the ethno-pedagogical competence of future teachers and the pedagogical conditions for its formation required the use of analysis system, the main principles of which were set forth in the works of S.I Arkhangelsky [2], V.G. Afanasyev [3], V.V. Kraevsky [4], E.G. Silyaeva [5].

The use of analysis system presupposes the following logic for the development of the problem: namely the pedagogical conditions for the formation of the ethno-pedagogical competence of future teachers, where it is necessary to define the concept of «ethno-pedagogical competence of the future teacher» as a starting point in clarifying the essence of the phenomenon being studied. By formation is understood the conscious development by the subject of the perfect form of action, as its mastering by the future teacher positively changes not only his activity, but himself.

Among the scientists studying this problem, when determining the concept of professional and pedagogical competence, the overwhelming majority is guided by the personality-activity approach and associates competence with the personal qualities necessary for the successful performance of professional activity (I.A. Zimnyaya [6], I.S. Yakimanskaya [7], A.A. Verbitsky [8]). Among the most significant personal qualities, these researchers call initiative, responsibility, diligence, purposefulness, self-confidence.

In the formation of professional and pedagogical competence of teachers, the personality-activity approach is reflected in the works of Kazakh scientists. So, S.Taubaeva defines professional competence as «a complex of personal professional-significant qualities, theoretical knowledge and practical skills, confirmed by the level of initial education» [9].

The starting point for identifying the possibilities of the pedagogical process and the development of a system of pedagogical conditions for the formation of the ethnopedagogical competence of future teachers is the definition of the investigated phenomenon, which we defined as a set of integrative, professionally significant personal qualities that promote the realization of the relevant knowledge, skills, experience and experience in a multiethnic educational environment .

The theoretical model of the process of formation of ethno-pedagogical competence was developed by us in accordance with the components of ethno-pedagogical competence expressed in a combination of criteria and indicators that allow to diagnose the results of the formation of the required competence, therefore this criterial-demonstrative apparatus was the benchmark for the analysis of the above-mentioned documents.

Guided by the principle of systematic, involving the consideration of phenomena and processes in the relationship, we proceeded from the recognition of the existing connection between theory and practice. Practical implementation of the main theoretical provisions for the professional training of future teachers is determined and regulated by state documents in the field of higher education, in which vocational training regulates the assimilation of a set of theoretical knowledge about the object of the forthcoming activity and practical skills of transferring them to the methods of this activity, as well as the formation and development of professionally significant qualities of a specialist.

Since the content of professional training of students is determined by state standards, curricula, standard programs, defining educational disciplines, various types of practices, independent and research work, as well as other types and forms of educational work, then identifying the educational process of the university in the formation of ethnopedagogical competence future teachers in a multi-ethnic educational environment and the development of relevant skills, we investigated the normative documents of three faculties of pedagogical specialties, preparing teachers of different profiles, students of which are involved in experimental and pedagogical work.

When studying and analyzing the above-mentioned normative documents, we set ourselves the task of finding out to what extent the content of the disciplines taught in them was consistently and rationally presented. In the course of solving this problem, we were able to identify such disciplines that, to our mind, most contribute to the formation of the knowledge and skills necessary for future teachers in ethno-pedagogical activity and to find out that their content and the amount of time devoted to their study are not significantly different .

The results of the analysis of state compulsory education standards, their qualification characteristics, model curricula, standard programs (educational disciplines and pedagogical practices), textbooks and teach-

ing aids for specialties. Foreign language: two languages, Geography, Biology, Physical culture and sports showed that in their content, within the framework of the phenomenon, there are no fundamental differences. Therefore, we considered it permissible to set forth in detail the results of the analysis of the teaching and teaching materials of the specialty: Foreign language: two languages [10].

The analysis of the qualification characteristic of this specialty makes it possible to judge the relevance of the problem. At the same time, ethnopedagogical competence in the preparation of future teachers of this specialty acquires special significance, since in accordance with regulatory requirements an expert must have a high level of fundamental and vocational training, be able and ready for foreign-language communication at the intercultural level, and also because he graduates of other specialties, in our case teachers of biology, geography and physical culture and sports, carry out their professional activities in a multi-ethnic educational environment. This feature is also determined by the nature of the following components of the professional activity of graduates of this specialty:

- objects (students of educational institutions of the educational sphere: pre-school institutions, secondary schools, secondary schools with in-depth study of foreign languages, secondary vocational schools, lycées, gymnasiums, colleges);
- species (educational or pedagogical, research).

The need for the ethno-pedagogical competence being studied is justified by the fact that one of the listed qualification features of the specialty being analyzed-profile and professionally-oriented instruction in foreign languages as a means of foreign-language interaction at the intercultural level in the conditions of formal and informal foreign-language communication, organization of ethno-pedagogical activity with students, other subjects of communication and the ability to apply them in practice.

This is confirmed by the requirements of the State Educational Establishment for the knowledge, skills and skills of the graduate in the foreign language: two foreign languages, among which it is noted that he must have an idea of the role of a foreign language in the modern multicultural world, know the specifics of communication as a special activity and the essence of the concept «Intercultural communication» and its main types, to be able to use various methods and forms of communicative and speech activity, to use language means in accordance with the purposes, place, time and spheres of communication is adequate to the social status of the partner in communication and to represent their country and culture in the conditions of foreign-language intercultural communication, to conduct a «dialogue of two and several cultures», to have the skills to correctly use the language material in all types of communicative and speech activity.

However, as the further analysis of the state standard of education, the standard curriculum and model programs on psychological, pedagogical and some social and humanitarian disciplines showed, the essence of ethno-pedagogical competence is not sufficiently reflected in the content of education received by future teachers.

Confirmation of this conclusion, we found in the analysis of disciplines that have the potential for the most effective formation of the competence we are investigating.

– In the cycle of social and humanitarian disciplines, for which 1520 hours are devoted, Philosophy courses stand out — 170 hours, «History of Kazakhstan» — 120 hours, «Sociology» — 50 hours, which is 21.8 % of the total time of this cycle;

– in the cycle of general pedagogical disciplines - a total of 410 hours for the study of the course «Pedagogy» — 180 hours, Ethno-pedagogy — 100 hours, the history of pedagogy — 70 hours, «General and age psychology» — 60 hours, which is 10.4 % of the total time the amount to study the disciplines that have the greatest potential in the formation of the ethno-pedagogical competence of future teachers.

Undoubtedly, the content and nature of the pedagogical process of the university as a whole have an indirect influence on the formation of ethno-pedagogical competence. However, as practice shows, this influence has an un-purposeful and unsystematic character, which is difficult to correlate. With a view to systematization and greater organization of the use of the educational process of the university for the formation of the phenomenon. We attempted to develop a set of corresponding additions to the content of psychological and pedagogical disciplines. In this regard, we analyzed the state standards of education of the Republic of Kazakhstan in terms of the mandatory component of the SRS and CDM cycles.

In the formation of professional and pedagogical knowledge of future teachers, the course «Pedagogy» takes a leading place. As a basic discipline in these specialties, it is the most important component of the overall system of psychological and pedagogical preparation of students, aimed at mastering the methods of scientific analysis and forecasting pedagogical phenomena and processes, ensuring the appeal to individuality, the creative potential of the learner's personality.

The purpose of this course is the formation of the personality of a specialist prepared for work in the «person-person» system. Hence the logical appointment of the course: the formation of a system of theoretical knowledge and practical skills for future teachers in transforming them into practical actions in the conditions of the educational process.

The main objectives of the course:

- form future experts' understanding and understanding that a person is a subject of activity and of his own development;
- Develop the civil position of a specialist and his general culture;
- To reveal the essence of the pedagogical knowledge necessary for a specialist to effectively interact;
- acquaint with the genesis of pedagogical knowledge and their role in the socialization of the individual;
- to form the ability of transferring it to a new qualitative state;
- acquaint with the modern technologies of training, self-education and self-development of the future specialist's personality.

The study of the course «Pedagogy» makes it possible to expand the knowledge of students about the features of the functioning of the pedagogical system «teachers-learners», to disclose the role of the teacher in the educational process and its potential in the formation of the personality. Undoubtedly, all the topics of the course allow us to give theoretical knowledge for teaching and educational work in the school. Studying the main principles of pedagogical activity, searches, findings in the improvement of the pedagogical process, future teachers realize the social importance of their work, they form a sense of responsibility for the upbringing of the younger generation, expand the ideas about the methods and means of moral, aesthetic, physical, ecological education of schoolchildren, significant motives of professional and pedagogical activity.

At the same time, noting the undoubted cognitive value of this course, it should be noted that it does not pay attention to the content, forms and methods of ethnic education and their use in the teaching and educational process, it does not disclose the essence of pedagogical and ethno-pedagogical culture and their characteristics, while as the formation of a spiritually-moral, intellectual, ethnocultural, self-developing and self-fulfilling personality with developed creative potential is an urgent task of the system, and the successful resolution of this problem requires the improvement of teacher training.

The conclusions, obtained as a result of the analysis of the possibilities of the «Pedagogy» course, served as the basis for the development of additions to the content of the work programs of this discipline.

The course «General and age psychology», which is obligatory for all students studying in pedagogical specialties, relying on the most important provisions on the socio-historical character of consciousness and activity, should be profoundly revealing the features of the mental processes, the structure and content of the activity itself, as well as psychological features and mechanisms of interaction and its role in the process of education.

The explanatory note to the program of the course «General and age psychology» indicates that the goal of the course is the formation of a system of psychological knowledge that allows to correctly analyze the psychic reality and adequately relate the theoretical concepts of the basic scientific concepts of general psychology to the practical aspects of professional pedagogical activity.

Within the framework of this course, the place, significance and tasks of modern psychology in the system of sciences, philosophical and methodological principles of psychological science are revealed, the correlation of psychology and pedagogy is analyzed, which is very important in the context of the problem, since the future teacher should be able to establish a dialectical connection of phenomena, objects and processes at the level of intersubject communications.

Students get acquainted with such methods of studying students as observation, questionnaire, interview, testing, laboratory and experiment and other methods of collecting and analyzing information necessary for their future pedagogical activity, studying the requirements for organization and conducting, and also realize the need to study age and the psychological characteristics of students and their competent use in the pedagogical process.

In the content of this discipline, the unity of consciousness and activity is concretized through the development of the needs-motivational sphere of man, where the most important is the analysis of the process of internalization (the origin of internal mental activity from external and practical activities) and the role of exteriorization in the form of external movements and speech reactions for the control of mental processes. The assimilation of theoretical knowledge of this topic will become the foundation for understanding ethnopedagogical activity, the features of the ethno-pedagogical interaction of the subjects of the pedagogical

cal process, the development of personally significant qualities, as these processes are the result of the personal and activity approach to education in general and the formation of the moral qualities of the teacher.

In this context, we found it necessary to analyze, in the context of our problem, the content of the course «Theory and Methods of Educational Work», which is part of the teacher's professional training system and is an elective discipline. In addition, it is logically connected with the section «Theory of Education» in the course «Pedagogy» and pedagogical practice.

The explanatory note to the course program states that the goal of the course is the formation of the professional-pedagogical competence of the future teacher in the field of theory, methodology and techniques of educational work with students. In accordance with this, tasks are defined:

– Development of a responsible and creative attitude to the organization and conduct of educational work with schoolchildren and the conviction of its need as one of the most important factors of socialization and the formation of the personality;

– providing theoretical understanding of the students, practical educational work with students;

– formation of students' needs for professional and pedagogical self-development.

In the first section «Theory and methodology of educational work» «The subject and tasks of the theory and methodology of educational work» reveals the essence of the concept of education as a cultural and historical phenomenon and a pedagogical phenomenon.

The purpose, tasks, essence, characteristic features of upbringing are considered in the aspect of educational work with schoolchildren. The content of this topic enriches students with knowledge of the driving forces, patterns and principles of upbringing. Their attention is focused on personal relations as components of the content of upbringing, on the educational process as a complex dynamic system. The program emphasizes the focus of the modern educational system on the formation of a multicultural socially-oriented personality, ready for development and self-realization in its life.

The material of this topic, of course, has certain capabilities in the formation of the phenomenon being studied, because the knowledge gained through the content of this topic will help students to understand the basic concepts: the educational system, educational relations, upbringing, educational work, educational technology, forms, methods and methods of upbringing and on their basis to build ethno-pedagogical activity with students in the pedagogical process.

The educational system of the school as an integral social and pedagogical structure and the purposeful factor of socialization and development of children is considered in the second topic of this section «The School as an Educational System», which contains knowledge of the essence, structure and main components of the educational system, the position of the school as developing and self-developing educational system, emphasizes the attention of students to the fact that the creation of the educational system of the school is a task not only pedagogical, but also the tasks and functions of the class teacher.

Studying this topic helps to clarify the students' ideas about the social role of the teacher as a subject of education. In the teaching and educational process, the teacher and the student are in subject-subject relationships, so the knowledge of the fundamentals of the educational system and its characteristics is very important for future teachers.

The second section of this course is devoted to the issues of organization of educational work in school and class. In the topic «Extracurricular and extracurricular educational work with schoolchildren», this type of work is considered by the authors of the program as an integral component of the education system, where both the purpose, means, principles and forms of organization are aimed at achieving a given goal, and the notion of extracurricular and out-of-school educational work and its specifics.

Here the analysis of pedagogical requirements for the organization of extracurricular work is presented, the connection of extracurricular work with teaching work is outlined, and tasks and content of extracurricular work, its place and role in the education of schoolchildren are emphasized, the students' attention is focused on the tasks of forming the patriotism and citizenship, intellectual, spiritual and moral, economic, ecological, ethnic, aesthetic culture, culture of family relations and a healthy lifestyle.

In the context of our research the characterization of out-of-school institutions, their types, functions, tasks and forms, their educational work are very important, extracurricular educational work depends on the quality of education of the younger generation and the moral development of the individual.

The program of the course also includes practical work with students: the study of psychological and pedagogical literature, observation and analysis of educational work with schoolchildren during continuous pedagogical practice, independent work on drawing up plans and outlines of educational activities, organiz-

ing and planning educational activities, the organization and conduct of educational activities in the classroom during pedagogical practice.

And at the same time, the content of this course does not include any aspects of the formation of ethno-pedagogical culture of future teachers, do not take into account the possibilities of ethno-pedagogy in the activities of future teachers.

The main educational discipline that contributes to the formation of ethno-pedagogical competence of future teachers is, of course, the course of «Ethnopedagogy», therefore, due to its specifics, we consider it necessary to dwell on the analysis of this course.

The content of the course «Ethnopedagogics» covers a wide range of problems in the theory, patterns and features of ethnic education, the main directions of popular pedagogy, folk methods and methods of upbringing, as well as ways of realizing the ideas and experience of popular pedagogy in the teaching and upbringing process. In the educational process of the analyzed specialties, the discipline «Pedagogy», «General and age psychology» precedes the study of the course of ethno-pedagogy, which increases the effectiveness of mastering its teaching material.

Thus, in the course of studying «Ethnopedagogics» students understand the social purpose of ethno-pedagogy in modern society, analyze specific ethno-pedagogical material, learn to interpret the people's and pedagogical phenomena independently, compare and evaluate the progressive traditions of popular upbringing of various ethnoses, to own methods and techniques including interactive, interrelated learning of language and culture. In addition, ethno-pedagogical knowledge, contributing to the realization of the general idea of moral and spiritual enlightenment and education, contributes to the formation of a positive orientation of the personality of the student himself as the future teacher. And yet, noting the considerable potentialities of this discipline, it should nevertheless be noted that the content of the course «Ethnopedagogics» does not fully solve the task of forming ethno-pedagogical competence of future teachers, which is the basis for developing additions to the course «Ethnopedagogics».

Thus, the cycle of psycho-pedagogical and some social-humanitarian disciplines has certain potential possibilities for the formation of ethno-pedagogical competence, which are expressed in the formation of general cultural, psychological-pedagogical and other knowledge, the development of a positive, value attitude to pedagogical activity, the mastery of knowledge about the object of the teacher's activity and ways of managing it, focusing on the practical and mandatory use of this knowledge. Undoubtedly, the content and nature of the pedagogical process of the university as a whole have an indirect influence on the formation of ethno-pedagogical competence. However, this influence is not enough for the purposeful development of the phenomenon. These conclusions are also confirmed by the results of the study of the initial state of ethnopedagogical competence of graduate students, indicating a low level of its formation. The results of the analysis, as well as the conclusions obtained in the course of the theoretical analysis, served as the basis for developing a system of pedagogical conditions for the formation of the ethno-pedagogical competence of future teachers.

Thus, the above theoretical analysis and conclusions obtained during the theoretical substantiation of this aspect of vocational training objectively raised the issue of the need for specially thought-out work in a higher educational institution related to the formation of ethno-pedagogical competence of future teachers, the answer to which we could obtain through the development of the system pedagogical conditions, which includes:

- ensuring the focus of the pedagogical process on the formation of the ethno-pedagogical competence of future teachers;
- strengthening interdisciplinary ties on the basis of integration of socio-humanitarian, psychological and pedagogical and special disciplines;
- Implementation of a theoretical model for the formation of ethno-pedagogical competence of future teachers.

The system of pedagogical conditions and the methodology for its implementation envisages a purposeful, systematic work with students, beginning with the first year; the professional orientation of teaching on the formation of ethno-pedagogical competence, the implementation of intersubject communications in the study of academic disciplines.

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Болашақ мұғалімдердің этнопедагогикалық құзыреттілігінің педагогикалық шарттары

Мақалада жүйелі талдау әдістері қолданыла отырып, болашақ мұғалімдердің этнопедагогикалық құзыреттілігі мәселелерін зерттеуде келесі логика ұсынылған. Нақтылап айтсақ, «болашақ мұғалімдердің этнопедагогикалық құзыреттілігі» түсінігін анықтауды қажет ететін болашақ мұғалімдердің этнопедагогикалық құзыреттілігін қалыптастырудағы педагогикалық шарттар дәлелденіп көрсетілген. Зерттеу феноменін анықтауға септігін тигізетін болашақ мұғалімдердің этнопедагогикалық құзыреттілігін қалыптастырудағы педагогикалық шарттардың жүйесін әзірлеу мен педагогикалық үдерістің анықталған және дәлелденген мүмкіндігі полиэтникалық орта жағдайындағы кәсіби қызметке сай келетін білім, білік, дағды және тәжірибені жүзеге асырудың, интегративті кәсіби жеке қасиеттерінің жиынтығы ретінде анықталды. Авторлар кәсіби білім беру теориясы мен практикасының қажеттілігін қамтитын ғылыми-теориялық негізді әзірлеу, өзекті мәселесі шешу, зерттеу үдерісін анықтайтын тиімділік, зерттеу мәселелерінің кеңейтілген және бір уақытқа айқындалған кезеңдерін жан-жақты сипаттады.

Кілт сөздер: білім беру, педагогикалық жағдай, этнопедагогикалық құзыреттілік, қалыптастыру, педагогикалық үдеріс, педагогикалық қызмет, мұғалім, кәсіби қасиет.

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Педагогические условия этнопедагогической компетентности будущих учителей

В статье обоснованы проблемы этнопедагогической компетентности будущих учителей, а именно педагогические условия формирования, где необходимо определить понятие «этнопедагогическая компетентность будущего учителя» как исходного положения в выяснении сущности исследуемого феномена. Выявлены и обоснованы возможности педагогического процесса и разработки системы педагогических условий формирования этнопедагогической компетентности будущих учителей, которые служат определением исследуемого феномена. Они определены как совокупность интегративных профессионально значимых личностных качеств, способствующих реализации соответствующих знаний, умений, навыков и опыта профессиональной деятельности в условиях полиэтнической образовательной среды. Описаны этапы разработки научно-теоретических основ, определяющих эффективность исследовательского процесса, расширяющих и одновременно конкретизирующих арсенал

исследовательской проблематики, включающих решение актуальных проблем, которые отражают потребности теории и практики профессионального образования.

Ключевые слова: образование, педагогические условия, этнопедагогическая компетентность, формирование, педагогический процесс, педагогическая деятельность, учитель, профессиональные качества.

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