

## **ABSTRACT**

**of the dissertation work by Temirgalinova Asel Kairgeldinovna on the topic «Formation of communicative-ethnopedagogical competence of future teachers in the multi-ethnic environment of the university», submitted for the degree of Doctor of Philosophy (PhD) in the specialty «6D010300 – Pedagogy and Psychology»**

**The relevance of research.** In the modern educational and scientific space, there are problems of ethnopedagogical communication, ethnology, pedagogy, psychology and universal interscientific connections as relevant in the teaching of ethnopedagogy of world, domestic science. Our President Kassym-Jomart Tokayev: “We emphasize that stabilizing our national identity is an urgent task for our nation to succeed, to embrace all options, and to avoid being a prisoner of our own imagination”.

A significant contribution to society is the scientific research work of the object of ethnopedagogy, up to the need to solve such complex current problems. The works of domestic, Russian, and foreign scientists on diverse topics have a great influence on science. However, during the study it was noticed that in the paradigmatic implementation of the integral possibility of interethnic education and interethnic culture, a common approach to each nation has global significance, since the consensus of avoiding conflicts between peoples has global significance. The main reason for this is determined to be that the pragmatic ability, based on the presentation of theory in practice in the communication of modern fundamental, applied sciences, pedagogy and psychology and linguistics, is at a very weak level.

The World Declaration of the 21st Century states that higher education institutions pay special attention to the preservation of educated human rights, transparency, stability of development and world peace. In the 21st century, special attention is paid to determining the worldview of the future society, mastering science and knowledge in a paradigmatic sense, mastering world values, as well as national values.

It has been established that issues of ethnopedagogy and ethnocultural education are not the subject of new research. Therefore, during the analysis, it was noticed that J. Berry, G. Triandis, V. A. Yasvin studied issues of adaptation and the influence of individuals on the social environment, social cultural environment, and educational environment.

Entering into a general stable communicative dialogue is an accentuation object of our work, which is only a collection of people possessing a number of general semiotic (sign) abilities that unite and give it unique originality. The work of a number of researchers shows that ethnic cooperation, regardless of the will and consciousness of future teachers at the university, arises from the historical network as a result of the need for social production and social development. For example, Berry John W. formulated at what level there is historical continuity in the dynamics of cultural development in the psychology of students, discovered the role of the will to the most valuable good deeds, and determined in his work, which is our example, the meaning of advancement to a divergent level in the cultural educational space. It has been observed that the inner strength of each individual, rather than external action, relies

on the effective application of knowledge as a value to the medium of cultural communication.

Gorski P. in his research work emphasizes that the priority is the student's actions to increase the motivation of interest, the orientation to ensure that his activities to awaken the needs in the educational process in relation to the achieved level contribute to internal comprehension. In the course of analyzing the works of the above-mentioned foreign researchers, we discovered the impossibility of meeting the concept of «ethnopedagogy». Instead of this concept, we encountered such terms as «communicative category in a cultural direction» and «knowledge acquisition», «psychology», «history of psychology».

We must pay attention to the fact that in the works of Berry John W. he connects a cultural object with history, studies it from the point of view of its influence on human psychology, and how significant the value of the seven-generation genealogy of our people is for us.

In a globalizing space, the process of people influencing each other in different areas of activity is increasing. This has become the reason for the complication of interethnic communication relations in recent years.

A study of the professional competence of future specialists in the Kazakh education system was carried out by B. T. Kenzhebekov, M. Berkimbaev, B. A. Zhetpisbaeva, G. Zh. Menlibekova, who studied the scientific and pedagogical significance, structure, and content of social competence. B. A. Zhetpisbaeva, who studied the ethnopedagogy of the countries of Kazakhstan and Germany in a comparative light, conducted a correctional examination of its similar and specific features.

V. A. Yasvin is a researcher who emphasized the scientific basis of the structure-system, from modeling to design in an educational environment. The priority point of this study is the ability to determine the significance of the model's achievement and its substantial function in the design process; as for skill, it depends on the result of the work. This is reflected in the works of P. B. Seitkazy, D. Yu. Mutanov.

In the context of self-educational formation of communicative-ethnopedagogical potential by future teachers, there are practically no works studied. But it is difficult to find specially provided work on the process of creating a multiethnic environment at a university. The issues of radical changes in the competencies of today's future teachers leave no doubt about the urgency of the relevance of the research work under consideration. At the same time, it is important that in the context of an educational paradigm that is completely different from the totalitarian education system, it is important for each future teacher to create his own education and the corresponding scientific basis and evaluate the trajectory of its development.

In the course of analyzing the works of the above researchers, we identified the following contradictions:

- Between the creation of a multiethnic environment for future teachers in a higher educational institution and its consideration and application in practice in the content of education and training;

- Between the formation of communicative-ethnopedagogical competence of future teachers and the complete lack of research into its educational essence (educational significance);

- The contradictions between the certainty of the functional activity of the paradigm in the process of solving the above problems and the need for a model for its implementation and the effective use of educational technologies identified the research problem and determined the choice of the topic «Formation of communicative-ethnopedagogical competence of future teachers in the multi-ethnic environment of the university».

**Purpose of the study:** scientific and pedagogical substantiation of the process of formation of communicative-ethnopedagogical competence of future teachers in a multiethnic environment of a university and experimentation of its implementation.

**Object of study:** system of higher professional education.

**Subject of research:** the process of forming the communicative-ethnopedagogical competence of future teachers.

**Research forecast:** if a higher education institution creates a multiethnic environment for future teachers, which is considered in the content of education and training, then the process of forming the communicative-ethnopedagogical competence of future teachers as a whole contains instructive meaning.

If paradigms for solving problems were defined and the model for their implementation was built on educational technologies, then the communicative-ethnopedagogical competencies of future teachers in a multiethnic environment would be of wide importance in the system of cultural education, and this process would make it possible to understand global relations, avoid existing conflicts, and conclude interethnic agreement.

**Research objectives:**

1. Study and analysis of the ethnocultural, communicative-ethnopedagogical competence of future university teachers to ensure that their qualifications meet modern requirements.

2. Determine the essence of the formation of communicative-ethnopedagogical competence of future teachers in a multiethnic environment.

3. Determine the communicative-ethnopedagogical competence of future teachers in a multiethnic environment, determine the basis for its formation;

4. Create a model for the formation of communicative-ethnopedagogical competence of future teachers in a multi-ethnic higher educational institution;

5. To determine the system of work on ethnopedagogization of the educational process of the university for the formation of communicative and ethnopedagogic competence of future teachers, identifying its methods, forms and technologies;

6. Create the author's model of the case method for the formation of communicative-ethnopedagogical competence of future teachers;

7. Analyze the effective implementation of the model for the formation of communicative-ethnopedagogical competencies of future teachers in the multiethnic environment of the university, conduct experiments.

### **Leading idea of the study:**

The formation of communicative-ethnopedagogical competence of future teachers in a multiethnic environment of a university will allow students to develop the skills and abilities of effective interethnic interaction necessary for successful life in society and for effective professional activity based on the use of the potential of a multiethnic educational environment and a purposefully developed system for the formation of the required quality.

### **Theoretical and methodological basis of the study:**

- Until today, national knowledge and education were considered as a single whole, studied at the level of teaching its service to the world level and focused on advanced ideas of creating concentric pedestals (I. Altynsarin, A. Kunanbaev, Zh. Aymautov, M. Dulatov, M. Zhumabaev and etc.).

- Scientists who studied the ethnic unity of education in a dialectical pattern (Y. Bromley, M. V. Jordan, etc.); scientists who created the concept of influence on the cultural environment (M. M. Bakhtin, V. S. Bibler, etc.).

- Scientists who studied the systematic organization of work in the educational space (K. Ya. Vazina, V. P. Bepalko, etc.)

- Scientists who studied official procedural issues (B. G. Ananyev, S. M. Rubinstein, A. N. Leontiev, etc.)

- Scientists who studied ethnopedagogy (G. N. Volkov, S. A. Uzakbaeva, S. K. Kaliev, K. B. Zharykbaev, etc.), scientists who studied the possibility of holistic acquisition of knowledge and education with the ethnocultural concept (K. Zh. Kozhakhmetova etc.)

The purpose, objectives, and logical position of the research work were determined by the following types of educational technological activities and productive methods, and an analysis was carried out revealing the phenomenon of scientific work, which served as a basis for differentiated reporting of documents. Problem-based, modular-informational, etc. educational technologies included empirical, heuristic, algorithmic research, etc.

The research process includes three stages, the first stage is the search and theoretical stage (2017-2018). At this stage, a literature analysis was carried out and relevant aspects of regulatory documents were studied. This helped to determine the field and categorical apparatus of the problem and contributed to further progress of the work. In addition, he showed that it is the definition of the subject of research, taking into account its orientation towards the result, that gives impetus to the awareness of an almost complete variant of differentiation of the result.

At the second stage (2018-2021), it was envisaged to conduct defining and formative levels of the experiment of degrees of research. Here, the process of developing the communicative-ethnopedagogical competence of future teachers in a multiethnic environment was tested.

At the third stage (2021-2023), the results obtained are systematized, generalized, achievements and shortcomings are formed, and adjustments are made. This allowed us to assess the exact manifestations at all stages of the research process. At the end, work was done to compile a list of literature related to the research process.

**The sources of the study** were the regulatory documents of the Republic of Kazakhstan regulating issues of education and science (laws, presidential decrees, decrees of the government of the Republic of Kazakhstan); state programs and concepts that define the strategic goals and objectives of the education system; philosophical, psychological and pedagogical scientific works; articles published in scientific periodicals and collections of scientific and practical conferences.

**Research methods:**

- theoretical methods: analysis of scientific works on the problem under study; analysis of legislative and regulatory documents, statistical data;
- empirical methods: conversation, questioning, pedagogical observation, experiment;
- statistical methods: processing the obtained pedagogical data.

**The experimental base** of the study is Toraigyrov University, Peoples' Friendship University of Russia (Moscow, Russia), Democritus University of Thrace (Komotini, Greece), Sevastopol State University (Sevastopol, Russia), the group at each university consists of 100-110 people with a total of 430 participants.

**Scientific novelty of the research.** For the first time, we entered scientific circulation and defined the concept of communicative-ethnopedagogical competence; an explanation of the multiethnic educational environment in the context of the object of study is outlined, and the potential for its development is substantiated. Also, a new result is a specially developed theoretical model for the formation of communicative-ethnopedagogical competence of future teachers in a multiethnic university environment and a system of practical work on the formation of this quality in future teachers in a multiethnic educational environment of a university, the central component of which is a case method for the formation of ethnocultural competence of future teachers in a multiethnic educational environment. university environment. The developed system of work involves the ethnopedagogization of the educational process of a higher educational institution.

The **theoretical** significance of this work is associated with the expansion of the range of studies on the formation of communicative, ethnocultural, ethnopedagogical competence of future teachers in the multiethnic educational environment of a modern university, which made it possible to formulate and introduce into scientific circulation the concepts of «communicative-ethnopedagogical competence», «formation of communicative-ethnopedagogical competence». The main concept of the dissertation - «multi-ethnic educational environment» was clarified based on the analysis of related concepts developed based on the study of similar studies on topics and problems.

**Practical value of the study**

The proposed methods, forms, technologies for working with future teachers in a multiethnic educational environment, in particular the author's interpretation of the case method, can become a useful methodological aid for higher school teachers.

The following main provisions are put forward for the defense.

1. Study and analysis of the scientific potential of research on the formation of ethnocultural, ethnopedagogical, communicative competencies of future teachers in the educational process of a modern university.

2. The concept of communicative-ethnopedagogical competence that we have identified is defined as an integrative professional and personal quality of future teachers, manifested in their ability to ensure the effectiveness of interethnic communication and in its readiness and ability to carry out the functions of training, education and development of students in a multi-ethnic educational environment.

By forming the communicative-ethnopedagogical competence of future university teachers, we understand the educational process aimed at mastering the communicative-ethnopedagogical competence of future teachers, which contributes to successful interaction with students representing various ethnic communities and solving professional pedagogical problems in the process of training and education.

3. The main factor in the formation of communicative-ethnopedagogical competence of future university teachers is the multiethnic educational environment.

4. The model of the pedagogical process, aimed at developing the communicative-ethnopedagogical competence of future teachers, is a dynamic logical system, the structural elements of which are represented by the goals and objectives of the educational process, factors of formation of the required quality, forms, methods, technologies, means of the educational process, criteria for the formation of communicative-ethnopedagogical competence, predicted result.

5. Ethnopedagogization of the educational process for the formation and development of communicative-ethnopedagogical competence of future teachers includes various ethnopedagogical forms, methods, technologies: collective and group classes (lectures with feedback, seminars, practical exercises-dialogues (discussion, heuristic conversation), business games, practice, excursions, etc.), ethnocultural training for the development of competencies; curator hours, meetings with figures of various ethnic cultures, folk holidays, ethno-oriented educational modules, special courses, advanced training courses, etc. This is the development of thinking, knowledge, necessary psychological, pedagogical and special knowledge in the field of ethnocultures; development of general culture through the introduction of special courses, meaningful organization of extracurricular activities; inclusion in the content of education of elements of research work on the study of ethnocultural heritage; skills in using traditional culture in organizing upcoming professional activities, conducting extracurricular activities and creative events aimed at the education of future teachers, especially future teachers; functioning of a harmonious system of academic disciplines in educational programs.

6. The author's model of the case method for the formation of communicative-ethnopedagogic competence of future teachers in the polyethnic environment of the university;

7. In the course of an empirical study of the effectiveness of the model for the formation of communicative-ethnopedagogical competence of future teachers, an analysis of the effectiveness of the model implemented in the multi-ethnic environment of the university was carried out. The levels of development of communicative-ethnopedagogical competence of future teachers have been determined: high, medium (optimal) and low (negative). The criteria assume a connection between the future teacher and a subject of culture, a bearer of high morality and social activity, a citizen, a free, humanistic, creative person.

The reliability of our methodological positions, the sufficient breadth of the theoretical overview of the research problem, the choice of methods in accordance with the topic and objectives of the study, the statistical significance of the data obtained during the experiment confirm the correctness and reliability of the research results.

**Approbation of research results.** The provisions of the dissertation were discussed at the department of «Personal Development and Education» of the Faculty of Humanities and Social Sciences of NJSC «Toraigyrov University». The results of the study were presented at 1 international scientific conference (Pavlodar - 2023), as well as at 4 international scientific and practical conferences (Mogilev - 2018, Saransk - 2022, Pavlodar - 2022, 2023). 3 articles were published in journals recommended by the Committee for Quality Assurance in the Field of Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan («Al-Farabi Kazakh National University, Bulletin: Series «Pedagogical Sciences» - Almaty - 2018. - No. 1 (54); «Al-Farabi Kazakh National University, Bulletin: Series «Pedagogical Sciences» - Almaty - 2022. - No. 3 (72); «Al-Farabi Kazakh National University, Bulletin: Series «Pedagogical Sciences» - Almaty – 2022. – No. 4(73)). 1 article was published and indexed in the journal, which is included in the Scopus information database. 1 monograph was published and a certificate of inclusion of information in the state register of rights to objects protected by copyright was received. Issued on December 28, 2023 No. 41637. The total number of published works is 10.

**Research structure.** The dissertation consists of an introduction, 3 sections, conclusion, list of used sources, including 202 sources, and appendices.