

ANNOTATION

**dissertation on the topic « Development of future teachers' ethnopedagogic competence in the aspect of modernization of public consciousness»
the degree of Doctor of Philosophy (PhD) in the specialty «6D010300 – Pedagogy and Psychology» by
Aipova Ainash Kamzenovna**

Research Relevance

Ethnocultural and ethnopedagogical knowledge has acquired paramount importance due to the increased interest in ethnicity in the modern world. This process also takes place in the education system where the values of ethnic culture, their assimilation and preservation are put forward as the main tasks in state educational development programs.

The strategic documents of the Republic of Kazakhstan — including the Concept for the Development of Preschool, Secondary, Technical, and Vocational Education for 2023–2029 (Resolution of the Government of the Republic of Kazakhstan dated March 28, 2023 No. 249), the Presidential Address “The Economic Course of a Just Kazakhstan” (September 1, 2023), and the "Unified Education Program" in educational organizations, with the exception of higher educational institutions (Order No. 294 of the Minister of Education of the Republic of Kazakhstan dated September 19, 2023) — emphasize the preservation of national and cultural identity as a key educational objective. These initiatives highlight the importance of fostering spiritual and moral values among the younger generation, reviving the nation's historical consciousness, reinforcing the significance of national interests, forming a patriotic, socially responsible, and ethically grounded citizen — one who respects the national heritage, promotes cultural values, and possesses a high level of legal and environmental awareness.

In this study on teacher training, we explore the potential of the pedagogical process to foster the ethnopedagogic competence of future teachers in the aspect of modernization of public consciousness. In our view, the ethnopedagogic component of teacher education in a multinational state should be directed toward the development of national self-identity, patriotic values, tolerance, as well as intercultural and regional competence.

A review of the existing literature on the selected topic revealed a significant gap in scientific research on the theory and practice of developing ethnopedagogic competence in future teachers in the aspect of modernization of public consciousness in Kazakhstan, although the available researches constitute a serious scientific source base.

In contemporary teacher education, the ethnic component is primarily employed to shape the ethno-cultural identity of the teacher, often without sufficient consideration of current societal realities. At the same time, there is an increasing need to foster public consciousness and to educate the younger generation in a spirit of patriotism and tolerance. At present, a number of objective contradictions have emerged, including:

- the growing societal demand for specialists with a high level of ethnopedagogic competence versus the insufficient level of such competence observed among graduates of colleges and universities;
- the necessity of forming and developing ethnopedagogic competence versus its undervaluation in the actual instructional practices of teacher training programs.

The Object of the Research is the pedagogical process.

The Subject of the Research is the development of future teachers' ethnopedagogic competence in the aspect of modernization of public consciousness.

Research Hypothesis – If the professional training of future teacher is structured around a model for the development of ethnopedagogic competence in the aspect of modernization of public consciousness then the effectiveness of the development of the ethnopedagogic competence of future teacher will increase, since the psychological and pedagogical conditions for the formation of the above mentioned quality are represented by a set of competencies aimed at the development of socially and professionally necessary future teacher's personal qualities

that contribute to the development of national self-identity, patriotism, regional and intercultural competence, and tolerance.

Research Tasks

1. To justify the social necessity of modernization of consciousness of Kazakhstanis by clarifying the essence and structure of public consciousness.
2. To identify the potential of ethnopedagogy in shaping the public consciousness of future teacher's personality in the learning process, revealing the content, structure and indicators of the ethnopedagogic competence of future teacher in the aspect of modernization of public consciousness.
3. To justify the role of the ethnocultural specificity in the content of pedagogical education as an effective way of developing the ethnopedagogic competence of future teacher (using as the example the ethnopedagogic training in the structure of professional training of future teacher in college) and, based on the data obtained, to develop a model for the formation of the ethnopedagogic competence of future teacher in the aspect of modernization of public consciousness, including structural and functional components necessary for the implementation of professional activity.
4. To develop a diagnostic program for the formation of future teacher's ethnopedagogic competence in the aspect of modernization of public consciousness, including indicators of the formation of the competence under study, their level indicators and diagnostic tools.
5. To verify experimentally the effectiveness of the developed model of formation of future teacher's ethnopedagogic competence in the aspect of modernization of public consciousness by organizing formative experiment.

The Leading Idea is that the effectiveness of the process of forming the ethnopedagogic competence of future teacher in the aspect of modernization of public consciousness is determined by the psychological and pedagogical conditions for the formation of the above mentioned quality, represented by a set of the competencies aimed at developing socially and professionally necessary future teacher's personal qualities, which determine the formation of national self-identity, patriotism, regional and intercultural competence, tolerance.

Theoretical and Methodological Basis of the Research

- the theory of the integral pedagogical process (Y.K. Babansky, N.D. Khmel, et al.);
- the concepts of the ethnocultural education in the Republic of Kazakhstan (K.J. Kozhakhmetova, et al.);
- a personality-activity approach that conceptualizes activity as a key factor in the development of a person (L.S. Vygotsky, A.N. Leontiev et al.);
- an ethnocultural approach aimed at education of a multicultural personality with a national originality, and willingness for dialogue and mutual enrichment of cultures (M.E. Yerzhanov);
- competence-based approach (B.T. Kenzhebekov, K.B. Mukatayeva, et al.);
- subject-centered approach focusing on the components of the education content (Ya.A. Komensky, V.D. Shadrikov, K.B. Zharikbaev);
- a systematic approach considering the subject of the research in cooperation with the goal of ethnopedagogic education as a prototype of the future result (A.S. Makarenko, V.A. Slastenin, A.S. Magauova, M.E. Zhanguzhinova);
- provisions and ideas of nationally-oriented education (N.D. Dzhandildin K.B. Zharikbaev, O.Kh. Aimagambetova, Sh.M. Mukhtarova, et al.).

Research Methods: studying the legislative and regulatory documents on the introduction of ethnocultural education as well as education in general; analysis of scientific, psychological and pedagogical sources on the research problem; study of the content of future teachers' training programs; modeling method; analysis and generalization of pedagogical experience; questionnaire methods; observation method; studying and analysis the products of students' activities; experimental work; methods of mathematical statistics for processing experimental data – Kronbach's Alpha-coefficient.

Research Base: Higher pedagogical college named after B. Akhmetov, NJSC "Toraighyrov University" (Pavlodar, Kazakhstan).

Scientific Novelty of the Research

- the social necessity for the modernization of Kazakhstanis' consciousness has been substantiated;
- the essence of public consciousness in the aspect of its modernization has been defined and its structure has been clarified;
- the possibilities of ethnopedagogy in the development of public consciousness of future teacher's personality in the learning process have been revealed;
- a theoretical model of the ethnopedagogic competence of future teacher in the aspect of modernization of public consciousness has been developed, which reveals the essence of the concept of the "ethnopedagogic competence of future teacher in the aspect of modernization of public consciousness";
- the inclusion of ethnocultural specifics in the content of teacher education is substantiated as an effective means of forming the ethnopedagogic competence of future teacher in the aspect of modernization of public consciousness;
- a theoretical model for the formation of future teacher's ethnopedagogic competence in the aspect of modernization of public consciousness has been developed and tested within the pedagogical process;
- a program for diagnosing of the developed ethnopedagogic competence of future teacher in the aspect of modernization of public consciousness has been developed and tested;
- the effectiveness of the developed model for the formation the ethnopedagogic competence of future teacher in the aspect of modernization of public consciousness, was experimentally validated through a formative experiment

The Theoretical Significance of the Research lies in the enrichment of the theory of professional training by providing new insights into the content and structure of future teacher's ethnopedagogic competence, viewed within the framework of the modernization of public consciousness. This is accomplished through the development of a theoretical model of ethnopedagogic competence and a corresponding model for its development.

Practical Significance of the Research: theoretical foundations, findings, and scientific-methodological recommendations can be applied in the professional training of future teachers to foster their ethnopedagogic competence in the aspect of modernization of public consciousness.

Provisions Submitted for Defense

1. The social conditionality of the process of modernization of consciousness has been substantiated, which enabled the clarification of the essence of the concept of "public consciousness" as a set of ideas, theories, views, beliefs, feelings, persuasions, emotions, and moods that reflect the natural world, the material life of society, and the entire system of social relations.

2. The ethnopedagogy of Kazakhstan serves as a crucial factor in shaping the public consciousness of future teacher's personality. The upbringing of the younger generation in the traditions of respect for national customs, cultural heritage, and folk traditions fosters the development of their public consciousness, creating the conditions for the formation of a socially responsible individual – one who perceives themselves as a patriot of their homeland, a custodian of the unique culture of their ethnic group, while also understanding and deeply respecting the value of Kazakhstan's ethnocultural diversity as an integral part of the collective identity of the Kazakhstani people.

3. A theoretical model of future teacher's ethnopedagogic competence in the aspect of modernization of public consciousness.

– cognitive component – knowledge, contributing to the development of future teacher's public consciousness: national identity, including:

1) a set of knowledge about the cultural heritage of the Kazakh people, national culture, traditions, customs, folklore.

2) a set of specific holistic knowledge about the region of residence (history, geography, culture and education, ecology, etc.).

3) knowledge and understanding of culture of the peoples living in the multiethnic state, in the countries of the near and far abroad, the ethnopsychological characteristics of other peoples, the basic norms and rules of the universal ethics.

– the motivational and value component, which key indicator is patriotism, reflecting on a personal level future teacher's professional and value orientation: patriotism, manifested in:

1) a willingness to serve and defend the Motherland;

2) love for the "small homeland"—one's land, village, or aul;

3) respect for the values of the national culture of the region and a strong conviction in the uniqueness of his native land.

– the professional and functional component, responsible for the formation of future teacher's regional competence, based on:

1) the student's ability to realize specific holistic knowledge about his native land (history, geography, culture and education, ecology, etc.);

2) competencies that contribute to the development of students' regional identity and sense of patriotism;

3) the desire to preserve, recreate and enhance cultural values of native land;

– the activity-behavioral component responsible for the formation of intercultural competence, manifested in the following professional skills:

1) the ability to engage in intercultural interaction;

2) the integration of knowledge of world cultures into the school educational process;

3) the fostering of a multi-perspective worldview among students through teaching and learning activities.

– the personal component responsible for the formation of tolerance, including:

1) a tolerant perception of the world based on scientific knowledge and universal spiritual values [1];

2) openness towards the "other" cultural meanings;

3) dialectical worldview in conditions of a multicultural society.

4. The ethnocultural component in the content of teacher education is an effective way of developing future teacher's ethnopedagogic competence in the aspect of modernization of public consciousness.

5. A theoretical model for the development of the studied competence, which includes the following interrelated structural blocks:

– the goal-setting block is represented by the problem of developing the studied competence, approaches and principles of training aimed at achieving the goal;

– the content block includes components of the ethnopedagogic competence of future teacher, necessary for the successful formation of the studied competence;

– the organizational block contains forms, methods, teaching tools and a set of pedagogical conditions that contribute to improving the effectiveness of the development of the ethnopedagogic competence of future teacher in the learning process; a diagnostic program that includes tools for evaluating the results of the experiment on the development of students' ethnopedagogic competence in the educational process: questionnaires, tests, diagnostic card, etc.;

– The functional block outlines the key functions within the process of developing future teacher's ethnopedagogic competence: educational, developmental, and innovative;

– the resulting block is represented by the final result – the developed ethnopedagogic competence of future teacher in the aspect of modernization of public consciousness.

6. A diagnostic program for the development of the ethnopedagogic competence of future teacher in the aspect of modernization of public consciousness, including indicators of the formed competence under study and a diagnostic program.

7. Experimental data confirming the effectiveness of the implementation of the model for the development of future teacher's ethnopedagogic competence in the aspect of modernization of public consciousness.

Validity and Reliability of the Research Results are confirmed by the analysis of methodological and theoretical views of scholars, the application of theoretical and empirical research methods corresponding to the objectives of the study, as well as the results of the experimental work processed through mathematical statistics; the hypothesis of the research is supported by the consistency of its results.

Approbation and Implementation of the Research Results

The results of the research are presented in journals included in the "Scopus" database – 4 publications (Russia, 2021; Turkey, 2022; Russia, 2023). In journals recommended by Science and Higher Education Quality Assurance Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan – 8 publications (Bulletin of Toraighyrov University, Pedagogics series, 2017-2020; Abai Kazakh National Pedagogical University Bulletin of Pedagogical sciences, 2019; Bulletin of L.N. Gumilyov Eurasian National University, series of "Pedagogy, Psychology, Sociology" 2020; in journals indexed in Web of Science database Platform – 2 publications (Spain, 2021); at eighteen international scientific and practical conferences (Astana, 2017; Pavlodar, 2017-2024; Poland, 2018; Kiev, 2018; Mogilev, 2018, 2020; Moscow, 2020; Tokyo, 2022; Murmansk, 2023); special course "Culture, traditions and customs of Kazakhstan and other countries"; study guide «National Etiquette Specifics in Intercultural Business Communication»; Computer program: electronic textbook "National traditions, customs and business etiquette in Kazakhstan and English-speaking countries"; textbook «Ethnic specifics of communication culture in Kazakhstan and Spain»; English textbook "English for undergraduate and graduate students of pedagogical specialties"; Computer program "English for Undergraduate and Graduate Students of Pedagogical Specialties electronic textbook".

Thesis Structure consists of an introduction, three sections, a conclusion, and a list of references and appendices.

The Introduction substantiates the relevance of the research topic, identifies the contradiction and the problem of the research, the purpose, object, subject, hypothesis and the tasks of the research, the theoretical and methodological basis of the research, methods, literature, stages and the research base. The novelty, theoretical and practical significance of the thesis, as well as the provisions submitted for defense are indicated.

Section 1 "Modernization of public consciousness as an objective condition for the development of a new generation of Kazakhstanis" contains a justification for the social necessity of modernization of public consciousness initiated in the program documents; the essence and structure of public consciousness are clarified; the foundations of folk pedagogy of Kazakhstan as a factor of modernization of public consciousness in the process of professional training of future teachers are substantiated.

Section 2 "Development of the ethnopedagogic competence of future teacher in the aspect of modernization of public consciousness" contains materials that reveal the essence of the concept of "ethnopedagogic competence of future teacher in the aspect of modernization of public consciousness"; a constructed theoretical model of the competence under study, including the content, structure and indicators of the developed ethnopedagogic competence of future teacher in the aspect of modernization of public consciousness; the working curriculum of the specialty "0111000 – Basic secondary education" of Higher pedagogical college named after B. Akhmetov is analyzed on the subject of ethnopedagogic orientation (showing that the ethnic culture elements are introduced, considerably, by means of general educational, general humanitarian, general professional and special language disciplines and literature).

The necessity of including ethnocultural specifics in the content of pedagogical education as an effective way of developing the ethnopedagogic competence of future teacher in the aspect

of modernization of public consciousness is substantiated; a model for the development of the competence under study is developed.

Section 3 of the thesis presents the diagnostic program, including indicators for assessing the development of the studied competence. It also provides the results of the ascertaining experiment, outlines the experimental procedures, details the logic of the formative experiment, and analyzes the outcomes of its final stage.

The conclusion contains the research results and findings.

The appendices include practical research materials.

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