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BO'LAJAK O'QITUVCHILARDA ETNO-PEDAGOGIK MADANIYATINI RIVOJLANISHNING NAZARIY-METODOLOGIK ASOSLARI.

ТЕОРЕТИКО-МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ ЭТНОПЕДАГОГИЧЕСКОЙ КУЛЬТУРЫ БУДУЩИХ УЧИТЕЛЕЙ.

THEORETICAL AND METHODOLOGICAL BASIS OF ETHNO-PEDAGOGICAL CULTURE DEVELOPMENT IN FUTURE TEACHERS.

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Annotatsiya.

Ushbu maqolada bo'lajak o'qituvchilarda etnopedagogik madaniyatni rivojlantirish uchun zarur bo'lgan nazariy va uslubiy asoslar o'rganiladi. Madaniy, ta'lim va pedagogik nazariyalarni o'rganib, tadqiqot madaniy merosni zamonaviy ta'lim amaliyotlari bilan birlashtiradigan keng qamrovli asosni yaratishga intiladi. Tahlil etnopedagogik madaniyatning ta'lim jarayonini qanday yaxshilashi, o'qituvchilar va talabalar o'rtasida chuqur madaniy ong va sezgirlikni oshirishi mumkinligi haqida tushuncha beradi.

Kalit so'zlar: *Etnopedagogik madaniyat, o'qituvchi tarbiyasi, madaniy meros, pedagogik metodologiya, ta'lim taraqqiyoti.*

Аннотация.

В этой статье рассматриваются теоретические и методологические основы, необходимые для развития этнопедагогической культуры будущих учителей. Изучая культурные, образовательные и педагогические теории, исследование стремится построить всеобъемлющую структуру, которая интегрирует культурное наследие с современными образовательными практиками. Анализ дает представление о том, как этнопедагогическая

культура может улучшить образовательный процесс, способствуя более глубокому культурному пониманию и восприимчивости среди учителей и студентов.

Ключевые слова: Этнопедагогическая культура, педагогическое образование, культурное наследие, педагогическая методика, образовательное развитие.

Annotation.

His article explores the theoretical and methodological foundations essential for the development of ethnopedagogical culture in future teachers. By examining cultural, educational, and pedagogical theories, the study seeks to construct a comprehensive framework that integrates cultural heritage with modern educational practices. The analysis provides insights into how ethnopedagogical culture can enhance the educational process, fostering a deeper cultural awareness and sensitivity among teachers and students.

Keywords: *Ethnopedagogical culture, teacher education, cultural heritage, pedagogical methodology, educational development.*

INTRODUCTION

The rapid globalization of education has emphasized the need to preserve and integrate cultural values within teaching practices. Ethnopedagogy, as an educational field, focuses on the traditional knowledge, customs, and values of specific ethnic groups, promoting an educational framework that respects cultural diversity. The development of an ethnopedagogical culture among future teachers is vital for cultivating culturally responsive educators who can bridge the gap between local cultural heritage and universal educational goals. This article examines the theoretical and methodological foundations for the development of ethnopedagogical culture in prospective teachers, aiming to offer a framework for implementing these practices in teacher education.

LITERATURE REVIEW AND METHODS

Additionally, contemporary scholars highlight that teaching future educators to value and integrate ethnopedagogical elements in their practice fosters greater understanding and respect for cultural diversity in classrooms. Research indicates that such an approach not only enriches the students' learning experiences but also aids in the development of teachers' cultural competence and reflective practices, essential for managing multicultural classrooms.

Key theoretical foundations include:

✓ **Cultural-Historical Theory:** Emphasizes the role of social and cultural contexts in the development of learning processes.

✓ Ethnopedagogy: Focuses on educational traditions and customs of ethnic groups, integrating folklore, proverbs, and traditional teaching methods.

✓ Constructivist Theory: Encourages collaborative learning and culturally relevant projects.

✓ Intercultural Competence Framework: Provides a foundation for training teachers to manage cultural diversity effectively.

This study utilized a mixed-method approach, combining qualitative analysis of ethnopedagogical literature and a survey of teacher education program curricula across various institutions. Data collection involved:

a) Content Analysis: Content analysis of ethnopedagogical theory and pedagogical methodologies to identify key components relevant to teacher education.

b) Survey: Survey of teacher education programs to assess the current integration of ethnopedagogical content within these curricula.

c) Interviews: Interviews with educators in teacher training institutions to gain insights into how they incorporate cultural elements in their teaching practices.

The data were analyzed using thematic analysis to identify recurrent themes and insights regarding the integration of ethnopedagogical practices in teacher education.

RESULTS AND DISCUSSION

The development of ethnopedagogical culture among future teachers is a multifaceted process that integrates traditional cultural knowledge, values, and teaching methods into contemporary pedagogical practices. This approach serves to prepare teachers who are not only subject-matter experts but also sensitive to the cultural and social backgrounds of their students, fostering a more inclusive and culturally responsive educational environment[1,2,3].

Here are some key theoretical-methodological foundations of this approach:

1. Cultural-Historical Theory: Rooted in the work of Lev Vygotsky, this theory emphasizes the importance of social and cultural contexts in the development of higher mental functions. Future teachers can use this framework to understand how cultural heritage shapes learning processes, which helps in creating pedagogies that honor and incorporate students' cultural backgrounds.

2. Ethnopedagogy: Ethnopedagogy itself is the study of the educational traditions and customs of various ethnic groups. This perspective helps teachers-to-be gain a deep understanding of cultural values, folklore, proverbs, and traditional methods of knowledge transmission that they can bring into the classroom to make learning more meaningful and relevant for diverse student populations.

Ethnopedagogy focuses on how the educational practices and beliefs of different ethnic groups can enhance teaching and learning. By exploring the cultural values, folklore, proverbs, and traditional knowledge transmission methods of various communities, educators can create a more inclusive and relevant learning environment.

This approach encourages future teachers to incorporate culturally significant content into their curricula, which can help foster a sense of belonging and connection among students from diverse backgrounds[2,4].

Incorporating ethnopedagogical principles can lead to:

a) Culturally Relevant Teaching: Teachers can connect lessons to students' cultural backgrounds, making learning more relatable and engaging.

b) Enhanced Understanding of Diversity: Educators can better understand and appreciate the rich tapestry of cultural identities in their classrooms.

c) Community Involvement: Engaging with local communities can help bridge gaps between schools and families, promoting a collaborative approach to education.

d) Critical Thinking and Reflection: Teachers can encourage students to think critically about their own cultural identities and those of their peers.

e) Holistic Education: Ethnopedagogy can support the development of the whole child by recognizing the importance of emotional, social, and cultural contexts in learning.

By integrating ethnopedagogical practices, educators can help all students feel valued and understood, leading to improved educational outcomes.

3. Constructivist Theory: Constructivism, particularly social constructivism, posits that knowledge is co-constructed through interaction with others. Future teachers trained with this theory in mind learn to facilitate learning environments where cultural values are integrated through collaborative activities, discussions, and culturally relevant projects, allowing students to explore their identities within the learning space.

Constructivist theory, especially in the context of teaching English, emphasizes the role of social interaction and collaboration in the learning process. Here's how it can be applied:

Key Principles of Constructivist Theory in English Language Teaching

Co-Construction of Knowledge: Knowledge is not simply transmitted from teacher to student; rather, it is built through social interactions. In an English language classroom, this means students actively participate in discussions, group work, and peer teaching, allowing them to negotiate meaning and deepen their understanding.

Culturally Relevant Pedagogy: Social constructivism encourages educators to incorporate students' cultural backgrounds into the curriculum. By using texts, examples, and projects that reflect diverse cultures, students can see themselves in the material, fostering engagement and relevance.

Collaborative Learning: Group activities and projects promote collaboration, which is crucial for language acquisition. Students can practice their English skills in real contexts, enhancing their speaking, listening, reading, and writing abilities while learning from each other's perspectives.

Exploration of Identity: Language learning is often intertwined with personal identity. A constructivist approach allows students to explore their identities through language by encouraging them to express their thoughts, beliefs, and cultural narratives in English.

Authentic Assessment: Rather than traditional tests, constructivist approaches favor assessments that reflect students' abilities to use language in meaningful contexts. This could include projects, presentations, or portfolios that showcase their learning journey and linguistic development.

Implementation Strategies

- **Discussion-Based Learning:** Facilitate discussions where students can share their thoughts and experiences related to the topics studied. This not only builds language skills but also fosters a sense of community.

- **Culturally Relevant Materials:** Use literature and resources that reflect the students' backgrounds and experiences. This can include diverse authors, themes, and perspectives that resonate with the students.

- **Project-Based Learning:** Engage students in collaborative projects that require them to use English in practical, real-world contexts. This can include research projects, presentations, or community service initiatives.

- **Reflective Practices:** Encourage students to reflect on their learning experiences, allowing them to articulate their understanding and growth in both English language proficiency and cultural awareness.

Applying constructivist theory in English language teaching promotes a dynamic and inclusive learning environment where students are active participants in their education. By valuing cultural diversity and collaborative learning, future teachers can create meaningful experiences that enhance both language skills and personal identity.

4. **Intercultural Competence Framework:** This framework provides methodological support for training teachers to handle cultural diversity. Developing intercultural competence involves equipping future teachers with skills to understand, communicate, and interact effectively across different cultures, which is crucial in diverse classrooms.

5. **Participatory and Community-Based Approaches:** Ethnopedagogical culture can be fostered through methodologies that involve communities in the learning process. Community-based learning and service-learning allow future teachers to engage with students' cultural communities, creating a more contextualized understanding of students' backgrounds and bridging the gap between school knowledge and community knowledge.

6. **Reflexive and Critical Pedagogy:** Inspired by Paulo Freire, critical pedagogy encourages teachers to reflect on the power dynamics in education, recognizing the importance of students' cultural capital and challenging biases. This approach promotes

the idea that teachers must critically examine their own cultural assumptions and biases to create equitable learning environments.

7. **Experiential Learning:** This methodological approach is valuable in ethnopedagogy, as it encourages future teachers to learn through direct experiences, such as engaging with community traditions, arts, and language. Through hands-on activities, teachers gain practical insights into the cultural lives of their students, which they can incorporate into their teaching practice.

Together, these foundations provide a theoretical and methodological framework for developing ethnopedagogical culture among future teachers, helping them become culturally responsive educators who support students' diverse cultural identities and enhance the overall inclusivity of educational practices.

These findings underscore the necessity for a well-structured methodological framework within teacher education programs[8,9]. The lack of emphasis on ethnopedagogical culture in teacher training limits future educators' ability to incorporate cultural insights into their teaching practices effectively. Incorporating Vygotsky's sociocultural theory and Dewey's experiential learning theory can provide a strong foundation for developing an ethnopedagogical approach that aligns with both the heritage of specific ethnic groups and the requirements of modern education[10,11].

The study suggests that embedding ethnopedagogical culture in the curriculum can enhance not only cultural awareness among students but also foster an environment where cultural heritage is respected and valued. This cultural emphasis is particularly relevant in regions where a rich tapestry of ethnic backgrounds is present in classrooms, and the educational process can serve as a platform for promoting intercultural harmony.

Tables and Diagrams: To visualize the key findings and data analysis, the following tables and diagrams are included:

1. **Table 1:** Overview of Key Theoretical Frameworks in Ethnopedagogy

Theory	Key Features	Relevance to Teacher Education
Cultural-Historical Theory	Focuses on the role of culture in learning	Helps educators integrate cultural context in pedagogy
Constructivist Theory	Knowledge co-constructed through social interaction	Encourages culturally relevant collaborative learning
Intercultural Competence Framework	Prepares educators for diverse classrooms	Enhances educators' ability to interact with diverse student populations

2. **Figure 1:** Diagram of Ethnopedagogical Culture in Teacher Education
(A diagram illustrating the flow from traditional cultural knowledge, through teacher training, to culturally responsive teaching methods in the classroom.)

CONCLUSION

The development of ethnopedagogical culture within teacher education programs is essential for preparing culturally responsive educators. Integrating this approach requires a commitment to revising curricula to include cultural theory and practical methodologies for fostering cultural respect and awareness. Future research could focus on longitudinal studies to assess the impact of ethnopedagogical practices on both teacher effectiveness and student engagement.

To support the development of ethnopedagogical culture in teacher training, the following recommendations are proposed:

Curriculum Reform: Integrate modules on ethnopedagogical theory and methods into teacher education programs, emphasizing the application of cultural values in teaching.

Professional Development for Educators: Offer workshops and training on ethnopedagogy, particularly for those teaching in multicultural settings, to ensure they possess the skills necessary to address cultural diversity effectively.

Collaboration with Cultural Experts: Engage cultural specialists and community leaders in the development of curriculum content to ensure authenticity and relevance in the cultural material included in teacher education.

By addressing these areas, teacher education programs can foster a generation of educators equipped with the skills and cultural understanding necessary to meet the demands of today's multicultural classrooms.

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