

Tatiana Panco, PhD Student

State Pedagogical University "Ion Creanga"

Nicolae Silistraru

Tiraspol State University

## **FORMATION OF THE ETHNO-PEDAGOGICAL COMPETENCE IN THE SYSTEM OF PROFESSIONAL TRAINING OF FUTURE TEACHERS**

### **Introduction**

The growing interest in ethnicity actualizes the importance of ethno-pedagogical knowledge of modern society, in particular in the education system. Taking into account the prospects of the Bologna process and integration into the common European educational space, Moldova is making a transition to a modern approach to education based on the cultural heritage and rich traditions of the people. In an open system of higher education, the problem of preserving the cultural diversity of countries and educational systems is becoming more acute. Thus, the need for changes in the content of education at the university is obvious. In this regard, professional ethno-pedagogical training of a teacher has the particular relevance.

Professional competence is one of the requirements for mastering the teaching profession. In the professional competence of a teacher there are distinguished the socio-pedagogical, psychological, didactic and methodological competence, the components of which are manifested in practical activity in the system. Also, there are no less significant than the aesthetic, cognitive, communicative, multicultural, and especially ethno-pedagogical competence in professional pedagogical activity [15, p. 59, 61].

In the education development strategy for 2014-2020 “Education 2020” dated November 14, 2014, the Ministry of Education proposes to shift the emphasis in the field of education towards the quality of the educational process and the competencies that young people acquire in the education process. This indicates the need to shift the emphasis in the field of education and training to the development of professional competencies necessary to ensure a high-quality educational process [6].

Consequently, professional and pedagogical competence determines the quality of the activities carried out by him. The analysis of psychological and pedagogical literature proves that professional competence should become one of the most important characteristics of a teacher’s activity. It must be an integral property, a personality’s quality that acts professionally and also pedagogical training as a condition for its effectiveness.

### **Theoretical assumption**

For the first time the teacher of the University of Massachusetts (United States of America), N. Chomsky used the term “competence” in 1965. By competence, he understood “the speaker’s knowledge of the language”, distinguishing it from the “use of language”. By the use of language, he understood the ability to formulate and express one’s thoughts by means of a foreign language and believed that competence does not always coincide with the ability of an individual to use knowledge in the practice of foreign language communication [10, p. 278]. The concept of competence includes not only theoretical and practical components, but also motivational, as well as learning outcomes (abilities), a system of value orientations, habits and meta-knowledge. G.N. Selevko notes that the concepts of “competence” are much broader than the concepts of “knowledge”, “skills”, since “they include the orientation of a person, her ability to overcome stereotypes, to feel problems, to show insight, flexibility of thinking, character, independence, purposefulness, strong-willed qualities” [13, p. 139].

The competence-based approach in the process of professional training allows minimizing the gap between the cognitive, operational-activity and personality-motivational components of the future teacher’s development. This circumstance makes it possible to modify professional training to modern requirements, as well as to promote the effectiveness of the process of professional training of future teachers. Many Moldovan and foreign scientists actively discuss this approach today: N. Silistraru, V. Guțu, V. Botnari, L. Sadovei and others. C. Croitoru defines didactic competence as the teacher’s ability to solve a problem, to interpret a phenomenon, to make a decision or perform an action and presupposes deep

knowledge, methodological and psychological-pedagogical training, pedagogical style and skill [5]. I. Jinga interprets the teacher's professional competence as a set of cognitive, affective, motivational and managerial abilities that interact with the teacher's personal qualities, form the qualities necessary for teaching. In addition, I. Jinga offers three types of competencies, which, in his opinion, form the teacher's professional competences: specialized psychological and pedagogical competence, psycho-social and managerial competence [8].

The concept of "professional competence of a teacher" reflects the personal abilities of a teacher, which enable him to solve effectively the pedagogical tasks defined by him or given by the administration. In order to solve successfully the assigned tasks, you must know the pedagogical theory, as well as possess the skills of its application in practice. Consequently, the professional competence of a teacher can be understood as the totality of his theoretical and practical readiness to implement his professional teaching and educational activities.

The concept of "professional pedagogical competence" is closely related to the concepts of "competence" and "competent". E. I. Ogarev gives the following definition of competence, "... competence is an evaluative category, it characterizes a person as a subject of specialized activity, where the development of a person's abilities gives him the opportunity to perform qualified work, make responsible decisions in problem situations, plan and perform actions leading to the rational and successful achievement of the set goals". Using this definition, the author presents competence as a stable ability to work with knowledge of the matter [12, p. 10]. V. A. Bolotov and V. V. Serikov believe that competence is a way of existence of knowledge, skills, education, contributing to personal self-realization, student's finding of his place in the world. As a result of it, education appears as highly motivated and, in a true sense, personality-oriented, providing maximum demand for personal potential, recognition of the personality by others and awareness of its very own significance [3, p. 12].

Competence includes cognitive, motivational, emotional and value-semantic components, the content of which is revealed as follows:

- readiness to display the competence (motivational aspect);
- possession of knowledge of the content of competence (cognitive aspect);
- experience of demonstrating competence in a variety of standard and non-standard situations (behavioural aspect);
- attitude to the content of competence and the object of its application (value-semantic aspect);
- emotional regulation of the process and result of the manifestation of competence [18, p. 25].

The concept of “ethnocultural competence” was considered by a number of teachers and psychologists N. Silistraru, T. V. Poshtareva, G. V. Nezdemkovskaya, N. M. Lebedeva, M. G. Kharitonov, etc. L.I. Borovikova argues that “ethnocultural competence” allows the teacher to make his professional activity ethno-sensitive, more sensitively focused on ethno-cultural values, requests, peculiarities of the national character of clients, prevailing in a particular society, standards of ethnocultural relations” [4, p. 2]. S. B. Seryakova, revealing the essence of the concept of “ethno-pedagogical competence”, connects it with “the teacher’s assimilation of the traditional culture of the people, the theoretical and practical readiness to translate its value orientations. Also, she considers that it must implement the basic provisions of ethno-pedagogy as a system of education in the conditions of pedagogical activity of an educational institution, taking into account the peculiarities of national psychological features of representatives of different nationalities” [14, p. 71]. N. D. Neustroev believes that ethno-pedagogical competence presupposes such knowledge as: objectives of studying subjects based on traditional pedagogical culture; psychological mechanisms of mastering ethno-pedagogical knowledge and ways of using them in the process of teaching, upbringing and development of schoolchildren; ethno-pedagogical concepts and facts presented in school textbooks and directly related to life; criteria for assessing the didactic and developmental value of various ethno-pedagogical content; ways of working with different ethno-pedagogical content [11, p. 180]. The goal of ethno-pedagogical training is not only the mastery of the system of ethno-pedagogical knowledge and skills, but also the formation of an attitude towards ethno-pedagogical activity.

### **Methodology and discussion**

Considering ethno-pedagogical competence from the standpoint of a competence-based approach, one should note such a condition for its development as the desire to improve constantly knowledge and skills for the implementation of effective professional pedagogical activity. As structural components, such components are singled out through the development of which the process and the result of its formation are most clearly visible, namely:

- motivational component;
- cognitive component;
- activity component [9].

The aim of the research consists in the experimental validation of the Programme of Initial Ethno-Pedagogical Teacher Training. The research was

based on the following objectives: to identify the theoretical foundations of the ethno-pedagogical training of teachers; to determine the structure, content and scientific essence of the concept “ethno-pedagogical competence” as the theoretical foundations of the ethno-pedagogical training of future teachers; to develop criteria and indicators of ethno-pedagogical training provided for describing the levels of initial formation of ethno-pedagogical competence; to determine the levels and characteristics of the ethno-pedagogical competence of students – future teachers; to develop, substantiate and experimentally test the programme of professional ethno-pedagogical training of future teachers.

Initial professional ethno-pedagogical training of teachers can become more effective in the following conditions: identifying the theoretical foundations of ethno-pedagogical training of teachers, determining the structure, content and scientific essence of the concept “ethno-pedagogical competence”; development of criteria and indicators of ethno-pedagogical training provided for describing the levels of formation of the ethno-pedagogical competence of students - future teachers; assessment and development of the university pedagogical curriculum in terms of the formation of ethno-pedagogical competence of future teachers, determining the levels and characteristics of the ethno-pedagogical competence of future teachers; development, justification and experimental verification of the programme of professional ethno-pedagogical training of future teachers.

For the formation of the ethno-pedagogical competence of future teachers, we have implemented the experimental work. At the ascertaining stage of the pedagogical experiment, in accordance with the purpose of the study, the following tasks were solved:

- to perform a quantitative and qualitative analysis of the results of the data obtained at the stage of ascertaining;
- to determine the levels of formation of the ethno-pedagogical competence;
- to formulate conclusions.

The experiment involved 114 students of “Alecu Russo” Balti State University, enrolled in the specialties “Pedagogy of Primary Education and Preschool Pedagogy”, “Pedagogy of Primary Education and English”. The experimental group consisted of 56 participants, including 18 students studying in the specialty “Pedagogy of Primary Education and English” and 38 students studying in the specialty “Pedagogy of Primary Education and Pre-school Pedagogy”. The control group consisted of 58 participants, of whom 21 students studied in the specialty “Pedagogy of Primary Education and English” and 37 in the specialty “Pedagogy of Primary Education and Pre-school Pedagogy”.

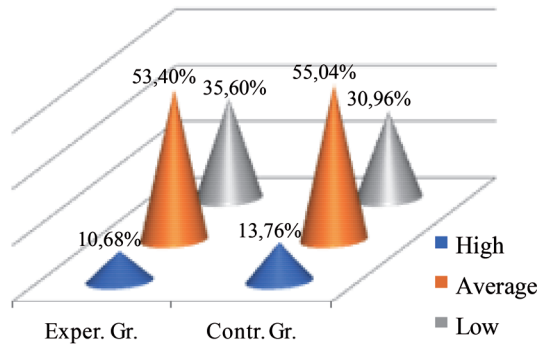
Table 1. Indicators and levels of the ethno-pedagogical competence of the students

INVESTIGATED COMPONENTS	INSTRUMENTS		
	<i>Map for assessing the manifestation of the ethno-pedagogical competence</i>		
	<i>Test to determine the level of the ethno-pedagogical competence</i>		
INDICATORS AND LEVELS OF			
THE ETHNO-PEDAGOGICAL COMPETENCE			
LEVELS	High	Average	Low
<i>Motivational</i>	Expressed cognitive ethno-pedagogical orientation, striving to study the elements of folk culture, awareness of significance, stable positive attitude towards ethno-pedagogical activity, striving to expand the boundaries of ethnic self-awareness	Awareness of the importance of studying and taking into account the traditional culture of education, especially the ethnic mentality; manifestation of interest in folk culture, values, their cultivation in professional activities, manifestation of the ethnic self-determination	Lack of motivation to study ethno-pedagogy, passive attitude to the study of traditions of folk pedagogical experience, lack of ethnic self-determination
<i>Active</i>	A creative approach in solving ethno-pedagogical problems, the selection of pedagogically expedient folk educational strategies, the design and implementation of activities based on folk values of upbringing, organization of creative activity and creation of an ethno-pedagogical environment based on folk traditions, intercultural interaction, dialogue	Spontaneous use of folk educational strategies within the framework of the modern education process; demonstration of the ability to organize ethno-pedagogical activities in a multinational team	Intuitive solution of ethno-pedagogical tasks, lack of integrity, consistency in the design and implementation of educational activities based on the folk educational strategies

<b>Cognitive</b>	Broad understanding of folk culture, values, mentality features; possession of knowledge about the culture of other peoples, possession of scientific and methodological knowledge about the traditional education system	Limited knowledge about folk traditions, folk culture of upbringing and their episodic use in professional and pedagogical activities	The presence of unsystematic knowledge of ethno-pedagogical orientation, separate ideas about the traditional folk culture, traditions of their people; there is practically no knowledge about the culture and values of other peoples
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**Source:** own research.

As a result of the application of the tools we have chosen and the analysis of the data obtained, we came to the following results presented in Figure 1. By studying theoretical, methodological, ethno-pedagogical literature, as well as after obtaining the results of the ascertaining experiment, we have developed a programme for professional ethno-pedagogical training of future teachers, aimed at the formation of the ethno-pedagogical competence at the students of higher educational institutions of pedagogical specialties. The plan of the course "Ethno-pedagogy" provided a general theoretical acquaintance of students with the subject of the course, where we studied the general foundations of aspects of national education and values. Practical classes provided students with an in-depth study of their ethnicity, its specifics, which contributed to ethnic inculturation and affiliation, as well as, due to the cross-cultural principle, to study other cultures through comparison with their own. This principle ensured efficiency in identifying universal human values and ethnic, as well as national values, which undoubtedly contributed to the formation of stable value orientations that are significant for the formation of ethno-pedagogical culture and competence.



**Figure 1. Levels of demonstration of the ethno-pedagogical competence of future teachers at the stage of ascertaining**

Source: own research.

It should also be noted that in the program we have developed as the reliance on the values of the peoples living on the territory of the Republic of Moldova, specific to the Moldovan people, Ukrainian, Russian, Gagauz and others. Implementing our program, we have combined such approaches as cultural, competence, task, reflective and transdisciplinary. Also, the development and implementation of the program was based on the tasks that concretize the goal and ensure its implementation. To achieve this goal, we set the following tasks:

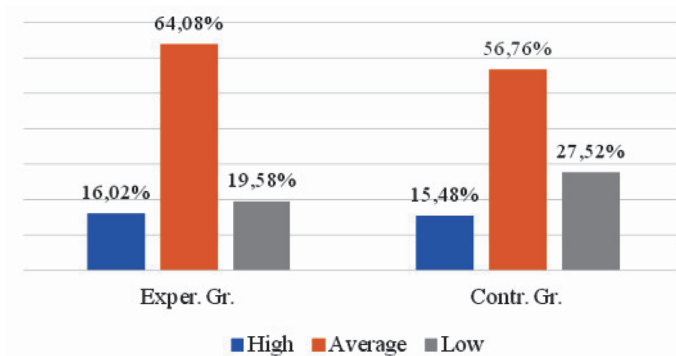
- to ensure the formation of ethno-pedagogical knowledge about the content of public education;
- to contribute to the enrichment of knowledge about national and ethnic culture, traditions, customs, educational possibilities of folklore, etc.
- to form and expand the boundaries of ethnic self-awareness, identification;
- to form the skills of working in a multi-ethnic team, namely, the establishment of inter-cultural dialogue and constructive ties;
- develop skills and abilities to solve ethno-pedagogical problems;
- to form a value attitude to ethnic values, ethno-pedagogical activity;
- to promote a positive orientation towards moral and ethical values in interaction with others;
- to promote the manifestation of a tolerant attitude towards ethnic and national-cultural differences.

The thematic content offered for study by students - future teachers were the basic topics of the course, namely: Introduction to ethno-pedagogy. Folk pedagogy is the basis of the social consciousness of an ethnos. Ethno-pedagogical



educational strategies. Ethno-pedagogical content of public education. Educational possibilities of folklore. Pedagogical culture of the people. Ethnic and national culture. Design and implementation of ethno-pedagogical activities in the educational process of the school.

Didactic strategies used in our programme are problematic methods, research methods, play methods, cross-cultural, controversial statements, essay, knowledge map, knowledge diagram, project, presentations, e-books, round table, and modelling. As a result of the conducted pedagogical experiment, we obtained the following results, which confirm the effectiveness of the programme developed and implemented by us. Next, we present the comparative data obtained in the experimental and control groups (Figure 2).



**Figure 2. Comparative data on the manifestation of ethno-pedagogical competence at the stage of control**

Source: own research.

The components of the ethno-pedagogical competence reflect its integral structure and system of interrelated and sequential elements. It should also be noted that the cognitive component is manifested in the activity component of competence. Practical activity that gives impetus to the activity component of ethno-pedagogical competence is of a creative nature, activating the intellectual activity of future teachers.

In the process of forming the cognitive component, one should take into account the influence of the motivational and value-based on it, since in the presence of motivation, intellectual activity multiplies, increasing the overall productivity of ethno-pedagogical professional activity. Also, the motivational component influences not only the expression of interest, but also the formation

of moral, moral qualities, values, which affect the personal formation and formation of a future specialist.

It should be noted that, despite their independence, consistency, compositionality, the components of ethno-pedagogical competence are interconnected, flowing from one another, provide mutual existence and consistency, as well as interconnected productivity. In turn, it should be noted that, being one of the key components of professional competence, ethno-pedagogical competence cannot be fully formed at the level of professional education at the university, it should be developed in practical activities, etc.

Ethno-pedagogical competence is that integrative quality of a teacher that must constantly be enriched and developed, since it directly depends on the educational policy of the state, on those changes that occur directly in general education, its content and society as a whole. Also, the content and level of manifestation of ethno-pedagogical competence also depends on private factors, for example: educational institution, class contingent, professional orientation, retraining, which contributes to the revision of one's capabilities in new conditions.

The analysis of the internal structure and components of ethno-pedagogical competence allowed us to formulate our idea of what ethno-pedagogical competence is. We consider, that it is a personal, individually integrated quality formed through the acquisition of ethno-pedagogical knowledge, abilities, value relationships, as well as experience that activates ethno-pedagogical meta-knowledge necessary for a teacher for the successful implementation of pedagogical professional activity in the modern multi-ethnic conditions.

## Conclusions

Analytical study of the problem determined and revealed the essence of the basic concepts of the study, reveals the specifics and content of ethno-pedagogical competence. Clarification of the role of studying Ethno-pedagogy determined the definition of approaches to professional ethno-pedagogical training of future teachers, the importance of ethno-pedagogical training for the implementation of an integral educational process in a modern school based on ethno-pedagogical values. The introduction and implementation of the developed programme made it possible to note the positive results of the manifestation of the ethno-pedagogical competence of future teachers. The positive dynamics was presented schematically and also analysed. Positive changes were noted in each of the components of ethno-pedagogical competence, which proves the effectiveness

of the selected pedagogical conditions. The used didactic strategies have proven their effective impact on the formed components of ethno-pedagogical competence, as well as the formation of values of ethno-pedagogical culture in future teachers at the stage of initial professional training. Also, the developed programme can be used in advanced training, taking into account the specifics of training programmes.

**Abstract:** The article deals with the problem of the role and place of ethno-pedagogical training and competence in the process of professional pedagogical training of future teachers. There are analysed the concepts of competence, competent, professional competence and ethno-pedagogical competence. In the article, the author proposes own definition of the concept of ethno-pedagogical competence, includes in it an important component – the ethno-pedagogical meta-knowledge.

**Keywords:** ethno-pedagogy, competence, professional training, ethno-pedagogical meta-knowledge, future teachers

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