

Formation of ethno-pedagogical competence of the future teacher in the aspect of modernization of public consciousness

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Abstract

The purpose of this research; The aim is to take the views of prospective teachers on the formation of the ethnopedagogical competence of future teachers in terms of the modernization of public consciousness. This research was conducted in accordance with the qualitative research method. The study group of the research consists of 80 teacher candidates studying at education faculties at various universities in Kazakhstan. Research data were collected with a semi-structured interview form developed by the researchers. As a result of the research; The views of future teachers on public service motivations were evaluated. The vast majority of teacher candidates; They answered that they see protecting the public interest as a civic duty, taking part in a way that will be beneficial to the society, being aware of the responsibility brought by the public service and keeping the public interests above personal interests. The vast majority of future teachers participating in the research; stated that their ethnopedagogical competence was partially sufficient. The views of future teachers participating in the research on the formation of their ethnopedagogical competencies in terms of modernization of public consciousness were evaluated. The vast majority of teacher candidates; ethnopedagogical education to raise awareness of public duty, ethnopedagogical education to raise awareness of national values, to use ethnopedagogical information in public office and to give students the identity of their own people in public with an ethnopedagogical approach.

Keywords: Ethnopedagogy, public awareness, prospective teachers

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1. Introduction

The meanings attributed to education, learning, teaching and teaching profession are changing depending on the needs of the individual and society in the world (Dung and Trong, 2022). Accordingly, there are new responsibilities imposed on teachers. In addition to the fact that the teaching profession is a profession that can carry many responsibilities in general, many competencies become compulsory in order to fulfill these responsibilities (Harangus, 2021). Because many qualifications, professional knowledge and skills that are thought to be a teacher are the basis of competencies (Zhumabayeva et al., 2021). Since the greatest value that developed countries have is trained manpower, countries give importance to education and teachers, which are the most basic elements of education (Abdykhalykova et al., 2016).

For this reason, the perspective of the teaching profession has a different importance today compared to the past periods. The educational success of a country is closely related to the qualifications of teachers (Garbin et al., 2021). When considered in terms of education personnel, the transformation of education service, which is a public service carried out for public benefit, into a market service will have profound consequences both on the structure and processes of the service and on the career and merit-based secure working regime of the said personnel.

1.1. Theoretical and conceptual framework

Public service motivation; It has been studied in the fields of social sciences such as public administration, business, economics, politics, sociology (Ritz et al., 2016). Although the meaning of public service motivation varies according to disciplines and fields, it has a common focus on motivation and actions aimed at doing good for others, helping to benefit society, and shaping the well-being of society (Sarnacchiaro et al., 2019). Public service motivation means that individuals are willing to engage in self-sacrificing behaviors for the sake of others, not mutually beneficial for themselves (Andersen et al., 2014).

A public employee, who is an employee of a government agency, is defined as a person who performs a public service and represents a public institution. In our country, teachers as public servants are people who dedicate their lives to the education of children and young people and raise future generations (Taylor, 2007). Today, the modern teacher is expected not only to act as a source of information, but also to be able to work in multicultural environments, to be aware of their own ethnic culture and to respect and have knowledge about other ethnic cultures (Gabdrakhmanova et al., 2020; Elci and Uzunboylu, 2020; Toleubekova et al., 2022). Each branch of science continues its research and studies within certain limits and for certain purposes. Ethnopedagogy, as a branch of science, develops in line with two main purposes; The first of these is to research and systematize the ideas and experiences related to public education, which the people have gained through experience from the past to the present, which they have gradually developed in their daily life and reflected in their oral and written works and traditions. The second is to research ways to effectively use this rich structure of public education in today's education systems and programs and to offer suggestions (Subekti et al., 2017).

In addition to its contributions to educational science, ethnopedagogy also prepares the necessary environment for young generations to learn the cultural heritage of the society or people they live in

(Kadyrovna , 2021). Considering the relationship of ethnopedagogy with other sciences, it is thought that it represents an interdisciplinary field of study, which includes many fields such as pedagogy, history, philosophy, ethnography, ethnic culture and ethnic psychology (Rasna and Binawati , 2018). Although ethnopedagogical knowledge has the characteristics of humanities, it also has its own characteristics (Setiawan , 2021; Tretyakova et al ., 2021). According to this, while ethnopedagogical knowledge focuses on the past of education on the one hand, it also focuses on the future of education with its foresight, has the axiom (axiom, basic proposition) feature and is not fixed because it is reproduced according to the past and future of education (Nikolaev et al ., 2018). In order for ethnopedagogy to systematically research the education of the people and to investigate the ways of using this rich structure of public education effectively in today's education-teaching systems and programs and to offer suggestions, it is necessary to ensure the ethnopedagogical competence of teachers (Ani et al ., 2019).

1.2. Related research

When the researches in the field are examined; It is seen that there are many studies that address and evaluate public service motivations (Bright , 2005; Camilleri, 2006; Buelens and Van den Broeck, 2007; Perry et al., 2010; Vandenabeele, 2011; Christensen and Wright, 2011; Brewer et al., 2012; Pedersen, 2013; Gould -Williams et al., 2015).

Hamzaj and Selvi (2020) in their research; They examined ethnopedagogical education in teacher training programs in Kyrgyzstan. Research data were collected through document analysis and interviews. As a result of the analysis, the information about the ethnopedagogy course in the teacher training program of the Kyrgyz-Turkish Manas University was reviewed and the views of the instructors on the ethnopedagogy education in the teacher training programs and the views of the graduate students on the ethnopedagogy course were determined. The most important result can be seen as the teaching staff and students attaching great importance to ethnopedagogy and adopting its ideas.

Neustroev et al. (2018) in their research; evaluated the components of vocational education for university teachers in terms of individualization ethnopedagogy in primary schools. In the research, a model for the development of ethnopedagogical competence in the primary school teacher, the ethnopedagogy of the educational process and the formation of a pan- Russian civic identity as a condition for the successful implementation of new primary school standards was put forward.

In his study, Diveeva (2019) evaluated the problem of formation of ethno -pedagogical competence in the conditions of advanced teacher education . The research targeted teachers of the general education institution in Northern Siberia, Russia and was based on such methods as theoretical analysis, empirical methods (survey, questionnaire) and mental simulation of pedagogical conditions. Research results; revealed that teachers need to expand their ethno -pedagogical knowledge and that the components of ethno -pedagogical competence are insufficient.

Arsaliev (2016) in his study; evaluated the best approaches and practices through ethnopedagogical technologies. In the research, the basic concepts of ethnopedagogy were introduced. Experimental studies revealed in the research supported the assumption that the theoretical and methodological approaches and objectives spent in educational institutions, the strengthening of the continuation of

certain humanitarian disciplines, and the process of realizing ethno -cultural technologies and educational activities are effective.

1.3. Purpose of the research

The purpose of this research; The aim is to take the views of prospective teachers on the formation of the ethnopedagogical competence of future teachers in terms of the modernization of public consciousness. Parallel to this aim, the following sub-objectives have been determined.

1. What are the views of future teachers participating in the research on their public service motivations ?
2. What are the opinions of the future teachers participating in the research on their ethnopedagogical competencies?
3. What are the views of future teachers participating in the research on the formation of ethnopedagogical competence in terms of modernization of public consciousness?

2. Methods and Materials

This part of the study is the part where the research method, the study group, the data collection tool of the research, the data collection process and the evaluation of the data are explained.

2.1. research method

This research was conducted in accordance with the qualitative research method. a qualitative research examines the problematic in its own context, with an interpretative approach; While interpreting events and facts, it focuses on the meanings that people ascribe to them. The exploratory mental processes of a researcher who turns to qualitative research functionalizes and perceives the different relations between events with a sharper comprehension. Although the exploration process is essential in all research methods, it is essential for sharpening the details of the event and phenomenon examined in qualitative research (Eysenbach & Kohler, 2002). Starting from here, in this research; The views of prospective teachers on the formation of the ethnopedagogical competence of future teachers in terms of the modernization of public consciousness were discussed in accordance with the qualitative research approach.

2.2. Participants

The study group of the research is studying in education faculties of various universities in Kazakhstan. Teacher candidates were selected from among the students who continue their education in the 2021-2022 academic year. Pre-service teachers agreed to participate in the research voluntarily. A total of 80 pre-service teachers participated in the research. 21 of the pre-service teachers are studying in primary school teaching, 18 in mathematics teaching, 29 in pre-school teaching and 12 in geography teaching. 10 of the pre-service teachers are studying in the 1st grade, 33 in the 2nd grade, 12 in the 3rd grade and 25 in the 4th grade. 37 of the teacher candidates participating in the research are female and 43 are male.

2.3. Data collection tools

The data collection tool of the study was developed by the researchers. For the developed semi-structured interview form, the opinions of 2 experts were consulted. Semi-structured interview form questions were rearranged with expert opinions. Then, a semi-structured interview form was applied to 2 students studying in biology teaching and 2 classroom teaching departments. After the application, the clarity of the questions was measured from the answers given by the pre-service teachers to the questions. 4 pre-service teachers who participated in this part of the research were not included in the study group of the research . After the necessary corrections were made, the semi-structured interview form was made ready to collect the research data, consisting of two parts, 3 demographic questions and 3 research questions. Demographic questions are related to the department they are studying, the class they are studying and their gender. The research questions included in the semi-structured interview questions are given below.

1. What are your views on your public service motivation ?
2. What are your views on your ethnopedagogical competence? Choose one of the categories very adequate, sufficient, partially sufficient, insufficient and very insufficient.
3. What are your views on the formation of ethnopedagogical competence in terms of the modernization of public consciousness?

2.4. Data collection process

During the data collection process of the research, pre-service teachers were interviewed in the university environment. Interviews with teacher candidates were held collectively in meeting rooms of 4 different universities. Before the semi-structured interview forms were distributed to the teacher candidates, the ethical principles of the research were explained and they were told that their personal information would be kept confidential. Then, semi-structured interview forms were distributed. Teacher candidates were asked to ask about the parts they did not understand in the questions in the semi-structured interview forms. It took approximately 30-35 minutes for the pre-service teachers to fill in the semi-structured interview forms and submit them to the researchers. It took approximately 3 weeks to complete the interviews with all teacher candidates.

2.5. Data collection analysis

The descriptive analysis method was used in the analysis of the data . Descriptive analysis is commonly used in the analysis of data collected in qualitative research. The purpose of descriptive analysis is to bring together the data collected as a result of interviews and observations with the reader in an organized and interpreted way. In most descriptive analyzes, the data are classified according to predetermined themes, the findings related to the classified data are summarized, and the summaries are interpreted with the subjective knowledge of the researcher (Pope et al ., 2000). In this study, the answers given by the pre-service teachers to the semi-structured interview form were converted into findings using the descriptive analysis method.

3. Results

In this part of the research, the answers of the pre-service teachers to the questions in the semi-structured interview form were evaluated. Obtained findings are given together with frequency and percentage tables.

In Table 1, the opinions of future teachers involved in the research on their public service motivations are evaluated.

Table 1
Views of future teachers on public service motivations

Category	F	%
Seeing protecting the public interest as a civic duty	63	78.7
Taking part in a way that will benefit society	50	62.5
Being aware of the responsibility brought by the public service	39	48.7
Putting public interests above personal interests	33	41.2
Carrying out public duties willingly and willingly	30	37.5
Being sensitive to public issues	27	33.7
Notifying the relevant authorities of the disruptions in public services	21	26.2
Dealing with public policy	16	20
Protecting public resources	11	13.7
Working in a way that gains the public's trust	5	6.2

In Table 1, the opinions of future teachers participating in the research on their public service motivations are categorized. 78.7% of the teachers consider protecting the public interest as a civic duty, 62.5% of them take part in a way that will be beneficial to the society, 48.7% are aware of the responsibility brought by the public service, and 41.2% are public servants. They answered to do it lovingly and willingly. 37.5% of the pre-service teachers answered that they do public duty willingly and willingly, 33.7% of them are sensitive to public problems, 26.2% of them report the problems in public services to the relevant authorities and 20% of them are interested in public policies. . 13.7% of the pre-service teachers gave protecting public resources and 6.2% of them working in a way to gain public trust as answers regarding their public service motivations .

In Table 2, the opinions of future teachers participating in the research on their ethnopedagogical competencies are evaluated.

Table 2
Views of future teachers on their ethnopedagogical competence

Category	F	%
Very enough	9	11.2
Sufficient	13	16.2
Partly enough	47	58.7
Insufficient	8	10
Very inadequate	3	3.7
Total	80	100

In Table 2, the views of future teachers participating in the research on their ethnopedagogical competencies are categorized. 11.2% of the participants gave the answer very adequate, 16.2% sufficient, 58.7% partially sufficient, 10% insufficient and 3.7% very insufficient. Based on these findings,

it was revealed that the majority of future teachers who participated in the research evaluated their ethnopedagogical competencies as partially sufficient.

In Table 3, the views of future teachers participating in the research on the formation of ethnopedagogical competence in terms of modernization of public consciousness are evaluated.

Table 3

Opinions of future teachers on the formation of ethnopedagogical competence in terms of modernization of public consciousness

Category	F	%
Raising awareness of public duty through ethnopedagogical education	67	83.7
Raising awareness of national values with ethnopedagogical education	51	63.7
Using ethnopedagogical knowledge in public office	44	55
Providing students with the identity of their own people in the public sector with an ethnopedagogical approach	29	36.2
Respect for people of different nationalities in the public through an ethnopedagogical approach	26	32.5
Collaborating with teachers from different cultures in terms of modernizing public awareness	21	26.2
Adding public awareness to prospective teachers' ethnopedagogy curriculum	15	18.7
Instilling ethnopedagogical knowledge in public servants	8	10

In Table 3, the views of future teachers participating in the research on the formation of ethnopedagogical competence in terms of modernization of public consciousness are categorized. 83.7% of pre-service teachers use ethnopedagogical education to raise awareness of public duty, 63.7% to raise awareness of national values through ethnopedagogical education, 55% to use ethnopedagogical information in public office, 36.2% to work in public with an ethnopedagogical approach. They gave the answer to help students gain the identity of their own people. 32.5% of future teachers gave the answer to respect people of different nationalities in the public with an ethnopedagogical approach and 26.2% to cooperate with teachers from different cultures in terms of modernization of public consciousness. 18.7% of the pre-service teachers gave the answer to add public awareness to their ethnopedagogy curriculum and 10% to impart ethnopedagogical knowledge to public employees.

4. Discussions

The opinions of future teachers participating in the research on their public service motivations were evaluated. The vast majority of teacher candidates; They answered that they see protecting the public interest as a civic duty, taking part in a way that will be beneficial to the society, being aware of the responsibility brought by the public service and keeping the public interests above personal interests. Some of the teacher candidates; They answered that they do public duty willingly and willingly, being sensitive to public problems, reporting the disruptions in public services to the relevant authorities and

dealing with public policies. Some of the teachers of the future are; They answered that they should protect public resources and work in a way that gains the trust of the public.

Pandey et al. (2008) in their research; revealed that employees with a high level of public service motivation exhibit positive organizational behaviors. Those working in the research; First of all, it has been stated that they are aware of the purpose and importance of the public services they provide, and they show more self-sacrificing behavior by making more effort. Andersen et al. (2013) concluded that public service employees adopt values such as commitment to the public interest, compassion, and self-sacrifice that form public service motivation over time and act in this direction.

The vast majority of future teachers participating in the research; stated that their ethnopedagogical competence was partially sufficient. Panco and Silistraru (2021) in their study; evaluated the formation of ethno -pedagogical competence in the vocational education system of future teachers . Application of the program developed for the research to teacher candidates; increased their ethnopedagogical competencies.

The views of future teachers participating in the research on the formation of their ethnopedagogical competencies in terms of modernization of public consciousness were evaluated. The vast majority of teacher candidates; ethnopedagogical education to raise awareness of public duty, ethnopedagogical education to raise awareness of national values, to use ethnopedagogical information in public office and to give students the identity of their own people in public with an ethnopedagogical approach. Some of the teachers of the future; They responded with an ethnopedagogical approach, respecting people of different nationalities in the public, and cooperating with teachers from different cultures in the modernization of public consciousness. Some teacher candidates are; pre-service teachers' response to adding public awareness to their ethnopedagogical curriculum and instilling ethnopedagogical knowledge to public employees.

When we look at the current studies on ethnopedagogy and education, it is seen that the most studies on this subject have been carried out in Russia and Central Asian countries. “ Formation of Ecological ” published by Khusainov et al. in 2015 . culture in the Aspect of Ethno In the study named “ Pedagogy ”, the relationship between the development of ecological culture and ethnopedagogy among students was tried to be explained. Accordingly, in the study, it was said that ethnopedagogical knowledge is an important part of the development of ecological culture in children.

5. Conclusion

In today's world, people's perspectives and changing living conditions have created large living spaces where people live collectively. These living spaces have become places where people who are different from each other in terms of factors such as religious belief, ethnicity, political view and culture live together. As in all areas of life, these people, who have to live together, are expected to abide by some written and unwritten rules that are based on respect for differences in order to create a healthy society. Because the health and longevity of multicultural societies can be associated with the observance of these rules. Every individual who constitutes the society should be able to show understanding to those who are different from himself, and should have the awareness that those who are different from him are the parts that make up the society. Only in this way can societies with strong foundations and consisting of different individuals be formed. In this direction, in this research; In this

study, it is aimed to get the opinions of prospective teachers on the formation of the ethnopedagogical competence of future teachers in terms of the modernization of public consciousness. As a result of the research; The views of future teachers on public service motivations were evaluated. The vast majority of teacher candidates; They answered that they see protecting the public interest as a civic duty, taking part in a way that will be beneficial to the society, being aware of the responsibility brought by the public service and keeping the public interests above personal interests.

The vast majority of future teachers participating in the research; stated that their ethnopedagogical competence was partially sufficient. The views of future teachers participating in the research on the formation of their ethnopedagogical competencies in terms of modernization of public consciousness were evaluated. The vast majority of teacher candidates; ethnopedagogical education to raise awareness of public duty , ethnopedagogical education to raise awareness of national values, to use ethnopedagogical information in public office and to give students the identity of their own people in public with an ethnopedagogical approach.

6. Recommendations

The following suggestions were developed in line with the opinions of the prospective teachers participating in the research on the formation of the ethno -pedagogical competence of the future teacher in terms of modernization of public consciousness.

1. Adding public service awareness to the ethnopedagogy course contents of teacher candidates is important in terms of ensuring the modernization of public awareness.
2. It has been determined that the ethnopedagogical competencies of the teacher candidates are partially sufficient. In this direction, it is necessary to increase the quality of ethnopedagogical education given in universities.
3. Informative training seminars on the modernization of public awareness should be organized at universities for teacher candidates.

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