

Professional training of future primary school teachers based on ethnopsychological features and ethnopedagogical traditions

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Abstract

The purpose of this research; The aim is to get the opinions of future primary school teachers about vocational education based on ethnopsychological characteristics and ethnopedagogical traditions. This research was designed and conducted in accordance with the qualitative research method. The study group of the research consists of 125 teacher candidates studying in primary school teaching departments at various universities in Kazakhstan in the 2021-2022 academic year. The research data were collected with a semi-structured interview form prepared by the researchers. As a result of the research; the vast majority of future primary school teachers; They stated that they strongly support vocational training based on ethnopsychological characteristics and ethnopedagogical traditions and they find the training provided for the provision of vocational qualifications sufficient. The vast majority of future primary school teachers; They stated that a more effective education should be provided by combining educational technologies and ethnopedagogy, textbooks and materials should be more original, lectures should be given by experts who support ethnopedagogy and course contents should be created that ensure the active participation of students related to ethnopedagogy. In addition, some of the teacher candidates; They emphasized that alternative elective courses related to the cultural histories of different countries should be opened, course hours should be increased, more importance should be given to gaining ethnopedagogical teacher qualifications, pre-service teachers should be provided with internships in the field of ethnopedagogy, and cultural trips should be added to the course curricula.

Keywords: Ethnopsychology, ethnopedagogy, prospective teachers

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1. Introduction

It can be said that the original knowledge of a society and the wisdom that the society has developed with this information are based on very strong foundations and have a solid structure (Savaneviciene and Statnicke , 2020). Today, the difficulties of raising individuals who keep up with changes and developments without losing their own identity in the changing and developing world are expressed by educators (Giaconi et al., 2021). On the one hand, it is necessary to keep up with the new technological inventions emerging in the world at any time and the sociological and cultural changes created by these inventions in society (Ayzhan et al., 2021).

On the other hand, cultural heritage and values are considered very important in order to instill the feeling of national unity and solidarity, which is necessary for the state to maintain its existence, strength and continuity (Elci and Uzunboylu, 2020). It is very important for ethnopedagogy to consider such strong and solid knowledge as a resource for a more effective education today.

1.1. Theoretical and conceptual framework

The understanding of education changes over time. Accordingly, teacher roles are changing (Mirzoyeva & Syurmen , 2016). In the past, the teacher was expected to convey the predetermined behavior patterns to the students and the students to show these behaviors; Today, it is expected from the teacher to prepare the educational environment in order to enable the student to know himself and to carry his existing potential to higher levels (Keten, 2022).

In the old understanding, the teacher does not consider all the students in the class as a single individual, does not take into account their expectations and expects behaviors based on the information he presents by accepting them as absolutely correct. However, in the new understanding, the teacher cares about the background and characteristics of each of the students and accepts them as unique (Menon et al., 2021). Since differences are accepted as natural in this understanding, teaching is diversified, and accordingly, expectations from students are also diversified. For this reason, today's teachers should be trained in accordance with this understanding (Drumcu et al., 2021).

Ethnopedagogy is a combined word consisting of the concepts of “ ethnos ” and “pedagogy”. “ Ethnos ” means ancestry, people, nation. Pedagogy is the science that deals with the education of children. So ethnopedagogy; It is a science based on the traditional educational experience of races, peoples and nations. ethnopedagogy; it is a society's (nation) raising its children with the empirical knowledge brought from tradition and putting them into its own cultural mold. ethnopedagogy; empirical knowledge that ethnic groups use in educating and raising new generations; It is a science that examines the ongoing values, ethical and aesthetic mentality of family, tribe, tribe, public and society (Klara et al., 2015).

An important course in which teacher candidates can improve themselves in ethnopedagogy is seen as an "ethnopsychology" course. It is argued that national-psychological characteristics have an important place in ethnopedagogical knowledge. Many of the experts of human-centered sciences stated that the success of ethnopsychology depends on the investigation of problems related to socialization and education (Sulistyani and Rahrdjo , 2019).

As a result of the training they received, it is expected that pre-service teachers will be able to bring about behavioral changes in the cognitive, affective and psychomotor domains (Kovacs et al., 2021). to ensure that prospective teachers have effective teaching qualifications (Harangus, 2021).

It is of great importance for the candidates to know what, how and when to teach within the effective teaching qualifications they will have, as well as to create a democratic learning environment by respecting the cultural differences of the students and to have ethnopedagogical foundations (Selasih & Sudarsana, 2018). 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. From this point of view, ethnopedagogy also has an ideological importance (Syasmita et al., 2019).

1.2. Related research

Klara et al. (2015) "Ethnic Pedagogy as an Integrative, Developing Branch of Pedagogy" was published at the beginning of 2015 and it was tried to explain what ethnopedagogy is as a science. In addition, examples from Kazakh ethnopedagogy are given. At the end of this research, it is suggested to conduct researches that reveal the relations of ethnopedagogy with other pedagogical disciplines.

Hamzaj and Selvi, (2020) in their research; They examined ethnopedagogical education in teacher training programs in Kyrgyzstan. In the research; The information about the ethnopedagogy course in the teacher training program of the Kyrgyz-Turkish Manas University was reviewed and the opinions of the instructors on the ethnopedagogy education in the teacher training programs and the opinions of the graduate students on the ethnopedagogy course were taken. As a result of the research; It has been revealed that lecturers and students attach great importance to ethnopedagogy.

Erkisheva et al. (2014) were collected through literature review and the use of ethnopedagogy in mathematics teaching was investigated. In the context of some mathematics-related ethnopedagogical elements revealed in the research, suggestions have been put forward on how these should be used in mathematics teaching and what kind of activities should be included.

Malsagova and Lezina (2014) "Methodological Basis of Ethnopedagogics" They conducted a study called "Research". This study aims to establish a methodological basis for ethnopedagogical research. For this purpose, in this study, it has been tried to explain how to follow an ethnopedagogical research.

Kurniawan and Survani (2018); They discussed the integration of ethnopedagogy for the development of biology learning models. As a result of the research; It was determined that the students' reaction to the development of learning model-oriented ethnopedagogy was positive. Therefore, it was concluded that students' ability to develop biology learning model integrated ethnopedagogy should be developed in various aspects.

1.3. Purpose of the research

The purpose of this research; The aim is to get the opinions of future primary school teachers about vocational education based on ethnopsychological characteristics and ethnopedagogical traditions. For this purpose, the following sub-objectives have been determined.

1. Do future primary school teachers support vocational education based on ethnopsychological characteristics and ethnopedagogical traditions?

2. Do the primary school teachers of the future find the education given on the provision of professional qualifications based on ethnopsychological characteristics and ethnopedagogical traditions sufficient?

3. What are the suggestions for future primary school teachers regarding the education given to ensure your professional qualifications based on ethnopsychological characteristics and ethnopedagogical traditions?

2. Methods and Materials

This part of the study includes information about the research method, study group, data collection tool, data collection process and the method used in the evaluation of the data.

2.1. research method

This research was designed and conducted in accordance with the qualitative research method. Qualitative research is one of the forms of knowledge production developed by people to understand their own potential, to solve their secrets, and to explore the depths of the social structures and systems they have built with their efforts. There is an effort to reach a deep perception about the investigated event or phenomenon in the researches designed with the qualitative method. In addition, qualitative research, in which perceptions and events related to human beings are examined in depth in social reality and natural environment, also has a holistic perspective that combines different disciplines (Eysenbach & Köhler, 2002). In this direction, the opinions of future primary school teachers about vocational education based on ethnopsychological characteristics and ethnopedagogical traditions were evaluated in accordance with the qualitative research method.

2.2. Participants

The study group of the research consists of 125 teacher candidates studying in primary school teaching departments at various universities in Kazakhstan in the 2021-2022 academic year. The inclusion of teacher candidates in the study group was done on a voluntary basis. Demographic characteristics of future primary school teachers participating in the research are given in Table 1.

Table1

Demographic Characteristics of Future Primary School Teachers

class of study	Gender		sum
	Female	Male	
1. Class	6	16	22
2. Class	30	7	37
3. Class	21	28	49
4. Class	12	5	17
Total	69	56	125

In Table 1, the gender and class distributions of the future primary school teachers participating in the research are given. 22 of the future primary school teachers are studying in the 1st grade, 37 in the 2nd grade, 49 in the 3rd grade and 17 in the 4th grade. Of the pre-service teachers participating in the research, 69 are girls and 56 are boys.

2.3. Data collection tools

The research data were collected with a semi-structured interview form prepared by the researchers. During the preparation of the data collection tool, first of all, a literature review was conducted, and then the opinions of the experts were taken. After the semi-structured interview form, which was created by taking the opinions of 3 experts, was prepared as a format, it was made ready for application. In the semi-structured interview form, there are 2 demographic questions created to get the gender and class information of the primary school teacher candidates participating in the research. In order to get the opinions of future primary school teachers about vocational education based on ethnopsychological characteristics and ethnopedagogical traditions; 3 questions were created. 2 of the questions in the form are closed-ended and 1 is open-ended. The questions in the semi-structured interview form, which are in parallel with the research questions, are as follows.

1. Do you support vocational training based on ethnopsychological characteristics and ethnopedagogical traditions? Please tick one of the options I strongly support, I support, I support a little, I do not support and I do not support at all.
2. Do you find the training given on the provision of professional qualifications based on ethnopsychological characteristics and ethnopedagogical traditions sufficient? Please tick one of the options I find it very sufficient, I find it sufficient, I find it somewhat sufficient, I find it insufficient, and I find it very insufficient.
3. What are your suggestions regarding the training given to provide vocational qualifications based on ethnopsychological characteristics and ethnopedagogical traditions?

2.4. Data collection process

In the process of collecting research data, semi-structured interview forms were delivered to future primary school teachers via Google form. Teacher candidates were asked to fill in the forms. The process of collecting and transmitting the research data to the researchers took approximately 3 weeks.

2.5. Data collection analysis

This study, which aims to systematically investigate a phenomenon, disseminate existing knowledge, and describe the knowledge about the phenomenon in depth, aims to contribute to the knowledge base in the field with a descriptive design. In this direction, this research; Descriptive analysis method, one of the qualitative research methods, was carried out. 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. Descriptive analysis refers to a four-stage process. (1) Creating a framework for descriptive analysis, (2) Processing the data according to the thematic framework, (3) Identifying the findings, and (4) Interpreting the findings (Marshall & Rossman, 2014). By following these steps, a framework was created for the analysis of the data based on the research questions. In the second stage, the data obtained were read in detail and the arrangement was made. In the third stage, the organized data were defined and supported by direct quotations where necessary. In the last stage; The identified findings were explained and correlation and interpretation were made.

3. Results

In this part of the research, the findings obtained in the semi-structured interview form, in which the opinions of future primary school teachers on vocational education based on ethnopsychological characteristics and ethnopedagogical traditions are stated, are given in tables.

In Table 2, the status of supporting vocational education based on ethnopsychological characteristics and ethnopedagogical traditions of the future primary school teachers participating in the research is given.

Table 2

Future primary school teachers' support for vocational education based on ethnopsychological characteristics and ethnopedagogical traditions

Category	F	%
I absolutely support	83	66.4
I support	19	15.2
I support a little	16	12.8
I do not support	5	4
I absolutely do not support	2	1.6
Total	125	100

Table 2 , future primary school teachers' support for vocational education based on ethnopsychological characteristics and ethnopedagogical traditions is categorized. 66.4% of future primary school teachers gave the answer that I strongly support, 15.2% support, 12.8% support a little, 4% do not support and 1.6% absolutely do not support.

In Table 3, it is given that the future primary school teachers who participated in the research found the education given to provide professional competencies based on ethnopsychological characteristics and ethnopedagogical traditions sufficient.

Table 3

The situation of the future primary school teachers finding the education given on the provision of professional qualifications based on ethnopsychological characteristics and ethnopedagogical traditions sufficient

Category	F	%
I find it very sufficient	18	14.4
I find it sufficient	71	56.8
I find a little enough	19	15.2
I find it insufficient	14	11.2
I find it very inadequate.	3	2,4
Total	125	100

In Table 3, the situation of the future primary school teachers participating in the research finding the education given to provide professional qualifications based on ethnopsychological characteristics and ethnopedagogical traditions sufficient is categorized. 14.4% of future primary school teachers find it very sufficient, 56.8% find it sufficient, 15.2% find it a bit sufficient, 11.2% find it insufficient and 2.4% find it very inadequate. they have answered.

In Table 4, the suggestions of the future primary school teachers participating in the research regarding the education given to ensure their professional competence based on ethnopsychological characteristics and ethnopedagogical traditions are given.

Table 4

future primary school teachers' education to ensure their professional competence based on ethnopsychological characteristics and ethnopedagogical traditions.

Category	F	%
Providing a more effective education by combining educational technologies and ethnopedagogy	82	65.6
More authenticity of textbooks and materials	65	52
Giving lectures by experts in the field who support ethnopedagogy	49	39.2
Creating course contents that enable active participation of students related to ethnopedagogy	36	28.8
Opening alternative elective courses on the cultural histories of different countries	31	24.8
Increasing lesson hours	28	22,4
Giving more importance to the acquisition of ethnopedagogical teacher competencies	21	16.8
Ensuring that teacher candidates do internships in the field of ethnopedagogy	20	16
Adding cultural excursions to course curricula	13	10.4

In Table 4, the recommendations of the primary school teachers participating in the research regarding the training given to ensure your professional qualifications based on ethnopsychological characteristics and ethnopedagogical traditions are categorized. 65.6% of future primary school teachers stated that a more effective education should be provided by combining educational technologies and ethnopedagogy, and 52% of them stated that textbooks and materials should be more original. 39.2% of the pre-service teachers answered that the courses were given by experts who support ethnopedagogy and that they were experts in their fields, and 28.8% answered that they should create course contents that ensure the active participation of students related to ethnopedagogy. 24.8% of the teacher candidates stated that alternative elective courses should be opened on the cultural histories of different countries, 22.4% stated that the course hours should be increased and 16.8% stated that more importance should be given to gaining ethnopedagogical teacher competencies. 16% of teacher candidates stated that they should be provided with internship in the field of ethnopedagogy and 10.4% of them stated that cultural trips should be added to their curriculum.

Some of the primary school teacher candidates participating in the research are given with direct quotations regarding the education given to ensure your professional qualifications based on ethnopsychological characteristics and ethnopedagogical traditions.

13th Teacher Candidate: In our age, I think there is an educational content independent of technology. unthinkable. I see it as a necessity of modern education understanding to teach cultural elements transferred to us within the scope of ethnopsychology course by integrating them with technology. I

am in favor of such an important lesson taking up more space in teacher training programs. 36. Pre-service teacher: I think the ethnopsychology course is a course that should be updated every year. In particular, textbooks and the materials used in the course need to be re-adapted as the understanding of education changes. In addition, I think it is an important advantage for primary school teachers to have a good command of not only their own culture but also many cultures around the world. For this reason, there should be elective courses to learn the cultural histories of different countries. 41. Pre-service teacher: I think cultural trips should be made within the scope of ethnopsychology course. Internship programs should be created only for teacher candidates created in accordance with the content of this course. I also think that ethnopedagogical content should be taught by supporting technology in ethnopsychology course. 88. Pre-service teacher: When we consider that a country's cultural history, cultural elements, values and all these are actually a cultural heritage, the importance of obtaining this information for every pre-service teacher becomes apparent. All these competencies are aimed to be gained in the ethnopsychology course, but I still think that more importance should be given to the acquisition of ethnopedagogical competencies. 101. Pre-service teacher: Ethnopsychology course must be given by instructors who are not against or even support ethnopedagogy. These lecturers need to be experts in the field of ethnopedagogy. I think that technology-integrated curriculum should be created in which students actively participate in the lessons, using up-to-date course materials.

4. Discussion

The vast majority of future primary school teachers participating in the research; They stated that they strongly support vocational training based on ethnopsychological characteristics and ethnopedagogical traditions. Rahmawati et al. (2020) in their research; They presented a study to apply ethnopedagogy by combining cultural learning and science education to assess the impact on student participation and cultural identities. Research results; shows that integrating ethnopedagogy into science learning encourages students to learn about their own culture and improves their knowledge, communication and technology skills while improving their problem-solving skills.

The vast majority of teacher candidates; They stated that they found the training given to provide vocational qualifications based on ethnopsychological characteristics and ethnopedagogical traditions sufficient. Sayfiddinovich (2022) in his study; revealed the importance of the use of ethnopedagogy in primary school students. In the study, it was emphasized that teachers with ethnopedagogical knowledge are an important factor in preparing students for the future. In addition, it was emphasized in the research that parents as well as teachers should have the foundations of pedagogical skills that will help their children understand ethics and their relations with society.

Primary school teachers of the future; They listed the relation of education given to provide your professional qualifications based on ethnopsychological characteristics and ethnopedagogical traditions as follows: 1. Providing more effective education by combining educational technologies and ethnopedagogy. 2. Textbooks and materials to be more original. 3. Giving lectures by experts in the field who support ethnopedagogy. 4. Creating course contents that enable active participation of students related to ethnopedagogy. 5. Opening alternative elective courses on the cultural histories of different countries. 6. Increasing course hours. 7. Giving more importance to the acquisition of ethnopedagogical teacher competencies. 8. Ensuring that pre-service teachers do internships in the field of ethnopedagogy. 9. Adding cultural trips to course curricula. Fahrutdinova (2016) evaluated the ethnopedagogical factor of multicultural education in her study. In the research, the problem of forming the ethnopedagogical competences of teachers was addressed. As a result of the research;

The necessity of creating a regional ethnic education culture, creating many multicultural areas where ethnopedagogical education will be piloted in universities and providing the necessary materials has been revealed. Arsaliev (2016) in his study; He stated that ethnopedagogical technologies are accepted as a new type of technology. In the research; It was emphasized that the formalization of the ethno - pedagogical process carried out in the form of technology will provide the most rational, objective and valuable in the field of ethnic education systems .

5. Conclusion

The existence of education in the world is as old as the existence of humanity. Ensuring the continuity of established civilizations and developed cultural heritage; It has been possible by transferring the knowledge, values, beliefs and norms of the society to new generations. Because; Ethnopedagogical training of teachers in teacher education programs in Kazakhstan gains more and more importance with each passing day. Based on this, in this research; It is aimed to get the opinions of future primary school teachers about vocational education based on ethnopsychological characteristics and ethnopedagogical traditions. As a result of the research; the vast majority of future primary school teachers; They stated that they strongly support vocational training based on ethnopsychological characteristics and ethnopedagogical traditions and they find the training provided for the provision of vocational qualifications sufficient. The vast majority of future primary school teachers; They stated that a more effective education should be provided by combining educational technologies and ethnopedagogy, textbooks and materials should be more original, lectures should be given by experts who support ethnopedagogy and course contents should be created that ensure the active participation of students related to ethnopedagogy. In addition, some of the teacher candidates; They emphasized that alternative elective courses related to the cultural histories of different countries should be opened, course hours should be increased, more importance should be given to gaining ethnopedagogical teacher qualifications, pre-service teachers should be provided with internships in the field of ethnopedagogy, and cultural trips should be added to the course curricula.

6. Recommendations

The following suggestions have been developed in line with the opinions of future primary school teachers, who constitute the study group of the research, on vocational education based on ethnopsychological characteristics and ethnopedagogical traditions.

1. Educational technologies should be used predominantly in education faculties where ethnopsychology courses are given, and a blended education should be provided by combining ethnopedagogy and educational technologies.
2. Ethnopsychology course should be given by field experts who support ethnopedagogy, accompanied by appropriate textbooks and materials.
3. It is necessary to ensure the active participation of the students in the lessons, to open alternative courses to teach the cultural histories of different countries that will support the ethnopsychology course, and to increase the course hours.
4. Internship programs should be created to review the internship opportunities of teacher candidates and to determine their ethnopedagogical competencies practically.
5. Cultural tours should be organized to support the transformation of ethnopedagogical knowledge into permanent knowledge for future primary school teachers and other teacher candidates, and the knowledge learned in the course should be reinforced.

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