



Spectrum Journal of Innovation, Reforms and Development

Volume 04, June, 2022

ISSN (E): 2751-1731

Website: www.sjird.journalspark.org

**MECHANISMS OF EDUCATIONAL STUDY OF STUDENTS ON THE BASIS OF
MODERN PEDAGOGICAL TECHNOLOGIES**

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Abstract

The relevance of the article is determined by the need for ethno-cultural socialization of teachers to work in a multicultural educational space. The peculiarities of the process of ethno-cultural socialization of future teachers require the creation of a model. The purpose of the article is to model the process of ethno-cultural socialization of future teachers. The research methodology is based on the principles of consistency, axiology, humanization, personal orientation, the connection of learning with life, the dialogue of cultures. The authors formulated the principles and methods according to which the pedagogical work on the ethno-cultural socialization of future teachers was built. The model of ethno-cultural socialization of future teachers is developed, in which the process of ethno-cultural socialization is revealed on the basis of the proposed criteria, indicators and levels. Pedagogical conditions and functions of ethno-cultural education are proposed.

Keywords: modeling, ethno-cultural socialization, model of ethno-cultural socialization, teachers, multicultural educational space.

Introduction

The problem of a person, personality is one of the fundamental interdisciplinary problems. Since ancient times, it has occupied the minds of representatives of various sciences. Huge theoretical and empirical material has been accumulated, but even today this problem remains the most complex, the most unknown. After all, it is not in vain that it is said that a person contains the whole world in himself.

Of particular importance are studies of the state of the individual in conditions of radical social change. The most common elements of the crisis attitude turned out to be humility, acceptance of eternal values, fortitude, self-irony, and objectivity.

Modern society is characterized by unexpected, abrupt, rapid and unpredictable changes in the social environment. This occurs against the background of a decrease in the individual life resource and the destruction of systems of social regulation of behavior. People have to prepare themselves for the unexpected, for the greatest possible number of possibilities. Polls conducted by N.F. Naumova in recent years have shown that mass consciousness is still guided by the values of social justice, but the content of ideas about it is constantly changing. There is also a weakening of trust between people, i.e. narrowing of social space. An active role is played by macrosocial attribution - individuals attribute responsibility to society for what happens in their own lives.



Materials and Methods of Research

The main research method was theoretical and methodological analysis.

In the study, we were guided principles of consistency, axiological, humanization, personal orientation, communication learning with life, dialogue of cultures.

Research results and discussion

Theoretical and methodological analysis problems of ethnocultural socialization future teachers allowed us to develop appropriate model for achievement of ethnocultural socialization of future teachers and reflecting a certain sequence this process.

The model is presented in the form of 4 logical blocks: target, methodological, content - procedural and evaluative-resultative. The target block reflects the presence of social order for the training of teachers with high level of ethnocultural competencies ready for implementation professional activity in conditions multicultural educational environment. L.V. Mardakhaev considers the result of socialization socialization of the individual. We also we mean by the result of ethnocultural socialization socialization of the individual in multicultural environment. Accordingly, the goal is ethnocultural socialization of future teachers.

Tasks:

- 1) Formation of a system of ethnocultural knowledge for successful pedagogical activity;
- 2) Mastery of skills and abilities for solving ethno-cultural problems;
- 3) The formation of general cultural and professional competencies, the development of ethno-cultural and world values;
- 4) The formation of professionally significant personality traits.

The methodological block is represented by the specifics of the practical implementation of methodological approaches (system-activity, humanistic, competence-based, axiological, ethno-cultural) and principles.

The very structure of the teacher's readiness to work in a multi-ethnic educational environment can be represented as a unity of the following components:

- Value - the formulation of theses and arguments confirming the significance ethno pedagogical knowledge;
- activity - choosing the priority of values, forms of tolerant interaction in the conditions of the multi-ethnic composition of students;
- Reflective - the formation of a respectful attitude towards others, regardless of their ethnic, national and confessional affiliation.

The presented components of readiness are in close relationship with each other and are called upon to perform their specific function.

Political cultural education is focused on the formation of values, satisfaction interests and needs at four levels.

At the state level, it is aimed at achieving political and social stability, peace and harmony among peoples; establishing parity between national, national and universal values; ensuring equal access to an increased level of general education in their native language for representatives of different nationalities.

At the level of society, the functioning of multicultural education helps to increase the intellectual, spiritual and moral potential of peoples; overcoming isolation, isolation, access to



the global educational space, i.e. openness; raising the humanitarian and cultural potential and the transition to civil society.

At the ethnic level, political and cultural education acts as a guarantor of the survival and revival of ethnic groups; factor of harmonization of interethnic relations; an innovative space for ethno pedagogization of the educational process.

– At the personal level, political and cultural education ensures the formation of a creative personality capable of creating material and spiritual values;

-humanistic attitude, the creation of psychological and pedagogical conditions for the development of students; formation of a tolerant, conflict-free, sociable personality

Taking into account the multicultural space involves the integrated work of the education system: the introduction of new teaching methods, curricula adapted to regional peculiarities, training of specialists and personnel, textbooks and educational materials. The task of modern pedagogical science is to create a diverse systemic education, taking into account the multi-ethnicity and multi-confessional nature of modern society.

Deep, perfect technical and narrow-sectoral knowledge, the unification of education with the aim of integrating into the world society will be of value only if a mechanism is developed for educating a conscious citizen who respects his roots and is rightfully proud of his ethnicity.

The peculiarity of educational policy determines the shift in emphasis from the interests of the state to the interests of the individual, this contributes to a change in the very paradigm of education, in which increased attention will be paid to the study of the abilities of educational institutions to develop the foundations of pedagogical support for students in a multicultural society.

Conclusion

The authors have compiled a model ethno cultural socialization of future teachers, where is the process of ethno cultural socialization disclosed on the basis of the proposed criteria, indicators and levels.

The significance of the study lies in the fact that principles, methods, conditions, criteria, indicators and levels, in accordance with the inclusion of an ethno-cultural component in planning their classes, scientists whose circle interests are determined by education in multicultural space. which built pedagogical work on ethnocultural socialization of future teachers.

The scientific novelty of the article lies in the development models of ethno cultural socialization of future teachers for its subsequent application in the process of teaching and educating students pedagogical universities. The article is intended for teachers of higher educational institutions, Further research will be directed to test the effectiveness of pedagogical conditions presented in this model.



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