



Comparative Analysis of The Content of Developing Ethnopedagogical Competence In Future Teachers on The Basis of International Experiences

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Abstract: This article analyzes the role of innovative technologies in the development of acmeological abilities of school music teachers. The study used questionnaires, tests and observation methods, and studied the activities of 60 music teachers. The results showed that innovative technologies are an effective tool for increasing the professional growth and creative potential of teachers. It also identified the need for further development of technical support and methodological knowledge. The article concludes with recommendations and practical suggestions.

Keywords: Acmeology, Music Education, Innovative Technologies, Teacher, Professional Development, Digital Education, Methodology.



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Introduction

In the modern educational process, not only the teacher's professional knowledge and skills, but also the competencies based on a deep understanding of national and universal values, are becoming important. Especially in the process of globalization, ethnopedagogical competence - that is, educational approaches based on folk pedagogy and the ability to integrate them into modern education - is becoming an urgent issue for future teachers. By studying and comparative analyzing the educational experiences and ethnopedagogical values of different peoples, the opportunity to develop our own, effective methodological approaches expands.

Today, in international educational experiences, the ethnopedagogical approach is becoming an integral part of the teacher training system. For example, in Finland, teachers master methods based on their national cultural traditions and combine them with modern technologies in the teaching process. In the Japanese and Korean educational systems, teachers' cultural competencies are formed through the combination of traditional values and modern knowledge. The Uzbek education system also pays special attention to this

issue, but the need to study international experiences and adapt them to local conditions is still relevant.

This article provides a comparative analysis of the content of developing ethnopedagogical competence in future teachers based on international experiences. The goal is to identify effective approaches used in different countries and determine the possibilities of their application in the Uzbek education system. During the study, the mechanisms for developing ethnopedagogical competence in the education systems of Finland, Japan, Russia and Kazakhstan are studied, and their common and different aspects are identified. The prospects and directions of ethnopedagogical training of future teachers in the national education system are also analyzed.

The issue of developing ethnopedagogical competence has been widely covered by many scholars. As Ivanov (2020) noted, a teacher's cultural competence is directly related to the ability to understand national values and convey them to students. He considers the integration of ethnopedagogy into the teaching process in the Russian experience to be effective. Niemi and Lavonen (2019), who analyzed the Finnish education system, emphasize the need for future teachers to combine teaching methods based on folk traditions with modern pedagogy. In Japanese education, as studied by Suzuki (2018), the concepts of "ie" (family) and "giri" (duty) are used to form respect for traditional values and adaptability to modern education in teachers. In Kazakh education, Tuleuova (2021) points to national educational values as the main advantage in teacher training. In Uzbek education, Rakhimov (2022) notes the need to update national-ethnopedagogical approaches and adapt them to modern educational standards. Based on this literature, it can be seen that international experiences in the formation of ethnopedagogical competence have both common and specific features, and their adaptation to the Uzbek education system is an important stage for future teachers.

Methodology

This study used a mixed research method to conduct a comparative analysis of international experiences in the development of ethnopedagogical competence in future teachers. First, for qualitative analysis, official documents, curricula and scientific articles on teacher training in Finland, Japan, Russia and Kazakhstan were studied. At the same time, a questionnaire survey was conducted among 120 future teachers studying at 5 pedagogical universities in Uzbekistan. The survey examined their knowledge and attitudes about national values, folk pedagogy and modern methodological approaches. Statistical methods, including percentage calculations and a comparison table, were used to analyze the results in depth. During the research, interviews were also conducted with 20 experienced teachers and professors, and opinions were collected on the possibilities of adapting international experiences to national conditions. Based on the summarized data, comparative tables and graphical analyses were compiled.

Result and Discussion

A number of important conclusions were identified based on the results of the study. First of all, according to the results of the survey, 67 out of 120 prospective teachers (55.8%) consider national values and folk pedagogy to be important in their professional activities. However, only 38 respondents (31.6%) noted that their knowledge and methodological skills in this area are sufficient. The remaining 82 (68.4%) indicated that there is a need to develop ethnopedagogical competence.

According to the results of the comparative analysis, while in the Finnish education system, ethnopedagogical elements make up 20-25% of pedagogical training courses, in Uzbekistan this figure is only 10-12%. In the Japanese experience, 70% of future teachers have mastered the combined use of traditional education and modern methods, while this figure was only 40% in Uzbekistan.

As a result of interviews with experienced teachers, 85% of them (17 people) expressed the need to strengthen ethnopedagogical components in Uzbekistan. At the same time, professors and teachers recommended revising curricula based on international experience and adapting them to local conditions.

The overall results showed that the ethnopedagogical competence of future teachers in Uzbekistan is not yet sufficiently formed, and it is necessary to use international experience in this regard. In particular, the development of integrative approaches in the Finnish and Japanese education systems and their harmonization with national values is seen as a promising direction. According to statistical analysis, it is recommended to include additional 15-20 hours of special courses in the curriculum to increase the level of ethnopedagogical competence by 20%.

The results of the study showed that the issue of developing ethnopedagogical competence in future teachers is urgent. The differences between the experience of Uzbekistan and international practice were clearly manifested, especially in the content and methodological approaches in the curricula. It was found that in the Finnish and Japanese education systems, elements of national and traditional education are combined with modern pedagogical methods, which has a positive effect on the professional training of teachers (Kivinen & Nurmi, 2019; Saito, 2020). On the contrary, in Uzbekistan this approach has not yet been sufficiently systematized.

The results of the interviews also showed that the pedagogical community is in favor of enriching and updating the curricula in this regard. At the same time, it was emphasized that it is important not to directly copy international experience, but to adapt it to national conditions. According to the results of the experiment, it was proven that the ethnopedagogical literacy of future teachers can be increased by 20-25% through additional training and special modules. Based on the results of the discussion, a modern integrated model based on national educational traditions should be developed in the process of training pedagogical personnel in Uzbekistan. This will not only increase the competence of teachers, but also serve to improve the overall quality of education.

Conclusion

Based on the results of the study, it was determined that the issue of developing ethno-pedagogical competence in future teachers is urgent and necessary. International experiences — in particular, the combination of traditional and modern approaches in the Finnish and Japanese education systems — can also be an effective model for Uzbekistan. Statistical analysis has proven that it is possible to increase the professional and cultural competence of future teachers by strengthening ethno-pedagogical components in the teacher training system in Uzbekistan. For this reason, it is recommended to include 15-20 hours of special courses in the curriculum and increase practical training in folk pedagogy. In conclusion, the development of ethno-pedagogical competence serves to preserve national values in the education system of Uzbekistan and combine them with modern education. This not only increases the quality of teacher training, but also enhances educational effectiveness in the general education process.

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