

PEDAGOGICAL FOUNDATIONS OF DEVELOPING ETHNOCULTURAL COMPETENCIES IN PRESCHOOL EDUCATION

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ABSTRACT *This article examines the pedagogical foundations for developing ethnocultural competencies in preschool children. In the context of globalization, the formation of national identity, respect for cultural heritage, and preservation of traditional values have become important objectives of modern preschool education. The purpose of the study is to identify effective pedagogical approaches and methods for developing ethnocultural competencies in the preschool educational process. The research employed methods such as analysis and synthesis, comparison, pedagogical observation, interviews, and experimental work.*

Keywords: *ethnoculture, ethnocultural competence, preschool education, national values, pedagogical technologies.*

АННОТАЦИЯ *В статье рассматриваются педагогические основы формирования этнокультурных компетенций у детей дошкольного возраста. В условиях глобализации особую значимость приобретает проблема сохранения национальной идентичности, уважительного отношения к культурному наследию и традициям народа, что делает этнокультурное воспитание важной задачей современного дошкольного образования. Целью*

исследования является выявление эффективных педагогических подходов и методов развития этнокультурных компетенций в образовательном процессе дошкольных учреждений.

***Ключевые слова:** этнокультура, этнокультурная компетентность, дошкольное образование, национальные ценности, педагогические технологии.*

Introduction

In the context of contemporary globalization processes, the education system is faced not only with the task of providing knowledge but also with educating the younger generation on the basis of national and universal values. In particular, the issue of developing ethnocultural competencies in children during preschool age, which is considered an important stage in personality formation, is recognized as one of the urgent pedagogical problems. This is because it is precisely during this period that children begin to develop national identity, respect for cultural heritage, and a positive attitude toward traditions and customs.

The development of ethnocultural competencies within the preschool education system plays an important role in children's social adaptation, communicative activity, and personal development. Through education with ethnocultural content, children develop an interest in the language of their people, customs, national games, folklore, and cultural values. This contributes to their understanding of cultural diversity in society and fosters a spirit of tolerance toward representatives of other nations. The analysis of scientific research indicates that the concept of ethnocultural competence in pedagogy is interpreted as a system of knowledge, skills, abilities, and values formed in an individual on the basis of national culture. However, in preschool education practice, pedagogical mechanisms and technologies aimed at developing these competencies have not yet been sufficiently systematized. Therefore, the development of scientifically grounded approaches in this direction is of great importance.

The purpose of this article is to identify the pedagogical foundations for developing ethnocultural competencies in the process of preschool education and to scientifically substantiate effective methods and tools. During the research process, the educational potential of ethnocultural activities is revealed through theoretical analysis, pedagogical observation, and experimental work.

Scientific and Theoretical Analysis of the Concept of Ethnocultural Competence

This section analyzes the content of the concept of ethnocultural competence based on scientific research conducted within the framework of pedagogy and social sciences. In the modern educational paradigm, the competency-based approach implies not only the acquisition of knowledge by an individual but also the ability to apply it in real-life situations. From this perspective, ethnocultural competence is interpreted as the ability of an individual to understand cultural knowledge, values, social norms, and behavioral patterns characteristic of a particular ethnic group and to act accordingly.

A number of scholars have conducted scientific studies on the issue of ethnocultural competence in pedagogy. In particular, N.D. Galskova explains ethnocultural competence as a set of cultural knowledge that ensures effective communication between individuals representing their own and other cultures. According to her, this competence includes elements such as cultural awareness, tolerance, and national identification. In the studies of E.I. Passov, ethnocultural competence is considered an important outcome of the educational process and is manifested through an individual's sense of belonging to national culture and a positive attitude toward customs and traditions. According to the scholar, the presence of an ethnocultural component in the educational process contributes to the formation of social consciousness and cultural behavior in children. One of the scholars who paid special attention to the issue of ethnocultural competence in the context of preschool education is S.A. Kozlova. She characterizes ethnocultural competence as the ability of preschool children to perceive elements of national

culture, apply them in daily activities, and integrate them into their social experience. According to her research, this competence creates the basis for the formation of moral qualities, social activity, and cultural behavior in children.

The views of local researchers also emphasize the scientific significance of the concept of ethnocultural competence. In particular, R. Djuraev associates ethnocultural competence with the ability of an individual to harmonize national and universal values. According to the scholar, the consistent organization of ethnocultural education in preschool institutions contributes to the formation of children's national identity, historical memory, and respect for cultural heritage. The analysis of scientific sources shows that ethnocultural competence is characterized by the following main components. First, the cognitive component, which includes knowledge about national culture, customs, traditions, and folklore. Second, the value-motivational component, which reflects a positive attitude and interest toward national culture. Third, the activity component, which reflects the ability to demonstrate acquired knowledge and values in practical activities.

Thus, ethnocultural competence is an important factor in the personal and social development of preschool children, and its formation requires scientifically grounded pedagogical approaches in the educational process. Systematic activities aimed at developing this competence contribute to strengthening cultural awareness, social responsibility, and loyalty to national values among children.

Pedagogical Technologies for Developing Ethnocultural Competencies in Preschool Education

The development of ethnocultural competencies in the process of preschool education is an important component of the continuous education system. At this stage, children's worldview, social behavior, and attitudes toward cultural values begin to take shape. Therefore, it is necessary to systematically and purposefully introduce pedagogical technologies aimed at developing ethnocultural competencies in preschool educational institutions.

The analysis of scientific and pedagogical literature shows that the process of developing ethnocultural competencies achieves higher effectiveness when organized on the basis of competency-based and learner-centered approaches. For example, S.A. Kozlova emphasizes that the integration of elements of national culture into the upbringing of preschool children expands the educational potential of the pedagogical process. According to the scholar, the use of national games and folklore samples, taking into account children's age characteristics, positively influences the formation of ethnocultural competence. One of the effective pedagogical technologies used in preschool institutions is the technology of cultural integration. Through this technology, elements of folk oral creativity, national holidays, customs, and traditions are incorporated into the content of educational activities. As a result, children develop interest, respect, and a positive attitude toward national culture. This process not only activates children's cognitive activity but also enriches their social experience.

Game technologies also play a special role in developing ethnocultural competencies. In particular, national movement games, role-playing games, and dramatization activities enable children to acquire cultural knowledge through practical activities. According to the theory of L.S. Vygotsky, play is the leading activity in the development of children's personal and social competencies within the zone of proximal development. In this regard, games with ethnocultural content contribute to the formation of cultural norms of behavior in children. Project-based technology is also recognized as one of the effective methods for developing ethnocultural competencies. For example, projects such as "Our National Holidays," "Uzbek Folk Tales," and "National Costumes" help children acquire skills of independent research, teamwork, and self-expression. In the studies of R. Djuraev, project activities are scientifically substantiated as a means of developing national identity and cultural identification in children. Interactive methods such as conversations, question-and-answer activities, creating problem situations, and discussing literary works also play an important role in the development of

ethnocultural competencies. These methods increase children's speech activity and help them consciously assimilate cultural concepts. As a result, elements of social behavior based on national values are formed in children.

In conclusion, the development of ethnocultural competencies in preschool educational institutions can be effectively implemented through the комплекс use of pedagogical technologies and methods. The educational process based on elements of national culture serves as an important factor in children's personal development, social adaptation, and the formation of cultural consciousness.

Experimental Work

In order to determine the effectiveness of pedagogical technologies aimed at developing ethnocultural competencies in preschool education, experimental research was conducted. The experimental work was organized during the 2024–2025 academic year in the conditions of a preschool educational institution.

Children from the senior group participated in the research and were divided into experimental and control groups. The main purpose of the experimental work was to determine the effectiveness of pedagogical technologies and methods with ethnocultural content in forming ethnocultural competencies in children.

The research was carried out in three stages: the diagnostic stage, the formative stage, and the final (control) stage.

During the diagnostic stage, the initial level of children's ethnocultural competencies was studied. Pedagogical observation, interviews, question-and-answer activities, and diagnostic tasks were used. The results showed that in both the experimental and control groups most children had only superficial ethnocultural knowledge and values, and their understanding of national customs, traditions, and folklore was insufficiently developed. During the formative stage, special pedagogical technologies aimed at developing ethnocultural competencies were introduced in the experimental group. In particular, activities based on national games, the use of folk tales and proverbs, dramatization of national holidays, project activities, and interactive methods were systematically implemented. The activities

were organized taking into account the age and individual characteristics of the children. In the control group, the educational process continued using traditional methods.

At the final stage, repeated diagnostic procedures were carried out in both groups. The results showed that the cognitive, value-motivational, and activity components of ethnocultural competencies significantly improved among the children in the experimental group. In particular, an increase in children's interest in national culture, the formation of positive attitudes toward customs and traditions, and active participation in national games and activities were observed. In the control group, such positive changes were recorded at a relatively lower level. The obtained results confirmed that the systematic implementation of pedagogical technologies with ethnocultural content in preschool education is effective in developing ethnocultural competencies in children. The results of the experimental work demonstrated the practical significance of the developed methodological approaches and justified their application in preschool educational institutions.

Conclusion

The conducted theoretical and practical research showed that the development of ethnocultural competencies in preschool education is one of the important directions of modern pedagogy. During the research, the content of the concept of ethnocultural competence was clarified and its role in the formation of preschool children's personalities was scientifically substantiated.

The analysis of scientific sources confirmed that ethnocultural competence is a complex system consisting of cognitive, value-motivational, and activity components.

The results of the experimental work revealed that the systematic introduction of pedagogical technologies and methods with ethnocultural content into the educational process has a positive impact on the development of children's interest in national culture, respect for customs and traditions, social activity, and communicative skills. In particular, activities organized on the basis of national

games, folklore samples, dramatization, and project-based approaches contributed to strengthening children's ethnocultural knowledge.

The research results also showed the importance of taking into account children's age and individual characteristics in planning and implementing ethnocultural education in preschool institutions. This approach creates the necessary pedagogical conditions for the effective development of ethnocultural competencies.

Practical Recommendations

Based on the research results, the following recommendations were developed for preschool educational practice:

1. It is advisable to systematically integrate elements of national culture, customs, traditions, and folklore into the content of preschool educational activities.
2. National movement games, role-playing games, and dramatization activities should be widely used in developing ethnocultural competencies.
3. Methodological seminars and training sessions should be organized to improve educators' ethnocultural knowledge and skills.
4. Diagnostic methods based on observation, interviews, and practical tasks should be used to assess children's ethnocultural competencies.
5. It is recommended to strengthen cooperation between families and preschool institutions by involving parents in the ethnocultural education process.

These conclusions and recommendations contribute to improving the effectiveness of pedagogical activities aimed at developing ethnocultural competencies in preschool educational institutions.

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