

THE CONTENT OF IMPROVING THE METHODOLOGY FOR DEVELOPING ETHNOPEDAGOGICAL COMPETENCIES OF FUTURE PRIMARY SCHOOL TEACHERS

Turdieva Nigora Saidovna
Researcher of Bukhara State University

Abstract: Developing ethno pedagogical competence in future primary school teachers is essential for fostering culturally responsive education. This article explores an improved methodology that integrates theoretical knowledge, experiential learning, digital technologies, and community engagement to enhance teachers' ability to incorporate cultural traditions into their pedagogy. By combining traditional educational values with modern teaching strategies, educators can create inclusive learning environments that respect cultural diversity. The study highlights the importance of preserving indigenous knowledge in education and proposes innovative approaches to strengthening ethno pedagogical training in teacher education programs. These efforts ensure that future educators promote both academic success and cultural identity.

Keywords: ethno pedagogy, teacher education, cultural competence, indigenous knowledge, primary education, pedagogical innovation, inclusive teaching.

In the modern educational landscape, the training of future primary school teachers extends beyond subject knowledge and pedagogical skills; it must also encompass cultural awareness and sensitivity. Ethno pedagogy, which focuses on the integration of traditional educational values, customs, and folk pedagogical principles, plays a crucial role in shaping competent and culturally responsive educators. Future primary school teachers must be equipped with ethno pedagogical competencies that enable them to incorporate national heritage, traditions, and ethical values into their teaching practices. Traditional teacher training programs often emphasize general pedagogical techniques while overlooking the importance of incorporating cultural and ethno pedagogical elements into the curriculum. As societies become increasingly diverse, the need for culturally competent educators grows. The challenge lies in developing an effective methodology that ensures future teachers not only acquire theoretical knowledge of ethno pedagogy but also gain practical experience in applying it in classroom settings. This article explores the concept of ethno pedagogical competence, examines its importance in primary education, and proposes an improved methodology for its development in teacher education programs.

Ethno pedagogical competence refers to the ability of educators to integrate cultural traditions, folklore, and indigenous educational practices into teaching and learning processes. This competence includes a deep understanding of national and regional educational traditions, the ability to use culturally relevant teaching methods, and the capacity to foster respect for diverse cultural values in young learners. At the core of ethno pedagogical competence is the recognition that education is not a culturally neutral process. Every society has developed its own ways of transmitting knowledge, values, and behavioral norms to future generations. In many cultures, traditional storytelling, folk songs, proverbs, and rituals have historically played a crucial role in the education of children. A teacher with strong ethno pedagogical competence understands how to incorporate these elements into modern classroom settings, ensuring that students develop both academic skills and a strong connection to their cultural heritage.

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-5, ISSUE-2

Ethnopedagogical competence comprises several interconnected components, including cognitive, emotional, and practical dimensions. The cognitive component involves knowledge of folk pedagogical principles, cultural history, and traditional teaching methods. The emotional component relates to the teacher's appreciation of cultural diversity and their ability to foster an inclusive classroom environment. The practical component encompasses the ability to apply ethnopedagogical methods effectively in teaching practice. Primary education is a critical period in a child's development, during which foundational cognitive, emotional, and social skills are established. In culturally diverse societies, children often come from different linguistic and cultural backgrounds. Teachers with ethnopedagogical competence can create an inclusive learning environment where all students feel represented and valued. This is particularly important in multilingual and multiethnic regions, where a lack of cultural sensitivity in education can lead to alienation and reduced academic engagement among students from minority backgrounds.

One of the key benefits of incorporating ethnopedagogical principles into primary education is the development of a child's cultural identity. Research has shown that children who receive education that reflects their cultural background tend to develop higher self-esteem, better social skills, and stronger academic motivation. A curriculum that integrates traditional folktales, historical narratives, and cultural artifacts can help students see the relevance of education to their lives and communities. Moreover, ethnopedagogical competence enables teachers to address the needs of children from diverse backgrounds by adapting instructional strategies to their cultural context. For example, storytelling, which is a fundamental teaching method in many indigenous traditions, can be used as an engaging way to introduce complex concepts in subjects such as mathematics, science, and history. Similarly, traditional games and crafts can be integrated into the learning process to enhance hands-on experience and cognitive development.

Despite its significance, the development of ethnopedagogical competence in future primary school teachers faces several challenges. One of the primary obstacles is the insufficient inclusion of ethnopedagogical subjects in teacher education curricula. Many universities and teacher training institutions continue to prioritize general pedagogical theories and methodologies without adequately addressing the role of cultural heritage in education.

To address these challenges and enhance the development of ethnopedagogical competence in future primary school teachers, an improved methodological framework is necessary. This framework should integrate theoretical knowledge, practical application, and experiential learning opportunities that allow teacher trainees to engage with cultural traditions in meaningful ways. The first step in improving the methodology is the inclusion of ethnopedagogical courses in teacher education programs. These courses should provide an in-depth exploration of cultural traditions, folk pedagogical principles, and ethnographic research methods. Future teachers should be exposed to diverse educational traditions, including indigenous knowledge systems, regional storytelling practices, and folk music as a means of instruction. In addition to theoretical courses, teacher training programs should emphasize experiential learning through community-based projects and fieldwork. Engaging with local communities and learning directly from elders and cultural practitioners can provide future teachers with firsthand experience in traditional teaching methods. These interactions allow teacher trainees to develop a deeper appreciation for cultural diversity and learn how to incorporate ethnopedagogical elements into their teaching practices.

The development of ethnopedagogical competence is essential for preparing future primary school teachers to work effectively in culturally diverse classrooms. By incorporating traditional

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-5, ISSUE-2

educational values and folk pedagogical principles into teacher training, educators can foster a sense of cultural identity and inclusivity among students. The proposed methodological improvements, which emphasize theoretical knowledge, experiential learning, digital resources, and community collaboration, offer a comprehensive framework for enhancing ethnopedagogical competence. As societies continue to evolve, ensuring that educators are equipped with the skills to integrate cultural traditions into their teaching will contribute to a more inclusive and culturally rich educational system.

References:

1. Banks, J. A., & Banks, C. A. M. (2019). *Multicultural education: Issues and perspectives* (10th ed.). Wiley.
2. Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.
3. Moll, L. C. (Ed.). (1992). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Routledge.
4. Nieto, S. (2017). *Language, culture, and teaching: Critical perspectives* (3rd ed.). Routledge.
5. Smith, L. T. (2021). *Decolonizing methodologies: Research and indigenous peoples* (3rd ed.). Zed Books.