

COMPETENCE APPROACH TO DEVELOPING ETHNICAL-CULTURAL PERSONALITY OF FUTURE TEACHERS OF VOCATIONAL TRAINING

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Abstract: The article presents theoretical and practical results of the study that addresses the problem of developing ethnical-cultural competence of future teachers of vocational training in the context of implementing multilingual education. The authors of the study aimed at analyzing the current state of the process of developing ethnical-cultural competence of future teachers, studying its structure and ways of developing this phenomenon in students' vocational training. The novelty of the study consists of the development of a structural model of the process of a future teacher's ethnical-cultural competence development, which includes ethnical-pedagogical, regional and inter-cultural competencies. The authors of the article conducted analysis and synthesis of the studied concepts and their essential characteristics, which became the basis for the original definition of "ethnical-cultural competence". They conducted the analysis of the modern practice of developing ethnical-cultural competence of future teachers of vocational training. The ways of developing ethnical-cultural competence of future teachers of vocational training were stated (development of educational-methodic system, block and module technology of teaching ethnical-cultural orientation). Methodological basis of the study included: philosophical principle of common, single and specific, principles of methodological approaches; scientific paradigms, which reveal the essence of the studied concept of "ethnical-cultural competence of a prospective teacher in professional education" and the main statements of the theory of its development.

Keywords: ethnical-cultural education, ethnical component, ethnical-cultural component, ethnical-cultural competence of a future teacher, vocational training, multilingual education.

INTRODUCTION

The significance of the problem of the competence approach to developing ethnical-cultural competence of future teachers of vocational training in the conditions of actualizing multi-lingual education is defined by the intensive development of the global economics, a globalization proves, which leads the countries towards unifying the educational space, competitiveness of highly-qualified specialists in various fields of human life, as well as by the actualization of the ethnical-cultural education paradigm in the Republic of Kazakhstan, government program of the national idea of nation-wide Kazakhstani house of N.A. Nazarbaev "Mangilik El".

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The aim of present study is to present theoretical and practical results in the form of a structural model of developing ethnical-cultural competence of future teachers of vocational training and introducing an educational-methodic system in colleges' educational process with the use of ethnical, regional and inter-cultural components in the content of vocational training, and block and module technology of developing ethnical-cultural competence of future teachers.

Scientific significance of present study consists in revealing the essence of the "ethnical-cultural competence of future teachers of vocational training" concept, its structural model, authors' practical developments (educational-methodic system, block and module technology), conclusions and recommendations for developing the studied phenomenon on the basis of their practical orientation.

Scientific novelty of the study consists in the development of a structural model of the process of future teachers ethnical-cultural competence development, which includes ethnical-pedagogical, regional and inter-cultural competencies.

REVIEW OF THE LITERATURE

Theoretical analysis of the "professional competence" concept showed that the works on this problem report a controversy in approaches towards interpreting the concept. Professional competence is viewed as: "a unity of theoretical and practical readiness for conducting the pedagogic activity"; "integration of knowledge and abilities, which define the efficiency of the work; volume of abilities to solve the task; combination of personality qualities and traits; system of knowledge and professionally-significant personal qualities and traits; vector of professional establishment", etc. (Vvedenskiy, 2003, p. 53). Competence development in the educational process primarily focuses not on a student's knowledge but on his ability to solve problems in different fields (Zeer et. al., 2005). The latter definition reflects the essence of the competence approach in our study to the fullest.

The concept of "professional competence" is addressed by the researchers as an integration of professionally-significant qualities, which allows a specialist to efficiently perform professional-pedagogic functions, while "competencies" are a range of questions, which a professional should be an expert in.

British psychologist J. Raven notes that the main components of competence include internally motivated characteristics related to the system of personal values, or competence types (Raven, 2002, p. 24). Professional competence as a complex psychological phenomenon has variations, which are: social, pedagogical, social-psychological, communicative, regulative, informational, ethnical-cultural, etc. Our study of the essence of the "professional competence" concept is related to the study of ethnical-cultural competence of future teachers of vocational training.

It is also significant for our study to provide a characteristic of the "ethnical-cultural education" concept and address its derivatives. For example, according to

Zh.Zh. Nauryzbay's definition, *ethnic-cultural education* is "a model of education, which is oriented on preserving national-cultural and linguistic personality identity and originality of the ethnical groups, and simultaneous exploration of the values of other cultures" (Nauryzbay, 1995, p. 42).

The conceptual-terminological thesaurus of ethnical-cultural education is constantly expanding by the introduction of new terminology, such as "ethnical-cultural orientation of education" (Shapovalov, 1997), "ethnical-cultural connotation" (Pankin, 2001), "ethnical-cultural orientation" (Kudaev, 2004), etc.

E.A. Angarkhaeva understands ethnical-cultural education as "a system of knowledge about national-cultural and social-historical values, which reflect the nature and psychological traits, originality of present nation and its culture, as well as knowledge and ethnical-cultural achievements of other nations, abilities and skills of using them in the life activity progress" (2003, p. 10). Ethnical-cultural education has many functions in solving essential social problems of the modern society in the conditions of integration and globalization. We defined three main functions of ethnical-cultural education:

- The problem of preservation, translation and development of national-cultural originality of ethnic groups and ethnical identification of a person as a subject of a certain ethnic group;
- Spiritual-moral position of a person, its affirmations and beliefs;
- Solution of the problem of intercultural-communication between nations and their representatives.

The concept of "ethnical-cultural education" spreads on humanitarian disciplines of ethnical-cultural and multi-cultural specifics, because their role is to translate the knowledge of history, culture, geography, language and literature of one's own nation and other ethnic groups, to develop person's ethnical self-consciousness and to raise the culture of inter-ethnic communication.

Ethnical component in the content of higher professional education is a factor and a condition for developing ethnical-cultural competence of future teachers. The latter is tightly linked to the versatile nature of general-educational and ethnical-social knowledge. For example, ethnical-cultural competence cannot be addressed without philosophical, cultural-scientific, ethnical-psychological and ethnical-pedagogical knowledge of a teacher. Ethnical-social knowledge, including ethnical-psychological and ethnical-pedagogical knowledge, should be addressed as an essential basis, which characterizes teacher's ethnical-cultural competence in the field of multi-cultural interaction of the educational activity subjects.

According to the analysis of the literature on the problem of ethnical-cultural education, the above mentioned approaches are not of different levels; essentially, they are all aimed at satisfying ethnical-cultural needs of ethnic groups and find their actualization in the education institutions.

The aim of the study is to explore the process of ethnical-cultural competence development of future teachers of vocational training in the context of implementing multilingual education.

Which are the ways of ethnical-cultural competence development of future teachers of vocational training?

METHODS

Methodology of present study includes: philosophical principle of common, single and specific, principles of methodological approaches (systemic-structural, logical-historical, axiological, ethnical-cultural, multi-cultural); philosophical, ethnological, historical, sociological, social-pedagogical, cultural-scientific and psychological paradigms, which describe the essence of the concept of “ethnical-cultural competence of future teachers of vocational training” and the main points of the theory and its development. Methods of the study were: systemic-structural and phenomenological analysis of the concepts of pedagogical, philosophical, cultural-research, psychological and ethnological sciences on the problem of the study; methods of analogy and generalization, structuring and classification, analysis of historical references and colleges’ educational documentation, statistical methods, pedagogical experiment, etc.

The grounds for the study were the colleges of Astana and Karaganda (Kazakh Agrotechnical University, Karagandy State University named after E.A. Buketov, Karaganda State Technical University).

Participants in the study were 138 students (bachelors), who were divided into two groups (control group – 68 people, and experimental group – 70 people, further referred to as E-1, who were studying on a “Professional education” specialty). We selected multi-national groups of students for the experiment.

RESULTS

Analysis of the “Ethnical-Cultural Competence of Future Teachers”

According to the researchers, ethnical-cultural competence is a personality quality, which manifests in the presence of an integration of objective representations and knowledge about one ethnic culture or another, which actualizes through abilities, skills and models of behavior, which facilitate efficient inter-ethnic understanding and interaction. Ethnical-cultural competence implies the readiness for overcoming the difficulties in communicative and other forms of interaction with representatives of various ethnical unities (Gurov et. al., 2004, p. 123).

Analysis of the “ethnical-cultural competence” concept essence was conducted on the basis of selecting qualitative characteristics of the studied concept. We will analyze the definition of the studied concept. According to the teachers, it is personal education and professional capability, which develops on the basis of

knowledge, abilities and skills in ethnical-cultural field that allow the teacher to successfully interact with other representatives of ethnical groups. We will provide a few definitions as examples. According to F.N. Alipkhanova, “ethnical-cultural competence is a level of person’s manifestation of knowledge, skills and abilities, which allow him to correctly evaluate the specifics and conditions of interaction and relationships with representatives of other ethnical groups, to find adequate forms of cooperation with them in order to maintain the atmosphere of agreement and mutual trust” (Alipkhanova, 2009, p. 21). T.V. Poshtareva also thinks that ethnical-cultural competence is a personality quality, which manifests in the presence of an integration of objective ideas and knowledge about one or another ethnical culture and which actualizes through abilities, skills and models of behavior that facilitate efficient inter-ethnic understanding and interaction (Poshtareva, 2005, p. 38). A definition by A.B. Afanasyeva focuses on “native culture” but also defines ethnical-cultural competence as a personal quality; ethnical-cultural competence is addressed as “an integral personality quality, which manifests in an integration of representations and knowledge about the native ethnic culture, as well as about foreign ones, their place in the national and global culture, experience of acquiring ethnical-cultural values, ability of an inter-cultural dialogue and their comparison, which manifests in knowledge, abilities, skills and models of behavior in a multi-ethnic environment” (Afanasyeva, 2009, p. 193).

Unlike the pedagogical characteristics of the definition of “ethnical-cultural competence” concept, ethnical psychologists address it from the cultural-research approach perspective: they define it as an integration of knowledge and ideas about other cultures, which actualize through skills, affirmations and models of behavior, which provide efficient interaction with representatives of these cultures (Lebedeva, 2003); this is not only positive attitude towards the presence of various ethnical-cultural groups in the society, but also an ability to understand their representatives and to interact with partners from other cultures (Stefanenko, 1993).

To summarize, the analysis of researchers’ definitions allows concluding that, within the definition of the “ethnical-cultural competence” concept essence, recent works primarily highlight the integrative approach, which presents an integration of ethnical-cultural knowledge, abilities and skills that are aimed at their successful implementation in specialist’s professional activity in the conditions of multi-lingual environment. This is primarily related to the integrative nature of ethnic culture.

Teacher’s ethnical-cultural competence manifests in the ability to correspond his activity with the developments of global pedagogical culture in general and of the national pedagogics, the ability to interact efficiently with innovative experience, and the ability to generalize and translate his experience to others. Moreover, an ethnical-culturally competent teacher has to be capable of reflection, i.e. a way of thinking, which implies a detached perspective of the pedagogical reality, historical

pedagogic experience, and of his own personality. In the opinion of the researchers, ethical-cultural competence simultaneously integrates knowledge, representations of ethnic groups and their culture and tolerant behavioral relationships, which are aimed at inter-ethnic understanding and interaction. Furthermore, it is noted that ethical-cultural competence development is intrinsically linked with raising ethnic tolerance (Gurov et. al., 2004).

Therefore, based on studying philosophical and social aspects of the problem and analyzing the concepts of professional ethical-cultural competence, which are present in psychological and pedagogic literature, and our own experience of working in a college, we define *ethical-cultural competence of future teachers of vocational training as an integration of ethical-pedagogical, regional and inter-cultural knowledge, abilities and skills, as well as professionally-significant personal qualities, which are necessary for performing the professional activity aimed at solving the problems of mentoring and teaching in the conditions of multi-lingual educational environment.*

We address ethical-pedagogical, regional and inter-cultural aspects as structural components of ethical-cultural competence of a prospective teacher in professional education; they are also the competence characteristics.

Structural Model of Ethical-cultural Competence Development

The definition of essential characteristics of such concepts, as ethical-cultural competence, “ethical-pedagogical”, “regional” and “intercultural” competencies, allowed us to present a structural model of ethical-cultural competence development of future teachers (see picture 1).

Educational environment of higher education institutions of future teachers
The Concept of Ethnic-Cultural Education of the Republic of Kazakhstan

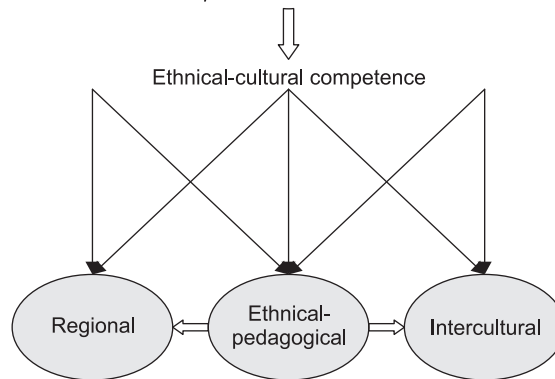


Figure 1: Structural model of ethical-cultural competence development of future teachers

Manifestations of culture are measured by three indicators: cognitive, affective (emotional-axiological) and regulative, i.e. knowledge, emotions-relationships and actions, on which a person bases his/her behavioral trajectory.

An international expert of the “Open Society” institute, director of the Institute of Educational Policy C. Harrison states that evaluation of education should be conducted by the level of quality increase in three main areas of personality: (1) knowledge, ideas; (2) values, relationships; (3) abilities, skills, capabilities to act (Harrison, 1999).

According to these points, we developed a system of measurements of ethnical-cultural competence development in a prospective teacher.

Regional, ethnical-pedagogical and inter-cultural competencies, as structural components of ethnical-cultural competence of future teachers, are presented by three essential elements: axiological, reflective and activity. Their criterial measurements are represented the following way:

- *Axiological* (significance of cultural knowledge as an education value);
- *Reflective* (adequate attitude towards one’s own profession, towards the culture of one’s own ethnic group, region, attitude towards other ethnic groups, their representatives and cultures from the position of respecting people and their differences);
- *Activity* (mastering forms and methods of multi-cultural interaction on various levels). Criteria and characteristics of ethnical-cultural competence development in a prospective teacher are presented in Table 1.

Based on the developed criteria and characteristics of ethnical-cultural competence development of the future teachers, we defined the following levels: high, average and low.

High level of ethnical-cultural competence development of the future teachers is characterized by depth, volume, systematic nature and integral reproduction of the characteristics of the structural elements of ethnical-cultural competences’ studied components.

Average level is defined by reproduction of shallow, non-systematic and non-integral characteristics of the structural elements of ethnical-cultural competences’ studied components.

Low level manifests in fragmented reproduction of the characteristics of the structural elements of ethnical-cultural competence’s studied components, weak motivation and need in perceiving the abovementioned characteristics.

The developed system of measurements would allow conducting the diagnostics of levels of future teachers ethnical-cultural competence development in college’s pedagogic process, and revealing their inter-connections.

TABLE 1: CRITERIA AND CHARACTERISTICS OF ETHNICAL-CULTURAL COMPETENCE DEVELOPMENT OF THE FUTURE TEACHERS OF VOCATIONAL TRAINING

<i>Essential elements of ethnical-cultural competence and their criteria</i>	<i>Components of ethnical-cultural competence of future teachers</i>	
	<i>Regional Competence</i>	<i>Ethnical-Pedagogical Competence</i>
	<i>Inter-Cultural Competence</i>	
	<i>Characteristics</i>	
	2	
	1	
Axiological (significance of cultural knowledge as an education value).	Specific integral knowledge about a certain region, which create the conditions and predispositions for personality development with consideration of the specifics of local environment (history, geography, economics, culture and education, ecology, etc.).	Mastering the system of integrative knowledge about ethnical-social-cultural, psychological-pedagogical fields. Knowledge of the specialization subjects. Development of robust ethnical-cultural, ethnical-pedagogical and ethnological knowledge.
Reflective (adequate attitude towards one's own profession, towards the culture of one's own ethnic group, region, attitude towards other ethnic groups, their representatives and cultures from the position of respecting people and their differences).	Feeling of kinship with the small homeland, the region, in which one lives. Respectful attitude towards national-cultural values of the region, strong belief in originality of one's region, comparison of oneself with social-cultural context of the region.	Interest towards the chosen profession, need in ethnical-pedagogical education. Awareness of social significance of ethnical-pedagogical activity in education and mentoring. Tolerant attitude towards representatives of other ethnic groups.
Activity (mastering forms and methods of ethnic- and multi-cultural interaction on various levels).	Abilities to use the mentoring potential of regional sub-culture specifics for educational goals. Abilities aimed at developing civil and regional identity of school students, raising Kazakhstani patriotism.	Abilities to translate knowledge of global culture in the educational-mentoring process. Abilities to develop personal affirmation of multi-lingual world perception in the process of educational-mentoring activity. Actualization of professional abilities to positively accept "a different culture" in mentoring and teaching the young generation.

Methodic and Organization-content Support of the Process of Ethnical-cultural Competence Development of Future Teachers

In order to provide scientific-methodic support of the process of ethnical-cultural competence development **of the** future teachers, we developed an educational-methodic system (EMS) as a necessary element of block and module technology of ethnical-cultural competence development **of the** future teachers in the content of vocational training. This EMS is a system of pedagogic tools, which integrates traditional learning methods with innovative approaches.

Educational-methodic system for ethnical-cultural competence development **of the** future teachers includes:

- Study material on the regional (Central Kazakhstan) and ethnical-cultural education of prospective teachers (fragmented and thematic block), which is used for completing the programs of social-humanitarian disciplines;
- Elective courses in “Kazakhstani pedagogics”, “Development of education and science in Central Kazakhstan”, “Fundamentals of multi-cultural pedagogics” (psychological-pedagogic subjects block);
- Methodic recommendations for pedagogic practice in studying multi-ethnical educational environment;
- Program of an educational seminar about the use of EMS for teachers.

The proposed study material divided in blocks includes the concepts and question on the topics, which are integrated in the content of social-humanitarian disciplines according to the program of an educational subject.

During the process of developing ethnical-cultural competence of future teacher, a number of social-humanitarian subjects (including pedagogic ones) have a large potential, e.g. “Philosophy”, “History of Kazakhstan”, languages (Kazakhstani, Russian, foreign language), “Cultural studies”, “Religion studies”, “Psychology and human development”, “Professional pedagogics”, “Professional psychology”, “Theory and methods of mentoring work”, “Pedagogics”, “Ethnical pedagogics”.

The logic of integrating the ideas of multi-cultural and regional nature of education in the process of developing ethnical-cultural competence of future teacher is represented in three blocks of material of the developed educational-methodic system (EMS): fragmented, thematic and subject (psychological-pedagogical).

First, we will characterize the *fragmented* block of the educational material: it includes the concepts that are significant for the development of ethnical-cultural competence of future teacher. The concepts are explained in correspondence with the content of studied topics of social-humanitarian subjects.

The next block – *thematic* – includes the topics, which facilitate the development of ethnical-cultural competence of a future teacher, in the content of social-humanitarian subjects.

The topics of “Ethnical-cultural specifics of Kazakhstani nation” and “National-psychological specifics of the nations of Kazakhstan” complete the content of the program of “Psychology and human development” course” in the proposed educational material.

Subject (psychological-pedagogic) block includes elective courses in “Kazakhstani pedagogics”, “Development of education and science in Central Kazakhstan”, “Introduction to the ethnical mentality studies”, “Pedagogical ethics of inter-ethnic communication”, “Fundamentals of multi-cultural pedagogics”.

Stages of Organization and Conduction of the Experiment

During the first stage, we conducted a stating experiment on the grounds of colleges in Astana and Karaganda. The obtained data were significant not only for stating and revealing the controversies, which established in the professional education system on the problem of developing ethnical-cultural competence of a future teacher, but also for correcting the conduction of developmental stage of the experiment.

The **stating** experiment implied the initial cutoff of the level of the development of ethnical-cultural competence of a future teacher in students from experimental and control groups. Participants in the study were 138 students, who were divided in two groups – control (70 people) and experimental (68 people), further referred to as C-1 and E-1. The students were recruited from Karagandy State University named after E.A. Buketov, Karaganda State Technical University and Kazakh Agrotechnical University; they were studying on “Professional education” speciality. We selected multi-national groups of students for the experiment.

We conducted the initial cutoff of the level of the development of ethnical-cultural competence of a future teacher in students from experimental and control groups with the diagnostic inventory, which included a system of techniques, questionnaires and other research methods. Based on the analysis of the data obtained during the stating stage, we made a conclusion about the need to conduct the developmental stage of the experiment. During the second stage, we also conducted the work for organizing the developmental experiment. Because of this, we conducted the work for preparing the teachers for the process of developing ethnical-cultural competence of a prospective teacher by the tools of ethnical component. We conducted an educational seminar for the teachers, who participated in the experiment; it addressed the use of educational-methodic system, according to the topics plan.

Studying the focus of ethnical component in the content of professional education by the analysis of study plans, typical programs of social-humanitarian subjects, including pedagogical ones, and textbooks, showed its insufficient orientation towards developing ethnical-cultural competence of a prospective teacher. At the same time, survey of teachers and students and analysis of social-

humanitarian subjects' content for the presence of ethnical component showed that they have a large potential in the process of developing ethnical-cultural competence of a prospective teacher. Revealing the needs of the educational system in ethnical-culturally competent personality of a teacher, based on the complex approach of "school-college-university" is efficient according to the principle of flexible dominant (Yalalov, 2002).

During **the second stage**, we conducted the developmental experiment with 1st-, 2nd and 3rd-year students. Block and module technology of developing ethnical-cultural competence of a prospective teacher was introduced in the following directions of the experimental study: *informative-cognitive; evaluative-orientating; reflective-transforming*. As the monitoring showed, informative-cognitive directions of work were predominant in the 1st and 2nd years, while evaluative-orientating and reflective-transforming – in the 3rd year.

Introduction of block and module technology of the process of developing ethnical-cultural competence of a prospective teacher in the content of professional education during the second stage of the experiment was conducted on the basis of actualizing the defined principle of the ascend of prospective teacher's personality from ethnical-cultural to multi-cultural education.

Because of this, the dominant in the 1st and 2nd years was a regional nature of educational content for prospective teachers and actualization of the main points of the "**The Concept** of national identity of the Republic of Kazakhstan", "**The Concept** of developing the civil society in the Republic of Kazakhstan" and "**The Concept of Ethnic-Cultural Education of the Republic of Kazakhstan**", which are aimed at developing national self-conscience, nationality and patriotism. We actualized the educational-methodic system for developing ethnical-cultural competence of a prospective teacher.

On this stage the focus was on the significance of students' comprehension of ethnical-cultural problems in multi-ethnic country, regional aspects of education and their urge for participating in solving them. We introduced study material with ethnical-cultural content and region-studies nature, as well as elective courses on "Kazakh pedagogics", "Development of education and science in Central Kazakhstan" and "Introduction to ethnical mentality studies".

During the study on this stage, we revealed positive dynamics in students' ethnical-pedagogical and regional competencies. On this background, intercultural competence did not get a sufficient level of development, which defined the need in introducing addition material on multi-cultural education in the education content, as well as inclusion of elective courses in "Fundamentals of multi-cultural pedagogics" and "Pedagogical ethics of inter-ethnic communication".

In the 3rd year, actualization of the paradigms of multi-cultural education was dominating. As the previous elective courses, elective courses on "Fundamentals of

multi-cultural pedagogics” and “Pedagogical ethics of inter-ethnic communication” were proposed in the college component and introduced in the pedagogic process of the experimental grounds as experimental study material.

Management of students’ pedagogic practice was conducted with regards to the specifics of multi-ethnic educational environment. During their pedagogic practice, the students used methodic recommendations that we developed. They included exploring multi-ethnic educational environment of a school, conduction of mini-studies, mentoring events, lesson in global orientation, lesson that used the tools of national pedagogics, etc. In the 3rd year, during the process of completing students’ pedagogic practice, the focus was on introducing ethnical-cultural elements in development of mentoring events, lessons in the subject, which were prepared by students, their addressing of the regional problems and multi-cultural aspects of personality socialization.

In the 3rd year, the students were presented with the tasks for studying multi-ethnic educational environment of a school and studying student’s personality and the team in these conditions; students’ analytical and research abilities were developed, which facilitated the development of their reflective and activity characteristics of the professional competence. As early as by the end of the 3rd year we obtained positive results on the levels of students’ inter-cultural competence development.

It is necessary to point out that the increase of many parameters was affected by the methods of ethnical-cultural education, which were used on the seminar lessons during the special courses in “Fundamentals of multi-cultural pedagogics” and “Pedagogical ethics in inter-ethnic communication” (Mukhtarova, 2005), in particular, ethnical-cultural competence training (developed by N.M. Lebedeva et al., (2003)) and “Cultural assimilator”, or the technique of increasing inter-cultural sensitivity (developed by T.G. Stefanenko (1993)).

The aim of the ethnical-cultural competence training is to develop personality competence in inter-cultural interaction. The aim of the cultural assimilator method is to teach a person to see the situations from the perspectives of the members of a foreign group and to understand their worldview. The students were presented with different situations to solve; they were aimed at teaching inter-cultural interaction between representatives of different cultures. The development of cognitive interest and motivation for learning was evoked in students by an imitation business game for getting familiar with foreign cultures, developed by G.N. Dmitriev (1998). The business game allowed the students to obtain practical experience of staying in another culture, analyze their stereotypes and prejudices, critically evaluate the level of their tolerance for cultural differences and define their strategies for the future, in case they would have to stay in a new cultural environment. The abovementioned methods were the most efficient during the learning of inter-cultural interaction.

During **the third stage**, we concluded the experimental work.

Conclusions of the Experimental Work

We present the results of the final cutoff of the empirical-experimental work results in Tables 2-3.

TABLE 2: RATING OF STUDENTS' KNOWLEDGE THAT FACILITATE THE IDENTIFICATION WITH THEIR ETHNIC GROUP, COUNTRY AND THE WORLD

<i>Respondents' knowledge</i>	<i>Number of cases</i>	
	<i>E-1 (68 people)</i>	<i>C-1 (70 people)</i>
About their own ethnic group and culture	21/62	25 /33
About the Republic of Kazakhstan	35/63	34/38
About the planet and the world	28/58	32/39

Note: Numerator contains the data of the initial cutoff, denominator – the results of the final cutoff.

TABLE 3: RATING OF STUDENTS' KNOWLEDGE THAT FACILITATE THE DEVELOPMENT OF ETHNICAL-PEDAGOGICAL, REGIONAL AND INTER-CULTURAL COMPETENCIES.

<i>Respondents' knowledge</i>	<i>Number of cases</i>	
	<i>E-1 (68 people)</i>	<i>C-1 (70 people)</i>
Ethnical-pedagogical	12/57	10/26
About the region of residence	32/62	28/34
About inter-cultural field and adaptation for it	25/56	26/38

Note: numerator contains the data of the initial cutoff, denominator – the results of the final cutoff.

Knowledge of traditions and rituals of one's native ethnical group develop students' attitude towards their national community, towards themselves as the members of this community, towards other people, the environment and the values of the national culture. During the process of realizing the significance and value of the national culture, traditions and rituals, a closer link between the students and their ethnical community occurs.

Students' abilities, which was developed as a result of the empirical-experimental work, were evaluated during the seminars and pedagogical practice. We present some of the results of rating students' abilities according to the developed characteristics of professional competence in students' – prospective teachers.

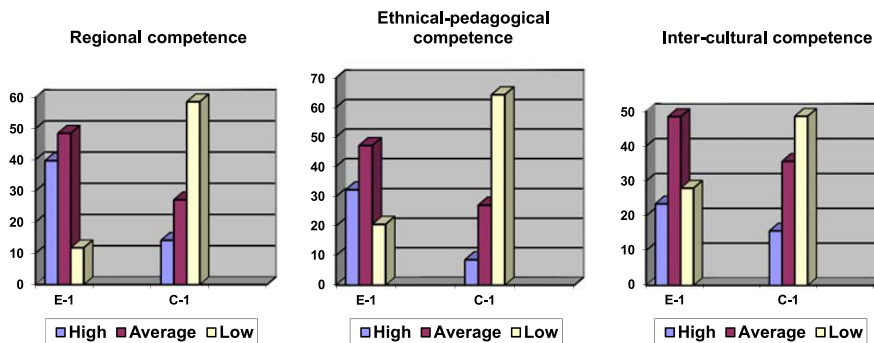
The use of traditional and non-traditional forms of conducting the lessons, as well as interactive learning methods ("brainstorm", debates, case method, training, terminological exercise, reflection, method of inversions, defense of literature reviews, ethnical-pedagogical portfolio, creation of crossword puzzles, competitions, compositions, etc.), added creative interest and activated students'

educational and cognitive activity and developed professional skills in the field of inter-ethnic communication.

The conduction of ethnical-cultural training competence with the students from the experimental groups showed positive results, which manifested in overcoming the signs of egocentrism and development of tolerant affirmations in the communication subjects in inter-ethnic interaction. The students demonstrated the abilities to establish constructive inter-cultural dialogue with regard to the achieve ethnical-cultural competence.

The “portfolios”, which were created by the students, allowed evaluating the level of achievements in the field of studying ethnical culture, which the students obtained during attending the special course in “Fundamentals of multi-cultural pedagogics”. For example, it is possible to see the students’ increased interest towards the problems of inter-cultural mentoring during the course in “Fundamentals of multi-cultural pedagogics” by their compositions, where they evaluate the results of their studies through comprehension of the efficiency and vividness of ethnical-cultural phenomena in the mentoring of children and youth.

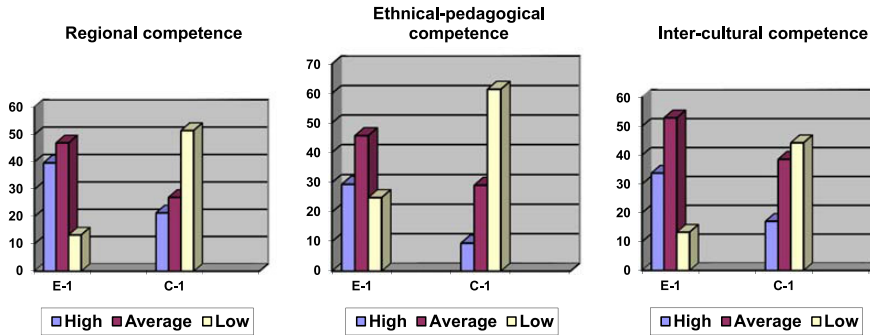
The final cutoff of the experiment showed the dynamics of the prospective teacher’s ethnical-cultural competence development in students from experimental and control groups. The results of the empirical-experimental work are presented on pictures 2-4.



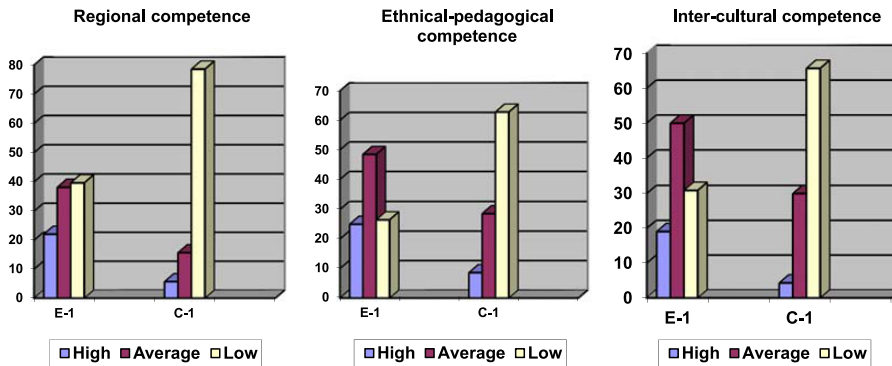
Picture 2: Level of development of the axiological element of ethnical-cultural competence in students from experimental and control groups after the experiment

Pictures 2-4 reflect the level of development of axiological, reflective and activity elements of ethnical-cultural competence in students from experimental and control groups after the experiment.

As the presented pictures show, the results of the experimental group significantly exceed the levels of ethnical-cultural competence of a prospective teacher in professional education, compared to the control group, which also presented minor dynamics due to the traditionally taught knowledge.



Picture 3: Level of development of the reflective element of ethical-cultural competence in students from experimental and control groups after the experiment



Picture 4: Level of development of the activity element of ethical-cultural competence in students from experimental and control groups after the experiment

DISCUSSION AND CONCLUSION

The results of the control cutoff revealed a stable improvement in students from experimental groups for all characteristics, compared to the initial state. Therefore, the diagnostic data at the end of the experiment show that, despite all groups presented increase of the characteristics of the development of ethical-cultural competence of a prospective teacher in professional education, the dynamics of significant changes for all criteria point towards the advantage of the experimental group. Consequently, the developed block and module technology finds an efficient application in the process of developing ethical-cultural competence of the future teachers of vocational training, and the hypothesis proposed in the beginning of the study was confirmed by the results.

Analysis and generalization of theoretical and practical results of the study allows making the following *conclusions*:

1. Analysis of the current process of developing ethnical-cultural competence of a prospective teacher in the conditions of multi-lingual education showed insufficient representation of actual problems in the process of prospective teacher's training, which, to a certain extent, affects the development of his personal and professional qualities.
2. Educational-methodical system, which is aimed at content and methodical support of the process of developing ethnical-cultural competence of a prospective teacher, is developed based on the principle of considering the education process parameters, which, in turn, allows gradually actualizing the principle of prospective teacher's personality ascend from ethnical-cultural to multi-cultural and multi-lingual education.
3. Reformatting the education content on the current stage and introduction of the Republic of Kazakhstan into the global educational space shape the social demands for the higher professional education system. It requests the preparation of an ethnical-culturally competent teacher, who is capable of professional activity in multi-ethnic and multi-lingual environment and who has a necessary level of global culture and well-developed readiness for inter-ethnic interaction.

IMPLICATIONS AND RECOMMENDATIONS

The conclusions described above are specifically represented in the following **recommendations**:

- It is necessary to coordinate the efforts of social-humanitarian subjects' teachers for developing an integral educational project of educational-methodic support of the process of developing ethnical-cultural competence of a prospective teacher on all stages of life-long education (college – university – post-degree education);
- To improve the work on developing linguistic and inter-cultural communicational competence of the prospective teachers in order to develop a multi-lingual individual;
- To develop and standard program and textbooks on ethnical pedagogics and ethnical psychology considering the specifics of ethnical-cultural educational space of Kazakhstan and integrative processes. One of such courses on pedagogic subjects might become an elective course in "Fundamentals of multi-cultural pedagogics";
- To introduce educational courses, which support civil and ethnical identity of the prospective teachers, into the mandatory component of all specialties in the field of Education within the basic subjects' cycle;
- To maintain the focus on regionalizing the education and introducing ethnical-regional component in prospective teacher's training with regard

to historical, cultural and other specific traits of Kazakhstani regions; this would facilitate raising the youth in the spirit of patriotism and love towards the “small homeland”.

The conducted study does not provide an exhaustive solution to the multi-aspect problem of developing ethnical-cultural competence of the future teachers of vocational training.

Vocational studies in this direction should address the problem of the influence of the ethnical-cultural component in the content of higher education on the training of managerial human resources, along with its succession in the content of general secondary and higher education, interaction of traditions and innovations in education, improvement of teaching the ethnical-cultural component subjects in the credit education technology, development of ethnical Kazakhstani identity in students within the system of technical and vocational education, etc.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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