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## КОНЦЕПТУАЛЬНЫЕ ОСНОВЫ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ СТУДЕНТОВ К ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ В УСЛОВИЯХ ПОЛИЭТНИЧЕСКОГО ОБЩЕСТВА РЕСПУБЛИКИ КРЫМ

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Целью данной статьи является обоснование концептуальных основ профессиональной подготовки студентов к педагогической деятельности в полиэтничном обществе Республики Крым. Для достижения цели решены задачи: изучены теоретические аспекты проблемы подготовки студентов к педагогической деятельности, определены педагогические условия, способствующие эффективной профессиональной подготовке студентов в рамках полиэтничного общества. Основными методами исследования являлись теоретические методы, а именно: анализ психолого-педагогических, культурологических, философских источников по проблемам профессиональной подготовки будущего учителя; синтез и систематизация основных подходов. Система профессиональной подготовки студентов к педагогической деятельности в условиях полиэтничного социума Республики Крым ориентирована на создание новой технологии обучения – на становление новаторского, научно-педагогического мышления, что способствует развитию интеллектуально-творческих качеств будущего учителя. Профессиональную подготовку студентов к педагогической деятельности в условиях полиэтничного общества Республики Крым целесообразно осуществлять поэтапно и системно. Этому способствует разработка методологического обеспечения образовательного процесса, применение интерактивных методов и приёмов образовательной деятельности, создание условий для осознания будущими учителями личных мотивов профессиональной подготовки на всех этапах обучения в высшей школе.

*Ключевые слова:* профессиональная подготовка студентов, педагогическая деятельность, полиэтничное общество, этнокультурная идентичность, интерактивные технологии образовательной деятельности.

### 1. Introduction

The problem of students' professional training for pedagogical activity in the conditions of the multi-ethnic society of the Republic of Crimea is dictated by the cardinal changes taking place in the socio-cultural space in general and in education in particular. The integration of the Crimea into the Russian Federation naturally focuses on the effective solution of the problem of harmonious intercultural coexistence, interaction and cooperation of people of different nationalities, different faiths in a single multi-ethnic society. In our opinion, we need an appropriate technological level of professional training for prospective teachers who are able to work in a multicultural society and ensure the nation's progress with their work [1]. This technological level is ensured if a teacher has national identity, national culture, and formed ethnocultural identity [2].

Ethnocultural identity which is based on the time-tested values, ideals, life meanings of the ethnic community, on the rules and norms governing behavior involves the development of a

person's ability to perceive and treat people of other ethnic backgrounds with tolerance, on the basis of which to build effective relationships with others. A teacher who has a sufficient level of positive ethnocultural identity is able to accept the students' cultural identity who are representatives of other ethnic communities [3]. The level of a teacher's ethnocultural identity formation depends on one's own ability to master the ways of intrapersonal readiness external implementation for effective intercultural interaction and communication in one's own life and in pedagogical activity as well.

The purpose of this article is to substantiate the conceptual foundations of students' professional training for pedagogical activity in the multi-ethnic society of the Republic of Crimea. To achieve the goal of this research, we should solve the following tasks: to study theoretical aspects of the problem of students' professional training for pedagogical activity in conditions of multi-ethnic society, to determine pedagogical conditions which promote students' effective professional training at all stages of higher education.

## 2. Materials and Methods

In this study, the main research methods were theoretical methods, namely: analysis of psychological and pedagogical, cultural, philosophical sources on the problems of prospective teacher's professional training; synthesis and systematization of the main approaches. The methodological basis of the study was the conceptual provisions on the issues of students' professional training for pedagogical activities in a multi-ethnic society.

Different aspects of the problem were considered: prospective teacher's personality development in the process of professional training [4, 5]; socio-psychological basis of multicultural education [1, 6–9]; modern approaches and concepts of education (Gin<sup>1</sup>; Stepanov, Luzina [9], and others).

The traditional system of professional pedagogical education focused on the subject teachers' training is no longer able to adequately meet the needs of modern pedagogical practice. Nowadays students' professional training for pedagogical activity in a multi-ethnic society is considered as a multidimensional phenomenon (Anisimov [10]; Auezov, Berkimbayev [11] and others). The emphasis in students' professional training for pedagogical activity in a multi-ethnic society is shifting from a narrowly academic (knowledge and skills) to a human-dimensional understanding of it (Slobodchikov, et al.) [5]. According to S. Anisimov [10], I.V. Bugaeva [6] and B.I. Sarsenbayeva [12], teacher's professional culture integrates individual's knowledge, skills, interests, beliefs, feelings, actions, universal values and social priorities.

In the context of the multi-ethnic society issues studies have mainly aimed at the detailed processes, patterns, and causes of land rental in multi-ethnic societies (X. Hua, et al., 2020) [13], hate crimes against racial/ethnic minorities (W. Han, 2024) [14], investigation of the consequences of misrecognition for group relations (F. Özdemir, et al., 2024) [15], ethnocultural «identities» –such as ethnic identity or national identity (S.M. Karim, 2023) [16], problem how people who reside in an ethnically diverse community use and engage with urban greenspaces (E. J. Cook, et al., 2024) [17], variations among residentially relocating parents in the multi-ethnic region (E.B. Lunke, 2023) [18], worldwide inter-ethnic conflicts in the field of tourism (H. F. F. Keng, 2024) [19], ethnic minorities' income equality (K. Ma, He Zhang, 2023) [20]. Therefore, little is known about whether the professional training of students for pedagogical activity in the conditions of the multi-ethnic society of the Republic of Crimea reflects the relationship between education and culture in the formation of the individual, society and the state, or whether eth-

nocultural identity is a significant element of prospective teachers. This needs further study and may have policy implications in the conditions of the multi-ethnic society of the Republic of Crimea.

The problem of students' professional training for pedagogical activity in the conditions of the multi-ethnic society of the Republic of Crimea, undoubtedly, requires philosophical reflection from the point of view of modern sociocultural realities.

Students' professional training for pedagogical activity in the conditions of the multi-ethnic society of the Republic of Crimea is associated with the following tasks solution:

- acquaintance with folk culture, including small ethnic groups' culture, not only in the Crimea, but also in Russia as a whole;
- prospective teachers' awareness of their future profession specifics in relation to the main provisions of the national education concept;
- investigating living in the Crimea different peoples' folk pedagogy and ethnopedagogy elements and application them in the future pedagogical activity;
- skills formation and abilities of applying modern educational technologies in future pedagogical activity, taking into account students' national and religious affiliation;
- mastering the methodology of educational work in a multicultural society;
- introducing prospective teachers to the positive attitude to their future profession, the desire to improve their skills throughout their pedagogical activities.

Thus, the new period of the Republic of Crimea development should correspond to a new paradigm of education and upbringing philosophy, to new learning models which a prospective teacher should understand and accept. The new paradigm of students' professional training for pedagogical activity in the conditions of the multi-ethnic society of the Republic of Crimea which includes professional and ethnocultural aspects most fully corresponds to modern socio-economic realities, national and general cultural, universal values of the Russian society. The psychological and pedagogical conditions for their implementation in pedagogical activity is a prospective teacher's ability to create pedagogically appropriate, moral and ethical, humane relations that will help not only to form students' objective ideas about different ethnic groups, their culture, but also understanding of these differences, as well as a willingness to live in harmony with people of other cultures, languages, religions; respect other people's opinions and suppress one's own aggressiveness.

### 3. Results and Discussion

Students' professional training for pedagogical activity in the conditions of the multi-ethnic society of the Republic of Crimea assumes a multi-variant methodology and methodic in the light of modern social needs, humanization and humanitarization of pedagogical education system. Especially important is the increased attention to educational work, the revival of its role as one of the main university activities along with special training [4]. We can see the key task of students' professional training for pedagogical activities in the multi-ethnic society of the Republic of Crimea in personality formation of a prospective teacher with a high level of ethnocultural identity who is able to create psychological and pedagogical conditions for forming ethnocultural identity in one's students to prevent the spread of intolerance atmosphere towards people of other nationalities and contributes to harmonious relations construction with the surrounding world. This key task should become the fundamental one in the design and organization of educational work with students from the perspective of the implementation of national and ethnocultural education concept [3].

A positive ethnocultural identity is correlated with a positive type of cross-cultural interaction in which representatives of different ethnic communities adopt a different way of life, a different picture of the world and find positive moments in such a difference of cultures and in such a harmonious mutual existence. We are convinced that one can work successfully in any professional field including teaching, only if you have harmonious relationships with people who, as a rule, belong to other cultures, languages, and religions.

The system of students' professional training for pedagogical activity in the conditions of the multi-ethnic society of the Republic of Crimea is focused on the fundamentally new teaching technology formation – on the innovative, scientific and pedagogical thinking formation which contributes to the development of a teacher's-to-be intellectual and creative qualities [1, 4, 7], namely:

- creativity, i.e. the ability to creatively approach problem solving while showing resourcefulness and originality;
- creative imagination which correlates with the ability of prospective teachers to create images of the means and the final result of their professional activity;
- divergence of thinking, i.e. the ability of prospective teachers to solve one problem in different ways;
- originality of thinking which implies the ability to generate ideas that differ from the generally accepted ones;

- associativity of thinking, i.e. the ability to use different associations, including analogies in solving life problems, etc.;

- heuristics, i.e. the ability to see non-obvious problems;

- predictivity, i.e. the ability to anticipate events, situations, and states in future pedagogical activity;

- critical thinking, i.e. the ability to oppose information, other people's beliefs, and mass opinions with your own;

- comprehensiveness, i.e. the ability to see a life or pedagogical problem from different points of view;

- intellectual activity as an integral cognitive and motivational indicator of the level of the creative personality development.

Based on the above, it is possible to identify three main components of prospective teachers' professional and pedagogical training to work in a multi-ethnic, multicultural society:

- the first component – the formation of a new worldview as a way to determine a prospective teacher's personal position – serves as a socio-political, scientific-theoretical, philosophical, religious, moral-aesthetic, cultural reference point in the modern world [4, 11];

- the second component is the creation of conditions for self-improvement and development of a person who is capable of self-education, self-development, self-knowledge of one's individuality, one's creative potential-demonstrating readiness of a prospective teacher for pedagogical activity, taking into account the needs of the Crimea [4, 12];

- the third component – ensuring the harmonious integration of a new worldview and conditions for self-improvement, personal development of a prospective teacher, one's readiness to master professional skills – as an indicator of a teacher's readiness to work effectively in the multicultural Crimea [1, 8].

Since the Republic of Crimea represents the entire multinational, multi-confessional Russia in miniature a distinctive feature of students' professional training for pedagogical activity in the multi-ethnic society of the Republic of Crimea is that the higher pedagogical school should train such teachers who could competently, actively and creatively solve the problems of interpersonal, interethnic relations and teach their students to constructively solve such problems.

We believe that the system of students' professional training for pedagogical activities in the multi-ethnic society of the Republic of Crimea should include a significant element – prospective teachers' ethnocultural identity formation which is closely related to their ability to build constructive relationships with their students, with their parents,

with different people around them, and effectively solve problem situations in terms of ethnocultural identity.

In this regard it is advisable to implement students' professional training for pedagogical activity in the multi-ethnic society of the Republic of Crimea in the following way.

The first stage (training in the 1–2 years of study) – general professional, basic, training – includes an introduction to the specialty, general, age, pedagogical psychology, pedagogy, the history of the Russian and foreign pedagogy and psychology, the basics of ethnography, world art culture, folk studies with teaching and private methodic.

The second stage (training in the 3–4 years of study, qualification level «bachelor») – a block of special training. Special disciplines which may be altered depending on the practical orientation of prospective teachers' training for the chosen specialization. This list of special disciplines may include special courses and special seminars: ethnopedagogy and ethnopsychology, folk studies of the Crimea, methodic of teaching academic disciplines.

The third stage (training in the 5th year of study, qualification level «specialist») is a block of consolidation of theoretical knowledge, formation of practical skills in the process of pedagogical, folklore, folk science practice.

The fourth stage (training in the 6th year of study, qualification level «master») – the scientific and practical block, the block of scientific and practical, research skills formation, as well as improving the acquired knowledge and skills of future professional activity.

Such work on students' professional training for pedagogical activity in the conditions of the multi-ethnic society of the Republic of Crimea is designed to provide:

- interdisciplinary synthesis of knowledge about the cultural heritage of the ethnic groups of the Crimea, folk studies work with students and its specifics in different types of educational institutions, methods of educational activity;
- development of professional thinking and humanistic style of professional activity;
- creating a system of professional training that contributes to the organization and implementation of a holistic process of forming knowledge about the cultural heritage of various ethnic groups living in the Crimea and fostering a positive attitude towards them;
- improvement of the existing social, pedagogical, and methodological systems of students' professional training for pedagogical activity in the multi-ethnic society of the Republic of Crimea for their more effective implementation.

One of the most important conditions that contribute to the professional training of prospective

teachers for teaching in a multi-ethnic society is the search and finding of new forms and methods of teaching. Thus the substantive, procedural, and motivational aspects of the educational process are subject to significant changes.

The content aspect is related to the improvement of prospective teachers' education. In each academic discipline it is necessary to identify a mandatory component, i.e. what prospective teachers should know. In addition to the mandatory component, an additional component is required which is provided by other academic disciplines, as well as a system of special courses and special seminars<sup>2</sup>.

The procedural aspect provides for the selection and application of interactive methods and techniques of educational activities, the organization of educational and cognitive activities of prospective teachers in such a way that all students are involved in this educational and cognitive activity. It should be noted such methods and techniques as:

- a story or lecture accompanied by visualization, problem questions;
- press-conference (in the version of A. Gin)<sup>3</sup>;
- reflexive individual, pair or group reading (for example, using the technique of «Marking in the margins»);
- commented analysis of life situations;
- value discovery;
- brainstorming;
- forecast of events, etc.

Motivational aspects are associated with the formation of students' attitudes: «I need to know this», «I need this for my future work», «Each ethnic group is interesting in its own way», «The more I know about the cultural identity of different peoples, the better I will understand the people with whom I interact», etc. Such attitudes are necessary in any practical lesson by including each student in the atmosphere of future professional activity: the choice of profession (essence and meaning awareness of the future profession) – the process of adaptation – professional training – pedagogical practice in an educational institution.

The acquisition of prospective teachers not only professional knowledge but also ethnocultural knowledge is a process of forming special knowledge and skills.

Hence the system-forming structural and semantic components of prospective teachers' socio-pedagogical training are:

- the specifics of personality's dominant interpretation in the macro- and microsocium;
- the essential aspects of society material and spiritual potential;
- the process of individual's self-reflection, one's self-affirmation, self-development, socio-

cultural, national and free professional self-determination and creativity in the context of personality-oriented education;

- sociocultural and socio-psychological phenomenon of family society;
- the practice of education based on functionally adapted to regional conditions folk traditions, customs and rituals.

As follows from the above, the professional training of students for teaching activities in the multi-ethnic society of the Republic of Crimea involves formation of the following competencies:

- conceptual competence which involves prospective teachers' awareness of the theoretical foundations of their future professional activity;
- technological competence which is associated with the ability of teachers to continue their education and research activities;
- integrative competence associated with the development of prospective teachers' ability to relate pedagogical theory and practice, to realize the ethnocultural context of future pedagogical activity;
- adaptive competence associated with the ability to anticipate problem situations which arise as a result of intercultural interaction, and be ready to effectively solve such situations within the framework of pedagogical activity;
- interpersonal competence that contributes to skills and abilities of harmonious interpersonal communication development in a multicultural society.

#### 4. Conclusion

Based on the above the following conclusions can be drawn:

In the conditions of modern socio-cultural realities – in the conditions of the multi-ethnic society of the Republic of Crimea – it is necessary to ensure an appropriate level of professional training of students for pedagogical activities, their readiness to implement multicultural education through the content, methods of educational activities and organization forms of this educational activity.

Students' professional training for pedagogical activities in the multi-ethnic society of the Republic of Crimea reflects the relationship between education and culture in the formation of the individual, society and the state.

The system of students' professional training for pedagogical activity in the conditions of the multi-ethnic society of the Republic of Crimea is focused on the fundamentally new teaching technology formation – on the innovative, scientific and pedagogical thinking formation which contributes to a prospective teacher's intellectual and creative qualities development.

It is necessary to include a significant element – prospective teachers' ethnocultural identity formation which is closely related to the ability to build constructive relationships with their students, their parents, with other people around them, to effectively solve problem situations in terms of ethnocultural identity, in the system of students' professional training for pedagogical activity in the conditions of the multi-ethnic society of the Republic of Crimea.

Professional training of students for pedagogical activity in the conditions of the multi-ethnic society of the Republic of Crimea is advisable to implement step-by-step and systematically. This is facilitated by the development of methodological support for the educational process, the use of interactive methods and techniques of educational activities, the creation of conditions for prospective teachers to understand the personal motives of professional training at all stages of higher education.

Professional training of students for pedagogical activity in the conditions of the multi-ethnic society of the Republic of Crimea is aimed at the formation of such competencies as: conceptual competence, technological competence, integrative competence, adaptive competence and interpersonal competence.

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#### CONCEPTUAL BASES OF STUDENTS' PROFESSIONAL TRAINING FOR PEDAGOGICAL ACTIVITY IN THE CONDITIONS OF MULTI-ETHNIC SOCIETY OF THE REPUBLIC OF CRIMEA

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The purpose of this article is to substantiate the conceptual foundations of students' professional training for pedagogical activity in the multi-ethnic society of the Republic of Crimea. To achieve the goal of this research, we should solve the following tasks: to study theoretical aspects of the problem of students' professional training for pedagogical activity in conditions of multi-ethnic society, to determine pedagogical conditions which promote students' effective professional training. The main research methods were theoretical methods, namely: analysis of psychological and pedagogical, cultural, philosophical sources on the problems of prospective teacher's professional training; synthesis and systematization of the main approaches. The system of students' professional training for pedagogical activity in the conditions of the multi-ethnic society of the Republic of Crimea is focused on the development of a fundamentally new teaching technology – on the formation of innovative, scientific and pedagogical thinking which contributes to the intellectual and creative qualities development of a prospective teacher. Students' professional training for pedagogical activity in the conditions of the multi-ethnic society of the Republic of Crimea is advisable to implement step-by-step and systematically. This is facilitated by the development of methodological support for the educational process, the use of interactive methods and techniques of educational activities, the creation of conditions for prospective teachers to understand their personal motives of professional training at all stages of higher education.

**Keywords:** students' professional training, pedagogical activity, multi-ethnic society, ethnocultural identity, interactive techniques of educational activities.