



**Model of formation of ethnopedagogical competence of the future teacher of physical culture
by means of ethno-sport**

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**Model of formation of ethno-pedagogical competence of the future teacher of
physical culture by means of ethnosport**

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Abstract: The article discusses the model of formation of ethno pedagogical competence of the future teacher of physical culture by means of ethnosport. The following basic blocks for the formation of ethno pedagogical competence are presented and described: target block, informative block, technological block, effective block. The feasibility of introducing a model into the educational process of a higher education institution has been experimentally proven.

Key words: Model, ethnopedagogy, ethnopedagogical competence, physical culture, future teacher, ethnosport.





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**Modelo de formación de la competencia etnopedagógica del futuro profesor de cultura física a
través del *ethnosport*.**

Resumen: El artículo discute el modelo de formación de la competencia etnopedagógica del futuro maestro de la cultura física a través del *ethnosport*. Se presentan y describen los siguientes bloques básicos para la formación de la competencia etno pedagógica: bloque objetivo, bloque informativo, bloque tecnológico, bloque efectivo. La viabilidad de introducir un modelo en el proceso educativo de una institución de educación superior ha sido probada experimentalmente.

Palabras clave: Modelo, etnopedagogía, competencia etnopedagógica, cultura física, futuro docente, ethnosport.



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Introduction

Problems of ethnic groups have become relevant in modern pedagogical research. This is due to the revival of ethnic and interethnic problems, as well as the growth of national identity. Today, public attention is paid to complex issues of the relationship between universal and national values in modern society (Decree of the President of the Russian Federation of December 19, 2018). Many authors (A.V. Kaysarova, L.Ageeva, T.A. Levchenko) note the need for the teacher's ethnopedagogical competence in modern multicultural conditions. In this article, ethnopedagogical competence is a set of certain knowledge and skills about a nation, namely, ethnosport knowledge and traditional types of physical activity, which allow students to form such moral values as patriotism, tolerance, justice, mutual respect, and also introduce a person to the values of other nations and form civil liability among them .(Kaysarova A.V., 2008; Levchenko T.A., Ageeva L.E., 2012).

The analysis of modern social and pedagogical activity in educational institutions, as well as research in the preparation of the future teacher of physical training suggests that there are prerequisites for the use of ethnosport in professional social and pedagogical activities.

Ethnosport is a form of traditional games and competitions; it is the physical and spiritual expression of human adaptation to the natural and cultural environment, specific physical motility, which serves as a mechanism for the reproduction of the identity of an ethnocultural community (Magomedov R.R., Daurov A.M.,2015).

The relevance of the research topic lies in the contradiction between the need to realize ethnosport values at an institutionalized level, as required by the “Strategy of the State National Development of the Russian Federation until 2025” and insufficient use of educational, cultural and educational measures to shape Russian civic identity and the need to expand support for national sports (Magomedov R.R., Shchuplenkov N.O., Shchuplenkov O.V., 2017; retrieved from <http://base.garant.ru/70284810>). It is necessary to implement the programs of the theoretical foundations of the formation of ethnopedagogical competence among future teachers of physical education for the preservation and development of traditional culture; but there is insufficient use of educational programs aimed at strengthening social, interethnic and interfaith harmony in the youth environment, and programs for the prevention of extremism and xenophobia (Sikevich Z.V. 2009; VMO 2018; Federal Law, 2014).





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The purpose of the research is to develop a model of the ethnopedagogical competence of a future teacher of physical culture by means of ethnosport.

Methods and organization of research.

During the study, a questionnaire was developed to determine the role and importance of ethno-pedagogical competence in the practice of physical education teachers. The survey was conducted in the Stavropol Territory and the Karachay-Cherkess Republic from July to November 2017. The number of respondents was 52 people.

The questionnaire included the following questions: “What is ethno-pedagogical competence?”, “What academic subject in your school forms ethno-pedagogical knowledge in schoolchildren?”, “Do you use knowledge based on ethno-pedagogical competence in your practice?”, “Should the future physical education teacher possess ethnopedagogical competence? ”, " Does the content of your lesson include ethnic games? ", " What kind of game is ethnic? ". The survey was held in the form of test questions. Analysis of answers to test questions allowed to determine the formation of knowledge in the field of ethnopedagogical competence in the practice of the future teacher of physical culture.

Results and its discussion.

Four answers were proposed to the question “What is ethnopedagogical competence?”. 76.92% (n-40) answered that it is a set of certain knowledge of the teacher about the people and the ability to apply this knowledge in practice; 3.8% (n-2) of respondents answered that it is a teacher’s authority; 17.30% (n-9) answered that it is a means of forming tolerant relations between people in a multicultural environment; 1.92% (1-n) found it difficult to answer the question.

Answers of respondents to the question “What academic subject in your school forms ethno-pedagogical knowledge among schoolchildren?” were divided as follows: 69.23% (n-36) respondents chose the answer “History”, 21.15% (n-11) answered “Physical culture”, 9.61% chose answer “Literature” (n-5).





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The following results were obtained for the question “Do you use knowledge based on ethno-pedagogical competence?”: 55.76% (n-29) of the respondents answered “Yes”, 36.53% (n-19) answered “No”, 1.92% (n-1) replied, “I think this knowledge is not useful”, and 5.76% (n-3) of the respondents answered “Do not know”.

To the question “Does the content of your lesson include ethnic games?” Two answers were offered. 46.15% (n-24) of the respondents answered “Yes, several games”, 54.85% (n-28) answered “No”. The following answers were received to the question “Should the future physical education teacher possess ethnopedagogical competence?” 84.6% (n-44) of respondents answered “Yes”, 7.69% (n - 4) answered “No”, 1 , 92% (n-1) replied that "This is not relevant at the present time", and 5.76% (n - 3) replied that "I find it difficult to answer".

The following answers were received to the question “What kind of game is ethnic?”: 42.30% (n-22) answered “Football”, 7.69% (n-4) answered “Polo”, 46.15% (n-24) replied “Lord of the hole”, 1.92% (1-n) answered“ Athletics ”, and 1.92% (n-1) found it difficult to answer the question.

After the survey, it became necessary to develop a model for the formation of the ethnopedagogical competence of the future teacher of physical education by means of ethnosport during the university preparation process, which includes the following interrelated blocks: the target unit, the content block, the technological block, the effective block.

The target block of the model of the formation of the ethnopedagogical competence of the future teacher of physical culture is presented in accordance with the requirements of the Strategy of the State National Development of the Russian Federation up to 2025, the Strategy for the Development of Youth of the Russian Federation for the period up to 2025, the Federal Law of the Russian Federation “On Education in the Russian Federation”, social order of the multicultural region of the North Caucasus Federal District and the Russian Federation.

The goal is carried out through methodological approaches (systemic, cultural, axiological, activity, personal, multi-subjective, individual) to the organization of the process taking into account ethnopedagogical principles (scientific, communicative, interrelated sociocultural, educational and personal values, culture).

The informative block reveals the discipline “Theory and Methods of Ethnosport”, which contributes to the formation of the ethnopedagogical competence of the future teacher of physical culture.





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The technological block of the model for the formation of ethnopedagogical competence includes the phased implementation of the identified and previously substantiated pedagogical conditions, which is represented by interrelated steps:

1. The organizational stage is the development of the Theory and Methodology of Ethnosport module.
2. The main stage is training in the Theory and Methodology of Ethnosport module.
3. Correctional stage is control of the level of ethnopedagogical competence (EPC), introducing students to the ideals and values of ethnosport.

The effective block characterizes the formation of the structural components of the ethnopedagogical competence of the future teacher of physical culture on the following indicators:

1. Criteria of formation of structural components of ethno-pedagogical competence:

- for the cognitive component - the fullness of the system of ethnosport and traditional special and methodical knowledge, material culture of the peoples of the North Caucasus;
- for the activity component - the ability to use the theoretical knowledge in practice in a multicultural education;
- for the motivational - need component - the formation of professional and personal qualities that determine the position of the active subject of the ethnocultural educational process.

2. Levels of formation of structural components of ethnopedagogical competence: the basic level of ethnopedagogical competence is formed (1 point); the basic level of ethnopedagogical competence is not formed (0 points).

Conclusion.

Thus, the analysis of scientific literature and theoretical research helped to create a theoretical model for the formation of ethno-pedagogical competence in a pedagogical university, which is a prerequisite for fruitful pedagogical activity of a teacher of physical culture in a multicultural environment.



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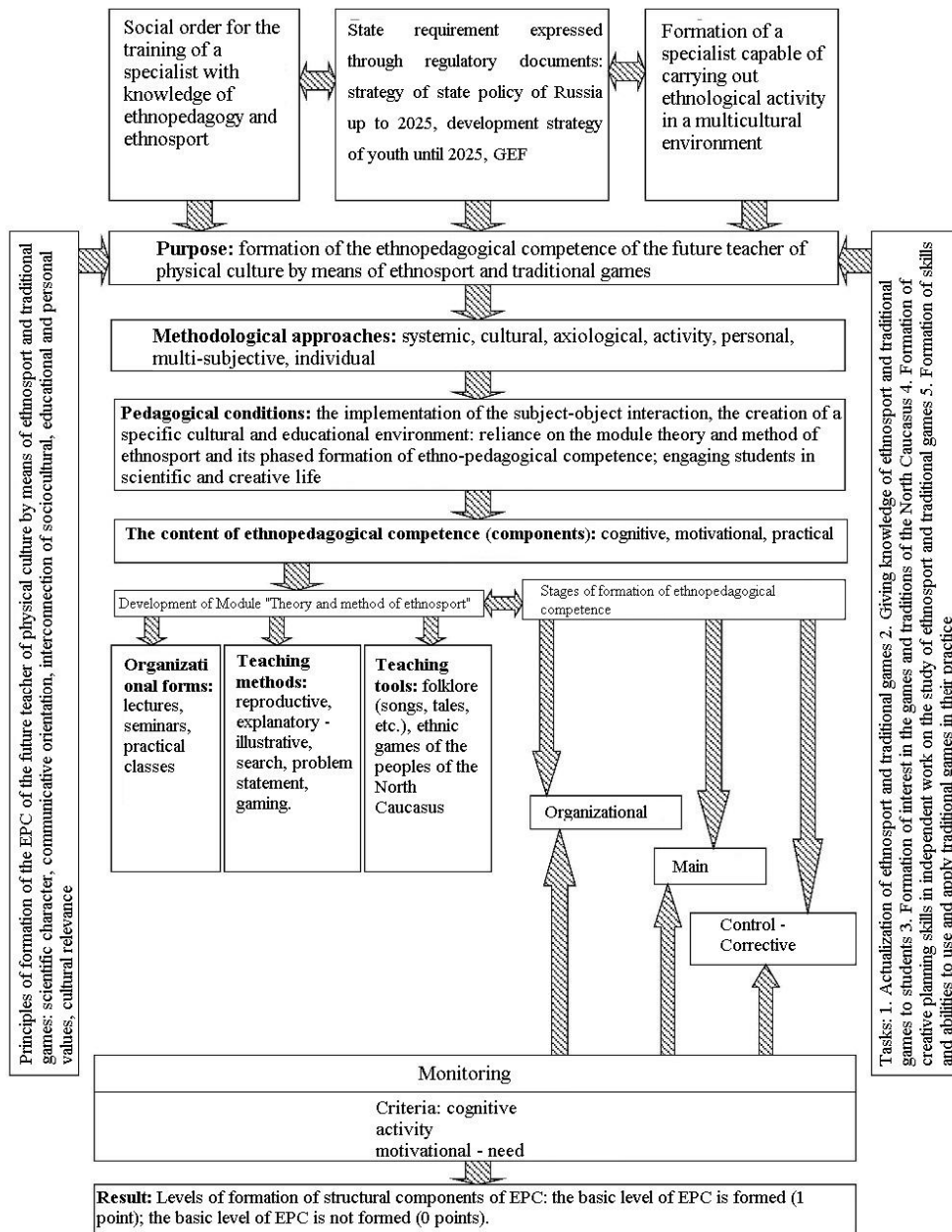


Figure 1. Model of the formation of the ethnopedagogical competence of the future teacher of physical culture by means of ethnosport.



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