

Role of Pedagogical Conditions in Organizing Students Independent Work using Information Communicative Technologies and Educating Future Teachers to Multiculturalism through Folk Traditions and Rituals

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Abstract

This article is investigating pedagogical conditions for organizing students' independent work by information communicative technologies. Establishment of students' communicative abilities, achievements in using information and communication technologies considered as an effective pedagogical tool. The use of information and communication technologies activates the learning process, enhances students' interest in learning by increasing the level of educational material assimilation. Development of students' individualization in educational process, according to many teachers, can serve as a basis for avoiding and preventing subjective assessments.

In addition, educating future teachers to multiculturalism through folk traditions with customs is relevant issue. It should be noted that customs and traditions play important role in education of a multicultural person.

Keywords: students' independent work, technology, communication, individual work analyses, learning activities, method, learning, research, culture, multiculturalism, traditions, rituals, intercultural education, information communication technologies in teaching mathematics

1. Introduction

Achievements of information and communication technologies (ICT) in foreign language classes distinguished by a variety of methods and increased interest of students. Computer technologies, no matter how intellectual work is, seem to be an effective tool in creating conditions for its optimization. In this aspect, the achievements of information and communication technologies in teaching English used in various forms. The main ICT tool in students' educational environment is a personal computer, the capabilities of which determined by installed software. In the modern education systems, widespread universal office applications and ICT tools: text processors, spreadsheets, presentation programs, systems database management, graphics organizers, etc. (Fargieva et al., 2016; Omorkulov et al., 2021).

Providing information through information and communication technologies allows students to enrich their experience in electronic communication, to develop skills in this area, to expand the ability to deliver the required information, to learn how to ensure data security. Use of information and communication technologies in independent work allows students to save time on assignments, effectively use the time saved in search, calculation, decoration. Use of additional electronic tools in education will be expanded, and the scope of these tools which allow to study subject in detail. Information and communication technologies are developing students' self-organization skills in educational process as

one of critical problems in the modern pedagogics (Tynybekova, 2018; Tynybekova, 2020; Tynybekova, 2021). Information technologies are useful both to support the traditional education system and to introduction of a new model which is called distance learning or e-learning (Maltseva, 2018).

Hybrid blended learning is considered as a format that allows students to independently build a learning plan: time, place of doing homework, determining the pace, as well as activities in a practical direction in order to integrate experience) and is considered as a pedagogical technology aimed at mixing offline and online lessons (Kalmamatova et al., 2022).

The use of IC technologies established at Osh State University in order to develop students' self-organization skills provides systematic implementation of individual and group projects aimed at the implementation of professional tasks in foreign language (Abdullaeva, 2020).

The context of vocational-oriented learning CLIL (integration of language content learning) determined by teaching subjects that are closely related to curriculum subject. For example, students majoring in "Accounting, analysis and auditing", "Finance and credit" will study the following topics: "Banks and banking", "Marketing", "Credit", "Money functions" etc. created digital essays on professional topics. Classification of information communication technologies in organizing students' independent works shown in Figure 1.

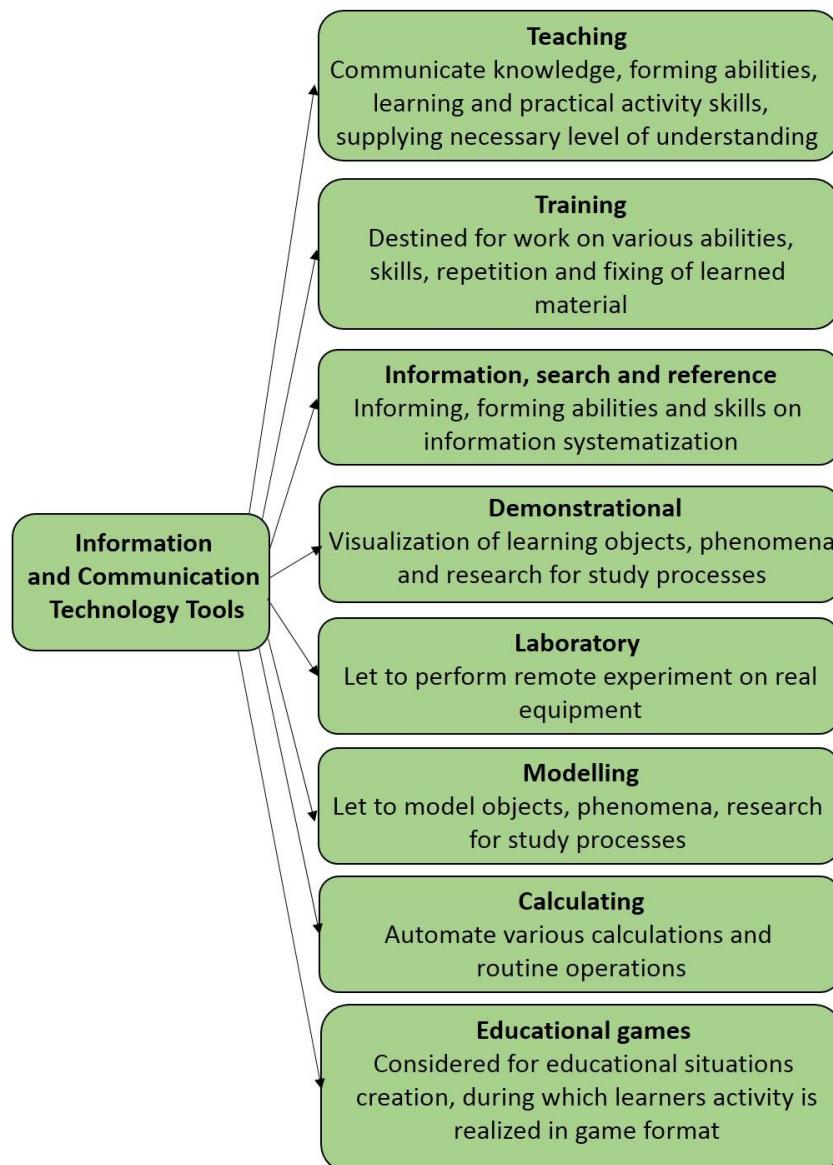


Figure 1. Information and communication tools (ICT) classification according to methodical use.

ICT are also useful in development of students' communicative abilities and skills (Kashkarieva, 2022a; Kashkarieva, 2022b). The first decree by S. Zhaparov Kyrgyz Republic President "The spiritual and moral development of citizens and physical education" was issued on January 29, 2021 aimed to support citizens education through development of high moral standards, customs, traditional family and social values, healthy lifestyle, Kyrgyz people culture richness and uniqueness (Bektanova, 2016; Bekmuratova et al., 2020).

Interdisciplinary communication reveals the general principles in the students' education, divided into types and relevance of facts, laws, examples, figures, tables and interdisciplinary relationships through methods of comparing fact that all objects complement with each other. Interdisciplinary communication is the basis for students' full development, which is a didactic condition (Zhutanova, 2012; Zhutanova, 2013) for improving the entire learning process and all its functions

(Zulushova et al., 2021; Ismanalieva et al., 2022).

Kyrgyz Republic is based on the best domestic education traditions and international experience, creates a flexible, transparent, modern educational system in accordance with modern requirements. In future students education to multiculturalism we use a wide range of concepts on multicultural education and one of the main tasks of it is to reveal their meaning and to form an understanding of the means and role of multicultural education.

The concept "ethnoculture" as a social and cultural phenomenon that has a direct impact on the general direction, content, educational and training technologies in educational process in Kyrgyzstan. "Ethnoculture" in its essence including concepts "ethnos", "nation" and "culture", which are inseparable spiritual indicators of social development (Marazykov et al., 2022). Multicultural education and upbringing in modern education are not only conditioned by requirements of globalization, but also become part of foreign philosophy and pedagogy as a phenomenon aimed at living in harmony and gratitude with other nation representatives.

Culture is not only an indicator of long term historical process, but also level of people culture living side by side at different stages, it is a spiritual tool reflecting subjective social behavior of a particular nation and individual. It should be noted that customs and traditions play an important role in the education of a multicultural person (Babaev et al., 2020).

Customs are accompanied by various rituals and ceremonies. The word "tradition" has a general, stable meaning reflecting national psychology, accepted and formed in

people, and considered as a measure of life and behavior. The term "custom" has a more individual character than the tradition, and can be explained as an attitude of each person towards culture, as implementation of above mentioned national traditions (Koldoshev, 2016). The scientist Kh. Karasaev's dictionary defines following terms: tradition, customs, glory, honor, dignity and each of these words has a separate meaning, regardless of whether they are marked as synonyms (Karasaev, 1984). Custom defined as a traditional component, different customs and traditions consist of certain rules and norms.

2. Research materials and methods

In this work, scientific analysis methods based on scientists theoretical opinions, modeling, pedagogical experiments, testing and questionnaires with interviews were performed. Theoretical and methodological bases of multicultural education studied according to issues through teaching foreign languages, mathematics and other subjects. Tolerance education issues considering pedagogical conditions for development of students' intercultural competence were analyzed (Batyraliev & Abdullaeva, 2022).

3. Results and discussions

During the study, students were divided into two groups: experimental ($n = 30$) and control ($n = 31$). The participants of experimental group were trained the new technology of education in a "special class". The training of participants in the control group was carried out according to traditional educational technologies. The relative results of the groups in the initial and final tests are shown in Table 1.

Table 1. Comparison of independent groups in terms of "Initial" with "Final" testing.

Indicator		Experimental	Control	Differences statistical significance	
				χ^2	P
Initial testing	excellent	6 (20%)	4 (13%)	0.418	0.937
	good	9 (30%)	7 (22%)		
	average	12 (40%)	12 (37%)		
	satisfactory	3 (10%)	8 (19%)		
Final testing	excellent	12 (40%)	6 (20%)	8.095	0.045
	good	10 (34%)	9 (29%)		
	average	7 (25%)	14 (44%)		
	satisfactory	1 (1%)	2 (7%)		

Thus, according to results obtained after pedagogical experiment, it can be concluded that the methods used in experimental group have advantages in their effectiveness. Results obtained can be explained by interest of students in a new format of education. Because today's youth perceives information technology as an inseparable attribute in their personal lives. Consequently, completing assignments directly through Microsoft or YouTube increased their interest.

More specifically, educational videos were upload could be viewed multiple times at any time. This format gave a significant advantage over the control group. Because, participants in the control group had single opportunity to get acquainted with the grammar materials in classroom. Students noted that opportunity to work in a project team while sitting at home saves time and spends it directly on the project, as well as the quality of performing such tasks (Di Marco et al., 2020).

The first normative definitions to the concept "multicultural education" was given in 1977: "Education defines multicultural education including the content and organization of pedagogical process, which is characterized by linguistic, ethnic, national or racial characteristics, two or more cultures. The issues of multicultural education in pedagogy have been actively studied since the end of the twentieth century. The conceptual basis of the problem was developed by Russian scientists: A.I. Belogurov, I.S. Bessarova, I.U. Bolten, P. Gorsky, O.V. Gukalenko, A.N. Dzhurinskii, G.D. Dmitriev, F.N. Ziatdinova, Z.A. Malkova, L.L. Suprunova, E.R. Khakimova (Osipova, 2019).

Currently, transformation of education system in relation to information technology also affects learning of foreign languages. In the learning process, the development of new information technologies, methods of using Internet resources, the ability to work with computer programs is becoming more

widespread. Information-research activities carried out by students in modern conditions based on modern information processes (search, storage, processing, and transfer), the use of research methods (systematization, summarization, selection, etc.) can be considered as a process of acquiring new knowledge. As for the didactic potential of information and communication technologies, pedagogical community has positively assessed the potential of information and communication technologies.

In order to study the current circumstances, modern model of multicultural education of future teachers with results and pedagogical conditions an elective course named "Educating future teachers to develop multiculturalism in students" has been developed and has following resources on folk pedagogy including traditions, proverbs, games and videos. This elective course was taught to students of Pedagogy, Psychology and Physical Education faculty in Osh State University and to graduate students of the Kyrgyz-Uzbek University, on the basis of which research was conducted.

Conclusion

Despite the current need to introduce a hybrid format full of online learning, there are a number of obstacles in implementation. Of course, these problems can be technical, as ability of students or teachers to successfully use technology or organizational curriculum adaptation, curriculum in changing. Therefore, in order to achieve desired results in teaching English as well as mathematics, it is necessary to combine online and offline classes, carefully plan teaching methods and testing forms in advance.

In particular, we can suggest that educating future teachers in a multicultural

way should be included in schools students subject curriculum. Cultivation of multiculturalism along with multicultural education includes: 1) strengthened interethnic relations; 2) increased interests and respect, honor and culture of other nations' customs and traditions; 3) prevention of inter-ethnic conflict; 4) change in attitude of younger generation towards other nation people.

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