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THE IMPORTANCE OF ENRICHING UNIVERSITY TEACHING CONTENT WITH REGIONAL MATERIALS

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This paper investigates the importance of integration of regional context in the university educational materials. Regional context refers to the integration of cultural, historical, linguistic, economic and social features specific to a given region within the educational process. This inclusion of local cultural and historical contexts enhances students' subject understanding, fosters a sense of identity and strengthens the relationship between the university and the surrounding community. The research aim is to evaluate the effectiveness of regional materials in university English language teaching. This research employed a pedagogical experiment as its primary empirical method. Findings from the experiment demonstrated that using regional-based materials positively influenced students' motivation, as well as their cognitive and communicative competences. Furthermore, students exhibited heightened interest in the subject studies, increased engagement with the learning process and greater classroom participation. The application of region-based materials rendered the learning experience more meaningful and closely aligned with real-life contexts, thereby contributing to the development of critical thinking and the practical application of knowledge. The analysis of the experimental outcomes confirmed that embedding regional dimensions into the curriculum not only enhances the overall quality of education, but also promotes the development of students' intercultural competence, appreciation for cultural diversity and regional heritage. The results of our experiment verify that including regional content into the curriculum develops students' intercultural competency, understanding cultural diversity and connection to the regional history in addition to improving the overall quality of education.

Key words: regional approach, development of teaching materials, teaching at university, national values, university teaching content, regional materials.

УНИВЕРСИТЕТТІҢ ОҚУ МАЗМҰНЫН АЙМАҚТЫҚ МАТЕРИАЛДАРМЕН ТОЛЫҚТЫРУДЫҢ МАҢЫЗЫ

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Бұл мақалада университеттің оқу мазмұнына аймақтық материалдарына енгізудің маңыздылығы зерттелген. Аймақтық контекст білім беру үдерісінде белгілі бір аймаққа тән мәдени, тарихи, лингвистикалық, экономикалық және әлеуметтік ерекшеліктердің интеграциясын білдіреді. Бұл жергілікті мәдени және тарихи материалдарды енгізу студенттердің пәндік түсінігін арттырады, бірегейлігін сезінуге ықпал етеді және университет пен оның айналасындағы қауымдастық арасындағы қарым-қатынасты нығайтады. Бұл зерттеудің мақсаты – университетте ағылшын тілін оқытуда аймақтық материалдардың тиімділігін бағалау. Зерттеуде негізгі эмпирикалық әдіс ретінде педагогикалық эксперимент қолданылды. Эксперимент нәтижелері аймақтық материалдарды қолдану студенттердің мотивациясына, сондай-ақ олардың танымдық және коммуникативтік құзыреттіліктеріне оң әсер еткенін көрсетті. Сонымен қатар студенттер пәндік зерттеулерге оқу үдерісіне деген қызығушылықтарын арттырды және сабаққа белсене қатысты. Аймақтық материалдарды қолдану оқу тәжірибесін мағыналы және нақты өмірлік контексттермен тығыз үйлестірді, осылайша сыни тұрғыдан ойлауды дамытуға және білімді іс жүзінде қолдануға ықпал етті. Эксперименттік нәтижелерді талдау аймақтық материалдарды оқу жоспарына енгізу жалпы білім беру сапасын арттырып қана қоймай, сонымен қатар студенттердің мәдениетаралық құзыреттілігін дамытуға, мәдени әртүрлілікті бағалауға және аймақтық мұрамен қарым-қатынасқа ықпал ететіндігін растады. Біздің экспериментіміздің нәтижелері аймақтық мазмұнды оқу бағдарламасына енгізу студенттердің мәдениетаралық құзыреттілігін, мәдени әртүрлілікті түсінуін және жалпы білім беру сапасын жақсартумен қатар аймақтық тарихпен байланысын дамытатынын растайды.

Түйінді сөздер: аймақтық көзқарас, оқу материалдарын әзірлеу, университетте оқыту, ұлттық құндылықтар, университеттің оқу мазмұны, аймақтық материалдар.

ВАЖНОСТЬ ОБОГАЩЕНИЯ СОДЕРЖАНИЯ УНИВЕРСИТЕТСКОГО ОБУЧЕНИЯ РЕГИОНАЛЬНЫМИ МАТЕРИАЛАМИ

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В данной статье исследуется важность учета регионального контекста в университетских учебных материалах. Региональный контекст – это интеграция культурных, исторических, лингвистических, экономических и социальных особенностей, характерных для данного региона, в образовательный процесс. Такое включение местных культурных и исторических контекстов улучшает понимание студентами предмета, развивает чувство идентичности и укрепляет отношения между университетом и окружающим сообществом. Цель данного исследования – оценить эффективность региональных материалов в преподавании английского языка в университете. В качестве основного эмпирического метода использовался педагогический эксперимент. Результаты эксперимента показали, что использование региональных материалов положительно повлияло на мотивацию учащихся, а также на их когнитивные и коммуникативные компетенции. Кроме того, учащиеся проявили повышенный интерес к изучению предмета, большую вовлеченность в учебный процесс и более активное участие в аудиторных занятиях. Использование региональных материалов сделало процесс обучения более осмысленным и тесно связанным с реальными условиями жизни, тем самым способствуя развитию критического мышления и практическому применению знаний. Анализ результатов эксперимента подтвердил, что включение региональных аспектов в учебную программу не только повышает общее качество образования, но и способствует развитию межкультурной компетенции учащихся, уважению к культурному разнообразию и региональному наследию. Результаты нашего эксперимента подтверждают, что включение регионального содержания в учебную программу развивает у учащихся межкультурную компетентность, понимание культурного разнообразия и связь с региональной историей в дополнение к повышению общего качества образования.

Ключевые слова: региональный подход, разработка учебных материалов, преподавание в университете, национальные ценности, содержание обучения в университете, региональные материалы.

Introduction. In today's globalized world, higher education must prepare highly qualified competitive professionals who can quickly adjust to ongoing changes, comprehend the features and demands of their country, embrace national values, and actively contribute to the nation's economic, social and cultural advancement. Instilling an understanding of national values in university students is essential, as it equips future professionals to represent their country on the global stage, grasp the profound significance of concepts like homeland and state, celebrate their nation's identity and serve their country with dedication.

Enriching university content with regional materials plays a significant role in achieving educational goals by incorporating the socio-economic, cultural and environmental features of a specific region. This approach contributes to the development of professional competencies that are relevant to specific local contexts. Furthermore, it enhances the overall quality of education by aligning academic programs with regional needs. Universities are therefore in a better position to produce highly sought-after professionals and to promote closer links with government agencies, businesses and civil society organizations.

The study of this topic will not only help to increase the efficiency of higher education, but also to strengthen its contribution to regional development. In addition, it contributes to the formation of a more flexible and adaptive educational environment, capable of responding promptly to the challenges of time and the challenges of time and the changing needs of local communities. The research findings can be the foundation for the educational programs, new courses and teaching strategies taking into account regional realities.

Modern university education transforms constantly, striving to meet the demands of the time and labor market as well as the expectations of students. In this context, university teaching content plays a key role, since it forms the basis of professional knowledge, skills and competencies of future specialists. The development and updating of educational content is becoming the subject of scientific discussions concerning not only its structure, but also its relevance, interdisciplinarity, cultural sensitivity and adaptability to regional and global realities.

The importance of university teaching content has been discussed by researchers since it has a key influence on the formation of students' professional competencies, the development of critical thinking and the preparation of graduates for the requirements of the modern economy and society. Researchers emphasize the need to update and enrich educational content, taking into account regional, cultural and industry specifics, to increase its relevance and effectiveness [1, p.85]. Mastul emphasized the crucial role of university teachers in engaging students in the learning process through collaborative and supportive learning environment. University instructors play a crucial role in fostering students' perseverance in learning and developing their creativity by engaging them in research initiatives and hands-on learning experiences [2, p.54].

Pineda-Alfonso and others think that university changing the approach to teaching content leads to changes in teaching methods [3, p.98]. J.L. Medina and others consider university teaching content as a result of integration of pedagogical and practical knowledge of teachers. Particular attention is paid to the reflexive-dialogical dimension, which allows for a deeper understanding of how teachers meaningfully transform educational material in teaching practice [4, p.69]. Given these approaches to understanding the content of university education, it becomes obvious that the transformation of content is inevitably associated with the contextualization of education. In this light, the inclusion of regional materials reflects the different socio-cultural and economic characteristics of diverse regions and contributes to a deeper and meaningful adaptation of educational content to the real conditions of students' future professional activities.

Regional materials are educational materials that provide an opportunity to acquire theoretical knowledge and develop practical skills, the content of which includes the history, culture, art, characteristics, and lifestyle of the region.

Many researchers note that this approach contributes not only to the formation of professional competencies in demand in specific conditions, but also to the development of a sense of identity, civic responsibility and commitment to the sustainable development of the region in students.

D.K. Kurmanayeva believes that use of regional perspectives in the educational process, which is that regional materials contribute to the ability of a student to adapt his professional skills and critical thinking to the specifics of a particular workplace and region, since they have great methodological significance in terms of increasing the opportunities for regional social adaptation in the event that a future specialist moves to a new geographical or administrative region [5, p.4].

In this context, K.R. Kalkeyeva believes in her work that the content of education should be based on the humanistic orientation of education, which is focused on the individual's free development as a citizen of the Republic of Kazakhstan [6, p.8].

Zhubatkanov K.Zh. drew attention to the priority of understanding history and noted that the development of Kazakhstan's national consciousness and pride, historical memory, and understanding of the

objective and true history of Kazakhstan from ancient times to the present are all crucial in this period of independence, when there is an active process to revitalize the spirituality of society [7, p.8].

The opinions of these scientists on the knowledge of history allow us to conclude in our study that the use of regional historical and cultural information in the educational process contributes to the formation of a system of spiritual values, principles and ideals in students paying attention to their professional enhancement.

Thus, based on the views of the mentioned scholars, it can be said that the inclusion of regional historical and cultural information in the educational process contributes to the formation of spiritual values, moral orientations and professional and personal development of students. The integration of local historical and cultural materials into educational process helps students enhance their moral and spiritual values as well as professional growth. In this regard, the principles on which enrichment of educational content is built are of special importance: *regional integrity, adaptation, harmonious combination of professional and regional knowledge, as well as consideration of the educational route of the future specialist.*

N.A. Koroshchenko came to the conclusion that regional materials used in the educational process have didactic, cultural, pedagogical, and social characteristics. Their explanations are given in the following table [8, p.123].

Table 1 – Characteristics of regional materials given by N.A. Koroshchenko

didactic	The content of the process is aimed at improving the knowledge and skills of an individual, taking account the characteristics and values of each region of the country.
cultural	The content of selected, sorted materials includes information about the cultural life of the region, and is focused on understanding oneself, others and the world.
pedagogical	Personal development through mastering the material and spiritual realities of the regional community and experience of living in the region

This author also concluded that the use of regional materials addresses the following objectives. They are presented in the table below.

The review of literature made it possible to conclude that the topic of enriching university teaching materials with regional materials is relevant and insufficiently studied. The scholars noted that it is crucial to take into consideration the ecological, socio-economic and cultural features of the region in developing the content of education since it contributes to the development of professional competences.

The issue is that, in the practice of higher education, this subject receives little attention, despite the acknowledged significance of adding a regional component to university teaching resources. In many cases, the content of training remains universalized and divorced from the real conditions of the region in which students study. This reduces the practical significance of education, complicates the formation of competencies relevant to a specific territory, and limits the contribution of universities to regional development. In addition, there is a lack of a sufficient number of methodological developments and studies that allow for the effective integration of regional characteristics into the educational process.

The aims and objectives. The purpose of this study is to substantiate the significance of enriching university teaching content with regional materials, and test their effectiveness in the educational process through a pedagogical experiment. To achieve the aim of the research the following objectives have been set: to examine the theoretical foundations of the research problem, to develop teaching materials based on regional content and to conduct an experiment to evaluate the effectiveness of using regional materials in English language teaching.

Materials and methods. To assess the effectiveness of incorporating regional materials into the university educational process, a pedagogical experiment was conducted. For this experiment aimed at determining the effectiveness of using regional materials in teaching English the experimental and control groups were formed. These groups were established with due to ensure comparability in the main parameters that could potentially influence the research outcomes, including the learners' English proficiency, age, content of the curriculum and conditions of the organization of the learning process.

For the evaluation of the comparability of the groups the distribution of students across proficiency levels and mean scores obtained at the diagnostic stage were analyzed. Statistical comparison (Pearson's χ^2 criterion) made it possible to determine whether any statistical difference existed between the experimental group and control group at the beginning of the experiment. The results showed no statistically differences between two groups.

The experiment was conducted at L.N. Gumilyov Eurasian National University. The purpose of this experiment was to demonstrate that integrating regional content into university courses enhances students' motivation, cognitive abilities, and communication skills. Our experiment was conducted within the context of teaching English to students majoring in Tourism. Two groups were selected for the study: one served as the experimental group, while the other acted as the control group. The Tourism major was chosen deliberately, as its curriculum includes a course on Kazakhstan Country Studies, making it particularly suitable for the integration of regional materials.

As previously noted in the literature review by N.A. Koroshenko, regional materials contribute to increased student motivation, cognitive development, and overall academic growth. Based on this framework, the experiment focused on three key components: motivational, cognitive, and communicative [8, p.125]. The communicative component was emphasized in particular, as it represents one of the most essential skills in English language learning. For each component, specific levels and assessment criteria were established to measure students' progress effectively.

The following table presents detailed information about the components, their corresponding levels, and evaluation criteria.

Table 2 – Information about the components, levels and criteria

Components	Levels	Criteria
motivational	high	A clear interest in learning and improving regional materials, and fully understands the importance of regional values.
	moderate	There is a slight interest in learning regional material, but they do not fully comprehend their importance, and they need to explain the meaning of regional values and develop a value system
	low	There is an interest in mastering regional materials, but it requires development, and an understanding of the importance of regional values needs to be supplemented.
cognitive	high	Their regional knowledge is systematic, comprehensive, they are well-versed in the historical and cultural features of the region, and they fully understand the need and importance of regional knowledge for future specialists.
	moderate	Although there is a system of regional knowledge, it is incomplete, only general information is mastered, there is a desire to develop regional knowledge, but it is not constant, it requires systematic, comprehensive, and in-depth education.
	low	There are gaps in regional knowledge, it is necessary to increase motivation to master regional materials, explain the need for regional knowledge and improve regional knowledge.
communicative	high	Able to work independently with regional materials, make decisions, communicate based on regional knowledge, perform learning tasks based on regional materials at a high level, reading and listening skills are predominant, and pronunciation and writing tasks are fully completed.
	moderate	They are active in solving learning tasks based on regional materials, but lack the ability to work independently, have difficulty making decisions on their own, and although their reading and listening skills are quite good, their writing and pronunciation skills need to be developed.
	low	Poor ability to work independently using regional materials, reading and listening skills need improvement, writing and speaking skills are not developed. Lack of desire to solve problems independently.

The experiment lasted for three months and involved a total of 44 students, with 22 students in each group. The table below presents detailed information about the respondents; their gender, age and level of English. And all respondents study on their first year of study.

Table 3 – Information about the respondents

Experimental group						Control group					
Age		Gender		Level		Age		Gender		Level	
16-17	7	male	4	Element.	5	16-17	10	male	3	Element.	4
18-19	13			Pre-interm.	8	18-19	11			Pre-interm.	3
20-more	2	female	18	Interm.	9	20-more	1	Female	19	Interm.	15

This pedagogical experiment included all three stages (diagnostic, treatment and final). We selected specific methods for each component.

The motivational component was assessed using a survey developed by Belonogova, consisting of 20 questions aimed at evaluating students' interest and engagement [9, p.100].

The cognitive component was measured through a regional awareness test containing 20 questions, designed by the researchers.

The communicative component was evaluated using an English language test that assessed students' speaking, reading, writing, and listening skills.

For the communicative component the authors developed a communication test designed to assess four English language skills: reading, listening, writing and speaking. All test materials were related to the regional content including the history, culture, traditions and geography of Kazakhstan.

The test was scored out of 100 points. To determine the reading level of BT and ET students, a text with regional content was given and the students answered questions based on the text. We asked 10 questions based on the text, with 2 points awarded for each correct answer, and the student had to score a total of 20 points for reading.

The level of listening was determined by listening to a text with regional content and answering questions. 10 questions were asked for listening, 2 points were given for each correct answer, and the total listening score was 20 points. The level of comprehension was determined by writing an essay on a regional topic. The level of comprehension of students was assessed using the following descriptors (Table 4).

Table 4 – Descriptors for writing assessment

Criterion	Task achievement	Regional knowledge	Vocabulary	Logical organization	Grammar accuracy	Overall
Score	5	10	5	5	5	30

The pronunciation level was determined by speaking on a regional topic. The students' pronunciation level was calculated using the descriptors in Table 5

Table 5 – Speaking assessment descriptors

Criterion	General regional knowledge	Vocabulary	Structural and logical connection	Fluency	Analysis skills	Overall
Score	10	5	5	5	5	30

During the diagnostic stage, all three tests were administered to both the experimental and control groups to establish a baseline. In the formative stage, regional materials were integrated into the curriculum of the experimental group, while the control group continued with their regular English classes without the inclusion of regional content. In the final stage, the same set of tests was administered again to both groups to assess changes and measure the effectiveness of the intervention. To assess the initial comparability of the experimental and control groups according to the cognitive, motivational and communicative criteria mathematical and statistical methods were used. The distribution of students across the identified levels within two groups was compared using Pearson's criterion (χ^2). To define the practical significance of revealed differences Cramer's V was calculated as a measure of effect size. This analysis made it possible to assess the statistical significance of differences ($p > 0.05$), together with a small effect size at the diagnostic stage was interpreted as evidence of the initial comparability of the experimental and control groups.

Results. Our research revealed the following results. The tables below provide the information about the results of motivational component before and after the experiment in the experimental group. These figures demonstrate the dynamics of the control group. These figures demonstrate the dynamics of the control group.

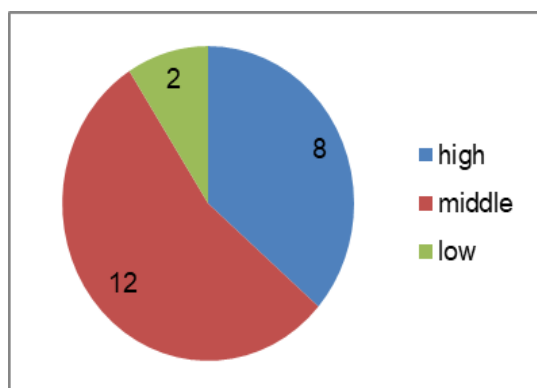


Figure 1 – Results before the experiment

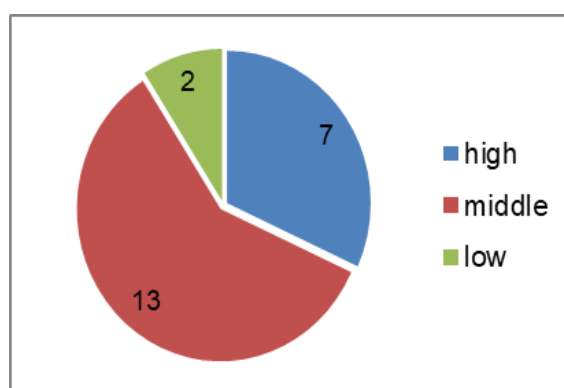


Figure 2 – Results after the experiment

This information demonstrates that control group students' motivation level remained approximately unchanged. These figures demonstrate the results before and after the experiment of the experimental group.

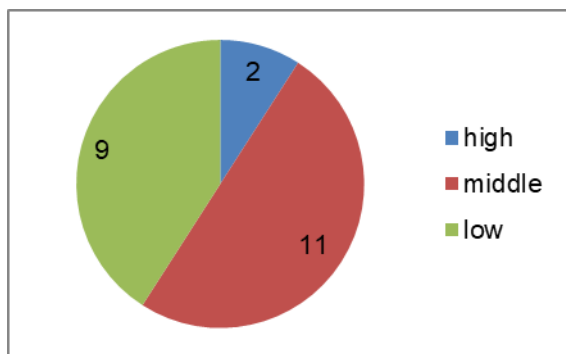


Figure 3 – Results before the experiment

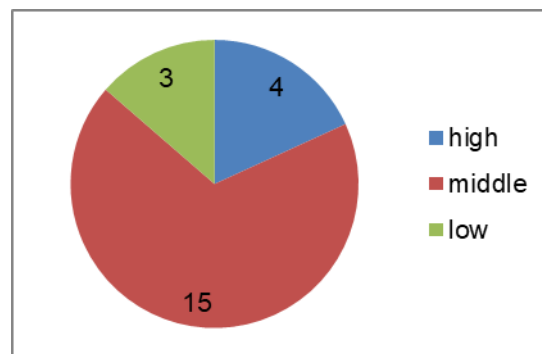


Figure 4 – Results after the experiment

This figure presents the results of the regional awareness test. We can see the results of students' motivation level of both groups. The diagram illustrates the changes in the level of students' motivation before and after the pedagogical experiment. It is evident that in the experimental group there is an increase in the number of students with a high level of motivation after the introduction of regional material, while in the control group there were no significant changes. This confirms the positive influence of the regional component on increasing educational motivation.

These bar graphs present the results of the test conducted in both groups to measure students' regional awareness.

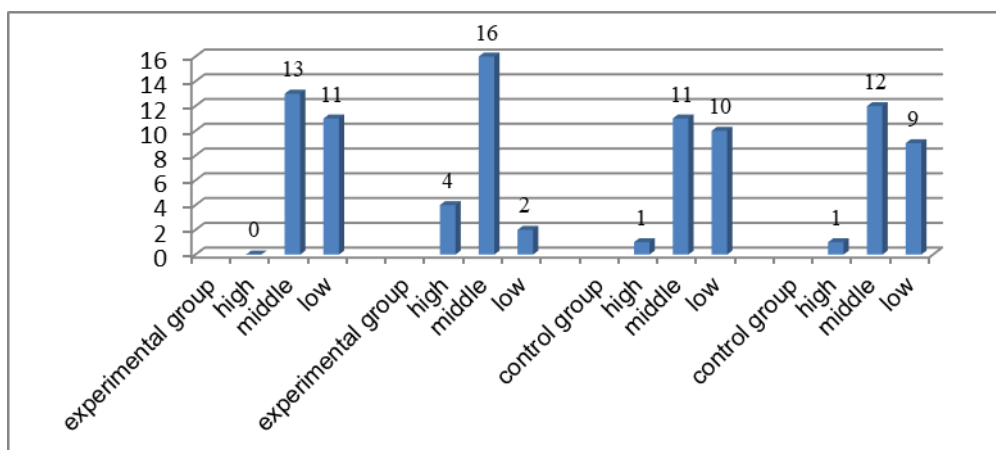


Figure 5 – Results of students' performance on the regional awareness test

Students in the experimental and control groups' levels of cognitive activity before and after the educational experiment are compared in the diagram. The number of students with medium and high levels of cognitive activity increased and the number of students with low levels significantly decreased following the introduction of regional material into the experimental group's educational process. The success of incorporating the regional component in training is demonstrated by the lack of substantial changes in the control group. These figures indicate the results of the language test in both groups before and after the experiment.

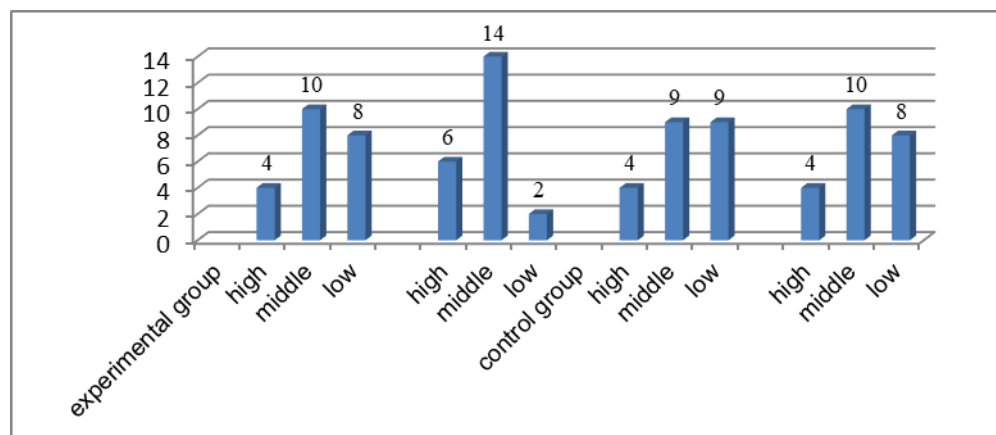


Figure 6 – Results of the communicative test

The chart shows data on formation level of the communicative component in the experimental group. Most students showed an average level of communicative skills. A low level is observed in almost half of the group, while only a few (2 people) demonstrated a high level of formation. This indicates the need for further work on the development of communicative competence. In the second figure, we observe an overall increase in the level of motivation of students. We could observe that students with high level motivation grew by 2, those with a middle level rose by 3, while low level motivation students reduced significantly from 9 to 3.

Overall, the results demonstrate positive dynamics across all three components in the experimental group. The most significant change was seen in the cognitive component. The number of students with a high level increased from 0 to 4, while middle level students from increased from 13 to 16. At the same time the number of students with a low level decreased from 11 to 2. This change was statistically significant $\chi^2=10.474$, $p=0.005$, Cramer's $V=0.477$, indicating a moderate effect size. In the motivational component we also see the positive change, $\chi^2=9.364$, $p=0.005$, Cramer's $V=0.475$. This result indicates that the distribution of students across the three motivation levels changes significantly after the intervention, with a general change to higher levels. The communicative component showed statistically positive dynamics $\chi^2=8.359$, $p=0.005$, Cramer's $V=0.451$.

The findings indicate that the intervention was associated with positive and statistically significant changes in all three components of the students' development. The effect sizes suggest that these changes were of moderate magnitude, with the strongest effect seen in the cognitive component.

Discussions. The aim of our research was to evaluate the effectiveness of incorporating regional materials into university education. During the formative stage of the experiment, we introduced regional content into the teaching process for the experimental group using the textbook *Kazakhstan Regions in Focus*, which was developed by our team and approved by the Academic Board of ENU [10, p. 5-10]. This textbook, comprising 15 units, offers English language learning materials based on the regions of Kazakhstan. It adopts a regional approach to higher education, aiming to improve students' communicative competence in a foreign language by strengthening their oral and written skills in historical, geographical, cultural, and professional contexts. Developed with the use of modern educational technologies, the textbook encourages students' cognitive and creative activity. It features engaging content and a well-structured system of exercises designed to integrate speech skills and language knowledge through various methods. All tasks are framed within theoretical and real-life situations, providing meaningful practice based on the regional specifics of Kazakhstan. The main content was developed based the materials of the National sacred sites of Kazakhstan [11, p.5-8]. Table 6 demonstrates the content of the textbook based on the regional content.

Table 6 – The content of the textbook “Kazakhstan Regions in Focus” (shortened)

Units	Theme	Reading	Listening	Speaking	Writing
Unit 1 Welcome to South Kazakhstan	Natural beauties of South Kazakhstan	The Sharyn Canon, Turgan Waterfalls	Khan tengri	Speaking about natural beauties in South Kazakhstan	Writing a paragraph to support the given ideas
Unit 2 Welcome to South Kazakhstan	Mysteries Of South Kazakhstan monuments	Akyrtas Palace Complex, Cave Akmeshit	Issyk Mound	Speaking about recreation of historical monuments	Writing an official letter to the dean of the faculty
Unit 3 Welcome to South Kazakhstan	Home of the national treasures	Arystan Bab Mausoleum, Kozha Ahmet Yasawi Mausoleum	Aisha Bibi Mausoleum	Comparing mausoleums in South Kazakhstan and a foreign country	Writing a paragraph Comparing three mausoleums in South Kazakhstan
Unit 4 Welcome to South Kazakhstan	Mysteries of South Kazakhstan monuments	Akyrtas Palace Complex, Cave Akmeshit	Issyk Mound	Speaking about recreation of historical monuments	Writing an official letter to the dean of the faculty
Unit 5 Welcome to West Kazakhstan	Sacred underground constructions	Beket Ata, Karaman Ata, Shopan Ata Underground mosques	Shakpak Ata underground mosque	Speaking about plans of visiting underground mosques	Writing about similarities and differences of underground mosques

The table shows that the textbook structured around a series of thematic units, each designed to develop essential language skills through regional content reflecting Kazakhstan's cultural and historical heritage. The units incorporate materials from various regions of the country, supporting the comprehensive development of students' linguistic competence across all types of speech activity. The themes range from landscapes and historical monuments to sacred sites. Each unit integrates authentic reading, audio resources, written assignments, interactive speaking exercises and audio materials and they all are designed to promote critical thinking, intercultural comprehension and an innovative approach to learning English via the perspective of national identity.

Our findings are consistent with those of Marliana et al. who argue that incorporating local content into the educational process improves students' knowledge through regional place, culture and other issues. This integration is a pivotal component of the curriculum and it facilitates the goals and objectives developing the relevance of learning experiences for local students. In order to accomplish certain educational objectives, they are also instruments for managing the execution of educational activities. Specifically, regional content is a curriculum that includes instructional materials and content. It has to do with the social, cultural, and natural environments as well as the demands of the area where local students are studying [12, p.105].

Moreover, research implications align with findings of following scholars: W. Yang claimed that integration of local historical and cultural materials into university teaching connects education with students' experiences, encouraging participation, and advancing the comprehension of socialist basic principles [13, p.449]. H. Mubarak and others believe that the necessity for teaching materials that contain local and regional content, since both students and instructors reported a preference for such resources. This method increases the educational relevance and actively involves learners, especially in English language instruction [14, p.271]. S. Lestari and et al. think that the inclusion of local literature, language elements, and culturally meaningful themes through a glocalization framework enhances fiction writing materials at the university level, increasing student involvement and contributing to the creation of culturally responsive educational content [15, p.397]. Such content connects teaching materials with students' experience, cultural environment, thereby encouraging their interest and active participation in the educational process. Therefore, the integration of regional materials into the educational process increases the relevance of teaching and contributes to the formation of student-centred educational environment.

We could observe the improvements in other components such as cognition and communication as well. Students completed assignments with greater interest; they were active in discussions and demonstrated their understanding. This approach influenced formation of a sense of identity and pride in the students' native land. Thus, we can conclude that the experiment confirm the effectiveness of using regional materials in the educational process.

Conclusion. Integration of regional materials into university teaching context not only enhances students' subject knowledge but also fosters a sense of appreciation for their cultural heritage. The novelty of the topic of enriching university educational content with regional perspectives lies in the integration of the local context into the educational process, which allows students to develop a deeper understanding of the specifics of their region and develop skills that are in demand in specific socio-economic conditions. This approach rethinks the traditional education model, making it more adaptive, applied and focused on the sustainable development of regions, which was previously insufficiently taken into account in academic programs. It promotes greater engagement in the learning process, making education relevant and related to real-life experiences. In addition, this approach supports the development of intercultural competence, critical thinking and the ability to apply knowledge in both local and global contexts. The findings of our research reflect that incorporating regional content significantly boosts students' motivation, cognitive development and communications skills. It strengthens the relationship between universities and local communities and creates opportunities for joint projects and research.

Conflict of interest: The authors declare no conflict of interest.

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COMMUNICATIVE AND ETHNOPEDAGOGICAL TRAINING OF STUDENTS AS A MEANS OF ENHANCING THEIR PROFESSIONAL COMPETENCE

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The growing interest observed in recent decades places new demands on the education system to prepare the younger generation for life in a multinational and multicultural environment. This preparation includes a deeper study of the cultural heritage of peoples, encompassing diverse traditions and customs, norms of interpersonal relationships, and specific methods for shaping national identity.

Foundational documents of the United Nations and UNESCO designate the cultivation of students in a spirit of peace and respect for other nations as a primary goal. Additionally, the strategy of polycultural and ethnocultural orientation is identified as a priority in education reform, demonstrating the extent to which its objectives, tasks, content, and teaching methodologies are directed towards the development and socialization of the individual as both an ethnic subject and a citizen of a multinational state capable of self-determination within the context of a diverse global civilization. The state's ethno-political strategy in education paves the way for the targeted use of elements of ethnoculture in pedagogical processes. However, the development of contemporary models of ethnocultural education, which takes into account the ethnopedagogical and ethnopsychological characteristics of personality formation and the specifics of intercultural interaction, remains insufficiently developed. Existing programs for the training and retraining of future educators have yet to fully reflect the rich body of ethnocultural knowledge. This knowledge enables a deeper understanding of the values, meaning, and significance of the heritage of the past in shaping individuals, society, and humanity as a whole.

Key words: education, heritage of the past, folk culture, personality formation, pedagogical potential, concept, competence.

КОММУНИКАТИВТІК-ЭТНОПЕДАГОГИКАЛЫҚ ДАЙЫНДЫҚ СТУДЕНТТЕРДІҢ КӘСІБИ ҚҰЗЫРЕТТІЛІГІН АРТТЫРУ ҚҰРАЛЫ РЕТІНДЕ

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Соңғы онжылдықтарда тарихи өткенге деген қызығушылықтың артуы – өскелең ұрпақты көпұлтты және полимәдениетті ортада өмір сүруге дайындау бөлігінде білім беру жүйесіне жаңа талаптар қояды. Бұл дайындық әртүрлі дәстүрлер мен әдет-ғұрыптарды, тұлғааралық қатынастар нормаларын, сондай-ақ ұлттық бірегейлікті қалыптастырудың нақты әдістерін қамтитын халықтардың мәдени мұрасын терең зерттеуді қамтиды. БҰҰ мен ЮНЕСКО-ның негізгі құжаттарында оқушыларды беібітшілік рухында тәрбиелеу және басқа халықтарға құрмет көрсету басым мақсат ретінде айқындалған. Сонымен қатар, полимәдениетті және этномәдени бағыттағы стратегия білім беруді реформалаудың басымдығы ретінде танылады, бұл оның мақсаттары,