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## FORMATION OF NATIONAL VALUES OF FUTURE TEACHERS THROUGH THE INTEGRATION OF FOLK TRADITIONS IN THE DIGITAL EDUCATIONAL ENVIRONMENT

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**Abstract.** The article is devoted to the theoretical and practical aspects of forming national values in future educators through the integration of folk traditions into a modern digital educational environment. The study provides a detailed analysis of the educational potential of cultural heritage, historical traditions, and ethnocultural experience, which contribute to the development of students' moral, ethical, civic-patriotic, and cultural orientation. To preserve cultural uniqueness, foster critical thinking, enhance creative abilities, and organize interactive learning practices, effective methods for applying digital technologies, interactive educational platforms, multimedia resources, and educational applications are proposed.

In addition, the article presents the results of a pedagogical experiment demonstrating the high effectiveness of digital educational platforms and innovative projects based on folk traditions in shaping the national values of future educators, strengthening their spiritual and moral development, and enhancing their professional competence. The data obtained during the study allow for the development of methodological principles and practical recommendations for the effective integration of national values into the modern educational system for both educational and upbringing purposes. The approaches proposed in the article are aimed at fostering cultural awareness in future educators, developing responsibility for professional activity, and enhancing their ability to effectively implement educational innovations.

**Keywords:** national values, folk traditions, digital educational environment, teacher training, professional development, Kazakhstan.

### Introduction

The modern world is characterized by rapid changes driven by globalization, digitalization, and cultural integration. These processes create new opportunities for the exchange of knowledge, technologies, and pedagogical practices, while simultaneously posing challenges for education in terms of preserving cultural identity, national traditions, and societal moral guidelines. In the context of globalization, the ability of educational systems to maintain cultural uniqueness, transmit spiritual and ethical values, and foster stable moral orientations in students becomes particularly important. Moreover, contemporary education is tasked with developing students' critical thinking, creativity, and intercultural competence, ensuring that they can navigate a diverse and rapidly changing global environment without losing sight of their own cultural heritage. The integration of digital technologies and interactive learning practices provides a unique opportunity to combine traditional knowledge with innovative educational approaches, thereby supporting holistic personal development and the formation of responsible, culturally aware, and socially engaged citizens.

Education plays a strategic role in transmitting cultural heritage, shaping moral and ethical values, and strengthening the national identity of future specialists, including teachers, who play a key role in nurturing the younger generation. The teaching profession involves not only the transmission of knowledge but also the formation of value orientations, respect for cultural traditions, civic responsibility, and patriotism (Noddings, 2013).

A.A. Leontiev emphasizes that cultural and moral values shape consciousness, social behavior, and professional competence, ensuring generational continuity and preserving cultural memory [1]. I.A. Zimnya and V.V. Safonova note that education is a mechanism for transmitting values, moral norms, and civic responsibility, fostering students' conscious attitude toward national culture and spiritual heritage [2, 3]. These studies confirm that value-oriented learning is an integral part of professional teacher training.

Recent studies show that folk traditions play a key role in fostering patriotism, tolerance, and ethical norms among students. Z.B. Kulanova and S.R. Akhmetova point out that engaging students in the study of folk traditions contributes to the development of their value-based and cultural identity [4]. International researchers, such as H. Gardiner and M. Khan, confirm that integrating cultural heritage and digital technologies into educational processes promotes the development of moral and ethical competencies in students [5, 6].

Digital technologies radically transform teaching methods and interaction forms. Online platforms, multimedia resources, and virtual simulations allow students to actively engage in the study of folk traditions, cultural narratives, and national heritage. V.V. Rudenko emphasizes that using digital tools in the educational process fosters independence, critical thinking, and creative and analytical skills [7].

Effective integration of digital technologies requires high digital competence of teachers, development of adaptive strategies, and active use of interactive teaching methods [8]. The digital educational environment provides opportunities for involving students in research activities, project-based learning, and virtual interaction with cultural objects, enhancing motivation and facilitating the acquisition of national values [9, 10, 11].

Recent research also highlights the importance of blended learning, gamification, and interactive educational platforms for developing cultural literacy and value-based education. For example, Mishra and Koehler, within the TPACK framework, emphasize the need to integrate technological, pedagogical, and content knowledge to improve teaching effectiveness [12]. Shishov's studies demonstrate that digital simulations and educational projects based on folk traditions significantly increase students' cultural awareness and ethical competence [13].

Thus, forming the national values of future teachers through the integration of folk traditions within the digital educational environment represents a strategic task in contemporary teacher education. This approach effectively combines cultural, moral, and technological components of learning, ensuring the holistic development of future educators, the establishment of professional-ethical positions, and the consolidation of a patriotic identity. By engaging students with culturally grounded content through interactive and digital platforms, it promotes critical thinking, creativity, and reflective pedagogical practice. Moreover, it creates conditions for preparing specialists capable of preserving, interpreting, and transmitting national heritage in a globalized and digitally mediated educational space, while simultaneously equipping them with the competencies necessary to navigate and innovate within modern educational technologies. This integrated approach not only strengthens the professional and personal development of future teachers but also contributes to the sustainability of cultural knowledge and the continuity of national traditions in the context of rapidly evolving educational and societal environments.

**Materials and methods of research.** The study was conducted at Mahambet Utemisov West Kazakhstan University with the participation of 78 students of the Faculty of Pedagogy. The aim was to identify the features of forming national values of future teachers through the integration of folk traditions in the digital educational environment.

The methodological base included pedagogical and socio-cultural methods. Pedagogical methods focused on studying educational practices related to mastering national culture and values through project-based activities, interactive lessons, and digital educational platforms. Socio-cultural methods analyzed students' attitudes toward folk traditions, cultural projects, and assessed their motivation to assimilate cultural heritage.

The main data collection tool was a custom-designed questionnaire, covering:

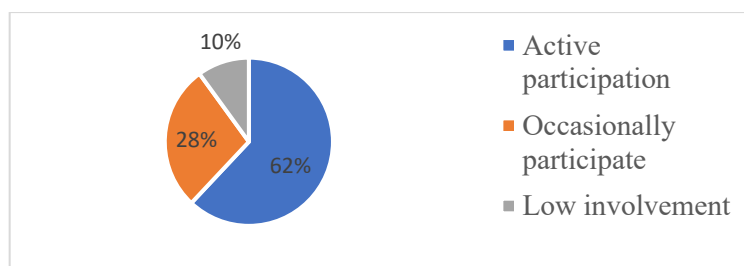
1. Students' attitudes toward studying folk traditions and their role in professional training;

2. Participation in cultural projects and university educational events;
3. Perception of digital technologies as tools for cultural and educational development;
4. Personal motivation and value orientations in learning.

Additionally, observation and analysis of students’ reflective journals were used to track changes in involvement and formation of national values. Data collection was conducted both online (Google Forms) and offline (paper questionnaires).

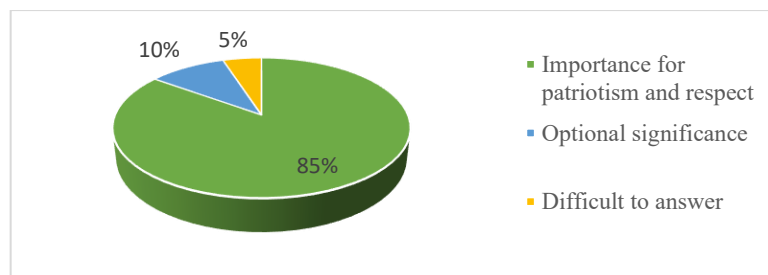
Data analysis included both graphical and statistical methods, with diagrams, charts, and tables illustrating students’ engagement levels, the development of critical thinking skills, and the dynamics of national and moral value formation throughout the course of the experiment. The analysis provided insights into patterns of student participation, effectiveness of interactive and digital learning tools, and the impact of integrating folk traditions into the educational process. Ethical considerations were rigorously observed, including voluntary participation, informed consent, strict anonymity, and the explicit possibility for participants to withdraw from the study at any stage without any consequences. These measures ensured the integrity of the research process and safeguarded the rights and well-being of all participants while maintaining the reliability and validity of the collected data.

**Results and discussion.** Survey results showed that most students had a positive attitude toward studying folk traditions and recognized their importance for personal and professional value formation: 62% actively participated in cultural and educational projects; 28% participated occasionally; 10% reported low involvement due to limited time or lack of project information.



**Figure 1.** Student engagement in cultural projects

Attitudes toward folk traditions: 85% considered studying them important for fostering patriotism and respect for cultural heritage; 10% viewed them as optional; 5% were undecided.

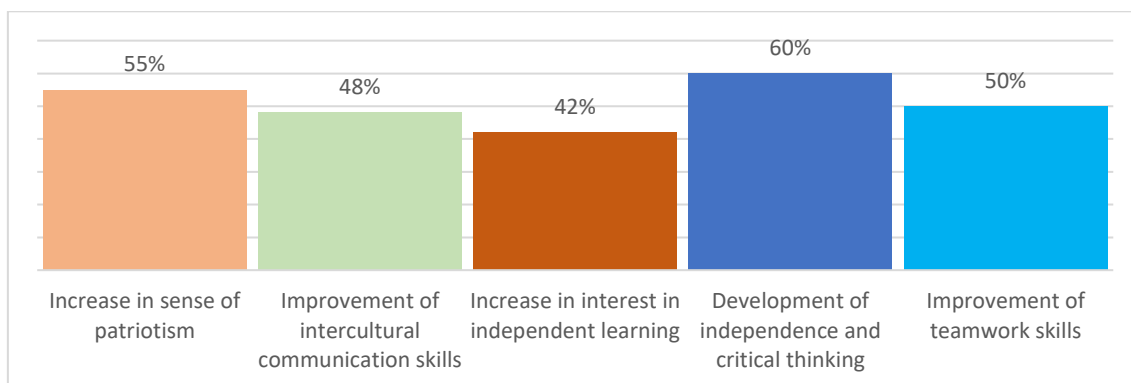


**Figure 2.** Students’ attitudes toward folk traditions

Use of digital platforms (Google Classroom, Moodle, Padlet, Kahoot) enabled active engagement with cultural and pedagogical materials: 70% regularly used digital tools; 20% used them occasionally; 10% did not use digital resources due to low digital competence or limited internet access.

Reflective journals and questionnaires indicated that integrating folk traditions with digital practices positively influenced the formation of national values: growth in patriotism and pride in cultural heritage – 55%; improved intercultural communication and understanding of national

identity – 48%; increased interest in independent study of cultural heritage – 42%; motivation through interactive and project-based learning – 65%; development of independence and critical thinking – 60%; improvement in teamwork and collaborative skills – 50%.



**Figure 3.** Formation of national values among future teachers

Comparison of pre- and post-digital practice data showed sustained positive dynamics in the formation of national values. Online platforms and virtual projects enhanced interest in folk traditions and developed competencies required for professional teaching, including digital literacy, project and research skills, and the ability to apply knowledge in practical situations.

These findings confirm that integrating folk traditions into the digital educational environment is an effective strategy for forming national values in future teachers, combining cultural, moral, and professional development.

**Conclusion.** The study demonstrated that the integration of folk traditions into the digital educational environment serves as an effective instrument for cultivating national values among future teachers. Students acknowledged the significance of engaging with folk traditions for fostering patriotism, respect for cultural heritage, and the development of moral-ethical orientations. The use of interactive learning forms not only enhances students' personal responsibility and cultural awareness but also encourages active participation in educational, research, and cultural projects, thereby reinforcing their professional identity and pedagogical engagement.

Furthermore, digital educational practices were found to effectively develop essential pedagogical competencies, including intercultural communication, critical thinking, project-based learning, research skills, and collaborative teamwork. The implementation of online platforms, multimedia resources, and virtual projects significantly increases student motivation, enriches the learning experience, and aligns academic activities with professional practice. This integrated approach facilitates the simultaneous development of cultural, moral, and professional components within the educational process, ensuring that future teachers are prepared to navigate the demands of a globalized, digitally mediated, and culturally diverse educational environment.

For the sustainable formation of national values in future teachers, it is essential to expand the use of digital platforms and educational projects related to cultural heritage, develop customized methodological tools for digitally supporting the study of folk traditions, and actively implement interactive and project-based learning methods to consolidate students' cultural and ethical competencies. Integrating these strategies enables a structured and consistent approach to fostering moral, cultural, and patriotic orientations, while enhancing students' engagement and reflective practice.

Consequently, the formation of national values through the integration of folk traditions within a digital educational environment ensures the holistic development of future teachers, the establishment of professional-ethical positions, and the consolidation of patriotic identity. This approach prepares educators to responsibly preserve, interpret, and transmit national heritage in a globalized, digitally mediated educational context, while simultaneously equipping them with the

pedagogical competencies necessary to innovate, apply modern technologies, and navigate culturally diverse learning environments.

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## **ФОРМИРОВАНИЕ НАЦИОНАЛЬНЫХ ЦЕННОСТЕЙ БУДУЩИХ ПЕДАГОГОВ ЧЕРЕЗ ИНТЕГРАЦИЮ НАРОДНЫХ ТРАДИЦИЙ В ЦИФРОВОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ**

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**Аннотация.** Статья посвящена теоретическим и практическим аспектам формирования у будущих педагогов национальных ценностей посредством интеграции народных традиций в современную цифровую образовательную среду. В исследовании подробно рассматривается воспитательный потенциал культурного наследия, исторических традиций и этнокультурного опыта, способствующих формированию у студентов морально-этической, гражданско-патриотической и культурной ориентации. Для сохранения культурной уникальности, развития критического мышления, совершенствования творческих способностей и организации интерактивных образовательных практик предлагаются эффективные пути применения цифровых технологий, интерактивных образовательных платформ, мультимедийных ресурсов и образовательных приложений.

Кроме того, представлены результаты педагогического эксперимента, подтверждающие высокую эффективность цифровых образовательных платформ и инновационных проектов, основанных на народных традициях, в формировании национальных ценностей будущих педагогов, укреплении их духовно-нравственного развития и повышении профессиональной компетентности. Полученные в ходе исследования данные позволяют разработать методические принципы и практические рекомендации по эффективной интеграции национальных ценностей в современную образовательную систему с воспитательной и образовательной целью. Предложенные в статье подходы направлены на развитие у будущих педагогов культурного самосознания, ответственности за профессиональную деятельность и способности эффективно применять образовательные инновации.

**Ключевые слова:** национальные ценности, народные традиции, цифровая образовательная среда, подготовка педагогов, профессиональное развитие, Казахстан.

## БОЛАШАҚ ПЕДАГОГТАРДЫҢ ҰЛТТЫҚ ҚҰНДЫЛЫҚТАРЫН ХАЛЫҚТЫҚ ДӘСТҮРЛЕРДІ ЦИФРЛЫҚ БІЛІМ БЕРУ ОРТАСЫНА ИНТЕГРАЦИЯЛАУ АРҚЫЛЫ ҚАЛЫПТАСТЫРУ

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**Аңдатпа.** Мақала болашақ педагогтардың ұлттық құндылықтарын халықтық дәстүрлерді заманауи цифрлық білім беру ортасына интеграциялау арқылы қалыптастырудың теориялық және практикалық аспектілеріне арналған. Зерттеуде студенттердің моральдық-этикалық, азаматтық-патриоттық және мәдени бағдарын қалыптастыруға ықпал ететін мәдени мұра, тарихи дәстүрлер және этномәдени тәжірибенің тәрбиелік әлеуеті жан-жақты қарастырылған. Мәдени бірегейлікті сақтау, сыни ойлауды дамыту, шығармашылық қабілеттерді жетілдіру және интерактивті оқу практикаларын ұйымдастыру мақсатында цифрлық технологиялар, интерактивті білім беру платформалары, мультимедиалық ресурстар мен білім беру қосымшаларын қолданудың тиімді жолдары ұсынылады.

Сонымен қатар, халықтық дәстүрлерге негізделген цифрлық білім беру платформалары мен инновациялық жобалардың болашақ педагогтардың ұлттық құндылықтарын қалыптастырудағы, рухани-адамгершілік дамуын нығайтудағы, кәсіби құзыреттілігін арттырудағы жоғары тиімділігін растайтын педагогикалық эксперимент нәтижелері ұсынылады. Зерттеу барысында алынған деректер заманауи білім беру жүйесінде ұлттық құндылықтарды тәрбиелік және білімдік мақсатта тиімді интеграциялауға арналған әдістемелік принциптер мен практикалық ұсынымдарды қалыптастыруға мүмкіндік береді. Мақалада ұсынылған тәсілдер болашақ педагогтардың мәдени санасын, кәсіби әрекетіне жауапкершілігін және білім беру инновацияларын тиімді қолдану қабілетін дамытуға бағытталған.

**Түйін сөздер:** ұлттық құндылықтар, халықтық дәстүрлер, цифрлық білім беру ортасы, педагогтарды даярлау, кәсіби даму, Қазақстан.