



INTEGRATION OF ETHNOPEDAGOGICAL SPORTS GAMES INTO THE TRAINING OF PRIMARY SCHOOL TEACHERS: METHODS AND PRACTICE

INTEGRACIÓN DE LOS JUEGOS DEPORTIVOS ETNOPEDAGÓGICOS EN LA FORMACIÓN DEL PROFESORADO DE PRIMARIA: MÉTODOS Y PRÁCTICA

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ABSTRACT

The purpose of the study is to identify new methods in the integration of ethnopedagogical sporting games in training the primary school teachers in higher professional training. The study combined theoretical and empirical methods, including historical analysis, surveys of over 350 respondents, and a course program at Korkyt Ata University. The developed model integrated ethnopedagogical ideas into teacher training, emphasizing goals, diagnostics, developmental stages, and criterial assessment to promote health culture and national traditions. The result of the study revealed that, at present the ethnopedagogical science has accumulated a certain theoretical and practical observation of the issues under study. This makes it necessary to build methods and approaches based on the integrating the training primary school teachers using ethnopedagogy in higher professional education context. The research outcomes were determined to the integration of ethnopedagogical sporting games in the school practice of training the primary school teachers.

Keywords:

Integration, ethnopedagogy, sports games, integration in education, professional training.

RESUMEN

El objetivo del estudio es identificar nuevos métodos para la integración de juegos deportivos etnopedagógicos en la formación de maestros de escuela primaria en la formación profesional superior. El estudio combinó métodos teóricos y empíricos, incluyendo análisis históricos, encuestas a más de 350 encuestados y un programa de cursos en la Universidad Korkyt Ata. El modelo desarrollado integró ideas etnopedagógicas en la formación de maestros, enfatizando objetivos, diagnósticos, etapas de desarrollo y evaluación de criterios para promover la cultura de la salud y las tradiciones nacionales. El resultado del estudio reveló que, en la actualidad, la ciencia etnopedagógica ha acumulado cierta observación teórica y práctica de los temas en estudio. Esto hace que sea necesario construir métodos y enfoques basados en la integración de la formación de maestros de escuela primaria utilizando la etnopedagogía en el contexto de la educación profesional superior. Los resultados de la investigación se determinaron para la integración de juegos



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deportivos etnopedagógicos en la práctica escolar de la formación de maestros de escuela primaria.

Palabras clave:

Integración, etnopedagogía, juegos deportivos, integración en la educación, formación profesional.

INTRODUCTION

Ethnocultural education, modernization of the transition from traditional educational system (Wu et al., 2023) that reproduces national ethnic culture to a modern, scientifically, technologically and informationally developed educational process. The problematic conditions for the ethnocultural education modernization is its scientific and methodological conditions. It has become a leading problem for academic and university training (Sergeeva et al., 2021). Nowadays, the unavoidable modernization of the educational sphere need pay attention to the perspectives of the Bologna process (Yakovlev et al., 2025).

Ethnopedagogy in Kazakshtan appeared as situational transformation and national idea enrichment according to the priorities of European Curriculum Framework. National traditional values are also reflected on ethnocultural and ethnopolitical criteria Students should be included in the civilized world of progressive society studying their cultural heritage actively. Finding the priorities between the traditional trends and modernization makes ethnocultural education possible to direct into the mainstreams of the Kazakh national educational system and the world educational context (Mandzhiyeva, 2011; Stavruk et al., 2023).

Since becoming as independent country, Kazakhstan has taken many measures to protect health and ethnic trends of the people through physical education in adapting people to a healthy lifestyle. The strategy of «Kazakhstan-2030» focused on the importance of physical education as a way of forming a Kazakhstani people's healthy lifestyle. It is shown the following definitions: «Our fight against human diseases in the current situations begins by involving the people to lead their healthy lives. Supporting a healthy lifestyle begins with physical education, compliance with hygiene requirements, proper nutrition and sanitary standards» (Dukenbayeva, 2014).

However, despite the researchers' interest and the problems of creating healthy lifestyle culture of future teachers through ethnopedagogy has not still been solved. The reasons of insufficient knowledge has several aspects:

- insufficient development in theoretical-pedagogical foundations during the process of professional training future teacher's health culture by means of ethnopedagogics, reflecting its nature and the improvement possibilities;

- a lack of generally accepted complex phenomenon understanding on forming healthy culture through ethnopedagogy;
- the structural (Batashev et al., 2023). This requires specially organized measures for formation of significant potentials in solving the problems on the improvement the education quality for the younger generation have been illuminated;
- the substantive, methodological, organizational, technological and effective components of ethnopedagogy have been little studied.

All these aspects above mentioned needs consideration to identify the modern methods in ethnopedagogical integration of sporting games in the primary school teacher training in higher professional education system (Acosta-Servín et al., 2025; Korotaeva & Kapustina, 2022).

The great rate of changing world demands in forming modern approaches in the development of a personality in education. The education system for contemporary professionals also necessitates adjustments in its content to align with societal demands. Today's society is a multiethnic society where there is a need of competence specialists with skills and abilities to work in multinational environment. One of the conditions which can be fundamental aspects is ethnocultural education. It considered by Toleubekova & Zhumataeva (2018).

The study by Aipova et al. (2022) investigates the development of ethno-pedagogical competence among future teachers in Kazakhstan, focusing on the modernization of public consciousness. Conducted with 80 teacher candidates from various universities, the research employed qualitative methods, including semi-structured interviews, to gather data. The findings reveal that the majority of participant's view protecting public interest as a civic duty and recognize the importance of ethnopedagogical education in fostering national values and identity. However, many also reported that their ethno-pedagogical competence was only partially sufficient, indicating a need for enhanced educational strategies in this area.

The study underscores the significance of integrating ethnopedagogical approaches into teacher education programs to cultivate a sense of civic responsibility and cultural awareness among future educators. By emphasizing the role of teachers in shaping public consciousness, the research highlights the potential of ethnopedagogical competence in contributing to societal modernization and the preservation of national identity.

Overall, the research by Aipova et al. (2022) contributes valuable insights into the role of teacher education in the modernization of public consciousness, advocating for a more culturally responsive and socially responsible approach to teacher preparation.

However, the ethnopedagogic issues in multi-level education is urgent that ever, because of the requirements for modern educational training of modern specialists in school education. This study focuses on an ethnopedagogical approach to examining the training of primary school professionals using traditional national games.

In this connection, a contradiction arises between the social demand of society for the need to introduce an ethnopedagogical approach in vocational education to create a culture of health for future teachers and the insufficiency of its application in the educational system (Cheremisin et al., 2022). Based on this, in our study the ethnopedagogical traditions of the people of Kazakhstan acquire special significance.

Tanikeev (1961), stated the fact that: National games in ethnopedagogy of physical training carry out an important role in the development of professional training by means of national games during the former Soviet Union. It is connected with the history on the national sports development of and the development of the world people and the Olympic Games. This shows that national games in the history of mankind are closely connected with people's life from a historical point of view.

In his researches, the scholar mentioned the educative games role among young people like: “toğız qumalaq”, “tüye jarıs”, “qız qww”, “kökpar”, “kümis alw”, “jayaw jarıs”, “jambı atw” and other national games. He also makes conclusions about its role in the development of friendly relationships among people (Tanikeev, 1961).

In his thesis, Mukhiddinov discusses the utilization of Kazakh national games in physical education, highlighting that the exploration of research on these games and exemplary practices not only positively impacts physical education but also contributes to intellectual and moral development.

Examining the historical background of the issue under investigation enabled us to recognize three distinct periods in its development. In the following picture, we can see the main periods of study of ethnopedagogical traditions in Kazakhstan (Table 1).

Table 1: Historiography of ethnopedagogical traditions in Kazakhstan.

No.	Periods	Description
I	The first period (late 19th century – mid-50s of the 20th century)	This period is characterized by the problem of ethnopedagogy as special subject, the terminological corpus has not been formed; the training of teaching staff is spontaneous, illusive and scientifically unsubstantiated. In pedagogical practice, there are rare cases of organizing training for future teachers in certain aspects of the formation of attitudes towards health.
II	II period (60s to the mid-90s of the 20th century)	This period is characterized by the establishment and initiation of the necessary conditions for a thorough examination of the issue; integrated approaches to professional training are actively evolving. The profound connection between human health issues and environmental conditions is acknowledged.
II	The third period (from the mid-90s of the 20th century to the present)	The third period is marked by an in-depth and thorough exploration of health-related issues, focusing on its formation, preservation, and enhancement as a crucial factor in individual development. The promotion of a culture of health is carried out through the integration of medical and pedagogical education into practical vocational training.

Fuente: Elaboración de autores

The recognition of the significance of culture throughout human history continues to be grounded in principles of intellectual acumen, tolerance, cultural dialogue, and societal cooperation. Individuals should possess an awareness of historical processes, humanity's role in society, a tolerant understanding of social and cultural diversity within various contexts, as well as respectful and attentive attitudes towards national historical heritage and cultural traditions. This perspective has been articulated by Kanagatov, Zhunisova-Elshibaeva, and Mandzhieva, who have contributed to the effective training of future primary school teachers (Toleubekova & Zhumataeva, 2018).

According to Alimkhanov (2018) stated that: The Kazakh people recognized the game as a means of education and widely used it in the period from infancy to adulthood. Our people use games to improve the child's thinking and movement, open the way for the child to learn the national heritage of the people through games, and recognize it as a valuable educational activity that is passed on to next generation. The content of the games has a wonderful power to stimulate the child's thoughts, to open up his breath and grow his body, and to give wings to his imagination.

The authors, Toleubekova & Zhumataeva (2018), mentioned that the effective implementation of training process can be necessitated the formation of a healthy culture in educational process environment. The construction of a model involves streamlining the terminological corpus of this problem under study. The study of the goal-setting, substantive,

technological and effective aspects of the future teachers' healthy culture formation by means of ethnopedagogics led us to the identifying of the next concepts, like: "culture", "health", "healthy culture", "formation of culture of health", "ethnopedagogical environment", the foundations of which was the basic concept of "culture".

The term 'culture' (from Latin means: upbringing, education, development) is specific ways of organizing and developing human life. Culture is polymorphic, polytypical, polyintegrative by its nature. It is represented through social norms, spiritual values, attitudes towards the surroundings and the nature (Alimova et al., 2023). Culture is a specific term, which is generated by sociocultural mechanisms regulating the personal socialization and individualization. Culture is a set of high qualities and positive attitudes of personality as self-realization, productive transformation in surrounding reality". As for the health culture is means for one's survival and development of social systems.

The authors, Älqojaeva & Töleşova (2009), noted that health culture in ethnopedagogical training is the one of the essential parts of professional training. It is ever-changing, non-stop and controlled process on the professional development for ethnopedagogical activities. The health culture is integrative by its nature, especially in primary education.

It is also connected with ethnopsychology, ethnosociology, the history and culture of ethnic groups, the traditions of national culture (Toleubekova & Zhumataeva, 2018). It also involves ethnocultural training and (Zotova et al., 2022). In conclusion, we can say that, schoolchildren, especially primary learners need school programs where integrated content of sporting game. Sport does not only form the health culture, but also understanding and respect for of their traditions, ethnocultural values and national wisdom.

In this connection, we tried identifying the most developed and little-studied aspects of ethnopedagogy on healthy culture in primary education system. A comprehensive study of all above the problems on forming future teachers' teaching healthy culture by means of ethnopedagogy has been the main subject of this study.

MATERIALS AND METHODS

A historical analysis of the research problem enabled the identification of three distinct periods in its development. Through a thorough investigation, we explored the process of cultivating a culture of health for prospective primary school teachers using ethnopedagogy. Theoretical analysis is used to define the main terms of the research, such as 'culture', 'culture of health', and 'sporting games'.

The empirical method of online survey was used to define the role of ethnopedagogic studies at primary school education. More than 350 respondents participated in the survey.

The research was developed at Korkyt Ata University (c. Kyzylorda). The research was implemented the course program among 3-rd year students. They were presented the program of the course, and they were supposed to understand the content and idea of ethnopedagogy. They were chosen as objectives of the research, because most of them are from Kazakh families and know the traditions of his country, family and society. They were asked to write the projects about the role of national sporting games of Kazakh people and their role in training of primary school-children. They were also asked to develop the stages of school programs where they needed to use elements of sporting games.

The educational program includes a curriculum, plan of lectures, a scheme of the provision of basic and additional literature, practical work plans and current control tests. The program content is related to special topics in lecture on ethnopedagogics, methodological recommendations for teachers and methodological instructions for future specialists. There are two main courses: "Pedagogical Activities in a Multicultural and Multiethnic Environment", "Theory and practice of Ethnopedagogy" which play special roles in the training future primary school teachers.

The content of the program "Theory and practice of Ethnopedagogy" are:

- general idea of ethno pedagogical activities in multicultural and multiethnic environment;
- to promote the professional formation and development of theoretical and methodological foundations of ethnopedagogy;
- to develop cultural personality in the systematic personal values;
- to determine actualization of ethnocultural system in professional training.

The promotion of ethnocultural training can be reinforced through activities such as roundtable discussions, conferences on ethnopedagogy, discussions on sporting games, research projects focusing on ethnopedagogical innovations, and more. In this context, we emphasized the significance of national sporting games in the training of future primary school teachers. These games possess a communicative and entertaining nature and involve students in research and creative endeavors. Furthermore, the cultivation and enhancement of ethnocultural

competence among future primary school teachers are supported by a variety of educational activities, including cultural scientific research.

Through the sporting games, student improve their physical skills, correct speech, activities and psychological characteristics. In the beginning they need to understand the national games and their role in their culture. In this direction, we conducted a survey about the need for sports games in primary schools. More than 120 respondents took part in the survey.

RESULTS AND DISCUSSION

Results of the survey showed that the enthusiasm for national games and sports among the people of Kazakhstan is increasing day by day. 82% of respondents participating in the survey noted that national games and sports are useful in teaching primary schools (Table 2).

Table 2: Do children need to know and learn about national games and sports?

No.	Respondents	Number	Necessary	Not Necessary	Don't know	Percentage
1	Schoolchildren (5th -11th Grade)	152	113	15	34	74%
2	Students	123	97	12	14	79%
3	Teachers	56	50	2	4	88%
4	Other people (25-50 ages)	112	97	6	9	87%
	Total					82%

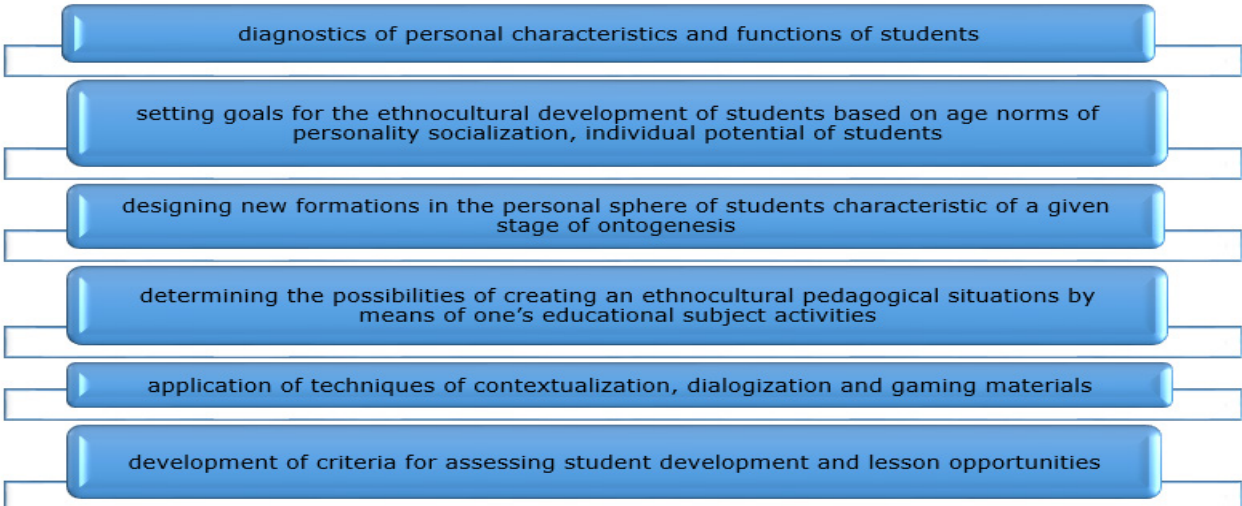
Fuente: Elaboración de autores

The reason for the increasing desire and interest to learn about Kazakh national games and sports can be explained by the increasing desire among the people to engage in physical education through national games.

Kazakhstan is undertaking the restoration and preserving of the national cultural heritage, which has lost its independence in the course of history. Schoolchildren are eager to learn about the traditions of the people and to adapt to the norms of healthy life. The national development has been hindered due to political and ideological reasons, including national games and sports.

The ethnopedagogical approaches of professional training is based on national traditional activities, customs, games, and so on. The introduction of “Theory and practice of Ethnopedagogy” initiates readiness of future primary schoolteachers for special activities and competencies (Figure 1):

Fig.1: The model of implementation of ethnocultural-oriented education.



Elaboración de autores

The model includes the goals, diagnostics, ontogenesis, possibilities, techniques and criterial assessment. The stages of the development can be changed through the changes of the norms of the society. When we emphasize the urgency of professional training for future primary schoolteachers, we focus on the development of tolerance of national culture, highlight the ethnopsychological characteristics of particular ethnic groups; classify the interethnic tension in individual regions.

The personal socialization is based on personal social experience. The experience comes from self-reflection, self-awareness, self-acceptance, self-evaluation, social responsibilities. We need to use the educational values of Kazakh national sporting games for primary schoolchildren. As children are young and they do not understand the deep content of their traditions, we need to use modern methods to develop their understanding of importance of their culture and traditions. Analysis of the conditions of personality formation at different stages of childhood allowed researchers to identify two types of positions of the them in relation to society. This should be connected with the norms and traditions of the society and backgrounds which are the main objects of ethnopedagogics. National games are important for life perseverance and to build character traits. The ethnic knowledge and culture have enormous effect and considered an invaluable part of physical training. National games are not only for entertainment, its use is a great way of upbringing and primary education. In the primary school classrooms national games train the body, develop spiritually, and expand minds. For example: 'Asyk aty', 'Kokpar', 'Togykumalak' most effective forms of teaching primary schoolchildren as a part of primary education.

CONCLUSIONS

The practical issues of the present research is that this study contains methods and practices for integrating ethnopedagogical studies with sporting games in the training of primary schoolteachers. A study of the history of ethnopedagogy shows that the future teachers' social and moral worldview negatively affects the process of creativity and folk traditions without taking into account regional and national characteristics. The course presents also the etymology of the country through national culture and the cultivation of love and respect for the Motherland.

The model we presented has ethnocultural approaches, essential characteristics of the ethnocultural educational system. Particularly, personal psychology, linguistic, bilingual aspects of ethnopedagogy and moral principles of national traditions through teaching traditions and sporting games.

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