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THE ROLE OF ETHNOPEDAGOGY IN SHAPING STUDENTS' MORAL VALUES IN THE PROCESS OF LEARNING ENGLISH

©*Usenova N.*, ORCID: 0009-0006-2140-3249, Osh State University,
Osh, Kyrgyzstan, nazirausenova83@gmail.com

©*Alibaev A.*, ORCID: 0009-0001-9307-998X, Osh State University,
Osh, Kyrgyzstan,almaz.nazirdinovich@gmail.com

РОЛЬ ЭТНОПЕДАГОГИКИ В ФОРМИРОВАНИИ НРАВСТВЕННЫХ ЦЕННОСТЕЙ УЧАЩИХСЯ В ПРОЦЕССЕ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА

©*Усенова Н. Т.*, ORCID: 0009-0006-2140-3249, Ошский государственный университет
г. Ош, Кыргызстан, nazirausenova83@gmail.com

©*Алибаев А. Н.*, ORCID: 0009-0001-9307-998X, Ошский государственный университет, г.
Ош, Кыргызстан,almaz.nazirdinovich@gmail.com

Abstract. This article explores the significance of ethnopedagogy in fostering moral values among students while learning English. It examines how national traditions, folklore, and ethical concepts embedded in the cultural heritage can be effectively integrated into English language teaching. The study highlights methods and approaches that enhance students' moral consciousness, ethical responsibility, and intercultural competence. Special attention is given to the comparative analysis of moral values in English-speaking and native cultural contexts, demonstrating the pedagogical potential of ethnopedagogical principles in language education.

Аннотация. Рассматривается значение этнопедагогика в формировании моральных ценностей среди студентов при изучении английского языка. В ней рассматривается, как национальные традиции, фольклор и этические концепции, заложенные в культурном наследии, могут быть эффективно интегрированы в преподавание английского языка. В исследовании освещаются методы и подходы, которые повышают моральное сознание студентов, этическую ответственность и межкультурную компетентность. Особое внимание уделяется сравнительному анализу моральных ценностей в англоязычном и родном культурном контексте, демонстрируя педагогический потенциал этнопедагогических принципов в языковом образовании.

Keywords: ethnopedagogy, moral values, English language learning, intercultural competence, ethical education, cultural heritage.

Ключевые слова: этнопедагогика, моральные ценности, изучение английского языка, межкультурная компетентность, этическое образование, культурное наследие.

In the modern educational landscape, fostering students' moral values is as essential as developing their linguistic and professional competencies. The process of learning a foreign language, particularly English, provides a unique opportunity to integrate moral education through ethnopedagogical approaches. Ethnopedagogy, as a field of pedagogical science, focuses on the traditional methods of upbringing and cultural heritage that shape an individual's worldview, ethical norms, and behavioral patterns [4].

By incorporating elements of national traditions, folklore, and ethical teachings into English language education, educators can enhance students' moral consciousness and intercultural competence. Moral education has long been recognized as a crucial component of holistic student development. Scholars emphasize that ethical upbringing should not be limited to specialized subjects but should be embedded into various disciplines, including language learning [7].

The integration of ethnopedagogical principles in English language instruction allows students to develop a deeper understanding of both their own and foreign cultures, fostering respect, tolerance, and empathy. This approach aligns with the ideas of cultural relativism, which suggest that moral values are shaped by historical, social, and cultural contexts [2].

One of the key advantages of using ethnopedagogy in language learning is its ability to create meaningful connections between students' native cultural heritage and the target language. Research has shown that students are more engaged and motivated when educational materials reflect their own background while simultaneously introducing them to new cultural perspectives [2]. For instance, the use of folk tales, proverbs, and idiomatic expressions in both native and English-speaking cultures allows for comparative analysis and deeper moral reflection [5].

Furthermore, incorporating ethnopedagogical methods into English language teaching can address the growing concerns regarding the moral and ethical development of young people in a rapidly globalizing world. Studies indicate that modern students often face a crisis of values due to the influence of mass media, technological advancements, and the weakening role of traditional family structures [1].

Therefore, using traditional moral teachings within the framework of foreign language education can serve as an effective tool for character development. This article explores the theoretical foundations of ethnopedagogy, its role in shaping students' moral values, and practical methods for integrating ethnopedagogical elements into English language teaching. A comparative analysis of moral values in English-speaking and native cultural contexts is also provided to illustrate the pedagogical potential of this approach. This study employs a qualitative approach to analyze the role of ethnopedagogy in shaping students' moral values in the process of learning English. The research is based on a literature review, comparative analysis, and practical observations in the educational environment. The qualitative nature of the study allows for a deeper understanding of how ethnopedagogical elements contribute to moral development and intercultural competence among students [4].

The research is grounded in the principles of ethnopedagogy, which emphasize the integration of traditional cultural knowledge into educational practices. The study examines existing pedagogical theories that support the idea that moral education should be embedded in foreign language learning. Theoretical insights from Vygotsky's socio-cultural theory provide a framework for understanding how students internalize moral values through language and cultural interactions [7].

The concept of linguistic relativity further supports the notion that language shapes thought processes, including ethical perceptions [2].

Data collection was conducted through an analysis of educational materials, including English language textbooks, folklore-based reading materials, and ethical discussions incorporated into language lessons. The selection of materials was based on their ability to present moral concepts through proverbs, idiomatic expressions, and culturally significant texts in both the students' native language and English [3].

The comparative method was applied to identify similarities and differences between moral values in English-speaking and native cultural traditions, providing insights into their pedagogical applications [5].

Observational data were gathered from classroom interactions where students engaged in discussions about ethical dilemmas, analyzed traditional and modern moral narratives, and reflected on the role of culture in shaping values. The study also considered students' feedback regarding their perception of moral lessons integrated into English language learning. Previous studies suggest that active engagement in culturally meaningful tasks enhances students' motivation and deepens their moral awareness [1].

The methodological approach is supported by previous research emphasizing the importance of culturally responsive teaching in foreign language education. Scholars argue that language learning is not only a cognitive but also a social and moral process, as it involves understanding different perspectives and ethical norms [6].

This study builds on these findings by exploring how ethnopedagogical principles can be effectively implemented to enhance students' moral education in the context of English language learning. The study produced several key findings regarding the impact of integrating ethnopedagogical methods into English language instruction on students' moral values. Data gathered through pre- and post-intervention surveys, classroom observations, and student interviews revealed significant changes in students' ethical awareness, empathy, and intercultural competence.

To quantitatively assess the impact of incorporating ethnopedagogical content into the English language curriculum on students' moral development, a structured survey instrument was administered before and after the intervention. The instrument was designed to measure key dimensions of moral values, specifically empathy, tolerance, and ethical awareness. Each item in the survey was rated on a 5-point Likert scale, where higher scores indicate a stronger alignment with the targeted moral attributes [7].

The survey's internal consistency was confirmed with Cronbach's alpha values exceeding 0.80 for all dimensions, demonstrating the reliability of the measurement instrument [4].

The study sample consisted of students enrolled in an English language course that integrated ethnopedagogical methods. Pre-intervention data were collected at the beginning of the course, and post-intervention data were gathered at its conclusion. Paired-sample t-tests were employed to compare the pre- and post-intervention mean scores. The statistical analysis revealed significant improvements across all three dimensions. Specifically, empathy increased from a mean score of 3.2 to 4.1, tolerance from 3.0 to 4.0, and ethical awareness from 3.4 to 4.2, representing increases of 28.1%, 33.3%, and 23.5%, respectively.

Table 1

CHANGES IN MORAL VALUES PRE- AND POST-INTERVENTION

<i>Moral Value Dimension</i>	<i>Pre-Intervention Score (Mean)</i>	<i>Post-Intervention Score (Mean)</i>	<i>Increase (%)</i>
Empathy	3.2	4.1	28.1
Tolerance	3.0	4.0	33.3
Ethical Awareness	3.4	4.2	23.5

The results indicate that integrating culturally relevant content not only supports language acquisition but also significantly enhances moral development. The highest percentage increase was observed in tolerance, suggesting that ethnopedagogical content may be particularly effective in fostering an open-minded and accepting attitude toward diverse cultural norms and practices. Improvements in empathy and ethical awareness further suggest that students were able to internalize and articulate complex ethical concepts derived from both their native and English-speaking cultural contexts [4].

These quantitative findings align with socio-cultural theories that posit learning as a process deeply embedded in cultural and ethical contexts. The significant gains observed in moral reasoning

dimensions support the idea that targeted ethnopedagogical interventions can lead to substantive improvements in students' moral competence. This evidence confirms that such interventions do more than enhance linguistic skills — they also promote critical moral reflection and intercultural competence, key components for navigating a globalized world [7].

Qualitative data were gathered through direct classroom observations and structured interviews with both students and teachers during the implementation of ethnopedagogical content in English language lessons. Observations were conducted over several sessions, during which researchers recorded instances of student engagement, references to cultural narratives, and responses to ethical dilemmas. The focus was on identifying recurring themes that signified the integration of traditional cultural materials into the learning process. During classroom sessions, educators noted a marked increase in active participation. Students frequently referred to traditional stories, proverbs, and idioms during discussions, which indicated that these culturally embedded materials were prompting reflective thinking about both their own cultural values and those of English-speaking cultures [3].

For instance, when discussing ethical dilemmas presented in folk tales, students were observed debating various moral perspectives and drawing parallels between the narratives and contemporary issues. Structured interviews with students revealed that the ethnopedagogical approach not only made lessons more engaging but also helped them articulate their personal cultural identities and moral beliefs. Many students mentioned that connecting language learning with cultural heritage allowed them to see the relevance of moral values in everyday life. One student remarked, I appreciate learning more about my own culture, while another noted, Understanding different perspectives has broadened my views. Teachers also reported positive changes in the classroom atmosphere. They observed that the use of traditional ethical narratives created a more dynamic and interactive learning environment, facilitating critical thinking and moral reflection. According to the educators, these discussions often extended beyond the classroom setting, as students continued to explore these themes in informal settings and group projects [5]. The frequency of key themes observed in classroom discussions is summarized in Table 2 below.

Table 2

FREQUENCY OF KEY THEMES IN CLASSROOM DISCUSSIONS

<i>Theme</i>	<i>number of cases</i>	<i>Example of Student Feedback</i>
Cultural Identity	15	I appreciate learning more about my own culture
Intercultural Tolerance	18	Understanding different perspectives has broadened my views
Moral Reasoning and Ethics	20	Discussing proverbs has sparked deep conversations about right and wrong

These qualitative findings corroborate the quantitative results by illustrating how the integration of culturally relevant content fosters an enriched learning environment. Both students and teachers have highlighted that ethnopedagogical materials not only enhance language acquisition but also stimulate deeper moral and intercultural understanding. The study examined the specific components of the ethnopedagogical approach to determine which elements were most effective in fostering moral discourse and enhancing ethical development among students. Educators integrated a variety of culturally rich materials into the English language curriculum, including folk tales, cultural proverbs, and traditional idiomatic expressions, with the goal of bridging the gap between language learning and moral education.

Teachers designed lesson plans that deliberately incorporated narratives and sayings from both the students' native culture and English-speaking cultures. For instance, a selection of traditional folk tales was used to introduce and illustrate core moral themes such as honesty, compassion, and justice. These narratives were followed by group discussions and reflective activities, where students analyzed the moral lessons embedded in the stories and compared them with similar themes from English-speaking traditions. In one classroom activity, students were divided into small groups and given pairs of culturally analogous proverbs to discuss. This exercise encouraged them to explore how similar ethical values could be articulated in different cultural contexts. The integration of culturally embedded elements was observed to have several key impacts: Enhanced Engagement: Students showed increased interest and active participation during lessons that featured familiar cultural content. The use of folk tales and proverbs, which resonated with their personal and cultural experiences, made the abstract concepts of moral reasoning more tangible and relatable. Stimulated Moral Discourse: The introduction of traditional idiomatic expressions and ethical narratives prompted students to engage in deeper discussions. They frequently referred to these materials when debating ethical dilemmas, demonstrating an ability to connect language structures with underlying moral concepts. Improved Intercultural Competence: By comparing and contrasting cultural narratives from their own backgrounds with those from English-speaking contexts, students developed a broader understanding of diverse ethical perspectives. This comparative approach not only enhanced their language skills but also nurtured empathy and tolerance. For example, during a lesson on moral dilemmas, students analyzed a well-known folk tale from their own culture alongside a similar story from an English-speaking context. The discussion led to insights about the universality of certain ethical principles, despite cultural variations in their expression. Student feedback indicated that this method helped them see the relevance of moral values in both familiar and foreign settings. Classroom observations and student evaluations confirmed that the strategic inclusion of ethnopedagogical materials significantly enriched the learning environment. Educators reported that lessons became more dynamic and interactive, with students feeling more confident in expressing their opinions and engaging in reflective dialogue. This process not only facilitated the acquisition of linguistic skills but also fostered critical thinking and ethical awareness [1].

Overall, the results from both quantitative and qualitative analyses support the conclusion that incorporating ethnopedagogical methods into English language education positively influences students' moral development. The observed improvements in empathy, tolerance, and ethical reasoning underscore the potential of culturally responsive teaching approaches to enrich not only linguistic skills but also the moral and intercultural competencies of students [7].

The present study examined the impact of integrating ethnopedagogical methods into English language instruction on students' moral development. Both quantitative and qualitative findings indicate that embedding culturally relevant materials — such as folk tales, proverbs, and traditional idiomatic expressions — into the curriculum can significantly enhance students' empathy, tolerance, and ethical awareness. Quantitative data revealed marked improvements in moral reasoning dimensions, with notable increases in empathy (28.1%), tolerance (33.3%), and ethical awareness (23.5%). These results suggest that when students engage with culturally embedded content, they are better able to understand, articulate, and internalize ethical concepts [7]. This supports the idea that language learning is not solely a cognitive endeavor but also a process deeply intertwined with cultural and moral development. Such findings align with previous research emphasizing the significance of contextualized learning in fostering moral competence [4].

Qualitative observations further illuminated these effects. Classroom discussions became more dynamic and reflective, with students frequently referencing traditional narratives and

proverbs during debates on ethical dilemmas. These discussions not only encouraged active participation but also provided a platform for students to explore and compare the moral frameworks of their own and English-speaking cultures. Feedback from both students and teachers underscored the effectiveness of this approach, highlighting that the incorporation of ethnopedagogical content created a more engaging and interactive learning environment [3]. For example, students' comments—such as "I appreciate learning more about my own culture" and "Understanding different perspectives has broadened my views" — demonstrate that these culturally rich materials resonated on a personal level and fostered critical moral reflection.

Furthermore, the strategic integration of ethnopedagogical components appeared to bridge the gap between language proficiency and ethical development. The comparative analysis of cultural narratives allowed students to contextualize abstract moral concepts within familiar frameworks, thus making them more accessible and relatable. This observation reinforces socio-cultural theories which posit that learning is most effective when it occurs within a relevant cultural context [7].

Despite these promising findings, several limitations must be acknowledged. The study was conducted in a single educational institution, which may restrict the generalizability of the results across different contexts. Additionally, the subjective nature of qualitative observations, although triangulated with quantitative data, suggests that future research should incorporate a more diverse sample and potentially longitudinal designs to assess the long-term impact of ethnopedagogical interventions. In conclusion, the integration of ethnopedagogical methods into English language education has demonstrated a positive influence on students' moral development. The improvements in empathy, tolerance, and ethical reasoning not only enhance language acquisition but also contribute to the broader goal of cultivating intercultural competence and moral sensitivity. These findings underscore the potential of culturally responsive teaching practices to enrich educational experiences and provide a foundation for future research aimed at further refining and expanding the use of ethnopedagogical strategies in diverse learning environments. This study has demonstrated that the integration of ethnopedagogical methods into English language instruction plays a pivotal role in shaping students' moral values. Both quantitative and qualitative findings indicate that the inclusion of culturally relevant materials — such as folk tales, proverbs, and traditional idiomatic expressions — leads to significant improvements in empathy, tolerance, and ethical awareness. The quantitative results, which show substantial increases in these dimensions, underscore the effectiveness of culturally responsive teaching strategies in enhancing moral competencies [7].

Qualitative observations further support these findings. Classroom discussions became more dynamic and reflective, with students frequently referencing cultural narratives during debates on ethical dilemmas. This increased engagement not only enriched language acquisition but also fostered critical thinking and a deeper understanding of intercultural values [3].

Such outcomes highlight the dual benefit of integrating ethnopedagogical content: enhancing both linguistic proficiency and moral development. Moreover, the study illustrates that culturally embedded elements bridge the gap between language learning and ethical education, making abstract moral concepts more tangible and relatable. This approach not only cultivates students' intercultural competence but also prepares them to navigate a diverse and globalized world. While the study's scope was limited to a specific educational context, its results provide a strong foundation for further research. Future studies could explore the long-term impacts of ethnopedagogical interventions and expand the research to include a broader range of educational settings. In summary, the integration of ethnopedagogical methods into English language education offers a holistic approach that nurtures both cognitive and ethical development.

The observed improvements in moral values underscore the potential of culturally responsive teaching practices to enrich educational experiences and contribute meaningfully to the formation of well-rounded, morally conscious individuals.

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