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MODERN REQUIREMENTS FOR THE SOCIO-CULTURAL COMPETENCE OF A TEACHER OF HISTORY

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ABSTRACT

The Article Reveals The Essence Of The History Teacher's Socio-Cultural Competence And Their Disclosure In The Course Of The School Subject "History", Defines The Requirements For The Knowledge And Skills Of Future Teachers For The Practical Implementation Of The Socio-Cultural Component Of History Education.

KEYWORDS: *Socio Cultural Approach, Competence, Socio Cultural Competence, School, History Teacher. Social Institution, Formation, Technology, Requirements, Knowledge, Skills, Qualification, Importance, Connection, History Programs, Pedagogical Process, Educational, Culture, Professional, Competence, Individual, Introduction, References, Conclusion, Political Information*

INTRODUCTION

A new approach to determining the degree of qualification of workers is based on the definition of competence as an integrated characteristic of the degree of preparedness of a specialist to perform professional activities. In relation to competence, competence is considered as a potential ability to apply professional knowledge and skills, which can be manifested successfully or less successfully depending on different reasons and in different circumstances. Consequently, competence and competencies form a complex resource of the individual, ensuring the effective emeses of activities in the professional and broader social sphere.

Socio cultural competence is a complex of qualities and skills of a person, allowing him to carry out effective socialization at different levels of life in accordance with the knowledge of cultural traditions and norms of a given society. As a result, there is a need for a teacher - a professional who, taking into account the changing socio-economic conditions and the general situation in the

education system, is able to choose the best options for organizing the pedagogical process, predict its results, navigate in a timely manner, adapt to modern conditions, anticipate and get ahead of difficult situations.

It is at the formation of these qualities of the future history teacher that activities in pedagogical higher educational institutions should be directed.

In the Decrees of the President of the Republic of Uzbekistan №UP-4947 dated 02/07/2017 "Strategy of actions in five priority areas of development of the Republic of Uzbekistan in 2017-2021", "On approval of the Concept for the development of the higher education system of the Republic of Uzbekistan for the period up to 2030" №UP -5847 from 8.10. 2019, "On measures to further enhance the role and importance of the sphere of culture and art in the life of society, №UP-6000 dated 6.05.2020 emphasizes the role of youth in an active social life, the importance of the spiritual, moral and cultural foundations of its upbringing.[1,2,3]

MAIN PART

In connection with the provisions of these program documents, the significance of the development and use of socio-cultural components of history education in secondary schools and pedagogical universities that train history teachers is increasing.

History is inseparable from the national soil and roots of its people, forms and preserves the national culture, therefore the organization, forms and methods of teaching and upbringing of the young generation should be based on a socio-cultural approach, taking into account the thousand-year history, the original tradition of the people on the basis of national culture, enrichment with the best achievements of universal humanity culture.

In the concepts and theories of modern scientists, attempts to find a relationship between the national and international basis of education, the search for real ways of mutual enrichment of all nations, nationalities and national groups living in the country are clearly traced. [4,5,6,7,8]

This is an important factor in the formation and development of the system of professional and pedagogical training of future history teachers in conditions cultural and national revival. Modern society is in need of educated history teachers with a high level of internal culture.

Formation of socio-cultural competence of a teacher due to:

- Features of the historical and cultural development of society;
- The role of teachers as a social and professional community;
- The development of modern education as a socio-cultural phenomenon;
- The peculiarities of the functioning of the socio-educational situation of a specific educational environment;
- Personal mechanisms for the formation of professional activity;
- Mastering the humanistic paradigm of education by the teacher and its implementation in practice.

To determine the ways and possibilities of the teacher's influence on the personality of the pupil and the development of the social and educational situation, it is necessary to study the specifics

of the teaching profession and identify the factors that determine the professional and personal orientation of the teacher, his self-determination and identification with the professional role, compliance of the above factors with the social needs of society.

However, a holistic concept of the socio-pedagogical foundations of the teacher's professional self-determination, which would consider it, on the one hand, as a set of targeted effects of social policy on the development of education, manifested in the socio-educational situation, in the models of educational institutions and in their organizational and cultural environment, and on the other hand, as the efforts of the teacher himself, who chooses, accepts and fulfills his professional role, has not yet been created.

RESULTS AND DISCUSSIONS

In our opinion, the formation of the sociocultural competence of a history teacher should be based on the amount of knowledge, skills of a sociocultural nature and the requirements for this side of specialist training.

Such knowledge includes the following:

- About the national and cultural characteristics of their country, the importance of the native language in the modern world, knowledge of the etiquette of interpersonal and intercultural communication;
- Knowledge of the "socio-cultural portrait", symbols and cultural heritage of their country;
- Knowledge of the realities of the country - the peculiarities of the way of life, way of life, traditions, customs, national cuisine, weekends, main national holidays, common forms of folklore, etc.
- Knowledge in the field of culture and cultural heritage (world famous monuments and sights, outstanding people and their contribution to world culture, works of art, artifacts).

In accordance with the requirements of standard state and history programs, a teacher must be able to:

- describe the stages of national and world history, historical events, processes, phenomena of world and domestic

Stories from ancient times to the present day;

- explain the characteristics of the socio-political, economic and socio-cultural development of Uzbekistan and countries of the world, cultural diversity of mankind.
- To evaluate historical events, religious phenomena from the point of view of their influence on national and world history in different historical periods.

The history teacher must master the socio-cultural content of the content of school history education at a level that ensures the satisfaction of social needs for humanitarian knowledge. These needs include: ensuring the entry of a person into domestic and world culture, expanding his cultural horizons; assimilation of the historical and social experience accumulated by humanity; understanding the tendencies of the development of man and society, the problems arising in this case.

Requirements for the historical training of students:

- mastering by students of knowledge about the laws of development of human society from antiquity to the present day in the social, economic, political, spiritual and moral sphere, development of a problematic, dialectical understanding of history based on generalization of factual material;
- development of students' ability, on the basis of historical analysis and a problematic approach, to comprehend processes, events and phenomena in their dynamics, interconnection and interdependence, guided by the principles of scientific objectivity and historicism;
- the formation of a social system of values among students on the basis of understanding the regularity and progressiveness of social development and awareness of the priority of public interest over personal, the possibility of revealing the uniqueness of each person only in society and through society;
- education in the spirit of respect for the history of their Motherland - Uzbekistan as a single and indivisible multinational state built on the basis of equality of all peoples inhabiting the republic in the spirit of patriotism and internationalism, in mutual understanding and respect between peoples, rejection of chauvinism and nationalism in any form, terrorism and religious extremism, militarism and war propaganda; developing students' desire to contribute to the solution of global problems of humanity;
- To develop the ability to study and analyze sources of historical information, to make judgments about their reliability, value;
- To correlate data from different sources;
- To compare different versions and assessments of historical events and personalities, identifying the common and differences; define and substantiate your point of view, participate in the discussion;
- to gain experience in the active development of the historical and cultural heritage of their country and other countries of the world, the desire to preserve and increase it.

The teacher's ability to master new layers of knowledge in a rapidly changing world is one of the main professional competencies.

CONCLUSION

A modern teacher must master all available pedagogical technologies and teaching aids. The history teacher must have the ability to manage information flows containing public and political information. The public consciousness of the student is being formed at the present stage, and (this should be admitted) by no means on the basis of school textbooks. One of the main roles in obtaining information is played by the media, primarily television, the Internet, communication with adults and peers. The information obtained from these sources is often mythological in nature, filled with conjectures, cliches, superstitions that can be socially dangerous. On the basis of such information, schoolchildren may have a misconception about social life and social norms that regulate human behavior it interferes with making adequate decisions. The school can act as

a social institution, which, to a certain extent, is capable of correcting historical and social consciousness by teaching the student how to work with information, receive and evaluate it. An important aspect of this problem is the student's ability to educate himself, which is also based on the students' informational skills and, accordingly, on the teacher's readiness to shape them.

As already mentioned, the study of history in close relationship with national cultural values, the focus of this approach on personal and professional socialization fully meets modern requirements for training specialists and the level of spiritual, cultural development of society.

In turn, socio cultural - oriented history presupposes a radical renewal of the content of history courses at a university, a significant increase in their methodological level. In this regard, an important task of history courses is to form students' consciousness of the intrinsic value of the culture of each nation or era.

For an objective coverage of the historical experience accumulated by previous generations, it is necessary to show the basic socio-cultural ideas of the people of the studied era, their mentality, value orientations and worldviews.

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