

DEVELOPMENT OF SOCIAL-CULTURAL COMPETENCE IN FUTURE TEACHERS AS A DOLZARB PEDAGOGICAL PROBLEM

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DOI: **10.5958/2249-7137.2022.00641.3**

ABSTRACT

In this article, the development of socio-cultural competence in future teachers is discussed as an actual pedagogical problem and its importance in the field of pedagogy is substantiated with evidence. Also, the essence, task, components, formation factors, methods, forms of manifestation of social-cultural competence, qualities of a pedagogue with social-cultural competence are highlighted. In this article, the development of socio-cultural competence in future teachers is discussed as an actual pedagogical problem and its importance in the field of pedagogy is substantiated with evidence. Also, the essence, task, components, formation factors, methods, forms of manifestation of social-cultural competence, qualities of a pedagogue with social-cultural competence are highlighted.

KEYWORDS: *Transnational Development, Social-Cultural Communication, Social-Cultural Education, Competence, Social-Cultural Competence, Professional Competence, Personality, Interpersonal Communication.*

INTRODUCTION

Current international and transnational development relations have brought many and various changes to our social life. The field of international economic, social and cultural development of Uzbekistan leads to an increasing demand for high-quality specialists. Because only a person has social and cultural competence and can become an active participant in the dialogue of world cultures. For this purpose, the decision of the President of the Republic of Uzbekistan No. PQ-3289 dated September 26, 2020 "On measures to further improve the system of training of pedagogues, retraining of public education workers and their qualification improvement" was approved. , in which "continually updating the professional knowledge, skills and abilities of future pedagogues, increasing the professional, social and personal training necessary to ensure the quality of education in accordance with modern requirements, inculcating the skills of independent thinking, development of pedagogic authority and competence" - was specially emphasized [1].

In addition to the theoretical and practical knowledge in the national personnel training program, he can work independently in his chosen field, constantly and independently improve his skills,

creatively approach any issue, analyze it, and quickly adapt to the situation. education of a competent generation is defined as one of the main tasks [2].

In connection with the growing need to introduce oneself to a certain unit and to work in one's own field in a hostile inter-ethnic situation, it is necessary to create pedagogical conditions for the development of social and cultural competence in future teachers. It proved to be a necessary issue.

MAIN PART

Improving the quality of higher education guarantees that the future pedagogues who educate the next generation will become fully qualified staff. The reason for this is that the pedagogical profession is both a reformist and managerial profession at the same time. It is necessary to be competent to manage personal development. Therefore, the concept of the teacher's competence expresses his theoretical and practical preparation for the implementation of pedagogical activities, as well as his high skills.

The need to develop universal human values, the ability to communicate at the international level, and to improve the status of people has led to new knowledge and approaches in all spheres of modern life, especially in pedagogy. In particular, the concepts of "social-cultural communication" and "social-cultural education" began to be actively used. Such education includes self-knowledge through knowledge of the environment and forms the ability of a person to live in a social-cultural society. The goal of developing social and cultural competence in future teachers is to encourage the desire to participate in intercultural communication, to teach qualities such as cultural differences and unity, tolerance, approach to existing cultural differences. From this point of view, it is necessary to create pedagogical conditions for the development of social and cultural competence in future teachers. For this, we need to actively inculcate the following 4 components of social and cultural competence into the minds of future teachers:

- Social and cultural knowledge, including knowledge of the country's history, spiritual values, cultural traditions, and features of the national mentality;
- Communication experience with native speakers, including the correct choice of communication style;
- Ability to solve existing conflicts through a personal approach;
- Ability to correctly understand and interpret social events.

LITERATURE ANALYSIS

The concept of competence entered the field of education as a result of the scientific research of pedagogues and psychologists. From a psychological point of view, competence is "how a specialist behaves in unconventional situations, in unexpected situations, takes a new approach in relations with colleagues, performs ambiguous tasks, uses conflicting information, consistently develops and "ownership of a plan of action in complex processes". The English concept of "competence" literally means "ability". The content implies the effective use of theoretical knowledge in the activity, the ability to demonstrate high-level professional skills, skills and talents.

Although a number of scientists from the CIS countries have researched the concept of competence from the point of view of psychology and pedagogy in a scientific, theoretical and methodological way, then in pedagogical research it is precisely the issue of specialist - personnel competence that is relevant, arouses great interest and organizes the educational process. shows its importance and necessity to ensure its effectiveness. It is an important task of higher education institutions to form and provide a teacher who is socially active and mobile, shows initiative, clearly understands his professional goals, has high culture, innovative thinking and is ready to implement innovations in education. .

Professional competence- is the acquisition of knowledge, skills and abilities necessary for professional activity by a specialist and their practical application at a high level. Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. Also, competence requires constant enrichment of professional knowledge, learning new information, and most importantly, the ability to search for scientific information, process it and apply it in one's work. Social competence represents the feeling of commitment and participation in events or events in society. Striving for professional status growth is also a part of social competence.

Historically, the introduction of the concept of "competence" in the educational system and the acceptance of its importance are divided into the following stages: In the first stage (1960-1970s) - the concepts of "competence" and "competence" entered the scientific circles and circulation and the rules of their application , the application characteristics were determined. The term "competence" was used for the first time in 1965 by N. Chomsky, a teacher at the University of Massachusetts. The semantic limit of this word is very wide today, in fact, this word means "agreement", "compatibility", "to match something", "to be compatible". Today, this word means more "universal, that is, a set of general characteristics and requirements suitable for everyone."

Ikkinchi bosqichda (1970–1990 yillar) “kompetensiya” istilohining qo’llanilish doirasi keskin o’sadi, mazkur so’z maxsus istilohga aylanadi va biror bir sohaga oid xususiyatlar jamlanmasini anglata boshlaydi hamda til nazariyasi, menejment, kommunikatsiyalarni tashkil qilishda qo’llaniladi. J.Raven o’ziga ilmiy vazifa qilib, zamonaviy jamiyat nuqtai nazaridan mutaxassislik kompetensiyasi nimaga teng degan masalani qo’yadi va effektivlikni ta’minlovchi kompetensiyaning 37 ta komponentini ajratib, ko’rsatib beradi va ularni “motivatsion qobiliyat” deb ta’kidlaydi [3].

In the third stage (1990-2001), the whole world, in the CIS, and in particular in Russia, the "Bologna Declaration" was adopted for the development of education and performance, one of the goals of educational reforms was the issue of "professional competence" as the main feature of the specialist's qualitative indicators. began to be put. During this period, a number of Russian scientists, in particular A.K. Markova [5], Ye. F. Zeera, A. V. Khutorsky and others developed the concept of professional competence from the point of view of psychology and pedagogy scientifically, theoretically and methodologically.

As pedagogue scientist N.A. Muslimov noted, "the professional formation of a teacher depends on his place in society, the duties and tasks of a student in a higher pedagogical educational institution, the place of a student has a relative description, but his place has certain characteristics such as participation in the educational process, performance of a certain minimum of educational tasks" [3, p. 23]

According to V. N. Vedensky, "Competence is a kind of personal description, and competence is a complex of specific professional or functional descriptions."

Summarizing the above points, the manifestation of social and cultural competence includes the following:

- to be active in social relations as a perfect person.
- to acquire moral qualities, life knowledge, skills and qualifications.
- being able to communicate with subjects in professional activities.
- to be sincere in solving problems.
- creative approach.
- ability to purposefully use modern methods and tools in the implementation of the educational process.

DISCUSSION

The concept of competence is general in relation to a person, while competence has the character of individuality. The main criterion of competence is determined by the result of productive activity, competitive personnel training. The practice of higher education shows that the process of forming professional competencies among students is inextricably linked with the development of their level of social and cultural competence. This aspect requires a special study of the problem of developing socio-cultural competence in future teachers. One of the important components of the general structure of professional competence in pedagogical activity is socio-cultural competence. After all, a modern teacher not only provides knowledge, information, and information to the student, but also plays the role of a mediator between a developing person and society. Social-cultural competence is evident in the following cases:

- in complex processes; - performing unclear tasks;
- using conflicting information;
- being able to have an action plan in an unexpected situation

Specialist with socio-cultural competence:

- Social and cultural knowledge, including knowledge of the country's history, spiritual values, cultural traditions, and features of the national mentality;
- continuously enriches his knowledge;
- learns new information;
- deeply understands the requirements of the era;
- seeks new knowledge;
- process them and use them effectively in their practical activities;
- able to resolve existing conflicts through a personal approach.

Among the main tasks of socio-cultural competence, it is possible to include aspects such as adaptation, social orientation, and the combination of personal and social experiences. The level

of social and cultural competence of a person is of great importance in the process of conducting interpersonal relations and establishing activities.

In general, socio-cultural competence is understood as the presence of integrated and systematic knowledge. At the same time, according to the results of research conducted by psychologists, the formation of the level of social competence in people has a special place in the process of adaptation of a person to new social and globalization conditions [4, 5, 6, 7].

Interest in the mechanisms of the formation of a person's competent social behavior, tendencies of manifestation, motivation, and content is characterized, first of all, by the influence of the character of "human-society" interaction on the social development and development. The analysis of scientific literature carried out in order to determine the content of cultural competence made it possible to distinguish the following specific aspects of it:

- firstly, socio-cultural competence can express the demands of society and culture as well as the individuality of a person. This is due to a person's knowledge of the content of social and moral standards, the ability to organize forms of activity based on cultural requirements, the level of learning about spiritual values, cultural traditions, and the characteristics of the national mentality, as well as its valuable direction. explained.

- secondly, socio-cultural competence also reflects the creative features of a person as a subject of social mutual partnership, cooperation, social roles and the status he holds in socio-cultural life.

RESEARCH RESULTS

In order to research the existing possibilities of developing social-cultural competence in future teachers as a current pedagogical problem, taking into account the modern approaches to the process of training future teachers, various methods are used in the formation of social-cultural competence in future pedagogues. Now we will analyze some of them:

The method of self-description. In this, students define their own competence, and these definitions are confirmed by other students and the teacher. This method is a written assessment of the student's competence level. The results obtained through this method are pure and natural, and the student describes his personality, social and cultural orientation, value system, his personal position in the life of society, worldview.

"Portfolio" method. This method consists of a collection of materials and information that demonstrate the formation of cultural and social competences of students. The portfolio will consist of their educational achievements, Olympiads, competitions, international and national conferences. In this way, the student gives an adequate assessment of the results of his activity, shows his personal worth and social status.

The method of simulated tasks. Imitation tasks consist of tasks aimed at solving situations that are maximally close to social and cultural life in the future professional activity. The essence of this method is to create the conditions for independent implementation of the social and cultural tasks assigned to students, to demonstrate the evidence of their social and cultural competence by bringing them into the environment of professional activity. The cited evidence is collected as a result of observing the process of solving the tasks related to professional activity by the student. In the process of applying the method, it is more effective to move situations from simple to

complex, from easy to difficult, from inductive to deductive. Then, as they fully understand the essence of the tasks they are performing, their experience increases as they move from stage to stage.

CONCLUSIONS AND PRACTICAL SUGGESTIONS

To sum up, socio-cultural competence includes cultural and social knowledge. Such knowledge includes:

- set of personal characteristics, individuality;
- perception of knowledge and experience of different cultures;
- the ability to adequately assess, recognize and analyze social and cultural situations;
- awareness of national and cultural values;
- a sense of commitment to the current aspects of the social life of the society;
- formed social and cultural knowledge, skills, qualifications, etc.

In general, the goal of the competency-based approach is to overcome the gap between the specialist's theoretical knowledge and its practical application from the point of view of modern education. In order to fully study all the features of the development of socio-cultural competence in future teachers, it is necessary to pay attention to the following aspects:

- to consider national, spiritual and educational values as an important factor in the development of socio-cultural competence in students during the educational process, and to help students to consciously understand this and to transfer it to an active way of life;
- in order to develop social and cultural competence in future teachers, to form a special knowledge system to reduce high-level communicative and psychological barriers in them, to organize training sessions, roundtable discussions and trips to various social and cultural centers;
- solving the issue of determining the theoretical basis for the development of socio-cultural competences of future teachers, introducing an effective system and strengthening the educational methodical base;
- taking into account the characteristics of the development of socio-cultural competence, it is appropriate to determine the specific characteristics of this process in the conditions of professional pedagogical education.

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