



PEDAGOGICAL OPPORTUNITIES FOR DEVELOPING SOCIO-CULTURAL COMPETENCE IN FUTURE TEACHERS

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ABOUT ARTICLE

Key words: Future primary school teacher, competency, competence, professional competence, sociocultural competence, corporate system, qualification requirements, model.

Received: 08.12.2024

Accepted: 13.12.2024

Published: 18.12.2024

Abstract: The article analyzes the problem of competence, the history of its development and the results of the research. The content of sociocultural competence is based on the need for its development in future primary school teachers. The article also presents the author's suggestions and recommendations for the development of a corporate system, stages and a pedagogical model for the development of socio-cultural competence in future teachers.

INTRODUCTION

In the international research conducted by the world's leading higher educational institutions and scientific centers on innovative training of future specialists, implementation of modern education, special attention is paid to the introduction of the requirements of international educational standards, the criteria for the professional skills of future teachers, the problems of creating an innovative educational environment. In this regard, scientific research aimed at expanding the pedagogical competence of young teachers based on such indicators as motivational, cognitive, operational, reflexive and self-assessment of the successful use of modern information and pedagogical technologies in the educational process plays an important role.

In our country, research is being conducted on the modernization of the modern educational content of training future young teachers for the continuous education system based on advanced foreign experience, and the creation of an educational environment aimed at creating the necessary conditions for realizing the internal potential of students. The Strategy of Actions for the Further Development of the Republic of Uzbekistan sets out such priority tasks as "further improvement of the system of continuous education, increasing the opportunities for quality educational services, and continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market" [1]. In this regard, improving the pedagogical system of forming an educational environment aimed at developing socio-cultural competence based on an axiological approach is of great importance.

Main part. The concept of competence entered the field of education as a result of scientific research by pedagogical psychologist researchers. From a psychological point of view, competence means "how a

specialist behaves in unconventional situations, unexpected situations, taking a new path in relationships with colleagues, performing ambiguous tasks, using conflicting information, and having a plan of action in consistently developing and complex processes.”

The English concept of “competence” literally means “ability”. In content, it implies the effective use of theoretical knowledge in activities, the ability to demonstrate a high level of professional competence, skills and talents.

Professional competence is the acquisition by a specialist of the knowledge, skills and qualifications necessary for the implementation of professional activities and their high-level application in practice. Professional competence implies not the acquisition of separate knowledge and skills by a specialist, but the mastery of integrative knowledge and actions in each independent area. Also, competence requires the constant enrichment of professional knowledge, the study of new information, and most importantly, the ability to search for scientific information, process it and apply it in one’s activities.

Recently, interest in studying the issue of professional competence of specialists has been growing significantly. The diversity of views and opinions on this issue does not yet allow us to create a systematized, unified conceptual model for this problem.

Literature analysis. Although a number of scientists from the CIS countries have studied the concept of competence from the perspective of psychology and pedagogy scientifically, theoretically and methodologically, in recent pedagogical studies it is precisely the issue of specialist - personnel competence that is of great interest and demonstrates its relevance, importance and necessity for organizing the educational process and ensuring its effectiveness. The formation and maintenance of a socially active and dynamic teacher who takes the initiative, clearly understands his professional goals, is highly cultured, has the ability to think innovatively and is ready to implement innovations in education is an important task of higher educational institutions.

Competence is knowledge in a particular field. “Competence” (lat. *competense* - I am able, worthy, worthy) - 1) the scope of powers, rights and duties of a particular state organization (local self-government body) or official, established by law, regulation or other document; 2) a set of knowledge and experience in one or another field [4, 5]. The social content of this concept is very broad, it is used in almost all areas of production. Competence is equal to a set of modern requirements for the activities of specialists in various fields, and its history of origin is associated with management theory, management practice, directing the labor activity of higher and lower employees in the production process to the set goals and efficiency.

It is necessary to note the name of David McClelland as the founder of the competency-based approach to personal management [3, p. 145]. The scientist studied the psychological aspects of the characteristics of the production process and is recognized as the founder of the theory of the integral integration of specialist motivation with the production process and goals. Historically, the following stages are distinguished in relation to the introduction of the concept of “competence” in the education system and the acceptance of its significance: At the first stage (1960-1970s) - the concepts of “competence” and “competence” entered scientific circles and circulation, and the rules of their application and features of application were determined. For the first time, the term “competence” was used in 1965 by N. Chomsky, a teacher at the University of Massachusetts. The semantic scope of this word is very wide today, in fact, this word means “agreement”, “compatibility”, “adaptation to something”, “adaptation”. Today, this word means more “a set of universal, that is, general characteristics and requirements for conducting an activity that are suitable for everyone.”

In the second stage (1970–1990), the scope of application of the term “competence” sharply increases, this word becomes a special term and begins to mean a set of characteristics specific to a particular field and is used in language theory, management, and the organization of communications. J. Raven sets himself the scientific task of asking what professional competence is from the point of view of modern society, and identifies and indicates 37 components of competence that ensure effectiveness, and calls them “motivational abilities” [4].

In the third stage (1990–2001), the “Bologna Declaration” was adopted for the implementation and development of education throughout the world, in the CIS, and in particular in Russia, and one of the goals of educational reforms was the issue of “professional competence” as the main characteristic of the qualimetric indicators of a specialist. 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 scientifically, theoretically and methodologically from the point of view of psychology and pedagogy.

The research work of our country's pedagogical scientists A. Abdukodirov, R.H. Jo'rayev, Z.K. Ismoilova, E.R. Yuzlikayeva, M.B. Urazova, K.D. Risqulova reflects the scientific and theoretical foundations of such problems as the intensification of education in higher educational institutions and the use of modern pedagogical and information technologies in the educational process, the competence of young teachers and the didactic requirements placed on them, the content of this term, its components, stages of formation, and modern approaches to the role of motivation in ensuring educational effectiveness.

According to K.J. Riskulova, “competence” means a set of professional laws, principles, requirements, rules, duties, tasks and obligations necessary for a particular profession, as well as personal deontological norms. Competence is related to the practical activities of a person and is determined by the ability to creatively demonstrate competence norms in work experience based on the requirements of society” [6, p. 44].

If the concept of competence is general in relation to a person, then competence has an individual character. The main criterion of competence is determined by the result of productive activity, competitive personnel training.

Analysis of pedagogical and psychological literature and research studies made it possible to distinguish different meanings of the concept of “competence”.

These are:

- the ability to solve production problems;
- the ability to apply knowledge and skills in specific situations;
- the set of requirements imposed on an employee by the organization in order to form the qualitative activity of the subject;
- compliance of the employee's behavioral standards with the requirements of society;
- a general set of knowledge, skills and qualifications (KSC), abilities, motives, personality, communicative qualities and other concepts;
- readiness and skills of the employee for quality work;
- responsibility and authority for job duties;
- KSC + important professional qualities, in combination with the organizational context;
- deep understanding of professional experience;
- a set of personal characteristics, individuality;
- criteria for effective production activities;
- creativity, etc.

Higher education practice shows that the process of forming professional competencies in students is inextricably linked with the level of development of their socio-cultural competence. This aspect requires special study of the problem of developing socio-cultural competence in future primary school 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 acts as a mediator between the developing individual and society. The effectiveness of the "child-individual-society" relationship also depends on how competent and active the teacher is in social life.

The main tasks of sociocultural competence include adaptation, social orientation, and the integration of personal and social experiences. The level of sociocultural competence of a person is of great importance in the process of conducting interpersonal relationships and establishing activities. At the same time, according to the results of research conducted by psychologists, the formation of the level of social competence in people in the process of adapting to new social and globalization conditions plays a special role [7, 8, 9, 10].

Ecological, political, ideological, and social changes not only determine the development of social thinking, but also affect people's self-awareness, life values, and personal problems. This sets the task of psychology to create programs aimed at increasing the level of competence of a person in solving problems related to socialization and social adaptation. In our opinion, this task is particularly relevant to the activities of educators, who are responsible not only for each other, but also for the formation of students as well-rounded individuals.

The mechanisms of formation of a person's competent social behavior, tendencies of manifestation, motivation, interest in its content, are characterized, first of all, by the influence of the nature of the "human-society" interaction on social development and development.

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