Social-Cultural Competence of Students of Higher Education Schools Training Staff In the Field of Pedagogy: Characteristics and Improvement Technologies

Nuriddin KHOLMIRZAYEV,

Navoi State Pedagogical Institute 13.00.01 – Pedagogical theory:
Pedagogical teachings doctoral student majoring in history, Uzbekistan.
E-mail: nuriddinxolmirzaev@mail.ru. Phone: 97-797-11-25

_____

Abstract:

formation of socio-cultural competence with the help of information and communication technologies is an innovative strategy of teaching modern subjects in pedagogy and educational institutions. Improves the ability to adequately assess the communicative situation and respond to the interlocutor's statements by using speech patterns and models that are acceptable in certain communication situations; arouses students' interest in intercultural communication problems.

INTRODUCTION

Currently, an important element of training qualified specialists in higher education institutions is the formation of a graduate with socio-cultural competence. Educational fields based on the requirements of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan dated June 9, 2023 No. 259 "On improving the process of developing normative and methodological documents of higher education" Improvement of socio-cultural competence in the training of future teachers in the qualification requirements of oily education courses, developed and approved by the coordinating industry councils and approved by the order No. 344 of the Ministry of Higher Education, Science and Innovations dated 07.08.2023 aims at the following requirements[1]:

- to know the current issues of civil society, to have an active life perspective based on the development strategy of Uzbekistan;

- to have systematic knowledge of philosophical knowledge related to worldviews, to be able to analyze them independently, to be able to take them into account in professional activities;

- To know the history of the country, to be able to express one's opinion on the issues of spiritual national and universal values and to be able to scientifically substantiate them, to have an active life perspective based on the idea of national independence;

- to understand the essence of documents and works related to his professional activity in one of the foreign languages, to have the necessary knowledge within the scope of his professional activity in natural sciences and to be able to use them in life and in his professional activity on a modern scientific basis;

- to master the methods of information collection, storage, processing and their use, to be able to make independent decisions in their professional activities;

- organization and management of social and spiritual-educational activities in the community; having a relevant general professional training in the relevant bachelor's field and As can be seen from the requirements set above, the role of socio-cultural competences in training future teachers in higher education institutions, not only teachers but also all specialists, as an all-round mature staff is indisputable. The success of the development of social and cultural competence of the students of the educational institution of vocational training depends on the consistency of the world models perceived by the participants of this process. They use socio-cultural knowledge, practical communication skills, personal characteristics and other skills to achieve communicative goals. Therefore, socio-cultural competence is defined as a component of communicative competence.

LITERATURE REVIEW

According to S. V. Kutnyak, the effectiveness of its development depends on a number of conditions such as the level of general cultural development, the depth of self-knowledge, the formation of the need for communication, and the experience of purposeful cooperation[2].

It is recommended to review and determine the role of the socio-cultural component in the composition of communicative competence, because the formation of communicative competence is manifested in the process of communication. The following components of communicative competence are determined by analyzing the literature:

linguistic competence - knowledge of linguistic coding itself, that is, the ability to understand and use vocabulary and pronunciation rules, word formation, spelling and sentence formation, morphology and syntax; Sociolinguistic competence is the appropriate language forms and the ability to use them, depending on the purpose and situation of communication, the social roles of the communication participants.

Socio-cultural competence - the ability to know the cultural characteristics of the speakers of the language, their customs, traditions, behavioral norms, rules of etiquette and to understand and adequately use them in the process of communication; social competence - the ability and desire to interact with others, self-confidence and the ability to communicate, the ability to overcome problems that arise in the process of cooperation and communication[3]; Discursive competence - the ability to understand different types of communicative competences, as well as to build coherent, coherent and logical statements of different functional styles, to choose linguistic tools depending on the type of statement; combine grammatical forms and meanings and create one oral or written text in different genres - story, essay, scientific report or business letter; strategic competence - verbal and non-verbal tools (strategies) that a person uses in a situation; if the dialogue does not work: translate, describe instead of the name, switch to the language without translation, ask the communication partner to name this or that object, avoid using unfamiliar concepts in the dialogue [4].

Thus, socio-cultural competence refers to the internal structure of communicative competence, where hierarchical relations between its components are implied. For example, socio-cultural competence is closely related to linguistic competence. In addition, the various competencies of the student are closely related to the aspects of individual, cognitive, pragmatic and emotional nature, and the goals and tasks of education are formed according to them. Formation of socio-cultural competence of non-linguistic faculty students within the framework of professional pedagogical training requires the use of theoretical and methodological approaches. A combination of person-oriented and competency-based approaches provides an effective solution to this problem, because they provide the organizational complexity of its construction and realize the opportunities of educating a person who is able and ready for intercultural communication in the context.

Person-oriented education is not only taking into account the characteristics of the educational subject, but also another methodology of organizing educational conditions, which does not "take into account", but includes one's own personal functions.[5].

RESEARCH METHODOLOGY

Student-oriented learning, taking into account the individual characteristics of students, has become the basis of the student-oriented approach to teaching, which means independence of students in the learning process; relying on students' existing knowledge in various fields; taking into account the socio-cultural characteristics of students; taking into account the emotional state of students; purposeful formation of educational skills; refers to limiting the leadership role of the teacher who acts as an assistant, consultant, consultant.

A person-oriented approach helps to identify the socio-cultural component of communicative competence. It should ensure the cultural direction of teaching, introducing students to the culture of their country, the ability to present it through a foreign language, and engaging students in the dialogue of cultures.

A student-centered approach, in fact, means transferring control over the learning process to students, which certainly contributes to the motivation to learn, but may not be compatible with the goals of developing socio-cultural competence within the framework of modern society.

The expediency of using the competence-based approach along with the person-oriented approach in determining the result of the development of the socio-cultural competence of the students of the higher educational institutions of pedagogy is relevant, and the mechanism of introducing the competence-based approach to education is necessary.

Thus, we highlight some important features of competence. Well-known scholar A.B. According to Khutorskiy, competence is a whole combination of knowledge, skills, skills and attitudes that are acceptable not only to be in demand in modern production conditions, but also to solve professional and personal problems independently and creatively; It is considered to be the ability to perform well, effectively [6] with a high degree of self-control in a wide range of contexts, self-esteem, self-reflection .

Based on the analysis of local and foreign studies, we consider it appropriate to adopt the definition of Competence - "a comprehensive combination of knowledge, abilities, skills, abilities and personal qualities acceptable for independent and creative solutions to professional and personal problems".

According to the researcher I.A.Zimnyaya, socio-cultural competence is the analysis of communicative actions and the cultural behavior of speakers of different languages, representatives of certain social strata of a certain society, their role behavior in certain situations. is the ability to connect with[7].

In our opinion, socio-cultural competence is the ability and willingness of this specialist to apply the complex of social and cultural knowledge about the specific features of his country in the process of professional activities and skills, solidarity, empathy, in the field of intercultural communication, It is an integral feature in demonstrating important professional qualities such as tolerance.[8]

It is known that every culture has its own logic, its own idea about the world that affects communicative behavior. What is important in one communication culture may not be important in another. The content of communicative culture is not limited to speech models and patterns. Communicative culture includes elements of non-verbal communication in its content, knowledge of which, along with translated components, has a significant impact on the success of intercultural communication.

It is also important to form the socio-cultural competence of the future specialist and offer educational technologies. The most important educational technologies for solving this problem are, first of all, educational tools aimed at developing the personal potential of students of pedagogic higher education institutions. The concept of "humanitarian education technology" is filled with such meanings as "respect for the individual", "value of life", "human development", "quality of life". This direction is

developing in all directions in our country. To develop new methods of education aimed at specific models of tolerance, health care, knowledge of the rights and advantages of pedagogical university students, diversity of opinions, experience and life positions in terms of many other factors of human lifestyle, activities and relationships. is releasing.[9]

ANALYSIS AND RESULTS

The analysis of scientific literature and educational practice shows that humanitarian education technologies include: project-based education, reflective education, moderation technology, information and communication technologies, case-based education. technologies, project-based technologies, modular learning technologies, etc. Based on many scientists, we emphasize that modern information and communication technologies are one of the effective humanitarian educational technologies. Using information and communication technologies in teaching subjects, on the one hand, it is possible to introduce a new quality of teaching within the competence-based approach. On the other hand, on the basis of new information and communication technologies, it is possible to show more clearly the specific features of fanning, quickly attract the imagination of students, facilitate the assimilation of the studied material, and increase interest in knowledge. In order to form socio-cultural competence in innovative teaching technologies, it is necessary to use the communicative component of the modern educational process. In other words, the transmission, storage and reproduction of educational information through information communication technologies creates opportunities for the development of a new quality of studying subjects.

Information and communication technology tools free the teacher from many routine functions. The teacher can manage the learning process by creating optimal flexible fan course study programs that can be used in time and space, individually suitable for each student. The student develops the skills of communicating with a computer, has the experience of using modern information and communication technologies, forms the qualities of communication and social interactivity. Educational activities will be more qualitative, more effective, subject-oriented, convenient and interesting[10].

As mentioned above, at present, in teaching subjects, it is necessary to rely more on independent learning types. The future specialist should not only acquire a certain amount of knowledge, but also learn to acquire knowledge independently, learn to work with information, not lose the level of competence in the future and strive for continuous improvement. Therefore, in the organization of the modern course of teaching subjects, support of the educational process includes various independent works of the student (studying the educational material, self-control and self- self-evaluation, self-analysis, results of completed learning activities and self-correction of further learning activities) should be based on motivation. Thus, the educational environment for modern scientists, which helps to form socio-cultural competence, should have the following innovative components: - a means of communication, i.e., the transfer of information about the studied subject content through information and communication technologies, as well as a quick means of interaction between the teacher and the student;

- a teaching tool, that is, a tool for formalizing knowledge in the field of study;

- tool for automating the process of knowing, preparing, processing and presenting educational material; control tool, that is, a tool for quickly checking the student's knowledge and adjusting his cognitive activity.

Therefore, at the current stage of forming socio-cultural competence, it is necessary to create a holistic learning environment for the new generation of fanning. This educational-informational environment is a convenient means of creating, storing and multiplying educational-methodical materials. uses tools. It increases the role of students' independent work, and also stimulates their independent cognitive activity.

It should be noted that the functionality of new information and communication technologies should be more focused on visualizing the traditional educational text, that is, visual images, various shapes, diagrams, and colors should be used in the structural design of the theoretical material. The text component should only be added to the figurative-visual series displayed on the monitor screen, which acts as a modified school board. It is important to develop a convenient and understandable user interface that encourages the independent cognitive activity of the student in the successful use of new generation components.

The issues of creating, developing and using tools for evaluating the quality of knowledge and socio-cultural competences acquired by students in educational institutions of pedagogy and oil in new teaching technologies are urgent. We developed "Electronic versions" designed for obtaining knowledge (demo-lectures), monitoring students' knowledge, skills and qualifications (examination, current and final tests, including a wide list of various questions). Tests can be used by students to organize self-control, as well as continuous control of subjects and comprehensive final control of the subject as a whole[11] .

The experience of research on the formation of socio-cultural competence through the use of electronic seminars shows that such an element of the educational process is required to ensure quality education, it stimulates the students' academic activity and increases their interest in the studied subject. .

It should be noted that socio-cultural competence is formed and controlled in the educational process due to innovative educational technologies. For example, until a student has mastered network information technologies, he cannot control himself and pass a current test. In order to form socio-cultural competence, it is important to have a systematic plan of educational activities offered to students, and the beginning of the educational process. In addition, communication services between teachers and students included in the e-seminar: forums on current issues of scientific learning, face-to-face chat communications, extramural consultations via e-mail. helps to activate the activity [12].

CONCLUSION/RECOMMENDATIONS

Thus, the formation of social and cultural competence with the help of information and communication technologies is an innovative strategy of teaching modern subjects in pedagogy and educational institutions. Improves the ability to adequately assess the communicative situation and respond to the interlocutor's statements by using speech patterns and models that are acceptable in certain

communication situations; arouses students' interest in intercultural communication problems.

It strengthens the cognitive and developmental functions of the educational process, which has a positive effect on the students' attitude towards other language cultures. It modernizes the process of teaching subjects by introducing communicative tasks into the content of the curriculum, in which students will have the opportunity to get acquainted with the specific characteristics of the communicative behavior of representatives of other countries with the help of information and communication technologies.

LIST OF USED LITERATURE:

1. O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligining 07.08.2023 dagi №344 buyrugi bilan tasdiqlangan oily ta'lim yo'nalishlarining malaka talablari.

2. Кутняк, С. В. Использование тренинга в обучении студентов коммуникативной компетенции как фактора успешного карьерного развития / С В. Кутняк /l Гуманитарные науки и образование. — 2011. — N2 1. — С. 15—18.

3. Аксютина, З. А. Концепция компетентностной подготовки к социальному воспитанию в вузе / З. А. Аксютина /l Сибирский педагогический журнал .N2 З. Новосибирск, 2011. - С. 129-138.

4. Карпова, Л. И. Формирование коммуникативной грамматической компетен ции в неязыковом вузе [Электронный ресурс]: На материале английского языка: Дис канд. пед. наук: 13.00.02. / Л. И. Карпова — М.: РГЕ, 2005 208 с.

5. Алексеев, Н. А. Личностно-ориентированное обучение в школе / Н. А. Алексеев. — Ростов-на-Дону: Феникс, 2006. — 332 с.

6. Хуторской, А. В. Ключевые компетенции как компонент личностноориентированной парадигмы образования / А. В. Хуторской // Народное образование. — 2003. — N2 2. — С. 58—64.

7. Зимняя, И. А, Ключевые компетентности как результативно-целевая основа компетентностного подхода в образовании / И. А. Зимняя. — М., 2004. — 38 с.

8. Бабушкина, Л. Е. Педагогические условия формирования социокультурной компетенции студентов педвуза / Л. Е. Бабушкина Н Интеграция образования. 2010. 1 -С. 9-14.

9. Бычков, Н. В. Технологии развития управленческой компетентности руководителей образовательных учреждений / Н. В. Бычков Н Гуманитарные науки и образование. — 2010. — N2 4. — С. 19—22.

10. Столбова, И. Д. Использование Интернет-ресурсов в обучении техническим дисциплинам /l Труды междунар- конф- «Информационные технологии в науке, образовании, телекоммуникации, бизнесе» / И. Д. Столбова, В. А. Лалетин, М, Н. Крайнова. — Ялта; Гурзуф, 2005. — 51 с.

11. Бабушкина, Л. Е. Возможности применения информационных технологий в процессе обучения иностранному языку в педагогическом вузе / Л. Е. Бабушкина // Наука и инновации в Республике Мордовия: материалы VII республиканской научно-практической конференции — Мордов. гуманит. Ин-т — Саранск, 8—13 февраля 2008.

12. Ташкинов, А. Формирование общих и профессиональных компетенций при инновационных технологиях образования А. Ташкинов // Высшее образование в России. - 2007. - С. 128