



PEDAGOGICAL FEATURES AND OPPORTUNITIES FOR THE DEVELOPMENT OF SOCIAL AND CULTURAL COMPETENCE IN FUTURE TEACHERS

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Article history:	Abstract:
Received: 7 th October 2021 Accepted: 7 th November 2021 Published: 15 th December 2021	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.
Keywords: future primary school teacher, competency, competence, professional competence, sociocultural competence, corporate system, qualification requirements, model	

INTRODUCTION.

Criteria for professionalism of future teachers, the problems of creating an innovative educational environment are studied in the international research conducted by the world's leading higher education institutions and research centers on the implementation of modern education, innovative training of future professionals at the international level. Particular attention is paid to the implementation of the requirements of the standards. Research aimed at expanding the pedagogical competence of young teachers on the basis of indicators such as motivational, cognitive, operational, reflexive and self-assessment of the successful use of modern information and pedagogical technologies in education plays an important role.

Modernization of the modern educational content of the training of future young teachers for the system of continuing education in our country on the basis of advanced foreign experience, the creation of an educational environment aimed at creating the necessary conditions for students to realize their potential Research is underway. The Action Strategy for the further development of the Republic of Uzbekistan sets priorities such as "further improvement of the system of continuing education, increasing the capacity of quality educational services, continuing the policy of training highly qualified personnel in line with modern needs of the labor market" [1]. In this regard, it is important to improve the pedagogical system of forming an educational environment aimed at developing socio-cultural competence on the basis of an axiological approach.

LITERATURE REVIEW.

Although a number of scientists from the CIS countries have scientifically and methodologically studied the concept of competence from the point of view of psychology and pedagogy, in recent pedagogical research it is the issue of specialist competence that is relevant, of great interest and organization of the educational process. demonstrates the importance and necessity of making it effective. An important task of higher education institutions is to form and ensure a socially active and active teacher who shows initiative, clearly understands his professional goals, has a high culture, innovative thinking skills and is ready to innovate in education. .

It is worth mentioning the name of David Mc Clelland as the founder of the competency-based personality management approach [3, p. 145]. The scientist has studied the psychological aspects of the characteristics of the production process and is known as the founder of the theory of integral integration of specialist motivation with the production process and goals.

In the research work of pedagogical scientists of our country A.Abdukadirov, R.H.Juraev, Z.K.Ismoilova, E.R.Yuzlikayeva, M.B.Urazova, K.D.Riskulova to intensify education in higher education institutions and the use of modern pedagogical and information technologies in the educational process, young teachers competence and didactic requirements to it, the content of this term, its components, stages of formation, modern approaches to the role of motivation in ensuring the effectiveness of education.

According to K.J. Risqulova, "competence" means a set of professional laws, principles, requirements, rules, duties, duties and responsibilities, as well as personal deontological norms necessary for a particular profession. Competence is related to a person's practical activities and is determined by the ability to demonstrate the norms of

competence in the practice of work on the basis of creativity in accordance with the requirements of society "[6, p. 44].

While the concept of competence has in common with the individual, competence has an individual character. The main criterion of competence is determined by the results of productive activity, training of competitive personnel.

An analysis of the pedagogical and psychological literature and research has allowed us to distinguish between different meanings of the concept of "competence".

These are:

ability to solve production problems;

ability to apply knowledge and skills in specific situations;

a set of requirements set by the organization to the employee in order to form the quality of the entity;

compliance of the employee's standards of conduct with the requirements of society;

a general set of knowledge, skills and abilities (BKM), abilities, motives, personality, communicative qualities and other concepts;

quality training and skills of the employee;

responsibilities and powers of office;

BKM professionally important qualities, together with the organizational context;

deep understanding of professional experience;

a set of personal characteristics, individuality;

criteria for effective production activities;

creativity and others.

The practice of higher education shows that the process of formation of professional competencies in students is inextricably linked with the development of their level of socio-cultural competence. This aspect requires a 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. Because the modern teacher not only imparts knowledge and information to the student, but also acts as a mediator between the developing individual and society. The appropriateness of the child-person-society relationship also depends on how competent and competent the teacher is in social life.

The main tasks of socio-cultural competence include adaptation, social orientation, and the combination of personal and social experiences. The level of a person's socio-cultural competence plays an important role in the process of interpersonal relationships and activities. At the same time, according to the results of research conducted by psychologists, the formation of the level of social competence in humans plays a special role in the process of adaptation of the individual to the new social conditions of globalization [7, 8, 9, 10].

Mechanisms of formation of competent social behavior of the person, tendencies of manifestation, motivation, interest in the content are characterized, first of all, by influence on social development, development of character of "human-society" interaction.

An analysis of the scientific literature to determine the content of socio-cultural competence allowed to highlight the following specific features:

first, socio-cultural competence can express the demands of society and culture. This is explained by the fact that an individual has knowledge of the content of socio-ethical norms, the ability to organize activities based on cultural requirements, and its value orientation.

secondly, socio-cultural competence also reflects the creative characteristics of a person as a subject of social interaction, cooperation.

RESEARCH RESULTS.

In order to explore the existing opportunities for the development of socio-cultural competence in students, the requirements of the STS and Qualifications of primary education were studied, taking into account modern approaches to the process of training future teachers. The general requirements for the level of preparation of bachelors in the field of primary education are as follows: [2, p. 3]

have a systematic knowledge of worldviews and social processes; knowledge of the basics of the humanities and natural sciences, current issues of current public policy, the ability to independently analyze social problems and processes;

knowledge of the history of the homeland, the ability to express and scientifically substantiate their views on cultural, national and universal values, to have an active outlook on life based on the idea of national independence;

have a holistic view of the processes and events taking place in nature and society;

know the legal, spiritual and cultural criteria that determine a person's attitude to another person, society and the environment, be able to take them into account in professional activities;

know how to collect, store, process and use information, be able to make independent decisions in their professional activities;

competitive general professional training in the relevant bachelor's degree;

be able to independently acquire new knowledge, work on themselves and organize work on a scientific basis;

have a scientific understanding and belief in a healthy lifestyle and the need to follow it, have the training and skills of physical fitness.

Qualification requirements for bachelors:

skills related to the organization of pedagogical activity;

skills related to research activities;

skills related to spiritual and educational activities;

have the skills related to organizational and managerial activities [2, p. 6].

The process of developing socio-cultural competence requires future teachers to take into account the corporate basis for the continuous development of professional competence, based on the understanding of the ongoing reforms, innovations and developments in the country.

A systematic approach to the process of education and upbringing is a process based on the results of teaching and education, aimed at defining the goals and objectives of these processes, designing each stage separately, clearly defining the forms, methods and means of education.

The systemic approach to the process of education and upbringing itself is multifactorial - it is influenced by many factors, the results are not visible quickly, the teacher's activity (direct or indirect) is focused, multi-stage is embodied in connection with. Multilevel is characterized by the transition of future teachers from the level of perception of this or that quality to the formation of the ability to understand and then act in accordance with what they have mastered, as well as the development of correct behavioral habits. The process of developing students' socio-cultural competence should be carried out in several stages, including the course of pedagogical and psychological sciences, methods of teaching academic subjects and pedagogical practice.

THE SCIENTIFIC ESSENCE OF THE ARTICLE.

The process of developing socio-cultural competence in future primary school teachers, in turn, requires a systematic and proactive approach. This, of course, requires the identification and effective use of each stage, criteria, form, method and means of this process, taking into account the main goals and objectives of the competency-based approach to the educational process. Therefore, based on the purpose of the study, a model for the development of socio-cultural competence of future teachers was developed (Figure 2).

This model reflects the goal of developing socio-cultural competence in future primary school teachers in the higher education system and the expected outcome. It also defines the stages of the process, the basic pedagogical conditions, the forms, methods and means of organizing activities, and the system of knowledge, skills, and competencies that students need to master.

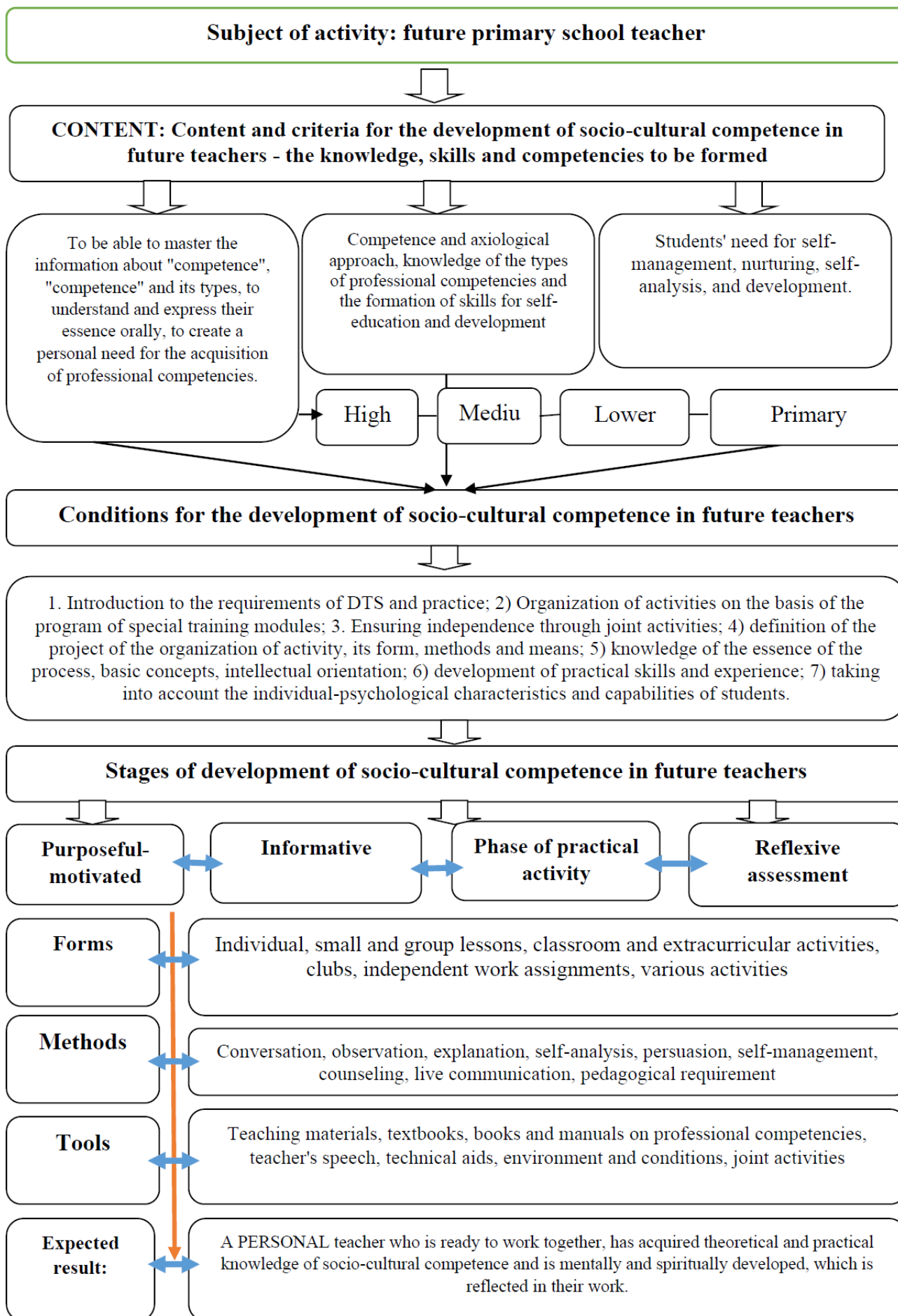


Figure 2. Organizational and functional model of socio-cultural competence development in future primary school teachers

One of the main factors in ensuring the effectiveness of the development of socio-cultural competence in future teachers is, first of all, the development of the professor-teacher training project, the definition of the main goal, the existing conditions in defining pedagogical tasks, the level of knowledge of students. be able to take into account their interests, as well as be able to choose the most effective ways and means to achieve the set goal and be able to apply it in the teaching process.

The future professional pedagogical activity of future primary school teachers will be based on the "teacher-student" interaction, in the process of which educational, pedagogical, correctional, formative and developmental goals will be achieved. Therefore, in the study of socio-cultural competence of future teachers, it is advisable to focus primarily on communicative competence.

CONCLUSIONS AND PRACTICAL SUGGESTIONS.

In short, the goal of a competency-based approach is to bridge the gap between a specialist's theoretical knowledge and its practical application from a modern educational perspective. Therefore, the modern educational process does not consist of imparting to students knowledge that is difficult to apply in practice, but rather to mobilize this knowledge to solve current professional problems, as well as for students to solve such problems independently in the learning process. should create conditions.

In order to fully explore all the features of the development of socio-cultural competence in future primary school teachers, it is necessary to pay attention to the following aspects:

to consider national, spiritual and educational values in the educational process as an important factor in the development of socio-cultural competence of students;

formation of a system of specialized knowledge to reduce the high level of communicative and psychological barriers for the development of socio-cultural competence in future teachers;

solve the problem of determining the theoretical basis for the development of socio-cultural competencies of future teachers;

It is expedient to determine the specifics of this process in the context of professional pedagogical education, taking into account the features of the development of socio-cultural competence.

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