



## Formation Of Socio-Cultural Competence of Future Teachers

Salimova Kamola  
Maxamatovna

Senior Lecturer  
Tashkent University of architecture  
and civil engineering

### ABSTRACT

Modern higher education should provide individuals with the opportunity to actively enter the socio-cultural space as a competent and creative representative. At the same time, the competent level of entry of the personality of the future teacher into the space of modern culture of society is provided, on the one hand, by the level of professional training of a specialist, and on the other, by the level of general cultural development of the personality.

### Keywords:

Higher education, socio-cultural space, competence, personality, professional training, innovative approach, culture of society.

### Introduction.

The country's need for teachers who are able to take a personal and humane position in relation to pupils and to themselves puts forward the problem of the formation of socio-cultural competence in the category of very urgent. The relevance of the formation of professional competence, as well as socio-cultural competence, is dictated by the legislative framework of the state. In the state educational standard of higher professional linguistic education in the requirements for professional training of a specialist provides for the possession of socio-cultural competence, a specialist must demonstrate a certain level of bilingual communicative competence, including linguistic, sociolinguistic, socio-cultural, discursive in accordance with the scale of requirements for all types of speech activity.

### Literature review.

The historical and pedagogical analysis of the conceptual apparatus of the problem of the formation of socio-cultural competence of future teachers allowed us to trace the evolution

of its formation, which determines an adequate understanding of the current state and a scientifically based determination of the prospects for further development. We have identified three stages in the formation and development of the research problem.

At the first stage the formation and development of the conceptual apparatus of the problem under study takes place in the general context of the concept of "competence", which originally designated the ability necessary to perform a certain, mainly linguistic activity in the native language. There are prerequisites for the differentiation of the concepts of "competence". The problem of the formation of socio-cultural competence of future teachers is not the subject of special study.

The second stage is characterized by research in the field of professional competencies, including vocational and pedagogical ones. The development of certain aspects of the formation of socio-cultural competence in the higher education system begins without taking into account the specifics of professional activity. The third stage of the development of the

problem of the formation of socio-cultural competence of future teachers takes place in the context of educational reform based on the competence model of the quality of training specialists. At this stage, a theoretical and methodological basis is being created for a comprehensive scientific study of the socio-cultural competence of the future teacher and the process of its formation in the system of higher pedagogical education.

The current stage of development of higher professional education is characterized by a large number of works devoted to the study of professional competence and the search for effective ways to form it. Since socio-cultural competence is an important part of professional training, the problem of the formation of this competence is significant for research in the field of foreign language education.

The formation of the socio-cultural competence of a future teacher presupposes the choice of a strategy, the basis of which can be one or a synthesis of several methodological approaches that would integrate all the factors influencing the studied pedagogical phenomenon, reflecting the main directions of higher school development and social requirements for a future teacher.

At the present stage, the search for effective ways to train future teachers in the higher education system is conducted from the standpoint of systemic, personal, activity, paradigmatic, competence and other approaches and their modifications. The mutually determining application of systemic, personality-oriented and competence-based approaches ensures the organizational complexity of the process of forming the socio-cultural competence of future teachers and the development of an effectively functioning system of its formation.

The personality-oriented approach is aimed at self-determination, self-realization and social adaptation in a changing socio-cultural situation. The application of a personality-oriented approach in the process of forming the socio-cultural competence of future teachers allowed activating the internal reserves of a self-developing personality: awareness of natural interpersonal situations of intercultural

communication, oneself as a participant in these situations, foreseeing socio-cultural barriers in interpersonal and interprofessional communication.

However, despite the significant interest of scientists and the significance of the results obtained, the problem of forming the socio-cultural competence of future teachers remains insufficiently developed.

Result and analysis.

The main reasons for this are:

- the lack of understanding in existing studies of the importance of socio-cultural competence of future teachers as a phenomenon with a powerful potential in solving the problem of improving the quality of training of future specialists;
- insufficient elaboration of the theoretical and practical foundations of the process of forming the socio-cultural competence of future teachers, reflecting its essence and possibilities for improvement;
- the predominance of fragmentary development of individual components of socio-cultural competence (regional, sociolinguistic), which does not give a holistic view of this competence as a complex phenomenon requiring special measures for its formation;
- insufficient elaboration of the content and methodological and technological aspects of the formation of socio-cultural competence of future teachers in the context of professional training. Thus, the formation of socio-cultural competence of future teachers is a multidimensional problem of urgent social and scientific importance.

By the process of forming the socio-cultural competence of future teachers, we mean a set of consistent actions to change the structure of personality under the influence of external influences and personal activity of the individual, as a result of which a new quality appears - socio-cultural competence. It is important to note that this process belongs to the pedagogical one, since it represents a purposeful, rich in content and organizationally designed interaction of educational subjects. The interaction of the teacher and students is aimed at the conscious and lasting assimilation of knowledge, skills and abilities by future

teachers, the formation of the ability to apply them in practice.

The relevance of the study is determined by: trends in education related to the need to train a competent teacher with a high level of development of general culture, capable of carrying out professional activities in modern social, economic and cultural conditions; the unrealized potential of higher educational institutions in educating a person capable and ready for a dialogue of cultures in the context of expansion and qualitative changes in the spheres of international cooperation; increased requirements for the level of socio-cultural competencies of future teachers; insufficient development of scientific and methodological support for the process of purposeful formation of socio-cultural competence of future teachers in the system of professional linguistic training.

Based on the analysis of existing research and own teaching experience, the research problem was formulated, which consists in the need to resolve the contradiction between the increased need of modern society to train future teachers with a high level of socio-cultural competence and insufficient theoretical and methodological elaboration of ways to form it in a dynamically developing higher professional education.

#### Research methodology.

The choice of a set of research methods led to a combination of the theoretical and methodological level of work with the solution of applied problems: theoretical methods - analysis of normative legal documents, scientific literature on the problem of research, synthesis, comparison, classification, systematization, extrapolation; empirical methods – analysis and generalization of experience in preparing future teachers, observation, questioning, experimental work, expert assessment, self-assessment, analysis of student learning products, methods of mathematical statistics.

#### Result and analysis.

Among the key competencies of a future specialist, socio-cultural competence occupies one of the leading places and is interpreted by us as a defining competence corresponding to the widest range of specifics, i.e. the most

universal in its nature and degree of applicability.

Projecting this definition of sociocultural competence onto language education, we agree with scientists whose idea of sociocultural competence is associated with knowledge of the system of universal cultural values; the values of the native culture and the culture of the studied language, forms and ways of their manifestation in human behavior models. When modeling the holistic image of a competent teacher with a high level of development of general culture, we focus on the fact that a person of culture is a free, spiritual person focused on the values of world and national culture, capable of creative self-realization, moral self-regulation and adaptation in a changing socio-cultural environment.

We consider the socio-cultural competence of a future teacher as an integrative characteristic of a specialist, reflecting the ability and willingness to apply a set of socio-cultural knowledge about the national specifics of his country and the country of the language being studied in the process of professional activity and skills in the field of intercultural communication, while showing such professionally important qualities as sociability, empathy, tolerance. In the structure of the socio-cultural competence of the future teacher, we identify social, sociolinguistic, general cultural, linguistic, cultural and regional components that fully reveal the content of the studied phenomenon and can be effectively formed in the process of professional training of the future teacher.

Studying the state of the problem under study in the theory and practice of pedagogy allowed us to conclude that it is necessary to purposefully form the socio-cultural competence of future teachers. This raised the task of developing a special system that ensures its formation in the conditions of higher professional pedagogical education. As a theoretical and methodological strategy that determined the result of scientific research, we have chosen systematic, personality-oriented and competence-based approaches. Their complementary application ensures the organizational complexity of the process of forming the socio-cultural competence of future teachers, the development

of a system for the formation of this competence and the technology of implementing the system. Discussion.

A systematic approach is the basic one for building a system for the formation of socio-cultural competence of future teachers. The implementation of this approach allowed us to make the following generalizations:

The effectiveness of the process of forming the socio-cultural competence of future teachers depends on the organization of targeted systemic influences to prepare students for teaching activities;

The socio-cultural competence of future teachers can be considered as a pedagogical system, which is an integral education of special knowledge, skills, skills, professionally important personality qualities of the future teacher, allowing him to effectively carry out professional pedagogical activities and intercultural communication.

The systematic approach does not fully solve the problem of forming the socio-cultural competence of future teachers and is complemented by competence-based and personality-oriented approaches.

The competence-activity approach provides mastery of communicative activity through the formation of a set of competencies in the activity mode, and makes it possible to consider the technological side of the formation of the competence under study.

The implementation of this approach is an effective and targeted basis for socio-cultural training.

The personality-oriented approach defines the main provisions of the selection of educational content, according to which the educational material becomes subjectively significant for the student.

The system approach is based on a set of principles (goal-setting, level-setting, manufacturability, integrativity, openness, dynamism) that determine its essence. This system of principles has defined a set of requirements that must be met by the system of formation of socio-cultural competence of future teachers:

- ensuring the process of integration of the content, forms, methods of general professional

and special training aimed at the formation of a "cultural and linguistic personality" focused on the dialogue of cultures;

- an individual approach to the training of a future teacher who is able to carry out intercultural interaction at the professional and personal levels;

- ensuring the formation of basic competencies necessary for successful socialization and acculturation of a person ready for intercultural interaction.

Conclusion.

The system of formation of socio-cultural competence of future teachers is represented by the following structural components:

- motivational and targeted - creating the need for students to form socio-cultural competence and setting up the ability and willingness to participate in the dialogue of cultures;

- the substantive and procedural component includes blocks of general professional and special training: socio-cultural and linguistic;

- the organizational and technological component involves the allocation of criteria for the level of formation of socio-cultural competence among students;

- the criterion-level component involves the allocation of criteria for the level of formation of socio-cultural competence among students;

- the correctional and evaluation component ensures the elimination of shortcomings in the process of forming the socio-cultural competence of future teachers, the establishment of feedback from teaching subjects, timely receipt of information about the effectiveness of the formation of socio-cultural competence, possible difficulties in mastering knowledge, developing skills, and the formation of professionally important qualities.

Thus, the system of formation of socio-cultural competence based on a systematic, personality-oriented and competence-based approaches provides socio-cultural education of future teachers in an activity mode, using subjective experience, professionally personal qualities and assimilation of socio-cultural knowledge and skills. This system provides for personality-developing pedagogical technologies of professional training of a future teacher, tracking the dynamics of this process and,

finally, substantiation of psychological and pedagogical conditions, leading trends in the development of the studied competence.

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