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# Content of The Development of Socio- Cultural Competence in Future Teachers

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**Abstract:** This article analyzes the concept of competence, the results of research on competence. The content of socio-cultural competence, the analysis of literature on social competence are based on the need to develop it in future teachers. Foreign experiences in developing socio-cultural competence of future teachers in pedagogical universities are highlighted. Also, methods and approaches to developing this competence are analyzed, problems in teaching it in the context of our country are described and methods for solving them are proposed.

**Keywords:** Competence, competent approach, socio-cultural competence, pedagogical activity, component.

**Introduction:** At the international level, great importance is attached to the introduction of international educational standards, developed by the world's higher education and scientific centers for the introduction of future pedagogical criteria, problems of an innovative educational environment, and the introduction of international educational standards. In our advanced production, it is necessary to prepare future young students for a continuous education system based on the country's experience, to create the necessary conditions for the modernization of the content of modern education. The Development Strategy of New Uzbekistan for the further development of the Republic of Uzbekistan for 2022-2026 sets out priority tasks such as "Promoting the spiritual, intellectual, physical and moral development of young people" [1]. It is also becoming increasingly important to use the potential of museum pedagogy as an effective methodology for developing the socio-cultural

competence of future personnel in higher education, and to solve problems related to improving its pedagogical conditions.

## METHODS

The concept of competence has entered the field of education as a result of scientific research by pedagogical psychologists. From a psychological point of view, competence means "how a specialist behaves in unconventional and unexpected situations, takes a new approach in relationships with colleagues, performs ambiguous tasks, uses conflicting information, and has a plan of action in continuously developing and complex processes."

In English, the 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 of application in practice, as well as the mastery of integrative knowledge and actions in each independent area. Competence also 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.

In pedagogical research, it is precisely the issue of specialist-staff competence that is of great interest and importance and necessity for organizing the educational process and ensuring its effectiveness. The formation and maintenance of a socially active and dynamic teacher who shows 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. 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, the unconditional provision of efficiency of the work process based on proper management in an adequate and fully consistent manner with the purpose of production, management practice, directing the labor activities of higher and lower employees in the production process towards the set goals and efficiency.

It is necessary to mention the name of David McClelland as the founder of the competency-based approach to personnel management [2, 145 p.]. The

scientist studied the psychological aspects of the characteristics of the production process and is known 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 importance:

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, and in fact this word means "agreement", "compatibility", "adaptation to something", "adaptation". Today this word more often means "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" [3].

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, Y.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 [5].

The research work of our country's pedagogical scientists A.Abdukodirov, R.H.Jurayev, 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 imposed 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, as well as personal deontological standards, necessary for a person of a particular profession. Competence is related to the practical activities of a person and is determined by the ability to creatively demonstrate the standards of competence in work experience, based on the requirements of society."

## RESULTS AND DISCUSSION

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 gives knowledge to the student, conveys information, but also acts as an intermediary between the developing individual and society. The main tasks of socio-cultural competence include such aspects as adaptation, social orientation, and the integration of personal and social experiences. The level of socio-cultural 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. Ecological, political, ideological, social changes not only determine the development of social thinking, but also affect people's self-awareness, life values, and personal problems.

The analysis of scientific literature conducted to determine the content of socio-cultural competence made it possible to highlight the following specific aspects of it: firstly, socio-cultural competence can express the requirements of society and culture. This is explained by the fact that a person has knowledge about the content of socio-moral norms, the ability to organize forms of activity based on cultural requirements, and its value orientation. secondly, socio-cultural competence also reflects the creative properties of a person as a subject of social interaction and cooperation [6].

The process of developing socio-cultural competence requires taking into account the corporate foundations of systematically developing professional competence in future teachers, based on providing them with an understanding of the reforms, innovations, and developments being implemented in our country.

In the higher education system, socio-cultural competence is a set of skills, knowledge and abilities

related to interaction with representatives of different cultures, understanding and adhering to ethical norms. The education system in our country seeks to form socio-cultural competence in order to enrich students' intercultural experience, develop tolerance and the ability to effectively communicate with representatives of other cultures. Socio-cultural competence directly affects the quality of the educational process, provides a deep understanding and acceptance of the diversity of the cultural heritage of Uzbekistan, and plays an important role in developing intercultural understanding and tolerance, which are necessary for maintaining social peace and stability.

Sociocultural competence consists of four main components:

- 1) sociocultural knowledge (knowledge of spiritual values, customs and cultural traditions, the specific features of the national mentality);
- 2) communication experience (choosing a sociocultural style, correctly interpreting foreign cultural phenomena);
- 3) emotional attitude to culture (including the ability to eliminate and resolve conflicts that arise during communication);
- 4) knowledge of the methods of applying the rules of etiquette and the correct use of social etiquette.

In our opinion, social culture, socio-cultural competence is considered the foundation of spiritual and moral qualities, and this foundation will be stable only if social culture skills are formed from a young age. It also becomes a decisive factor in the formation of future teachers as individuals. After all, the culture of communication occupies a special place in the structure of spiritual and moral qualities. In an educational institution, students-young people face initial problems of communication and attitude outside the family and neighborhood environment. It is precisely in an educational institution that the culture of communication should be formed consistently and coherently, based on the laws of education and upbringing. That is, a professional influence is exerted that is different from the educational influence of the family and neighborhood. Also, the harmony of national and universal values is achieved in education. That is, while the upbringing of national values and local traditions is a priority in the family and neighborhood, work is also carried out in the educational institution to form an understanding and skills in primary universal values and a culture of communication.

Based on the above, as part of our scientific research, we determined that in order to form socio-cultural competence in students of higher education

institutions, the following aspects of communication culture should be formed first of all:

- relations between students and teachers;
- greeting relations between students;
- relations in the process of socially useful work;
- relations in the process of training;
- formation of behavioral skills of future teachers;
- formation of elements of official relations in the process of public work;
- relations between colleagues;
- expression of gratitude.

Based on the analysis of the scientific ideas of the above-mentioned scientists, it is possible that students' socio-cultural competence is formed and manifested in the process of acquiring socio-cultural knowledge, knowledge of the language being studied, spiritual values and cultural heritage, communication experience, and methods of using the language.

## **CONCLUSION**

The goal of the competency-based approach, from the perspective of modern education, is to try to overcome the gap between the theoretical knowledge of a specialist and its practical application. Therefore, the modern educational process should not be about giving students knowledge that is difficult to apply in practice, but rather about mobilizing this knowledge to solve urgent professional problems, as well as creating conditions for students to independently solve such problems during the educational process. 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 in the educational process as an important factor in the development of socio-cultural competence in students;
- to form a system of special knowledge on reducing high-level communicative and psychological barriers in future teachers in order to develop socio-cultural competence in them;
- to solve the problem of determining the theoretical foundations of the development of socio-cultural competence of future teachers;
- taking into account the features of the development of socio-cultural competence, it is appropriate to determine the specific features of this process in the context of professional pedagogical education.

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