



 Research Article

DEVELOPMENT OF SOCIO-CULTURAL COMPETENCE IN FUTURE PHYSICAL EDUCATION TEACHERS

Submission Date: October 25, 2022, **Accepted Date:** October 30, 2022,

Published Date: November 05, 2022

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-03-11-01>

Journal Website:
<https://masterjournals.com/index.php/crjp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Saparova Kamola

Pedagogical Institute Of Andijan State University, 2nd Stage Master's Student, Uzbekistan

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 Oriental Renaissance: Innovative, educational, natural and social sciences presents the author's suggestions and recommendations for the development of a corporate system, stages and a pedagogical model for the development of sociocultural competence in future teachers.

KEYWORDS

Competency, competence, professional competence, sociocultural competence, corporate system, qualification requirements, model

INTRODUCTION

In the research carried out by the world's leading higher education institutions and scientific centers on the implementation of modern education at the international level, special importance is attached to the introduction of the requirements of international educational standards, the criteria of professional skills of future pedagogues. Scientific research aimed at

expanding the composition of pedagogical competence of young teachers based on indicators of successful use of modern information and pedagogical technologies in the educational process, such as motivational, cognitive, operational, reflexive and self-assessment, plays an important role. In our country, on the basis of advanced foreign experiences, research is



being carried out to create an educational environment aimed at modernizing the modern educational content of training future young teachers for the continuous education system. In the strategy of Actions for the further development of the Republic of Uzbekistan, priorities such as "further improvement of the continuous education system, increasing the possibilities of quality education services, continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market" are defined. [1] In this regard, it is important to improve the pedagogical system of creating an educational environment focused on the development of socio-cultural competence based on the axiological approach.

METHODS

The concept of competence entered the field of education as a result of the scientific research of pedagogic-psychological researchers. Competence means "how a specialist behaves in non-traditional situations, takes a new path in relationships with colleagues, uses information full of conflicts, has a plan for moving in consistently developing and complex processes." Oriental Renaissance: Innovative, educational, natural and social sciences The English concept of "competence" literally means "ability". The content implies the effective use of theoretical knowledge in the activity, the ability to demonstrate high-level professional skills, skills and talents. Professional competence is the acquisition of knowledge, skills and abilities necessary for professional activity by a specialist and their practical application at a high level. Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. Also, competence requires constant enrichment of professional knowledge,

learning new information, and most importantly, the ability to search for scientific information, process it and apply it in one's work. Recently, interest in researching the issue of professional competence of specialists is growing. The diversity of views and opinions in this regard does not allow creating a systematized, unified conceptual model for this problem.

LITERATURE ANALYSIS

Although a number of scientists from the CIS countries methodically researched the concept of competence from the point of view of psychology and pedagogy, in the latest pedagogical research, it is precisely the issue of specialist-staff competence that arouses great interest and shows its importance for ensuring the organization of the educational process. It is an important task of higher education institutions to form and provide a teacher who is socially active and mobile, who clearly understands his professional goals, has high culture, innovative thinking and is ready to implement innovations in education. Competence is knowledge in one or another field. "Competence" (lat. competence - I am achieving, I am worthy, I am worthy) - 1) the range of powers, rights and duties of a specific state organization (local self-government body) or an official, defined 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, and it is used in almost all areas of production. Competence is equivalent to a set of modern requirements for the activities of specialists in various fields. The history of its origin is related to ensuring its effectiveness on the basis of correct management in an adequate and fully compatible manner with the goal of management theory, directing the work of upper and lower employees in the production process to the set goal. It is necessary to mention the name of David McClelland as the founder of the competency-based



personnel management approach [3, 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 integration of specialist motivation with the production process and goals. Historically, in relation to the introduction of the concept of "competence" in the educational system and the acceptance of its importance, the following stages are distinguished: In the first stage (1960-1970s), the concepts of "competence" and "competence" entered scientific circles and circulation, and the rules of their application, features of application were defined. The term "competence" was used for the first time in 1965 by N. Chomsky, a teacher at the University of Massachusetts. The semantic limit of this word is very wide today, in fact, this word means "agreement", "compatibility", "to fit something", "to be compatible". Today, this word means more "universal, that is, a set of general characteristics and requirements suitable for everyone." In the second stage (1970-1990s), the scope of application of the term "competence" increases sharply, this word becomes a special term and begins to mean a set of features related to a certain field and is used in the organization of language theory, management, and communications. J. Raven raises the question of what is the professional competence from the point of view of modern society and distinguishes and shows 37 components of competence that ensure effectiveness and calls them "motivational ability" [4]. In the third stage (1990-2001), the whole world, in the CIS, and in particular in Russia, the "Bologna Declaration" was adopted for implementation and educational development. One of the goals of the educational reforms was the issue of "professional competence" as the main characteristic of the specialist's qualitative indicators. 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 from the point of view of psychology and pedagogy in a scientific-theoretical and methodological way. The scientific theoretical foundations of such problems as modern approaches to the intensification of education in higher education institutions are reflected in the research works of the pedagogic scientists of our country A. Abdulkadirov, R.H. Jorayev, Z.K. Ismoilova, E.R. Yuzlikayeva, M.B. Urazova, K.D. Riskulova. According to K. J. Riskulova, "competence" means a set of professional laws, principles, requirements, rules, duties, tasks and obligations, as well as personal deontological norms, necessary for the holder of a particular profession. Competence is related to the practical activity of a person, and is determined by the ability to demonstrate competence norms in work experience based on creativity based on the requirements of society" [6, p. 44].

DISCUSSION

The concept of competence is general in relation to a person, while competence has the character of individuality. The main criterion of competence is determined by the result of productive activity, competitive personnel training. The analysis of pedagogical-psychological literature and research made it possible to distinguish different meanings of the concept of "competence".

These are the following:

- ability to solve production issues;
- ability to apply knowledge and skills in specific situations;
- a set of requirements imposed on the employee by the organization in order to form the quality activity of the subject;
- compliance of the employee's behavior standards with the society's requirements;



- the total sum of knowledge, skills and abilities (KSA), ability, motivation, personality, communicative qualities and other concepts;
- quality training and skills of the employee;
- responsibility and authority for job duties;
- KSA+ important professional qualities, together with the organizational context;
- deep understanding of professional experience;
- set of personal characteristics, individuality;
- criteria of effective production activity;
- creativity and others.

The practice of higher education shows that the process of formation of professional competences among students is inextricably linked with the development of the level of socio-cultural competence in them. This aspect requires a special study of the problem of developing socio-cultural competence in future physical education teachers. One of the important components of the general structure of professional competence in pedagogical activities is socio-cultural competence. After all, a modern teacher not only provides knowledge, information, and information to the student, but also plays the role of a mediator between a developing person and society. The appropriateness of the "child-person-society" interaction depends on how competent and active the teacher is in social life. Among the main tasks of socio-cultural competence, it is possible to include aspects such as adaptation, social orientation, and the combination of personal and social experiences. The level of socio-cultural competence of a person is important in the process of conducting interpersonal relations 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 has a special place in the process of adaptation of a person to new social and globalization conditions [7, 8, 9, 10]. Environmental,

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 puts before the science of psychology the task of creating programs aimed at improving the level of competence of a person in solving problems related to socialization and social adaptation. In our opinion, this task is related not only to each other, but also to the activities of pedagogues who are responsible for the formation of students as well-rounded individuals. Interest in the mechanisms of the formation of competent social behavior of a person, tendencies of manifestation, motivation, content, first of all, it is characterized by the influence of the character of "human-society" interaction on the social progress and development. The analysis of scientific literature carried out in order to determine the content of socio-cultural competence made it possible to distinguish the following specific aspects of it: first, socio-cultural competence can express the demands of society and culture. This is explained by a person's knowledge of the content of social and moral norms, the ability to organize forms of activity based on cultural requirements, and his valuable orientation. Secondly, socio-cultural competence also reflects the creative features of a person as a subject of social mutual partnership and cooperation.

CONCLUSIONS

So, the goal of the competence-based approach is to try to overcome the gap between the theoretical knowledge of the specialist and its practical application, based on the point of view of modern education. That is why modern education is to acquire information about "Competence" and its types, to understand their essence and be able to verbally express them, to create a personal need for mastering professional competences.



Conditions for the development of socio-cultural competence in future teachers:

1. Introducing SES and qualification requirements;
2. Organization of activities based on the program of a special educational module;
3. Ensuring independence through cooperative activities;
4. The project of organizing the activity, determining its form, methods and means;
5. Knowing the essence of the process, basic concepts, intellectual orientation;
6. Creating practical skills and experiences;
7. Taking into account the individual psychological characteristics and capabilities of students.

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

- considering national, spiritual and educational values in the educational process as an important factor in the development of socio-cultural competence in students;
- formation of a special knowledge system to reduce high-level communicative and psychological barriers in order to develop socio-cultural competence in future teachers;
- solving the issue of determining the theoretical foundations of the development of socio-cultural competences of future teachers;
- it is appropriate to determine the specific features of this process in the conditions of professional pedagogical education, taking into account the features of the development of socio-cultural competence.

REFERENCES

1. Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. PF-4947 "On

the Strategy of Actions for the Further Development of the Republic of Uzbekistan". Collection of Laws of the Republic of Uzbekistan, 2017, No. 6, Article 70.

2. Richard E. Boyatzis. David C. McClelland: For The Wiley Encyclopedia of Personality and Individual Differences Volume IV: Clinical, Applied and Cross – Cultural Research. December 5, 2016
3. J.Raven (1984). Competence in modern society: Its Identification, Development and Release. – UK. P.220
4. Markova A.K. Psychology of professionalism. - M.: Knowledge, 1996. - 340 p.
5. Musurmonova O. Pedagogical technologies - a factor of educational efficiency. Monograph. - T.: Youth Publishing House, 2020. - 184 p.
6. Kolova S.M. Formation of socio-cultural competence of future specialists. dis. ...cand. ped. Sciences. S. M. Kolova. - Chelyabinsk, 2002. - 190 p.
7. Elizarova G.V. On the nature of sociocultural competence [Text] // Word, sentence and text as interpretive systems. Studia Linguistica 8. St. Petersburg: Trigon. 1998, pp. 25–31.
8. Berdieva Kh. B. Development of socio-cultural competence of future primary school teachers // Pedagogical education and science. - 2020. - No. 1. – P. 128-131.
9. Berdieva Kh.B., Berdieva N.U. Problems of development of socio-cultural competence among primary school students // Eurasian scientific association. – 2019. – no. 12-5. - P. 408-410.
10. An explanatory dictionary of the Uzbek language. / Begmatov E., Madvaliyev A. and others.; Under the editorship of A. Madvaliyev, volume 2. - Tashkent: National Encyclopedia of Uzbekistan, 2006. - 408 p.