



THE IMPORTANCE OF AN INTEGRATIVE APPROACH IN THE DEVELOPMENT OF STUDENTS' CULTURAL COMPETENCES

Yu.O.Badelbayeva

English instructor at Ajou university in Tashkent

E-mail: yulduz.badelbayeva@mail.ru

Abstract: *This article is about students' cultural competence and the importance of integrative approach. Nowadays, there is a volume attention to the young people and their education. In the future, it is necessary to focus on the development of culture and education of a mature generation with a high level of culture, knowledge and spirituality. On the basis of Integration and culture, students are interested in comprehensive knowledge and foreign language learning.*

Key words: *culture, cultural competence, behavior and culture, educational paradigm, integrative approach, pedagogical process, students, universities.*

Currently, great attention is paid to education. For this reason, the level of education in our country's educational institutions is growing, besides, various foreign universities are opening and developing in both scientific and cultural fields.

If our state leader engages pedagogues-personnel who are skilled in their work in the field of youth education and culture, and who can approach each young student individually, and if we do not shape their thoughts and thinking correctly, in the future, we will have a high level, culture and has often emphasized that it is necessary to pay special attention to the development of culture and education of a mature generation with knowledge and spirituality.

The study of the level of formation of cultural competence of the students of the higher educational institution showed that its high level is characteristic of only a small part of today's young generation. Others have a low and medium level of development of this skill. That is why it is necessary to organize separate work on the development of cultural competence in the process of professional training of specialists of various fields.

The methodology of developing the cultural abilities of the person includes the identification of the specific features of humanitarian thought aimed at understanding the meanings of other people, their meanings in order to assimilate them as a single logic of culture; this methodology promotes tolerance of thinking, diversity of aesthetic taste, respect for various cultural achievements of the past and present, teaches empathy, the ability to see and find compromises in conflict situations [1].

All the wealth and variety of knowledge about nature, culture, society, and people presented to humanity at the end of the 20th century cannot be included in the educational programs. Natural-scientific, philosophical, social-humanitarian and artistic-aesthetic knowledge, which are necessary and sufficient to create an integrated picture of the world, should be included in thematic blocks that organize the dynamic integration.

Since the term "integration" is fundamental importance, it is worth to dwell on it in more detail. We consider it permissible to define the concept of "Integration" (lat. integer -



whole) as having both a general and a broad meaning, and a specialized narrow approach. Also, integration is one of the important directions of development of educational system. Integration occurs in the following cases: when there are elements that are separated in some way; there are objective conditions for their comparison; they are judged not summatively and side by side, but through synthesis. The result of such a comparison is a system with integral properties.

The integral approach to the pedagogical process is described as a holistic influence on a person with a holistic pedagogical method. Such an approach includes the content of educational and educational processes, as well as the sharing of appropriate methods, forms and methods of teaching activity. One of the principles of integrative pedagogy is to respect the student, to recognize the value of his personality, his equality and freedom, to develop the methods of relations based on the creation of a collective creative working environment [2].

Due to the changing attitude of the educational paradigm, a person, his culture, professional skills are in the center of attention, the knowledge and skills he has become a means of his development and self-development from the purpose of education. It is necessary to develop as an active subject of circular education and social activity [3]. This leads us to understand that the most important task at the current stage is the development of the cultural paradigm of education, which leads to the consideration of socio-cultural competence based on an integrative approach.

“Culture needs a lot of languages, because - said M. S. Kagan - its informational content is rich in many ways and each specific informational process needs appropriate means of implementation” [1]. That is, we can say that each language forms a certain image of the world for its native speaker, which is expressed by the semantic network of concepts specific to this language: both associative experiences and intercultural communication. future problems and integrated situations will prove this.

USED LITERATURE:

1. Каган, М. С. Философия культуры [Текст] / М. С. Каган. — СПб, 1996. p. 37
2. Клименко Н. Ю. Социально-педагогическая компетентность специалистов социальной сферы / Н.Ю. Клименко // Педагогика. – 2003. – № 2. – С. 22–27.
3. Сергеев Е. А. Становление и развитие профессиональной подготовки специалистов социокультурной сферы: автореф. дис. ... д-ра пед. наук / Е.А. Сергеев. – М., 2000. – 68 с