



FORMATION OF THE SOCIO-CULTURAL COMPETENCE OF FUTURE
TEACHERS IN THE CONTEXT OF DIGITALIZATION OF EDUCATION

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Annotation: *The article provides a rationale for the need to improve the socio-cultural competence of the future teacher in the context of the digitalization of education. The conclusion is made about the need for additional teacher training to create high-quality digital educational content, manage the cognitive activity of schoolchildren when teaching using digital learning environments, create a comfortable and safe educational space, and productive communication.*

Key words: *digital technologies, digital competence, teacher, informatics, digital educational environment, culture, education, content, quality education.*

The decree of the President of the Republic of Uzbekistan of June 21, 2022 "On measures to improve the quality of pedagogical education and the further development of the activities of higher educational institutions for the training of pedagogical personnel" PK -289-on the development of modern educational programs with the introduction of advanced foreign experience, defines the tasks of increasing the training of highly qualified professional personnel to a new level [1].

The complexity and dynamics of the development and activities of the modern field of education impose new requirements on all its subjects and, first of all, on the teacher. The need to form an ability to dialogue leads to the fact that the future teacher must have the necessary and sufficient socio-cultural competencies. The problem of forming the socio-cultural competence of future teachers is not well worked out by scientists. In this regard, it is necessary to create a system for the formation of the socio-cultural competence of future teachers in the process of professional training in higher educational institutions for the training of teachers.

The formation in the interpersonal and professional dialogue of a future teacher of such a level of socio-cultural competence, which promotes intercultural dialogue and ensures the education of the younger generation in the spirit of mutual understanding, gives respect to other cultures, which will preserve a single socio-cultural space of his country and the whole world.

The search for effective ways to train future teachers in the higher education system is carried out in terms of consistency, personality, activity, paradigm, competencies and other approaches and their changes. Their complementary application will ensure the organizational complexity of the process of forming the socio-cultural competence of future teachers and the development of an effective system for its formation.

The student approach, which is the main strategy for updating education, occupies a conceptual place in the theory and practice of training future teachers in higher educational institutions for the training of teachers. In a personally oriented approach, personality specificity and subjectivity of the educational process come first.



"The development of modern society is characterized by trends in individuality in culture as a whole, in particular in education" [2].

A personally oriented approach aims at self-determination, self-awareness and social adaptation in a changing socio-cultural situation. Taking into account the peculiarities of the studied competence, it can be noted that when creating a system for the formation of socio-cultural competence of future teachers, we take into account two general areas of a personally oriented approach - the public and individualization.

The use of a personally oriented approach in the process of forming the socio-cultural competence of future teachers will increase the internal reserves of self-realization. According to A.S. Belkin, the formation of solid knowledge, skills, qualifications and qualities for the full formation of the socio-cultural competence of students will be achieved not only by constant enrichment, changes in subjective experience. The use of a personally oriented approach to the creation of a system for the formation of socio-cultural competence of future teachers will allow us to:

- recognition of the "individuality of the educational trajectory" taking into account the needs, opportunities and inclination of a person working as an active subject of educational activity;

- selection of content of formation of socio-cultural competence of future teachers;

- use of technologies corresponding to this approach, which contribute to the creation of special relations between educational entities;

- joint activities of future teachers aimed at achieving the general goals of the process of formation of socio-cultural competence. The search for conceptual approaches to the problem of forming the socio-cultural competence of future teachers led us to a competently active approach. The main aspects of this approach should be activities and qualifications. The concept of an approach to activity is formed on the basis of psychological, psychological and pedagogical rules developed by L. S. Vigotsky, A. N. Leontyev, S. L. Rubinstein, as well as P. Ya. Markova and other researchers. In accordance with this concept, the development of the content of education is carried out not by transferring information about it to the student, but in the process of his activities to master the content. In the process of activity, the formation of abilities, skills and skills takes place.

Under the competence-activity approach, we understand the mega-approach, following the opinion of M.K. Kolkova, which allows us to set goals aimed at the formation of various competencies, theoretically justify the problems of choosing educational content, and solve problems [9].

The integration of approaches allows studying any socio-cultural phenomenon as an activity in its own right, while focusing on the educational outcome. The acquisition of socio-cultural competencies by future teachers has the nature of activity, because teaching technologies are aimed at developing the ability to perform various types of activities, in the process of which new competences must be acquired. The importance of the activity approach is that it allows:

- transition from attention to overproduction of knowledge about the socio-cultural term to its application and organization;



- development of communication activities through the formation of socio-cultural, linguistic and complex competencies;
- pay attention to the maximum development of the future teacher's personality;
- the subject of dialogue between cultures, its social activity and creativity in certain socio-cultural conditions.

The main approach to studying the problem of forming the socio-cultural competence of future teachers is considered a systematic approach. According to E.N. Stepanov and L.M. Luzin, the use of a systematic approach in pedagogical science and practice seems to be an obvious necessity, since teachers are constantly located and operate in the world of systems [3].

Given the specifics of applying a systematic approach to pedagogical research identified by V.M. Polonsky, based on the philosophical positions of the definition of this concept [10], it can be concluded that this approach allows us to:

- study of the socio-cultural educational process in the higher education system as a whole and presentation of its methodology in terms of consistency;
- studied phenomenon - determination of components of socio-cultural competence;
- assessment of the role of the developed system as a holistic education and role in the system of phenomena of vocational pedagogical training;
- introduction of the obtained results into socio-cultural educational practice in the system of training professional pedagogical personnel.

Summarizing the above, by the "process of formation" of the socio-cultural competence of future teachers, we understand a set of consistent actions to change external influences and personality structure under the influence of our own activities.

In the future, on the basis of the pedagogical system, you can see the systemic features of the process of forming the socio-cultural competence of future teachers. This process refers to the pedagogical process, since it is a purposeful, meaningful rich and organized interaction of educational subjects.

The interaction of teachers and students is aimed at the conscious and constant development of knowledge, skills and skills by future teachers, the formation of their ability to apply in practice. Based on the philosophical description of the system, all authors interpret this concept as a set of interconnected and interacting elements of activity that have a hierarchical structure.

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