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THE CONTENT OF DEVELOPING SOCIO-CULTURAL COMPETENCE IN FUTURE TEACHERS

Dhakbarova Zarifakxon Solijon kizi

Fergana State University, (PhD) basic doctoral student

Email: dilik6109@gmail.com

Phone: +998939722000

Abstract

This article analyzes the content of the development of socio-cultural competence in future educators. During the study, the importance of harmonizing the basic principles, approaches, socio-cultural knowledge, skills and qualifications of 21st century education with national and international historical experiences in the organization of the educational process in students of higher educational institutions was studied. In future educators, the form, method, tools for the development of socio-cultural competence are analyzed theoretically and practically. In the activities of future educators, recommendations have been developed to improve the effectiveness of education by harmonizing values with modern methods.

Keywords: Culture, spirituality, continuous education, socio-cultural competence, creative activity, intercultural communication, tolerance, self-awareness.

INTRODUCTION

In today's continuous spiritual education, the study of the issue of increasing the social culture of students and the formation of socio-cultural competence is becoming a special scientific problem. The higher education system is an important stage in this regard, especially in pedagogical faculties, the priority is given to the development and development of the social culture of their future teachers, the formation of professional skills, ethics, etiquette and the qualities of respect for national traditions, values. Therefore, special attention should be paid to the development of socio-cultural competence of students. To do this, first of all, we will dwell on the system of improving the methodology for the development of socio-cultural competence in future educators within the framework of our scientific



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research, the process of lesson and extracurricular education, the analysis of scientific research of scientists who studied the problem within the framework of our research work.

LITERATURE REVIEW AND METHODOLOGY

It is advisable to analyze the research work related to the study of the problem of the development of socio-cultural competence in future educators in two parts. It can be seen that research work aimed at the development of socio-cultural competence in future educators is also carried out on the basis of somewhat extensive and systematic research. Issues of development of socio-cultural activity in future teachers from Uzbek scientists M.Raxmanova, M.Quranov, H.Tojiboyeva, G.J.Tulenova, Q.Quranboyev; on the development of socio-cultural competence N.Abdumuratova, D.Nafasov; historical-philosophical, moral-aesthetic content of spiritual and artistic values-essence A.G.Abdunabiyev, B.Abdurakhimov, S.Alimov, A.Erkayev, F.Babashev, E.Umarov, M.Abdullayev, E.Khakimov. Studied from psychologist scientists M.Davletshin, V.Karimova, A.Leontev, A.Maslow. The psychological aspects of the problem were studied by Nishonova, L.Rubinshtein, N.Safayev, E.G'oziyev.

The issue of applying cultural competence to education in the countries of the Commonwealth of Independent States (CIS), the formation of socio-cultural competence of future teachers T.B.Alexeyeva, G.M.Galutskiy.

RESULTS AND DISCUSSION

Based on the analyzed sources, socio-cultural competence is interpreted on the basis of various pedagogical approaches. From Scientists based on the analyzed sources, socio-cultural competence is interpreted on the basis of various pedagogical approaches. From Scientists.D.Galskova, "socio-cultural competence is the ability of these people to be in a society without conflict, aggression", V.V.Safonova "socio-cultural competence is the ability to participate in two different cultures" [1], P.V.Sisoev has given scientific conclusions that "socio-cultural competence – based on the principles of understanding various thinking and cultural processes-is composed as a model of social norms and behavior[2]". In this study, it was found



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that students can achieve positive results if the following criteria are used in the process of forming socio-cultural competence:

1) formation of a sense of responsibility for being a devoted, mature professional in the profession;

2) social and professional self-awareness;

3) to have sufficient ability to enter open information in a globalized world study, it was found that students can achieve positive results if the following criteria are used in the process of forming socio-cultural competence:

1) formation of a sense of responsibility for being a devoted, mature professional in the profession;

2) social and professional self-awareness;

3) to have sufficient ability to enter open information in a globalized world;

4) adaptation to the globalized world community;

5) establishing mutual understanding with the interlocutor in a foreign language to cultivate tolerance skills;

5) achieve a modern level of general and legal culture[4].

Socio-cultural competence includes the following components:

- Intercultural communication skills;
- Social empathy and tolerance;
- Cultural identity and reflection;
- Social responsibility and civic position.

The content of Pedagogical Sciences includes tasks, discussions, projects with socio-cultural content. For example: module “intercultural dialogue”, exercise of empathy in the discipline “Social Psychology”, practical seminars on “inclusiveness in education”, lecture on the basis of integration of subjects “Pedagogical Axiology”, “pedagogical skill”, “methodology for teaching education”, many methods have been modified in practical training processes. Below are active educational methods related to the development of cultural competence:

- Case-study: analysis of cultural conflict cases;
- Role-play: performance in the role of representatives of different cultures;
- Debates: exchange of views on socio-cultural topics;
- Reflection Diaries: boorish writing personal changes.



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Mentoring programs with experienced educators, cultural exchange projects in cooperation with foreign educational institutions are organized. The improved methodical system includes the following steps:

- Role-play: performance in the role of representatives of different cultures;
 - Debates: exchange of views on socio-cultural topics;
 - Reflection Diaries: boorish writing personal changes.
- Mentoring programs with experienced educators, cultural exchange projects in cooperation with foreign educational institutions are organized. The improved methodical system includes the following steps:
- Formation of socio-cultural knowledge, skills and competencies: teaching effective communication with representatives of different cultures;
 - Developing social empathy and tolerance: strengthening skills to understand and respect others;
 - Integrated educational technologies: a deeper understanding of the cultural context through an interdisciplinary approach;
 - Reflection and self-assessment: understanding and developing a personal socio-cultural position[5].

The level of socio-cultural competence of future educators is determined through special tests, surveys and observations. Expected results:

- Educators will be open-minded about cultural diversity;
- In the social environment, the skills of maintaining a balanced communication are formed;
- In the educational process, inclusiveness and cultural sensitivity increase;
- Educators who contribute to social stability in society reach;
- Future educators will be open and tolerant of cultural diversity;
- Effective communication and cooperation skills are formed in the social environment;
- In the educational process, approaches are introduced that take into account the cultural context;
- Social responsibility and cultural sensitivity increase in pedagogical activities.



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At the end of our research, high, medium, low levels of socio-cultural competence development were identified at the final stage of our research at Fergana State University, Andijan State Pedagogical Institute, Navoi State Pedagogical institutes.

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, the system of improving the methodology for the development of socio-cultural competence in future educators is based on the humanitarian principles of modern education. Through this system, educators are formed not only as connoisseurs of knowledge, but also as active participants in intercultural communication. The system of improving the methodology for the development of socio-cultural competence in future educators is a strategic approach that serves not only to improve the quality of education, but also to ensure cultural harmony in society. Therefore, teachers are formed as professionals who are mature personally and professionally and can effectively function in an intercultural environment.

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