

Pedagogical conditions for the development of socio-cultural competence of high school students in Karakalpakstan

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Abstract

In our republic, special attention is paid to improving the quality of education based on advanced foreign experience, improving the tutoring and facilitation system for the development of socio-cultural competence of future teachers, establishing professional and deontological qualities based on national and universal values. The scientific novelty of the study is as follows: the content, cognitive, functional, strategic and affective components of socio-cultural competence are substantiated as an integral basis of intercultural communicative competence, they are presented in the integrative linking of socio-cultural knowledge (values, traditions and mentality) with language skills (the correct use of language units in speech).

In the process of research on the studied problem, such methods as comparative-critical study and analysis of political, philosophical, sociological, psychological and pedagogical literature, the study of advanced pedagogical experience in higher educational institutions are used. The presented results substantiate the need to determine the possibilities of extracurricular activities in the development of socio-cultural competence of future teachers, as well as to improve the didactic support for the development of socio-cultural competence of future English teachers which are used in the development of technologies to increase the interests of future specialists in the study of world culture and the preparation and promotion of national culture.

Keywords: Socio-cultural competence, values, traditions, mentality, linguistic and cultural materials, pedagogical aspects.

1. Introduction

In the world, the processes of globalization are increasingly accelerating in the economic, social, cultural and political life of States. The international economic integration, the activation of non-governmental and non-profit organizations are particularly clearly traced. At the same time, the intensification of socio-cultural cooperation and intercultural dialogue requires the training of a new generation of specialists with competitive and socio-cultural competence, who quickly adapt to the new socio-economic conditions in the world education system. And this shows that the development of a universal model for the formation of socio-cultural competence of future teachers, the improvement of mechanisms

for assessing the formation of socio-cultural competencies are of great importance.

In our republic, special attention is paid to improving the quality of education based on advanced foreign experience, improving the tutoring and facilitation system for the development of socio-cultural competence of future teachers, establishing professional and deontological qualities based on national and universal values. At the same time, there is a need to determine the actual factors of the development of socio-cultural competence among future English teachers, to develop an interdisciplinary modular technology for establishing a system of socio-cultural competencies, to improve the pedagogical

mechanisms of socialization of a cultural and linguistic personality.

The aim of the study is to improve the pedagogical mechanisms for the development of socio-cultural competence of future English teachers in the Republic of Karakalpakstan.

The scientific novelty of the study is as follows:

the content, cognitive, functional, strategic and affective components of socio-cultural competence are substantiated as an integral basis of intercultural communicative competence. They are presented in the integrative linking of socio-cultural knowledge (values, traditions and mentality) with language skills (correct use of language units in speech);

it is proved on the basis of linguistic and cultural materials that the levels C1 (understanding of idioms and slings, the difference in types of speech activity, the use of language tools) and C2 (separation of socio-cultural events, working with realities and concepts) of socio-cultural competencies of future English teachers have a discretionary (socio-cultural skills) reflection.

The degree of knowledge of the problem. The socio-pedagogical aspects of preparing future teachers for socio-cultural activities were studied by such domestic scientists as S. Annamuratova, M. Abdullayev, Zh. Bazarbayev, M. Bekmurodov, B. Juraeva, G. Davlatov, S. Fayzullina, and the issues of forming socio-cultural competencies of future teachers in the process of teaching foreign languages were studied by T. Sattarov, Zh. Zhalolov, G. Makhkamova, G. Bakieva, L. Akhmedova, M. Iriskulov, F. Rashidova, K. Riskulova, G. Sobirova, F. Alimov, M. Kadirova, Zh. Kurbanboev, F. Ibragimova, G. Pirmanova.

Among scientists from the countries of the Commonwealth of Independent States (CIS), the scientific research of N. Bordovsoy, R. Nemo, A. Rean, S. Rozuma, A. Bolobolova, V. Oshchepkova, E. Passov, V. Sekacheva, V. Safonova, G. Tabak, G. Tomakhin highlights the socio-pedagogical mechanisms of the formation of professional competence. The issues of implementing the competence approach in the process of teaching foreign languages were studied by V. Safonova, A. Ter-Minasova, E. Miloserdova, G. Elizarova, N. Elukhina, V.

Zakharova, B. Khasan, M. Dubova, N. Arshinova, S. Balandin.

Among foreign scientists, R. Milrud, J. Harmer, T. Fryer, J. Day, A. Brown, M. Kanale, M. Swane revealed the linguoculturological and anthropocentric aspects of the formation of a cultural and linguistic personality.

The state educational policy of the Republic of Uzbekistan on the training of pedagogical personnel, in particular, on teaching foreign languages, is a guarantee of perfect training of personnel in the field of education, improving the level of quality qualifications and competence of future teachers, including foreign languages, primarily English, which has become an active international communication tool at this stage of the development of our country, society.

Research methods

In the process of research on the studied problem, such methods as comparative-critical study and analysis of political, philosophical, sociological, psychological and pedagogical literature, the study of advanced pedagogical experience in higher educational institutions, sociometric methods (questionnaires, interviews, conversations), pedagogical experiment, mathematical and statistical methods of analyzing the results were used.

In a purposeful experimental process, the most effective methods are particularly distinguished. First of all, work with students is individual, group, with a team (of students).

The following methods are particularly emphasized: goal orientation, message, information; presentation, story, narration; anticipation, suggestion, persuasion; explanation, explanation; commenting, interpretation; illustration, demonstration, demonstration, example, sample; conversation, interview, monologue, dialogue, monodialog; forecasting, planning, schematization, modeling, technologization. By all means-fixing, repetition, exercise, training; requirements, installation, algorithm, recommendation; consultation (individual, collective). Mandatory-problem situations – test and game. And also-observation, tracking, study, analysis. Of course, - a questionnaire,

testing (diagnostic), a survey (personal, with quantitative and qualitative analysis and generalization). Ranking, scaling, diagramming, hierarchical arrangement (objects, properties, qualities, abilities) is practiced. A parallel study, comparison, comparison and analysis of: - theoretical and empirical - pedagogical and logical – facts, with their convincing argumentation, is mandatory. An indispensable characteristic (private component, general). Assessment, generalization, conclusion, conclusion, summary, conclusion are mandatory.

Future teachers of the English language are required to comprehend entering into the role of a teacher, into the social environment, into the pedagogical reality. And also-orientation to the social and personal minimum – to the norms and rules of behavior, pedagogical communication, activity, and, of course, orientation to the realization of one's spiritual, cultural and professional profile potential. He needs the maximum use of his socio-cultural competence – powers, rights and duties (namely in various forms, types and types of pedagogical activity).

Theoretical and pedagogical foundations of solving the problem

The problem under study requires the identification, consideration and understanding of the relevant pedagogical foundations, including the conditions of extracurricular activities. It is absolutely necessary to develop a structural and content model for the development of socio-cultural competence among future teachers of the English language - with the priority of using culturological artistic material, namely from the artistic heritage of England. For example, masterpieces of fiction - poetry, prose and drama.

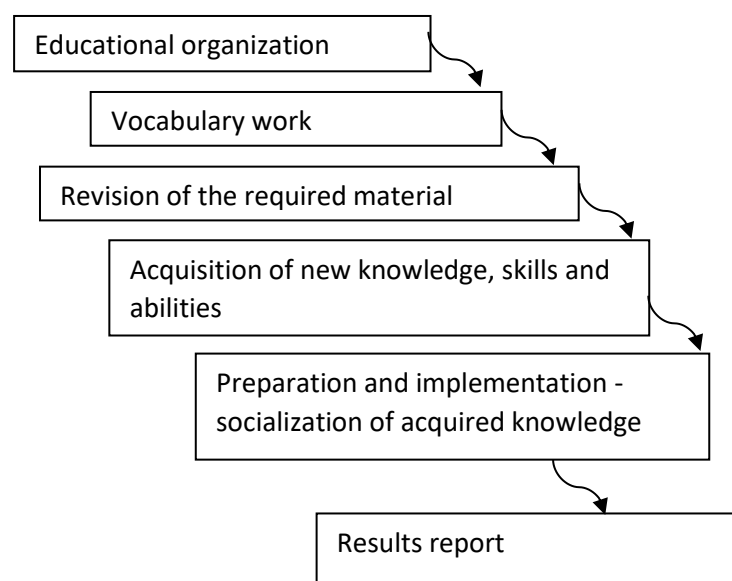
We will consider, with appropriate analysis, such theoretical and pedagogical questions on the research topic as a scheme-model, process, stages, a system with a structural and content basis, step-by-step methods and expected results.

So, the general pedagogical scheme is a model of the process of developing socio-cultural competence in future teachers of the English language (in extracurricular conditions). This is a step-by-step formation of socio – cultural competence among students-future teachers of the English language (structural and content

basis), due to the program outside of training sessions for the development of socio-cultural competence among future teachers of the English language.

The process of developing socio – cultural competence among students-future teachers of the English language requires a schematically modeled and systematic representation with a structural and content basis. In our practice, this process is carried out according to a certain scheme (drawing):

Table 1



The scheme is an image of the process under study – its general graphical visual and structural representation.

The pedagogical model of the process of developing socio-cultural competence in future English language teachers required consideration and definition of a number of structural and procedural issues.

Let us consider the scheme-model, the pedagogical system of the process under study (with step-by-step components), its justification; the pedagogical system of the process under study, the requirements for it, its components, the structural and content basis, which serve as the basis for a systemically competent and pedagogically meaningful solution of the problem under study, the achievement of predictable, very positive results.

The specific pedagogical scheme for the development of socio-cultural competence of

future English teachers in extracurricular conditions consists of the following stages:

Stages

I-th. Motivational-socio-cultural-competence

II. Cognitive – acquisition of knowledge on the problem, English literature.

III. Development of abilities, abilities and skills, including social and communicative ones.

IV. Preparation of cultural material, including dictionary and cultural translations into English, its use in intellectual and creative works.

V-th. Implementation – socialization of cultural material by students at the level of socio-cultural competence.

VI. Results, their analysis and evaluation.

Results and discussion

The author's guide in the experimental research process is also the orientation of future English teachers to elementary (simple) translation work (with a welcome creative approach to this undertaking). They are offered elementary translation work (according to their desire, interest, preference).

It is indispensable to provide students with the freedom to choose the translated material (with a condition-socio-cultural direction or content, mainly in the context of the topic being studied). Requirements for translations have been developed.

The results of such guidance and management of future English teachers are not only very positive, but also unexpectedly original, creatively interesting and pedagogically effective. The main thing is that they differ in a large "assortment", especially due to the creative and search-and-research approach of students to such an unusual and generally independent work (based solely on their own interest). And such interest turned out to be very high, moreover, personally and professionally significant.

During the experimental work, the main place was occupied by the author's concept, structural and content, theoretical and pedagogical and practical work. The results obtained in these areas were verified during the experiment. The results of step-by-step and experimental studies are analyzed on the basis of quantitative and qualitative indicators.

The facts of the experimental research results confirm the superiority of the systematic approach to the problem and the correctness of its theoretical and practical foundations. Proves the correctness of the methods and techniques used to solve problems, actions and techniques.

The criteria developed and justified by the socio-cultural competencies of future English teachers, as well as the factors of their development, have been successfully studied and are considered effective in the pedagogical aspect. This is confirmed by the mathematical and statistical table of research results.

Table 2 *Indicators of assimilation of future teachers at the basic stage (as a percentage)*

Stages	Groups	The number of respondents	Assimilation rate		
			high	middle	low
Before experiment	Experimental	150	30	46	74
	Control	150	36	34	80
After experiment	Experimental	150	43	59	48
	Control	150	39	30	81

Table 3 *Indicators of assimilation of future teachers at the ascertaining stage (as a percentage)*

Stages	Groups	The number of respondents	Assimilation rate		
			high	middle	low
Before experiment	Experimental	150	25	31	44
	Control	150	27	21	52
After experiment	Experimental	150	54	36	10
	Control	150	28	22	50

Conclusion

Socio-cultural competence, knowing the peculiar features of the culture of speakers of the studied language, their customs and traditions, norms and beliefs, as well as preserving their culture, contributes to ensuring the integration of a cultural and linguistic personality in the system of national cultures by providing the ability to use them in the process of communication as a representative of another culture. A cultural and linguistic personality is considered to be a person who embodies cultural and linguistic potential. Such a person has knowledge not only of his own culture, but also of another culture, and may also have the linguistic means to fulfill communicative desires, regardless of the social context.

The process of learning English is a two-way activity, the student, along with learning a foreign language, also learns the capabilities of his native language, its features. Therefore, each lesson conducted in a foreign language is an intercultural crossroads, a point of intercultural communication. The formation of socio-cultural competence of future foreign language teachers involves the training of a multicultural person.

The picture of the secondary world that arises when learning English and culture is not just a picture visually represented by language, but a picture that is expressed through language and created with the help of language. The interaction between the pictures of the primary and secondary worlds is a complex psychological process that requires adaptation to the vision of another world, without giving up one's own "I".

At the present stage of teaching languages of international dialogue, the knowledge of the culture of the country of the studied language

and the language owners is of great importance in the use of the language. The study of language together with culture is the main direction of modern language education, which is considered one of the means that effectively affects not only the deep assimilation of a foreign language to a sufficient extent, but also the establishment of large-scale socio-cultural relations between the peoples of different countries.

In the content of curricula, textbooks compiled in English for general secondary and secondary special education, one can see the provision of continuity and continuity, topics and authentic texts about the image of the social and cultural life of the people of the country of the language being studied were increased in accordance with the age of students, the presented exercises and tasks were selected in accordance with the topics. This significantly ensured the achievement of the formation of elements of socio-cultural competencies among graduate students specified in the requirements of the State Educational System for these educational stages. However, the presence of an interruption in the chain of this continuity after the transition to the stage of higher education, the preparation of higher education programs without adapting to lower-level programs prevents the consistent development of socio-cultural competence.

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