

DEVELOPMENT OF PREPARING STUDENTS FOR PROFESSIONAL ACTIVITY BASED ON SOCIO-CULTURAL FOLK TRADITIONS COMPETENCE OF UZBEK

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ANNOTATION

This article analyzes the content and forms of developing students' socio-cultural competence in education. The development of students' socio-cultural competencies requires vital conditions. The ongoing processes of globalization and the consequent integration of cultural, social, economic and political relations between countries, regions and peoples increase the need for the development of cultural competencies of students and future professionals.

Keywords: competence, cultural competence, globalization processes, innovative pedagogical technologies, communication.

INTRODUCTION

The problem of preserving, developing, promoting national culture, developing the high spiritual and spiritual heritage of the people formed over the centuries in Jahan mikesi, developing cultural competencies of students of Higher Education Tashkent State University, preparing specialists to turn to raise their spiritual and educational level in the knowledge of global significance.

Globally, in the scientific research carried out in education, including higher education, in the international concept of education until 2030, developed by UNESCO, "having basic competencies (key competencies): deep understanding of global issues and common human values such as justice, equality, dignity and respect" special attention is paid to "understanding". In this case, future specialists are required to have high professional potential and human qualities such as patriotism, intelligence, social maturity, and creativity. Love for the country ensures the formation of personal and social qualities, such as the desire to work to satisfy not only one's own needs, but also the needs of society. It is important to study the theoretical and methodological bases of the development of socio-cultural competence in future specialists, to develop scientifically based proposals to ensure the compatibility of educational methods with the methods of development of socio-cultural competence.

One of the priorities of the state policy in Uzbekistan is "conveying national and universal values to the minds of young people, preserving ethnic cultural traditions", "strengthening the sense of belonging to the reforms carried out among the country's population, especially among young people, forming a healthy outlook and creative thinking in society", which is called "National from the idea of recovery to national rise" into a national movement based on the principles of kindness and humanity through popularization. An important condition for achieving this is to inculcate the national traditions and values of the Uzbek people into the educational content, to improve the pedagogical conditions for the development of socio-cultural competence in students.

In the course of writing the article, the structural elements of socio-cultural competence based on the traditions of the Uzbek people in preparing students for professional activities in higher education

institutions were studied and the following basic competence system was developed, which needs to be developed:

- value-semantic competences - this enables the student to understand the values through the traditions of the Uzbek people, to be able to see and understand the environment around him, to be able to move in it, to be able to understand his role and importance, to be able to choose purposeful and meaningful instructions for his actions and relationships, to make the right decision;
- general cultural competences - this means that the student should have comprehensive information, knowledge and work experience in relation to a number of issues. This includes the features of Uzbek national and universal culture, the spiritual and moral foundations of human life, the cultural foundations of family, social and social events and traditions of the Uzbek people;
- knowledge acquisition competences - this is a set of competences in the field of independent learning, the ability of the student to acquire knowledge about the traditions of the Uzbek people directly from life, to have methods of action in non-standard situations;
- communicative competences are a set of competences in the field of communicative activity. They include methods of interaction with people around, forming skills of working in a group, taking into account the traditions of the Uzbek people;
- personal self-development competencies are a set of competencies aimed at physical, spiritual and intellectual self-development, emotional self-management and self-support.

This system of competencies is aimed at developing socio-cultural competence of students by mastering communication skills, customs, traditions, norms, standards, rules of behavior and social roles existing in society.

Based on the study and analysis of the content of socio-cultural competence, the following author's definition was given: social competence is the ability of students to behave correctly in society and contribute to its socialization; cultural competence - in-depth assimilation of the culture of the Uzbek people by the student; socio-cultural competence of students based on the traditions of the Uzbek people - formation of value-semantic views specific to the traditions, customs, lifestyle, folk art of the student.

Currently, higher educational institutions should create an opportunity for students to actively "enter" the Uzbek socio-cultural space as a competent and creative representative. At the same time, the level of competence of the person entering the modern cultural space of the Uzbek people, as a future specialist, is determined on the one hand by the level of professional training of the specialist, and on the other hand, by the development of the socio-cultural level of the person.

In the context of the above, we have developed a "model for the development of social and cultural competence of requirements based on Uzbek folk traditions", which includes motivational-valuable, cognitive, active and reflexive-evaluative components, their interdependence and interdependence elements for the development of sociocultural competence of students.

The motivational-valuable component of the model is one of the main factors of successful creative activity and is aimed at developing a positive attitude of students towards the acquisition of socio-cultural competences, forming a strong interest in acquiring new knowledge, skills and competencies in the field of folk arts and crafts. The component of the cognitive component includes collecting the system of socio-cultural knowledge and understanding socio-cultural information. The cognitive component is based on the synthesis of knowledge about Uzbek culture, folk traditions and applied art. The active component of the model included pedagogical conditions for developing the ability of

students to use knowledge based on the traditions of the Uzbek people in their professional activities. The reflexive-evaluative component means that students will have the experience of developed reflexive skills that contribute to the intellectual perception of socio-cultural knowledge and values based on the traditions of the Uzbek people. The developed model made it possible to identify the main approaches and principles for the educational process in the development of socio-cultural competence of students.

The researches and results obtained within the framework of the research made it possible to make the following conclusions:

1. To develop the socio-cultural competence of students, to study and teach the educational process of higher educational institutions based on the folk arts and crafts expressed by the traditions, patterns, national fabrics, goldsmithing art, national tapestry (sozana, palak), carpet making, national costumes, and jewelry. analysis of the methodology and the content of educational programs made it possible to critically understand the theory and practice of teaching at different stages of education.

2. The socio-cultural competence of students in the characteristics of the Uzbek people is the main part of the professional culture of their future activities, which has the following aspect: first, the socio-cultural competence of students manifests them as two values from a spiritual and moral point of view; the second is that the socio-cultural competence of the future specialist, as a part of professional culture, personal orientation, includes a set of cultural and professional characteristics (in-depth knowledge of the traditions of the Uzbek people, folk art; experience of creative activity and experience of qualitative-semantic understanding).

3. On the basis of the analysis of philosophical, pedagogical, psychological literature, the priority components of the development of socio-cultural competence of students were identified, and by classifying them, the content of the socio-cultural competence of the future specialist was determined as follows: socio-cultural awareness - with the level of development of the individual's consciousness, spiritual and moral enrichment - the value of the individual it is classified by the level of orientation of semantic perception, moral maturity - by the level of development of personal qualities.

4. Based on the traditions of the Uzbek people, a model for the development of socio-cultural competence of students was developed and implemented. The model includes purposeful, meaningful, methodical, result stages; motivational, cognitive, active, reflexive-evaluative components; consists of a complex sum of pedagogical conditions.

5. The method of development of socio-cultural competence of students was developed by applying problem lecture, case method, jigsaw, Venn diagram, world cafe, mind map methods in teaching general professional and specialized subjects.

On the basis of the above conclusions, the following recommendations were developed to improve the methodology of developing socio-cultural competence in the preparation of students for professional activities based on Uzbek folk traditions:

1. Inclusion of special educational courses in higher education institutions' educational programs that express the unique aspects of Uzbek folk traditions and folk art, aimed at forming the personal and valuable qualities of future specialists (national dress, jewelry, national fabrics, goldsmithing art, national tapestries, carpet making)

2. In order to promote the uniqueness of handicraft products of the Uzbek people, it is necessary to organize their wide display at international exhibitions.

3. In order to ensure the development of socio-cultural competence in the training of students for professional activities based on the traditions of the Uzbek people, it is necessary to introduce methodological developments into the educational process, as well as to introduce forms of education outside the auditorium, i.e. excursion-lessons (to museums, exhibitions, craft workshops).

4. It is appropriate to organize training courses for teachers and production masters based on the traditions of the Uzbek people, national applied arts and crafts, with the establishment of a modern educational system such as a virtual educational space (distance).

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