
CONFERENCE ARTICLE

The Formation Of The Socio-Cultural Competence Of Future Teachers In The Context Of Digitalization Of Education - As A Socio-Pedagogical Problem

Musaeva Umida Kholmatjonovna
Teacher of the JDPU, Uzbekistan

Abstract: 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.

Keywords: Digital technologies, digital competence, teacher, informatics, digital educational environment, culture, education, content, quality education.

Introduction

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.

The concept of "system" can be interpreted as an integral set of interconnected elements, united by a common goal, closely related to the environment, allowing them to be controlled. The pedagogical system formulated by N.O. Yakovleva is interpreted "as a system in which this or that side of the pedagogical process is carried out" [7].

Clarification of the existing characteristics of the concept of "pedagogical system" is manifested by the authors in the distribution of its components. Thus, N.V. Kuzmina identifies structural and functional components. The scientist points to the components of the pedagogical system:

- goals of education or education;
- training data;
- means of pedagogical dialogue;
- students;
- teachers.

According to N.V. Kuzmina, the system components characterize the fact of the existence of a pedagogical system. Functional components characterize relationship of components in dynamics depending on goals of formation of student's personality as subject of cognition capable of self-education, self-development. [8].

In accordance with the considered general features of the systems, based on the analysis of the most common approaches to the definition of the pedagogical system, we propose to understand the system of formation of the socio-cultural competence of future teachers as a set of relationships. The system of formation of socio-cultural competence of future teachers has its own goals, tasks, content, methods and

organizational forms, which should be aimed at the goals, tasks and content of professional training of future specialists.

The main goal of the system is to form a level of socio-cultural competence among future teachers that contributes to sufficient intercultural dialogue. The system approach is based on a set of principles that determine its essence. Based on a system approach, we view a set of principles as a defined system. Emp obtained during theoretical analysis and study, allowing to translate general pedagogical principles into the process of professional training The system of formation of socio-cultural competence of future teachers includes: integrity, equality, production, integration, openness, dynamism. A component of the set of these principles is to ensure the process of preparing students for professional activities related to intercultural dialogue.

The productive ability to form the socio-cultural competence of future teachers is a consistent and interconnected system of actions, providing a new quality of the primary state of competence. The implementation of this principle in the system of formation of socio-cultural competence of future teachers will ensure an accelerated presentation of the material, active position and independence of students, constant opinion, algorithmization of specific actions.

The system, which is in a state of constant development, is under the influence of the environment and is ready to include new components in its composition that reflect achievements in the development of various scientific disciplines. Thus, in recent years, the most important changes in the education system, which are the result of its openness, have occurred under the influence of the introduction of computer technologies, the development of the principle of dialogue and the socio-cultural direction.

The dynamics of the system of formation of socio-cultural competence of future teachers indicates that the studied process is constantly changing, filled with new content. Accordingly, the process of forming socio-cultural competence is carried out with a constant tendency to improve the quality of results. The constructed system of principles determined the set of requirements necessary for the system of formation of the socio-cultural competence of future teachers:

- ensuring the process of combining content, forms, methods of general professional and special training aimed at the formation of a "cultural and linguistic personality" aimed at the dialogue of cultures;
- an individual approach to the preparation of a future teacher who is able to carry out intercultural relations on a professional and personal level;
- ensuring the formation of the basic powers necessary for the successful socialization and culture of a person who is ready for intercultural relations.

The system of formation of socio-cultural competence of future teachers consists of the following components:

- 1) motivational and targeted - direction to the formation of students of the need to form socio-cultural competence and ability and readiness to participate in the dialogue of cultures;
- 2) substantive and procedural component - includes a block of general professional and special training: socio-cultural and linguistic;
- 3) the organizational and technological component of the system determines the forms, methods and means of forming the socio-cultural competence of future teachers;
- 4) critical-class component - provides for the allocation of criteria for the level of formation of socio-cultural competence among students;
- 5) correction and assessment component - ensures the elimination of shortcomings in the process of formation of socio-cultural competence of future teachers, communication with educational subjects, timely receipt of information on the effectiveness of formation of socio-cultural competence.

The motivational and target component of the system of formation of socio-cultural competence of future teachers is determined by a combination of motivational forces, intentions, personal preferences and includes the formation of a subjective socio-professional position of the future teacher. The motivational component is understood as a conscious need for creative cognitive activity. "Analysis of the content of the student's motivational sphere will help to reveal what he sought, why he wants it and why - in a word, his direction and mechanism of expediency of all his activities" [6].

The substantive and procedural component of the system for forming the socio-cultural competence of future teachers includes a block of general professional and special training designed to master students' knowledge, skills, as well as the formation of professional qualities necessary for effective professional activity. General professional training is considered by the student as a holistic system of knowledge, mastering and using methods and means of changing reality. General professional training includes an understanding of theory and philosophical concepts. The combination of the socio-cultural block with common cultural and regional components involves the formation of a common cultural, regional, linguistic and information component of socio-cultural competence.

The history component is closely related to the general cultural component. They will get an idea of the process of cultural and historical development of ethnic groups, the directions of philosophical, religious and spiritual values and the dynamics of their development, the achievements of material and spiritual culture, and contribution to the development of society. To successfully implement intercultural dialogue, a future teacher must have a high level of common culture, know the culture of his native country and its history well.

The organizational and technological component of the system determines the forms, methods and The peculiarity of the corrective and assessment component is the diagnosis of the process of formation of the socio-cultural competence of future teachers, assessment of its results, formation of its own actions,

establishment of the teacher's ties with students, allowing to build the next stage. The mechanism of implementation of the corrective and assessment component of the system of formation of socio-cultural competence of future teachers is reflected.

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