



Socio Cultural Approach as a Modern Direction of Teacher Training

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Abstract

This article describes the socio-cultural potential of the historical training of future history teachers and the possibility of using it in history lessons in secondary school. It was also noted that a history teacher should have socio-cultural competence to form students' historical worldview, a sense of tolerance for social and cultural differences, respect and attentive attitude to historical heritage and cultural traditions. The main directions of the formation of the socio-cultural competence of the history teacher are developed.

Keywords: *Socio-Cultural Orientation; Socio-Cultural Competence; History Teacher; Socio-Cultural Potential of Science and the Science of "History"; Education, Requirements; Knowledge; Skills; A Sense of Tolerance; Historical Worldview; Historical Heritage; Cultural Traditions; The Main Directions of Socio-Cultural Competence*

Introduction

Modern global trends in the modernization of education - the development and constant updating of technologies, the program "Education throughout life", the focus on the formation of a professional in demand on the labor market calls for a new type of specialist who not only mastered the knowledge and necessary professional skills, but also capable of organically and successfully enter the social environment through the acquisition of communication, organizational and cultural skills.

In the Decrees of the President of the Republic of Uzbekistan UP-4947 dated 07.02.2017 "Strategy of actions in five priority areas of development of the Republic of Uzbekistan in 2017-2021"; UP-5847 dated 8.10. 2019 "On approval of the Concept for the development of the higher education system of the Republic of Uzbekistan for the period up to 2030"; UP-6000 from 6.05. 2020 "On measures to further enhance the role and importance of the sphere of culture and art in the life of society" emphasizes the role of youth in active social life, the importance of the spiritual, moral and cultural foundations of its upbringing (Decree of the President: 2017, 2019, 2020).

Personal development in terms of the assignment of cultural and social values actualizes the problem of the formation of the socio-cultural competence of a specialist of any profile, but this especially applies to the activities of a teacher.

A new approach to determining the degree of qualification of workers is based on the definition of competence as an integrated characteristic of the degree of preparedness of a specialist to perform professional activities. In relation to competence, competence is considered as a potential ability to apply professional knowledge and skills, which can be manifested successfully or less successfully depending on different reasons and in different circumstances. Consequently, competence and competencies form a complex resource of the individual, ensuring the effectiveness of activities in the professional and broader social sphere.

Main Part

The socio-cultural approach considers society as a unity of culture and sociality, created and transformed in the process of human activity. With the socio cultural approach, a person is considered in interrelation with society by a system of relations, culture, a set of values and norms.

Socio-cultural competence is a complex of qualities and skills of a person, allowing him to carry out effective socialization at different levels of life in accordance with the knowledge of cultural traditions and norms of a given society.

An analysis of the views of various scholars (Alimov: 2009; Babushkina: 2011; Barabanov: 2010; Blyasova: 2018; Gurenko: 2005) shows that in every opinion there is a socio-cultural component of historical education.

In this regard, the position of S.Sh.Alimov, who gives the following definition: the socio-cultural competence of a teacher is an integral part of professional pedagogical competence and is an integrative characteristic of a specialist, reflecting the ability and willingness to apply a complex of sociocultural knowledge about the national culture, language, religion, the specifics of education and pedagogical science of his country and in the process of his professional activities (Alimov: 2009, p.52).

This term, considered until recently by teachers and scientists in relation to the study of foreign languages, is directly related to the subject "History", since it (the subject) performs a number of socio-cultural functions - the formation of historical consciousness, citizenship, national identity, orientation in modern social and political processes, morality, ties with culture (events, monuments, reflection in art). Consequently, a history teacher must have socio-cultural competence to form a historical outlook in students, a tolerant perception of social and cultural differences, a respectful and careful attitude towards the historical heritage and cultural traditions.

Currently, in the scientific, pedagogical and methodological literature, education is considered as a social institution. Functionally, education is the leading condition for the socialization of the individual, professional activity and mobility, personal and professional self-determination. Education serves as a way of forming and functioning the experience of all people and the personal experience of each individual person. In the process of education, the social experience of society is included in individual experience.

It is education that plays a significant role in familiarizing the individual with culture - in the educational space, a person delves into the ethnic culture of his people, learns the national identity of the region, and through them the world common human culture. The conductor of the cultural heritage of ethnic groups, nations, communities is a teacher who is called upon to attract the future generation to various cultural values, traditions, to be the bearer of his own ethno-national culture and the inspirer of ethnic self-awareness. The main role in this process is played by the history teacher (Gurenko: 2005, p.8).

The subject "History" is a means of introducing the younger generation to historical experience as the value of human behavior in various life situations, as the experience of moral (immoral) attitude to various aspects of human life. The main task of the history teacher is to develop the individual historical consciousness of the younger generation. One of the activities of a history teacher is research related to the innovative renewal of the content and procedural aspects of the modernization of history education, aimed at improving the quality of historical training, the successful socialization of students. Knowledge of history contributes not only to awareness of one's past, but also allows one to navigate contemporary problems, choose one's own path in life, and determine the path to the future.

The guidelines for the formation of the socio-cultural competence of the history teacher are:

- Methodological skills (to apply non-traditional methods and technologies of a personality-oriented, debatable nature, relying on the initiative and independence of students);

- The necessary amount of knowledge of a socio-cultural nature (national and cultural realities and characteristics of their country, symbols, cultural heritage, lifestyle, traditions, customs, historical information);
- Pedagogical skills (describe, explain, evaluate historical stages, events, socio-political and socio-cultural processes);
- Requirements for the training of a history teacher (the presence of a problematic, dialectical understanding of history, historical thinking, a system of personal and social values, respect and interest in the history of their Motherland - Uzbekistan, systematic development of the historical and cultural heritage of their country of other peoples).

Study of the rich, truly unique past of our people through the prism of the most important historical facts, events, phenomena, processes, the contribution of our great ancestors to the treasury of world civilization, the activities of the broad masses, their struggle for the progress and prosperity of the Fatherland, for their freedom and independence; analysis of the socio-political, economic and cultural aspects of the historical development of our region from ancient times to the present day, in close relationship with world history, is the main goal of studying the course "History of Uzbekistan".

Introducing the history of Uzbekistan to the young generation with all its light and dark sides, with a variety of socio-political, economic and cultural ties and prospects for social development, with the simmering of human passions and the clash of personalities, with all the difficulties and contradictions; raising the political culture of young people, the formulation of social guidelines, which is vital in a new for us, pluralistic society, with different positions, with a variety of approaches, a multiparty system is the basis for educating the young generation of high spirituality and morality (Abdullaev: 2015, p. 439).

The special value of the historical discipline lies primarily in its uniqueness in its influence on the formation of the system of thinking, it enables a person to move freely in historical space, equips him with the knowledge of historical experience, which, ultimately, makes it possible to correctly assess modern political and social processes.

Conclusion

In addition, historical knowledge contributes to the formation of a person's own point of view, its independent assessments and, at the same time, teaches to value and respect the opinions of others. Historical disciplines also educate in the personality such important qualities for life in modern society as: breadth of thinking and worldview, tolerance, civic courage, creative imagination.

The role of a history teacher is to fully realize the potential socio-cultural capabilities of his subject, since historical knowledge prepares young people for an independent life in the modern world, creates favorable conditions for mutual understanding between people representing various cultural, ethnic, linguistic and religious traditions, helps a person to realize himself not only a representative of their country and region, but also a citizen and the world. All this contributes to the development of those important skills in the younger generation, without which the development of a democratic society at the present stage is impossible.

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