



SOCIO-CULTURAL COMPETENCE OF THE HISTORY TEACHER

Rashidova Gulnoza Gulomovna

Uzbekistan National named after Mirzo Ulugbek
Associate Professor of Jizzakh Branch of the University
rashidovagulnoza596@gmail.com

Abstract

Knowledge of history not only helps the student to understand his past, but also allows him to consider modern problems, choose his own path in life and determine the future path. There are several social functions of history teachers in the article, and these functions are covered in the article

Keywords: Competence, socio-cultural, function, social memory, civilization, scientific-cognitive, prediction

TARIX O‘QITUVCHISINING IJTIMOYIY-MADANIY KOMPETENTLIGI

Rashidova Gulnoza G‘ulomovna - Mirzo Ulug‘bek nomidagi O‘zbekiston Milliy universitetining Jizzax filiali dotsenti
rashidovagulnoza596@gmail.com

Annotatsiya:

Tarixni bilish o‘quvchi uchun nafaqat o‘tmishini anglashga yordam beradi, balki zmonaviy muammolarni ko‘rib chiqishga, hayotda o‘z yo‘litanlashga va kelajak yo‘lni belgilab olishga imkon beradi Ushbu maqolada bo‘lajak tarix fani o‘qituvchilarining ijtimoiy-madaniy kompetentligi qay darajada bo‘lishi haqida fikrlar keltirilgan. Maqolada tarix fani o‘qituvchilarining bir nechta ijtimoiy funksiyalari mavjud bo‘lib, ushbu funksiyalar maqolada yoritilgan.

Kalit so‘zlar: Kompetentlik, ijtimoiy-madaniy, funktsiya, ijtimoiy xotira, tamaddun, ilmiy – kognitiv, bashoratlash

СОЦИОКУЛЬТУРНАЯ КОМПЕТЕНТНОСТЬ УЧИТЕЛЯ ИСТОРИИ

Рашидова Гульноза Гуломовна - Доцент Джизакского филиала Национального университета Узбекистана имени Мирзо Улугбека
rashidovagulnoza596@gmail.com





Аннотация:

Знание истории не только помогает учащемуся понять свое прошлое, но и позволяет рассмотреть современные проблемы, выбрать собственный жизненный путь и определить будущий путь данности. В статье указаны несколько социальных функций учителя истории, и эти функции освещены в статье.

Ключевые слова: компетентность, социокультурная функция, социальная память, цивилизация, научно-познавательная, предвидение

INTRODUCTION/KIRISH VA DOLZARBLIGI / ВВЕДЕНИЕ

In a number of government documents, as the task of forming a well-rounded person who is well-educated, able to creatively solve various issues and adapt to rapidly changing social and industrial conditions, has a high moral, spiritual culture, shows tolerance, and other a high level of socialization of specialists who respect the languages, traditions and culture of peoples is understood.

It provides for the implementation of the formation of social and cultural competence of the future history teacher in the conditions of the educational tasks of the subject and taking into account the goals and tasks of history education. A distinctive feature of history teaching in educational institutions is the presence of social functions in the history subject, which should be implemented in the content and methods of teaching the subject.

The science of history performs the following social functions:

1. Social memory function.

Social memory is gathering the experience of all past generations and keeping it in human memory, forming historical consciousness. Historical consciousness, by definition, is considered public and is one of the forms of social consciousness along with legal, political, national, moral and other forms of consciousness. Historical consciousness refers to the connection of times - past, present and future in the mind of a person and society as a whole. Historical consciousness is a unique genetic memory of humanity. The level of stability of society, its ability to survive in critical conditions and situations depends on the state of historical consciousness. Stable historical consciousness is the most important indicator of the stability of society. The decaying state of historical consciousness is evidence of an impending crisis. The task of social memory includes collecting and storing the experience of previous generations. History provides a connection between times, plays the role of a special mediator between generations. Historical memory is focused on giving society





confidence in the future. Thus, historical consciousness is the most important way of self-identification of society and the individual, a means of socialization, the "orientation" of a person in society and belonging to a race, nation, culture and civilization. The broader the historical outlook, the easier it is for a person to find direction in the world around him.

2. The similarity formation function.

This is one of the most important social and cultural functions of history. In this, the similarity can be manifested in the following forms:

- social (often belonging to a certain social stratum that develops as a family, clan, residential history);
- cultural (belonging to a certain cultural tradition, for example, observing a certain culture of life, moral rules, aesthetic values, etc.);
- national (or ethnic - understanding that they belong to a certain people, nation);
- civilization (civilization) (Asian, European civilization);
- state ("we are citizens of our country" and others).

In all of these cases, historical traditions, examples, analogies, and historical evidence are used to construct ideas about identity. Often, historical evidence is decisive, fundamental for a certain identity. A reasonable identification of history is required in the formation of cultural codes in the "friend or foe" system. Usually, adherence to a certain system of codes is formed in the context of upbringing, education, environment, that is, historical tradition. Historically, it is common to distinguish between endoidentity (imagining oneself) and exoidentity (imagining others).

3. Scientific-cognitive function of history.

History has a scientific-cognitive function, because the science of history creates scientific needs for forming a positive social consciousness, predicting the development of a certain society, and managing the development of society and its individual spheres and processes. History explains the origin of states, classes, nations, defines the starting point of the formation of cultural traditions and civilization.

4. Social and cultural functions of history.

The possibilities of implementing these functions are provided by scientific data obtained as a result of historical research. Without history as a science, these functions would be impossible.

5. Educational task of history.

This function implies the development of high moral and civil qualities among fellow citizens. Education of the young generation is carried out on the basis of ideals that should be emphasized in order to direct the individual to the moral values of the





society. This function is especially important for the activity of a history teacher. It should be understood that the orientation of teaching to one or another values depends on the authority and position of the teacher and has the power to influence the students. Similarly, by presenting historical, political and national issues to the audience, it is possible to educate either a patriotic person or a careless, careless person.

6. Practical and recommending function of history.

The practical and recommendatory function of history is the historical analysis of social development trends, which is a necessary condition for the rational management of society and the implementation of a thorough state policy. The action-recommendation function allows for science-based policy development based on historical experience.

7. Predictive function of history.

This function serves the purpose of studying the historical past in order to better understand the present and predict the future. Trying to predict the future is very important for both man and society. Forecasting is an integral element of the connection of times, and the category of the future is included in the structure of historical consciousness; historical consciousness cannot exist without a vision of the future, without a plan for its implementation, without confidence in it. The predictive function of history is probabilistic and can exist only at the level of global trends. Successful predictions are also often probabilistic and random in nature. In this, the prediction of a historian is fundamentally different from the prediction of a scientist, naturalist or doctor. A doctor has a high probability of predicting the course of a disease and the patient's condition in the future, but a historian can never predict the exact future.

8. Cultural function of history.

More precisely, this function is a cultural-educational, entertaining function, which is evident in the subject of science and the fascination of the subject "History". History is interesting because it is based on the study of monuments and the background of the plot and events, which connects it to many cultural events and art genres. Covers almost the entire geographical area of the world.

Enrichment of historical events with various facts and dramatic realities determines the huge cultural, educational and educational role of history. History belongs to the field of high intellectual activity. Artistic works are created on historical topics, films are shot, museums and tourist routes are created related to historical attractions. Historical literature itself is considered a very broad concept.





In recent years, the mass movement of historical reenactors has been developing, they perform not only scientific but also educational and entertainment functions.

Historical reconstructors (restorers) - reconstruct objects of material and spiritual culture of a certain historical period and region using archaeological, visual and written sources [167, p. 59].

By enriching its content with works of visual art, literature, music, etc., the science of history forms a holistic view of the world in the minds of students, develops interest in cultural identity and the interaction of ethnic groups, and cultivates tolerance in the humanitarian and religious spheres.

Uzbek scientists A.Erkaev, S.K.Annamuratova, E.Umarov, M.Abdullaev, E.Hakimov, F.R.Yuzlikaev, N.M.Egamberdeva, K.Usmonov, I.B.Mirzaev are cultural, educational, spiritual, moral, considers the interdependence of social and professional elements as an integral property of the process of forming a citizen and a specialist - a harmoniously developed person [21,142,198, 202,225,226,227].

When solving the issue of the formation of social and cultural competence of the history teacher, it is necessary to remember that education itself is considered as a social institution. In this sense, teachers play two important roles in society: on the one hand, they are the direct executor of the "social order", and on the other hand, they act as an independent social force, as a result of which the leading role of education in society is the socialization of the young generation. ideal and forms according to personal needs.

Currently, in scientific, pedagogical and methodological literature, education is considered as a social institution. Functionally, education is the leading condition of socialization of a person, professional activity and mobility, personal and professional self-determination. As a condition for the development of self-awareness of a person, it forms: self-evaluation, behavioral motivation, value orientations, needs and interests, and it is the basis of self-management.

The very idea of education is the experience of all people and serves as a way to form and practice the personal experience of each person. In the process of education, the social experience of the society is included in the individual experience. Education plays an important role in bringing a person closer to culture. In the educational space, a person learns the ethnic culture of his people, the national identity of the region, and through them the universal culture of the whole world. The teacher is the leader of the cultural heritage of ethnic groups, nations, communities, he attracts the next generation to various cultural values and customs, encourages him to be the bearer of his ethnic-national culture and the inspirer of ethnic identity. The history teacher plays the main role in this process [72].





The subject of history is a means of introducing the young generation to historical experience, human behavior and value in various life situations, and the experience of moral (immoral) attitudes in various aspects of human life. The main task of the history teacher is to develop the individual historical consciousness of the young generation. One of the activities of a history teacher consists of research related to the innovative renewal of the content and procedural aspects of the modernization (modernization) of historical education aimed at improving the quality of history education, successful socialization of students.

Knowledge of history not only helps the student to understand his past, but also allows him to consider modern problems, choose his own path in life and determine the future path. Studying the rich, truly unique past of our people through the prism of the most important historical facts, events, events, processes, the contribution of our great ancestors to the treasure of world civilization, extensive public activities, their struggles, the development and prosperity of the Motherland, their for freedom and independence; by analyzing the socio-political, economic and cultural aspects of the historical development of our region from ancient times to the present in close connection with world history, developing the personality of the student and teaching him values, modern forms of communication in the rapidly changing world of the information society training in modern forms, development of work skills and information acquisition, training to make effective decisions - is the basis of preparing him for life, (Ye.Ye. Vyazemsky, A.Yu.Strelova) [57].

Introducing the younger generation to the history of Uzbekistan with its bright and dark sides, socio-political, economic and cultural relations and prospects for collective development, the burning passion of a person and the conflict of personalities, all difficulties and contradictions; it is necessary to raise the political culture of young people, to form a social goal with different positions, different approaches, and a multi-party system, which are vital for us in a new pluralistic society [12 ,13,142].

The value of the science of history lies in its uniqueness - it affects the formation of a system of thought, it allows a person to move freely in the historical space, to arm him with historical experience and to be able to correctly assess modern political and social processes. In addition, historical knowledge contributes to the formation of a person's own point of view, his independent assessment, and at the same time, teaches to value and respect the opinions of others. Historical sciences also educate a person such qualities as the breadth of thinking and worldview, tolerance, civic courage, and creative imagination, which are important for life in modern society. As a result, historical knowledge prepares young people for independent life in the modern world, creates favorable conditions for mutual understanding between people representing





different cultural, ethnic, linguistic and religious traditions, makes a person not only a representative of his country, region, but also the world. helps to realize oneself as a citizen. All this helps to develop these important skills in the young generation, without which the development of democratic societies at the current stage is impossible.

The history teacher plays an important role in the civic education of young people, in achieving the educational and educational tasks of social and humanitarian sciences. One of the central tasks of modernization of history education is the task of training a new teacher in the changing socio-political conditions of education in a multicultural, multi-ethnic and multi-confessional society. History education at school is one of the most common channels of forming the worldview of the young generation. The valuable directions of the citizens of the Republic of Uzbekistan, their ability to build their activities in accordance with the world and local experience, taking into account traditions and innovations depend on the professional and personal qualities of the history teacher.

Currently, an important element of training qualified specialists in higher educational institutions is the formation of additional qualities of a graduate, including the possession of socio-cultural competence.

The state standard of higher professional education provides for the acquisition of social and cultural competence by specialists in the requirements for mastering the results of undergraduate educational programs, because the specialist is capable of tolerant acceptance of social and cultural, respect for historical heritage and cultural traditions and should be prepared to be cautious.

The success of the formation of socio-cultural competence of students of higher educational institutions of pedagogy depends on the consistency of the world and language models adopted by the participants of this process. To implement communicative intentions, partners use socio-cultural knowledge, practical communication skills. Today, there are no unanimous opinions on the purpose of teaching history in the field of pedagogy.

Yu. V. Begunova believes that the global goal of training future history teachers is to create conditions for the formation and development of a person capable of playing an active and creative role in the immediate environment, state and people's life, the entire human community [33].

Different views on this matter can be divided into the following groups:

- to educate students in the spirit of respect and love for their people and Motherland;





- education of patriotism, sense of citizenship, formation of national consciousness, respect for the historical and cultural heritage of one's country and the peoples of the whole world (Ye.E. Vyazemsky) [55];
- formation of a citizen capable of living in a multicultural and pluralistic society;
- forming a humane person with a high culture, showing careful, valuable and active attitude to the world's spiritual and material-cultural heritage; to respect the memory of the past and establish a personal emotional connection with the heritage of past generations;
- forming a kind and tolerant attitude towards other cultures and peoples;
- introducing a person to the cultural environment created by his compatriots and the whole of humanity and forming skills useful in social communication and public behavior;
- forming the student's personality and values, preparing him for life in a rapidly changing world, teaching the information society, its modern forms of communication, developing work skills and learning information, teaching effective decision-making.

As can be seen from the above opinions of scientists, every opinion has a socio-cultural component of historical education. In this regard, the following definition of S.Sh.Alimov is more reliable: socio-cultural competence of a teacher is an integral part of professional pedagogical competence, it is considered an integral characteristic of a specialist, and it is a knowledge about national culture, language, religion. It requires the willingness and ability to apply comprehensive socio-cultural knowledge in the field of education and pedagogy in the course of their professional activities [20]. As a result, taking into account the changing socio-economic conditions and the general situation in the educational system, it is necessary to choose the most optimal options for organizing the pedagogical process, to predict its results, to navigate in time, to adapt to modern conditions, to anticipate difficult situations and there is a need for a teacher-expert who is able to leave behind.

The activities of pedagogical higher educational institutions should be directed to the formation of these qualities of the future history teacher. The school is inseparable from the national soil and roots of its people, and it forms and carefully preserves the national culture, therefore the organizational forms and methods of teaching and educating the young generation are the most important part of its thousand-year history, original traditions, national culture, and general human culture. should be built taking into account enrichment with good achievements.

In the concept of the authors mentioned above, the national and international foundations of education, the desire to find real ways of mutual enrichment of all





nationalities, peoples and national groups living in the country are observed. This is an important factor in the development of the professional-pedagogical training system of future history teachers in the context of national-cultural revival.

In modern society, the demand for history teachers with a high level of internal culture is increasing.

The formation of social and cultural competence of the teacher depends on the following:

- characteristics of historical and cultural development of the society;
- the place of teachers as a social and professional community;
- the development of modern education as a socio-cultural phenomenon;
- specific characteristics of the socio-educational situation of a given educational environment;
- personal mechanisms of formation of professional activity;
- the teacher's assimilation of the humanistic paradigm of education and its implementation.

In order to determine the methods and possibilities of influencing the development of the personality of the student and the socio-educational situation of the teacher, it is necessary to study the specific characteristics of the teaching profession and the factors that determine the professional and personal direction, the social needs of society and it is necessary to determine the suitability of the professional role. At the same time, the holistic concept of the socio-pedagogical foundations of the teacher's professional self-determination, which, on the one hand, as a set of effects of social policy on the development of education, as a socio-educational situation, considers in the models of educational institutions and their organizational and cultural environment, on the other hand, the actions of the teacher who chooses, accepts and fulfills his professional role are introduced, but it is not yet created.

In the conditions of market relations, the demands placed on a modern specialist are changing somewhat. Today, these changes are not sufficiently taken into account in the content of the science program and plans for the training of specialists. These new requirements are not strictly related to one or another science, but they have a subjective nature and are distinguished by their universality. Their formation does not require new content, but requires the use of innovative pedagogical technologies appropriate to the era.

The interrelationship between theory and practice is one of the most urgent problems, which helps to develop competence, implement work activities and comprehensively master the necessary competencies related to the specific direction of the integrated



competence-based approach. . Competence approach strengthens the practical orientation of education, its pragmatic, practical and professional aspects.

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