

# GENERAL CULTURAL COMPETENCE OF A TEACHER AS A COMPONENT OF HIS PEDAGOGICAL CULTURE

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## **Abstract**

As the scientific and theoretical level and information richness of the content of education in secondary school increases, the need grows to improve not only the psychological, pedagogical and scientific-subject knowledge of teachers, but also to improve their cultural training, equipping them with the knowledge necessary to understand the sociocultural context of the science being taught. For teachers in modern conditions, it is especially important to combine the depth of knowledge in the subject with broad erudition in other areas of human activity. In this regard, an important condition for increasing the level of teachers' pedagogical culture is the development of their general cultural competence, which in our study is interpreted as a personal and professional characteristic of a teacher, showing his preparedness and readiness to introduce students to the cultural context of the subject being taught. The purpose of the article is to identify the essence of a teacher's general cultural competence, theoretically substantiate the pedagogical conditions for its development, and determine its influence on the success of teaching activities.

## **Keywords:**

cultural competence, external appearance, internal content, pedagogical culture, personal qualities, professional skills, philosophical knowledge, subject-pedagogical preparedness, foundations, appropriate indicators.

A high level of general cultural competence is necessary for a teacher to realize all three global goals of the educational process: training, education and, especially, student development. It is an important characteristic of a teacher's pedagogical culture, one of the integral indicators of his professional training. Constantly, purposeful work to improve the level of general cultural competence of teachers is an important condition for the rich intellectual life of students, a necessary prerequisite for a high scientific level of teaching natural and mathematical subjects. In the proposed interpretation, general cultural competence is a concept whose content cannot be revealed by considering it "on the same plane" (general cultural outlook, professional

activity, scientific training, etc.); The concept under study requires a multidimensional approach to its study [1].

To assess the relevance of the problem of a comprehensive study of the general cultural competence of teachers, the ways of its development and influence on the success of teaching activities, it is necessary to take into account that the intensive transformation of the school, which is not sufficiently substantiated from a scientific point of view, has given rise to a number of negative phenomena.

The need for a scientific understanding of the problem of general cultural competence of teachers and its impact on the success of teaching activities is also determined by the following circumstances [2]:

- a) education should be considered as a category not only pedagogical, but also cultural and historical (A. Disterweg, K. D. Ushinsky, V. L. Benin, I. V. Bestuzhev-Lada, A. P. Valitskaya, L. S. Vygotsky, V. P. Zinchenko, A. N. Leontiev, A. R. Luria, N. D. Nikandrov, etc.);
- b) fundamental sciences are an integral part of universal human culture (M. V. Volkenshtein, A. Jordan, V. P. Zinchenko, P. L. Kapitsa, D. Pidou, C. Snow, J. Fouret, E. Schrödinger, I. M. Yaglom et al.);
- c) mass education is not able to keep up with the rapidly developing scientific research, to reflect its influence on various aspects of social and cultural life (D. S. Danin, V. P. Zinchenko, R. Feynman, E. L. Feinberg, etc.).

The relevance of scientific understanding of the problem is determined by contradictions:

- between the continuously expanding, developing educational needs of students and real teaching practice;
- between the increasing cultural educational needs of students and the teacher's preparedness to reveal the cultural context of the taught subject;
- between the need to reveal in the learning process the model, relative nature of scientific knowledge and real school practice;
- between the integrative nature of fundamental scientific concepts and the presentation of the same concepts in various academic subjects [3].

The need to strengthen the cultural basis of education, its personal orientation, on the one hand, and the insufficient development of the conditions for the development of the general cultural component of pedagogical activity, on the other, determined the relevance, significance and choice of the research topic "General cultural competence of a teacher and its impact on the success of teaching activities (using the example of teachers of natural and mathematical subjects)".

Assessment of the general cultural competence of a teacher can be carried out according to three criteria: philosophical knowledge, subject-pedagogical preparedness to reveal the humanitarian content of the foundations of the science being taught, general cultural erudition,

which are revealed through appropriate indicators. The development of a teacher's general cultural competence is ensured by a set of pedagogical conditions, which includes:

- interpretation of a teacher's general cultural competence as an integral part of his pedagogical culture;
- organization of special targeted work with the teacher to develop his general cultural competence in the process of additional professional education;
- implementation of a close connection between the curriculum for the development of general cultural competence of the teacher and the modern content of education in secondary school;
- taking into account the individual interests and requests of the teacher, his accumulated teaching experience;
- a combination of work on developing a teacher's general cultural competence with assessing its level based on relevant criteria and indicators.

Russian society is currently experiencing a spiritual and moral crisis. The relevance of the problem of culture and education of a "cultural person" in modern society is caused by global changes in the political and economic life of many countries of the world. Concepts such as "freedom" and "democracy", without receiving a specific scientific explanation, often began to turn into synonyms for "permissiveness" [4].

The current situation is a reflection of the changes that have occurred in public consciousness and government policy. The Russian state has lost its official ideology, and society has lost its spiritual and moral ideals. The spiritual, moral, teaching and educational functions of the current education system have been reduced to a minimum. As a result, the value systems inherent in the mass consciousness (including children's and youth) have become destructive and destructive from the point of view of the development of the individual, family and state. The urgency of the problem is due to the isolation of the younger generation from the spiritual roots of national culture, oblivion and loss of cultural traditions; lack of demand for the spiritual potential of Russian culture; mutual misunderstanding between "children" and "adults", negative attitude of teenagers towards the traditions and values of "fathers".

In this regard, the problem of culture and the issues of mastering cultural samples are of extreme importance, because the economy, politics, national security and competitiveness of the country largely depend on the level of culture of citizens.

An analysis of the situation in Russia indicates a relatively low level of GCC of the entire population (including the political class, business community, and management).

General cultural competence (GCC) of an individual should be understood as a set of knowledge, skills, elements of cultural experience that allow an individual to freely navigate the social and cultural environment and operate with its elements.

Competence includes the following aspects [5]:

- semantic aspect - adequate understanding of the situation based on existing cultural patterns of understanding and assessment of this kind of situations;

- problematic-practical aspect - the adequacy of recognizing the situation, setting and effectively implementing goals, objectives, norms in a given situation;
- communicative aspect - adequate communication taking into account relevant cultural patterns of communication and interaction.

A person has general cultural competence if he is capable of adequate comprehension, practical solutions and communicative expression of situations that go beyond his professional sphere. In addition, if in professional competence the leading (but not the only) role is played by the problem-practical aspect, then in general cultural competence the leading role is played by the semantic and communicative aspects.

The goal of school education in the field of developing GCC is: achieving a level of GCC sufficient for orientation in the values of culture, developing the ability to independently evaluate specific cultural phenomena, for mastering the methods of self-educational activities. The task is to give students the necessary knowledge in the field of culture, to demonstrate examples of culture in various areas, namely:

- socio-economic;
- political and legal;
- in the field of science, religion;
- environmental;
- aesthetic;
- communicative;
- household;
- leisure, etc.

Whatever the path of formation of the OCC, the central figure is the teacher. The role of a translator of cultural patterns places high demands on his personality: he himself must have a high level of cultural competence, which is manifested in both external appearance and internal content. This is a person with a high level of pedagogical culture, which presupposes the presence of certain personal qualities and professional skills, and is fluent in interpersonal interaction skills.

In conclusion, we should remind N.E. Shchurkov's words: "The role of a teacher in a child's ascent through the stages of culture is not reduced to the role of a guide, or even more so a corrector, punishing deviations from the norm; it is outlined broadly: he is an accomplice in such ascent, a strategist, instructor, support and assistant in the difficult movement forward and higher".

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