

OPPORTUNITIES FOR USING BLOG TECHNOLOGIES IN THE DEVELOPMENT OF STUDENTS' SOCIOCULTURAL COMPETENCE

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Annotatsiya. Maqolada adabiy ta'lim jarayonida o'quvchilarning ijtimoiy-madaniy kompetensiyasini shakllantirishda blog texnologiyalaridan foydalanish yo'llariga doir metodik muammo xususida so'z yuritiladi.

Kalit so'zlar: adabiy ta'lim, ijtimoiy-madaniy kompetensiya, shaxs, ta'lim-tarbiya integratsiyasi, kompetentlik, blog texnologiyasi, turkiy xalqar adabiyoti, intellektual qobiliyat, texnologiya.

Abstract. The article represents the methodical problem of ways to use blog technologies in the formation of socio-cultural competence of students in the process of literary education.

Key words: literary education, socio-cultural competence, personality, educational integration, competence, blog technology, turkic folk literature, intellectual ability, technology.

Аннотация. В статье представлена методическая проблема способов использования блог-технологий в формировании социокультурной компетентности студентов в процессе литературного образования.

Ключевые слова: литературное образование, социокультурная компетентность, образовательная интеграция, компетентность, литература тюркских народов, модернизация, интеллектуальная способность, технология.

A distinctive feature of the contemporary stage of societal development is the rapid advancement of innovative transformations across various spheres of human activity, particularly within the social domain. In the present context, both society and the state demand from individuals the ability to undergo socialization in a rapidly changing environment and to master universal modes of action. This is one of the key reasons why, regardless of the classification of core competencies, many scholars attach significant importance to sociocultural competence, viewing it as a unity of readiness for interaction in diverse spheres of life, social adaptability, and mobility.

Innovations in the field of education in our republic highlight the urgency of identifying methods and tools for developing individuals' adaptability and ensuring their sociocultural competence in general secondary education schools. Sociocultural competence, from the perspective of a skill or obligation that enables an individual to adequately comply with social norms and rules, primarily reflects the interaction between the individual and society. Secondly, it implies the individual's mastery of interpersonal interaction strategies. Thirdly, it encompasses several components. Fourthly, it presupposes consideration of the relationship between personal goals and the needs of society as a whole.

The structure and content of sociocultural competence include the ability to take responsibility in decision-making, participate in collective decision-making, set goals, plan outcomes,



analyze, and reflect. It also involves the capacity for self-regulation; attention to problems related to achieving goals; decision-making skills; and the ability to listen to, understand, and consider the needs of others. Furthermore, it includes emotional self-regulation, attentiveness to understanding others, emotional sensitivity, empathy, intuitive prediction of human behavior, readiness to address non-standard and controversial issues, willingness to employ new and innovative ideas to achieve goals, striving for collective success, and personal responsibility for joint activities.

Sociocultural competence does not exist outside a particular society. It is intrinsically linked to economic and political life, historical and cultural norms, and the organization of social relations. It represents not only a certain level of socialization but also the ability to achieve success through the effective use of cultural and informational resources.

Psychologists identify the following individual abilities as components of sociocultural competence:

- communicative ability;
- social entrepreneurship;
- general legal and economic literacy;
- the ability to understand implicit features of society;
- self-management (social confidence);
- understanding of social roles and interpersonal relations;
- ability to establish long-term cooperation;
- ability to manage one’s personal image.

It is well known that the content of Kazakh literature lessons is largely formal for students, and they often do not perceive opportunities to apply their knowledge. Therefore, in the context of modern reliance on Internet resources, it is essential to address this issue.

Sociocultural competence manifests through language, national culture, and norms of behavior. Language and cultural characteristics enrich the content of educational material. Culture, in its various forms, contributes to the formation of the individual. The study of Turkic peoples’ literature is closely connected with cognitive, developmental, and educational processes.

The literature of Turkic peoples is regarded as a means of studying language and culture within society and as a factor in the development of students’ личности. Mastery of Uzbek, Kazakh, Turkmen, Kyrgyz, and Karakalpak literatures as instruments of intercultural communication is impossible without sociocultural and sociolinguistic knowledge.

The use of intercultural materials in the educational process enhances students’ cognitive activity, develops their communicative abilities, and fosters positive motivation.

Within the framework of the research, particular attention was given to innovative technologies as one of the key components of sociocultural competence in the context of global intercultural communication. It can be argued that issues of culture and intercultural communication are presented in education as global learning objectives. However, this requires serious didactic reflection, particularly the use of information technologies in the formation of sociocultural competence.

To improve the effectiveness of forming students’ sociocultural competence, we proposed the use of Web 2.0 blog technology. The term “weblog” or “blog” was first introduced by Jorn Barger in 1997 and has been widely used since 2001. Initially, a blog was an annotated list of links accessible to the public.

Compared to other technologies, blog technology offers numerous advantages, as it integrates various types of information and enables the implementation of diverse tasks.

An educational Internet blog was developed to effectively form students' sociocultural competence. It facilitated the transfer of existing knowledge of Turkic languages to new contexts, enabled the analysis of sociocultural situations and contradictions, and provided broad opportunities for perceiving language in its natural form.

Within the framework of the state educational standards for general secondary education, the use of information technologies is understood as a set of informational, communicative, and educational elements. Thus, blogging technologies, based on information and communication technologies, serve as one of the key tools for achieving the goals of modern education.

Blog technology represents one example of integrating information and communication educational environments into teachers' professional practice. According to P. V. Sysoyev, blog technology is "one of the Web 2.0 services that involves creating a personal page or blog, which may be presented in the form of a diary or journal, allowing the recording and broadcasting of oral presentations and enabling visitors to comment."

Typically, a blog is managed by its creator. Its capabilities are extensive: it allows the размещение multimedia materials (video, audio, illustrations), uploading electronic texts, and linking to external Internet resources. Blogs are open for comments, enabling visitors to share their impressions of the author's activities and achievements.

Blogs are organized according to a linear structure. As noted by S. V. Titova, they are arranged chronologically based on the time of creation and publication. At present, blogs are among the most popular social services, as they allow users to engage in direct virtual communication, form interest groups, and find common ground.

From a didactic perspective, blog technology can be effectively utilized. T. Yu. Paveleva highlights the following didactic features:

- openness for comments and participation;
- the ability to modify content and structure;
- expression of personal viewpoints;
- integration of multimedia content to enhance language acquisition.

Research by P. V. Sysoyev demonstrates the effectiveness of blog technology, identifying its key characteristics:

1. Mass accessibility, enabling communication both in and outside the classroom;
2. Linear structure, ensuring chronological organization;
3. Author-centered content, supporting individualized learning approaches.

Based on these features, blogs can support the development of writing, reading, and even speaking skills through real-time interaction.

Blog posts vary in type: text posts, podcasts, photo posts, video posts, and multimedia posts, each contributing differently to skill development.

Blog technology integrates features of social networks by enabling personal profiles and virtual communication. It also supports the integration of pedagogical scenarios and learning materials, accessible both in class and remotely.

Despite primarily influencing passive skills such as reading and writing, blogging can be adapted to develop speaking skills, particularly through online discussions.

Researchers propose three types of blogs for educational use:

- a) informational blogs with announcements and materials;
- b) collaborative communication platforms;
- c) personal student blogs.



Different types of blogs positively influence the development of sociocultural competence, especially through communication-focused activities. However, as noted by N. Yusufjonova, excessive reliance on the Internet may lead to superficial learning and the emergence of “clip thinking,” which must be considered.

Opportunities for developing speech skills through blogs include:

1. Teacher blogs providing instructional materials and communication tools;
2. Student blogs fostering independent language practice;
3. Group blogs supporting collaborative learning and discussion.

In conclusion, the study demonstrates that blog technologies enable the organization of effective learning environments and the development of sociocultural competence through various forms of interaction.

Based on the research, it was determined that the following aspects of communication culture must be developed in general secondary education institutions:

- communication culture between students and teachers;
- communication culture among students;
- relations in socially useful activities;
- interactions during lessons;
- students’ communication culture;
- students’ culture of interaction with information technologies.

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