

THEORETICAL FRAMEWORK FOR THE DEVELOPMENT OF SOCIAL CULTURAL COMPETENCES IN STUDENTS

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Annotation: The goal of this study is to determine the impact of various cultural elements on the development of students' intercultural competencies. Students have limited understanding about different cultures, in reality, they have little experience engaging with other cultural representatives, and they are hesitant to integrate with different cultures, according to the study. These disparities are linked to aspects of school culture such as school community diversity, educational content, and pedagogical relationship style. We can distinguish the following good trends: students' willingness to consider other points of view in school-related decision-making; students' belief that they can improve the school culture. As the leading agent of intercultural education, the school should take responsibility for developing intercultural competencies in students in order to close gaps and strengthen positive trends, which can be accomplished through the active, consistent, and purposeful use of intercultural education methods and extracurricular educational strategies.

Keywords: Social Cultural Competences, Development, Intercultural Education, Intercultural Competence, School Culture Diversity, Students, Teachers.

The quest for appropriate educational solutions has been conditioned by the present tendencies of transformation of the social, economic, political, demographic, and cultural environment in this historically diversified country. This study aims to discover a solution by looking into students' intercultural awareness and the elements that influence it. Family, school, and societal intercultural awareness are all linked to intercultural education. Positive improvements in family, school, and societal culture toward diversity, parenting, and teaching material, as well as interpersonal relationships, were discovered to have an immediate impact on students' intercultural abilities. Understanding these consequences will help to develop future intercultural education programs. Exploration of intercultural education concerns can also assist all parties involved (Ministry of Education and Science, public schools, self-governments, non-governmental organizations, and parents) in developing and implementing successful experiences and overcoming challenges.

The peaceful cohabitation and civil integration of Georgia's various ethnic and religious communities has become a severe concern as a result of the Soviet heritage. Stereotypes about cultural heritage and national customs stymie intercultural relations. All of this leads to mutual estrangement and isolation among different communities in Uzbekistan's diversified society. Simultaneously, the ethnic minorities map is shifting. As a result of globalization, new ethnic cultural minorities, as well as so-called "traditional minorities," have formed, with whom we have some empirical relationship experience. Similarly, the geographic space of uzbek residents' external mobility has grown. The topic of intercultural education and competences has become even more pressing in light of the current reality.

We considered a combination of intercultural knowledge, intercultural skills, and intercultural attitudes as the foundation for students' intercultural competence, which has a solid foundation: in particular, the goals of Uzbekistan's general education provide for the continuous development of these three components, and subject competences are centered on the development of knowledge, skills, and attitudes in secondary school curricula. Our study is based on successful international practice and focuses on a three-component model of intercultural competence. In a report published by the Council of Europe titled "Intercultural Competence for All Preparation for Living in a Heterogeneous World," intercultural skills are further described. The research examines intercultural competencies as well as their indicators, which are classified into two categories: personal and institutional. Personal indicators are divided into four categories:

personal values and abilities, interpersonal connection development, intercultural understanding and sensitivity, and awareness of global issues. Country, school, curricula development, and teacher teaching/education are the four categories of institutional indicators. In addition to the foregoing, we investigated and reviewed materials (curricula) linked to intercultural skills from various nations in order to become familiar with existing intercultural competence development methodologies. As an example, the Australian Curriculum organizes the continuum of intercultural education into three interrelated elements: (1) Recognizing culture and gaining respect; (2) Interacting and empathizing with others; and (3) Reflecting on intercultural experiences and taking responsibility. The study results have revealed that students' positive answers to such important statements of intercultural attitudes as: the existence of connections between different languages/cultures; recognition of different behavioral norms and rituals of the representatives of other cultures; importance of respecting a person of any culture; readiness for sharing one's own culture with the others; and assisting the representatives of other culture. However, a large part of students do not show the readiness for living in a different cultural environment.

Students give relatively less significance to school in terms of intercultural competence development; at the same time, they logically diversify intercultural education sources. The fact, that students give relatively low rate to the role of school, is linked with the reality that the main agents of intercultural education - teachers do not apply active teaching methods and diverse resources. Poor quality of intercultural education leads to undesirable level of students' integration, which in turn is reflected in low participation or in formal participation in school self-government and other events organized by school/class.

Students positively react to the important provision of intercultural education and attitudes, such as: existence of links among various languages and cultures; recognition of different behavioral norms and rituals of other cultural representatives; significance of respecting human values of any other culture; readiness to share one's own culture with others and provide assistance to the representatives of other cultures. High percentage of positive replies is given to the provision: "knowledge of various cultures makes it easier for people to communicate," "All cultures are equally Respected," etc. Students, teachers and parents provided different answers to this provision. Compared to other representatives of school community, relatively low indicator of students' respective knowledge and attitude can be explained by the lack of their experience of communicating with different cultures. Students' intercultural knowledge and attitude completely correspond to their readiness to appreciate and consider different views in school/class-related decision-making process. Acceptance of different points of view and tolerance for diversity are encouraged via student-led school/class initiatives. The importance of such activities in terms of fostering collaboration, responsibility, mutual aid, and other positive attitudes is widely acknowledged among the students polled.

Without a doubt, students' idea that they can enhance the school culture is a positive development. Simultaneously, in order for students to participate in improving school culture, formalistic attitudes toward public service, student self-government, and school/class initiatives must be replaced with thoughtful and active participation in these processes, in which the entire school should play a decisive role.

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