

Issues of Development of National and General Cultural Competences in Out-of-class Activities

Gulnora Sharipova¹; Dilfuza Yunusova²

¹Teacher of School №156 of Yashnabad District of Tashkent City, Uzbekistan.

²Professor, DSc., Tashkent State Pedagogical University, Tashkent, Uzbekistan.

Abstract

The changes taking place in the socio-political life of the post-Soviet countries over the past decades have inevitably entailed changes in the spiritual and moral guidelines and the content of forms of public consciousness. The problem of intercultural communication is especially relevant today in the global aspect of mutual cooperation and mutual understanding. Integration processes, transcultural interaction make the world more and more interconnected and united. Humanity is gradually and consistently moving to large-scale communication within the framework of not only countries and continents, but also the entire world community.

Key-words: Mathematics, Extracurricular Activities, Competence, National, General, Developing.

1. Introduction

The integration processes taking place in the modern world economic and cultural space, despite the political, religious, ethnic diversity of the world community, highlight intercultural communication as the most important factor in the integration of human society. In these conditions, the task of preparing the younger generation for intercultural communication becomes urgent. This is predetermined by the intensity of Uzbekistan's integration into the world community, the dynamic growth of social demand for a creative, active, open personality and, on the other hand, the persistence of negative manifestations of nationalist sentiments and xenophobia in society.

2. The Main Results and Findings

The research and development of models for the formation of intercultural competence in students and students are devoted to the works of I.I. Khaleeva, V.V. Safonova, A.L. Berdichevsky, S.G. Ter-Minasova, V.P. Furmanova, P.V. Sysoeva and others, in which the issues of humanistically oriented education, contributing to the development of the student's personality, are considered. The philosophical aspect of the problem of the formation of intercultural competence is presented in the works of M.M. Bakhtin, B.C. Bibler, M.S. Kagan, B.D. Parygina and others. Questions of the influence of a foreign language on the development, formation and upbringing of the student's personality are highlighted in the research of N.V. Baryshnikova, A.L. Berdichevsky, I.L. Beam, I.A. Winter, N.D. Galskova, E.I. Passova and others.

In the studied literature, general provisions are determined, various approaches and technologies are developed, attempts are made to philosophically substantiate an intercultural approach to teaching foreign languages. But, despite the obvious interest in this problem, the theory of this issue remains poorly developed and, as practice shows, in the national general education school, the intercultural component remains insufficiently studied.

Taking into account the above, the formation of intercultural competence of senior pupils in the conditions of a rural school seems to us to be a problem of social and scientific importance. Consequently, further searches are required for ways to solve it, both at a theoretical and practical level.

Analysis of the psychological and pedagogical literature on this issue, as well as our own experience, made it possible to identify contradictions: between the awareness of the need to work out the ways of introducing general cultural components of the content of school education and the insufficient development of methodological approaches to their implementation, contributing to the formation of intercultural competence of students; between the awareness of the need to determine the pedagogical conditions for the formation of intercultural competence in the process of cognition and life activity and the insufficient development of the problem in the process of studying individual subjects.

Research methods. To solve the set tasks and test the initial theoretical assumptions, we used a set of interacting and complementary research methods:

- Theoretical: theoretical analysis of philosophical, sociological, psychological and pedagogical literature; works in the field of methods of teaching a foreign language, as well as dissertation research on the problem under study;

- Empirical: questioning to identify the initial level of development of intercultural competence of senior pupils, pedagogical observation, conversations with parents, teachers, schoolchildren; diagnostics, testing; experimental work.

In accordance with the logic of the study, we analyzed the problem under study in foreign and domestic literature, traced significant directions in changing the requirements for high school students and their level of intercultural competence.

The analysis of such a multilevel and multicomponent concept as "intercultural competence" made it possible to identify a number of significant areas that reveal the activity nature of intercultural competence (N.L. Shamne, V.V. Safonova, P.V. Sysoev, A.L. Berdichevsky, N.D. Galskova, I.L. Bim, V.P. Furmanova and others). During the analysis of the literature, the connection between intercultural competence and the concepts of "culture" and "communication" was revealed. Culture is considered as an essential characteristic of a person associated with the human ability to purposefully transform the surrounding world, during which an artificial world of things, symbols, as well as connections and relationships between people is created.

As a definition of the competence-based approach, the definition of O.E. Lebedev was chosen, which satisfies the requirement we have presented of an distruptality (the possibility of full practical implementation in the process of teaching mathematics, in particular, for the purpose of designing a methodological complex for the formation of key competencies), since it contains an indication of the features of goals principles, content, organization of the educational process and assessment of the results of competence-based education.

We presented two requirements for the list of key competencies: minimality and completeness. By completeness, we mean a wide range of a set of core competencies, which should contain the main qualitatively different competencies required by each graduate. By minimality, we polymount the quantitative limitation of the list. There should not be many key competencies on the list, otherwise the task of their formation will become impossible. Analysis of the eight most popular lists of key competencies, taking into account these requirements, led to the choice of A.V. Khutorsky's list, represented by seven competencies: value-sense, general cultural, educational and cognitive, informational, communicative, social and labor competencies and the competence of personal self-improvement.

The selected list required special detailing, taking into account the peculiarities of the content of the academic discipline "mathematics", since some aspects of specific key competencies cannot be formed in mathematics due to the specifics of its content. For example, it is not possible to purposefully and systematically form in mathematics the experience of activities in the sphere of

"spiritual and moral foundations of the life of individual peoples" (an aspect of general cultural competence). Each of the key competencies was detailed so that it 1) corresponded in essence to the competence in the selected list of A.V. Khutorsky; 2) was suitable for systematic, purposeful formation in teaching mathematics.

The problem of the formation of key competencies within the framework of the academic subject "mathematics" leads to the question of what its content should be, allowing the formation of key competencies while maintaining the level of mathematical training of students, since any content should be subordinated to the goal. The competence-based approach appeared, among other things, due to excessive enthusiasm for the subject component.

Since the modern content of the subject that has developed over a long period allows you to form a fairly high level of mathematical ZUN, there was a need to explore the possibilities, advantages and limitations mathematics in the formation of key competencies. Based on the opinion of scientists (E. Borel, A.G. Mordkovich, Yu. P. Soloviev, V.M. Tikhomirov, V.B. Filippov, A. Ya. Khinchin, A.V. Yastrebov, etc.) educational and developmental value of mathematics, we show that it allows you to form each of the seven key competencies through such specific features as rationality, objectivity, unambiguity, the consistency of the nature of mathematical knowledge, the presence of a special (accurate, concise, perfect) language, a strong practice-oriented focus. Thus, the modern content is adequate to the set goal.

Considering the issue of modern pedagogical technologies, G.K. Selevko managed to identify a whole group of technologies aimed at modernizing and modifying the knowledge system. Expanding the goals of the knowledge-based approach through the formation of key competencies, we compared the target settings of such concepts with the target settings of the competence-based approach. The revealed presence of common goals justifies the possibility of using some well-known pedagogical theories, systems, technologies, created outside the competence-based approach, for the formation of key competencies.

So, a detailed theoretical analysis made it possible to conclude that the content of the subject "mathematics" and a number of approaches, systems with some modifications are adequate to the stated goal - to form key competencies, while maintaining the level of mathematical training of students. However, such influence is spontaneous, unintended by nature. To strengthen it, it is advisable to construct a special methodological context - a set of five hierarchically interconnected components: goals, content, methods, forms, teaching aids. We considered it necessary to emphasize also the peculiarities of the organization of the learning process, control, reflection.

After constructing a methodological complex and justifying its effectiveness for the formation of key competencies, methodological materials were developed for its implementation: a textbook, lesson scripts with comments. These materials are deliberately demonstrated in five of the six lines of the school mathematics course, which shows the versatility of the methodological complex: the possibility of its implementation in any topics and sections.

A theoretical analysis of the essence of the concepts of "culture" and "communication" made it possible to see that these concepts are inextricably linked. Analysis the concept of "intercultural communication" presented in the works of modern scientists (E.M. Vereshchagin, V.G. Kostomarov, I.B. Ignatov, V.G. Zinchenko, V.G. Zusman, Z.I. Kyriose, Yu. Ten and others), indicates that intercultural communication can be realized only as a dialogue of cultures, is achievable on the basis of the acquisition of appropriate social skills, including the study of foreign languages, acquaintance with the history and culture of other peoples, mastering the appropriate rules of behavior in different situations, etc. .d. At the same time, it becomes necessary to form the readiness of people to accept other cultures, to develop the qualities necessary for intercultural communication.

The peculiarities of the process of formation of children's readiness for MC are considered in the work through a comparative analysis of the essence of international, multicultural, intercultural education, the concepts of development and formation. The analysis presented in the dissertation made it possible to single out the following components in the structure of the process of formation of children's readiness for MC: the first of them is closely related to motivation, needs, value orientations; the second - with feelings, experiences, emotions; the third - is determined by the knowledge of one's own and someone else's culture, the fourth - indicates the personal qualities necessary for intercultural interaction; the fifth is presented as activity, behavioral, due to human activity, experience of intercultural communication.

The data of the final diagnostics show different dynamics of the considered parameters of intercultural communication of children in the experimental and control groups. The analysis of the data obtained confirmed that there were significant positive changes in the level of children's readiness for MC in the experimental groups due to the introduction of the complex of organizational and pedagogical conditions proposed in the dissertation into the educational process of additional education. Mathematical processing of the data and their correlation analysis showed a direct and rather close correlation between the studied features.

Communication and communication are an essential part of human life, and therefore a part of culture. In our research, we rely on E. Hall's assertion that culture is communication, and communication is culture. Based on this interpretation, many Western scholars figuratively depict

culture as an iceberg based on cultural values and norms, and its top is individual human behavior, based primarily on communication with people. Accordingly, our approach is based on the fact that "communication" and "communication" are synonymous terms.

By intercultural competence, we mean the student's psychological readiness for communication (interest, motive, lack of fear of the language barrier) and a certain level of proficiency in speech skills, language material and, most importantly, the necessary amount of socio-cultural knowledge about the country of the target language. The main areas of this competence are cognitive, pragmatic and motivational. In the cognitive sphere, the goal is to obtain information about other cultures, while it is necessary to refer not only to the culture of the country of the target language, but also to the culture of other countries. A pragmatic goal involves the acquisition of practical skills necessary for intercultural communication. In terms of motivation, this is the formation of such an attitude in the student, which presupposes openness, tolerance and respect for the culture of other people, excludes prejudices, stereotypes and discrimination.

According to the psychological-age periodization of the development of children (I.S. Kon, V.A. Krutetsky, R.S. Nemov, Jean Piaget, D.I. Feldshtein, D.B. Elkonin) in the context of the problem under study, we considered the age parameters of students, which made it possible, on the one hand, to substantiate the sensitive period of the formation of intercultural competence of students, on the other, psychological grounds for the establishment of age norms in the intellectual and personal development of students in the process of tracking work results. In accordance with this, we have identified two stages of the formation of intercultural competence of students: 1) the stage of assimilation of tasks, motives, norms of intercultural competence and the motivational need for it, to which students of 14-15 years old are predisposed (grades 8-9); 2) the stage of practical assimilation of specific methods of action in the field of intercultural education and the formation of operational and technical possibilities of its application - students aged 16-17.

The model developed and tested in the course of experimental work includes many elements: the main forming factors implemented during the main educational time and including educational material built on the integration of courses of national-regional and studied culture, pedagogical technologies of personality-oriented and project-modular training, general pedagogical influence and the learning ability of students, considered as a field of practical activity, in accordance with the theoretically mastered attitudes of intercultural competence.

The question of approaches to the definition of the formed TM intercultural competence of students was developed by us on the basis of the works of A.I. Kochetova, B.T. Likhachev, A.S. Sidenko and others, the study of which made it possible to single out the following criteria: training,

understood as the ability to dialectically comprehend the historical past and reality; upbringing of the spiritual and moral qualities of students, manifested in action, activity, deed; tolerant emotional-value system, manifested in the comprehension of life, social activity, emotional-volitional social purposefulness, activity orientation of the individual.

3. Conclusion

Thus, using the example of the implementation of the content and mechanisms of the pedagogical model developed by us for the formation of intercultural competence, we can conclude that intercultural learning, with a targeted impact and influence on students, has real opportunities and the necessary educational and educational tools for the formation of intercultural competence of high school students in a rural school. The main method of tracking the effectiveness of the pedagogical experiment on the formation of intercultural competence of students were diagnostic sections: ascertaining, intermediate and final, carried out:

- At the beginning of the experiment at the 9th grade level,
- In the middle of the experiment at the 10th grade level,
- At the end of the experiment at the 11th grade level.

The results of the experimental work give grounds to conclude that the organizational and pedagogical conditions implemented in the experimental group contribute to an increase in the effectiveness of the process of forming children's readiness for MC. The problematic field of the topic touched upon by the author is very extensive and has many directions for further research. In particular, it is necessary to clarify and develop the problems of scientific and methodological provision of the process of formation of children's readiness for MC, to conduct a special study on the problems of the development of intercultural competence, the formation of tolerance of pupils in the framework of MC by means of additional education, etc.

References

- Ziyomammedova B., Abdullaeva SH. *"Pedagogy"* *"National Encyclopedia of Uzbekistan"* Publishing House. T. 2000.
- Sayidahmedov N.S. *New pedagogical technologies*. - Tashkent, Finance, 2003.
- Zueva, M.L. The effectiveness of using the problematic approach for the formation of key educational competencies [Text]. ML Zueva. *Yaroslavl Pedagogical Bulletin*. - 2007. 2(51). S36-47.

Ryabova, V.I. Model of formation of readiness of children for intercultural communication in institutions of additional education for children of Kazakhstan. V.I. Ryabova, *Bulletin of the Kostroma State University*. H.A. Nekrasova: Series of Humanities. 2009, 3, 289-292yu

Solovyova, I.S. *Development of intercultural communicative competence of high school students in teaching English*. I.S. Solovyova, Education. Spirituality. Sport and a healthy lifestyle in the system of society of the XXI century: materials of the scientific-practical conference of young scientists, graduate students and applicants. - Yakutsk: Publishing house of the Ministry of Defense of the Republic of Sakha (Yakutia), 2003. 81-84.

Yunusova D.I. Preparing future teachers of mathematics for innovative pedagogical activity. Izvestiya vysshikh educational institutions. Volga region. *Humanitarian sciences*. M. 2012.

Yunusova, DI. "Extension of the norm of a group and a ring to their group ring." *Matematicheskie issledovaniya* 90 (1986): 137-146. <http://eudml.org/doc/189886>

Yunusova D.I. "On the extension of the pseudonorm and metric to a semigroup ring." *Bulletin of Tomsk State University. Mathematics and Mechanics* 56(2018).