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NOFILOLOGIK TA'LIM YO'NALISHI TALABALARINING UMUMMADANIY KOMPETENSIYASINI TAKOMILLASHTIRISHNING INTEGRAL XUSUSIYATLARI

Annotatsiya

Zamonaviy ta'limda umummadaniy kompetensiya tushunchasi va uni takomillashtirish asoslarini hisobga olgan holda, asosiy e'tibor umummadaniy kompetensiyaga qaratilganligini hisobga olinib, tadqiqot ishining boshida kompetensiya atamasi tahlil qilinadi, til va madaniyat muammosi o'rganilgan, talabalarning umummadaniy kompetensiyasini rivojlantirishning ijtimoiy-pedagogik muammosi, uning ajralmas xususiyatlari va ta'lim sohasidagi talabalarning umummadaniy kompetensiyasini takomillashtirishning nofilologik ta'lim yo'nalishidagi pedagogik shart-sharoitlari amalga oshiriladi.

Kalit so'zlar: Kompetensiya, pedagogik shart-sharoit, integral, universal, xususiyat tilshunoslik, nofilologik, takomillashtirish.

КОМПЛЕКСНЫЕ ОСОБЕННОСТИ ПОВЫШЕНИЯ ОБЩЕКУЛЬТУРНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ В ОБЛАСТИ НЕФИЛОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ

Аннотация

Принимая во внимание концепцию универсальной компетентности в современном образовании и основы ее совершенствования, принимая во внимание, что основной акцент делается на универсальной компетентности, в начале исследовательской работы проводится анализ термина компетентность, изучение проблемы языка и культуры, реализована социально-педагогическая проблема повышения общекультурной компетентности студентов, ее интегральные особенности и нефилологические педагогические условия повышения общекультурной компетентности студентов образовательной сферы.

Ключевые слова: Компетентность, образование, интегральное, лингвистика универсальное, нефилологическое, совершенствование.

INTEGRAL FEATURES OF IMPROVING THE GENERAL-CULTURAL COMPETENCE OF STUDENTS IN THE FIELD OF NON-PHILOLOGICAL EDUCATION

Annotation

The research project began with an examination of the term competence, followed by a study of the language and culture problem, the socio-pedagogical problem of enhancing students' universal competence, its essential characteristics, and non-philological conditions for enhancing students' general cultural competence in the educational field. This was done with consideration for the notion of universal competence in contemporary education and the fundamentals of its enhancement, keeping in mind that the primary focus is on universal competence.

Key words: Competence, education, integral, universal, non-philological, improvement, linguistics, notion.

Nowadays, in the era of globalization, when economic, cultural and scientific ties between countries are being strengthened, it is scientifically substantiated that language is interconnected with culture. Already in the 20th century, scholars studying culture and language realized that these fields could become the basis of a new science. They called this field linguoculture and general culture. The above-mentioned fields were studied through three problems: language, culture and human personality. The aim was to intensify knowledge about language and culture. Considering that the main focus of our research work was on students' language and cultural competence, we thought it was acceptable to dwell on the term competence at the beginning of the research work.

In order to be able to enter into personal, social, economic and professional relationships, take their place in society, solve the problems facing them, have a broad worldview and knowledge in all aspects, first of all, provide embodied knowledge based on integrated education, and in order to enter into mutual communication in society, it is necessary to master a foreign language and increase the competence of the ability to use it effectively in communication.

Competence is a broad notion, its content and essence are interpreted by scientists in different ways. There are many interpretations of the terms "competence" and "competence" in foreign studies [1;175], [2;172], [3;184].

1) components focused on cognitive activity; 2) components focused on values and culture; 3) components focused on behavior and personal relationships; 4) components focused on practical activities. The review of the literature tells us that the universal competence of the student of non-philological education is the application of knowledge, skills and abilities to achieve effective interaction with other people for effective professional activities in cultures based on the principles of mutual respect and understanding.

The cognitive component plays an important role in the process of mastering general cultural competence of students of non-philological education, as its formation implies acquisition of theoretical base necessary for practical application of knowledge. In the process of intercultural interaction the ability to critically rethink and analyze, to draw independent conclusions and find a solution to any problem directly depends on the cognitive abilities and depth of knowledge of a future student.

The national-cultural (non-linguistic) level of universal competence is based on the following knowledge and skills:

- the most important for the representatives of English culture are national concepts, their status and the influence of Uzbek students on the consciousness of Uzbek students;

- intensive processes of students' assimilation of concepts related to English culture, positive attitude towards different types of Nazi.

According to the scholar, the object of education should be the methods of learning about other cultures, and the goal of education should be the acquisition of competencies that allow effective communication with representatives of different cultures

and speakers of different languages. Besides, each situation of inter-lingual and, consequently, intercultural communication should contribute to the knowledge of a culture different from the local one [4; 197].

In order to improve the intercultural competence of students when teaching the language it is necessary to identify the objective relationship between the person, language and culture as a system of values, and to develop the assimilation of the student's personality intercultural values, understand the traditions and creative heritage of other intercultural communications, reflected in the national language, consists of horseback riding.

Human cultural literacy, that is, part of cultural competence, is a general cultural competence. General cultural competence includes knowledge of all areas of human activity organized by language (key words, word combinations, phrases), which give an opportunity to adequately understand non-specialized information, as well as create the basis for life, adaptation in the modern world.

The main pedagogical conditions of increasing general cultural competence of students are:

in the process of learning a foreign language, mastering the moral and ethical values of culture, life of native speakers;

comparing elements of culture of another country with elements of native culture in the learning process;

Students help gain professionally oriented responsibilities that call for intensified improvement in overall competence and reflect the history of both countries, the history of the language being studied, and reflect professional communicative situations. Students perform tasks and view and evaluate a foreign culture in terms of the values and norms of their mother culture. Therefore, the thematic content of each lesson includes cultural materials about history, musical holidays, foods, and traditions.

Creating impartiality to the culture and life of the language country of labor, the learning environment in textbooks, pictures and tables presented in the instruction, and multimedia tools used in the lesson: audio and video recordings in the lesson; While working with textbooks, students learn the mentality, national, geographic, political, political, political and local and conditions of life, interact and interact with them in a specific situation, learn how to apply them. The task of the teacher is to explain something typical (or not typical) as a means of communication. The use of forms of application, intonation of speech, from the northern forms of language (improper magistrations, gestures) increases the effectiveness and success of students in the development of general competence.

One of the largest experts in the field of generalized competence is M.J.Bennett, from the point of view of a person, the ethnocentric position of a person can change to understand another culture as a result of a general study. We strive to introduce students from an ethnocentric position, transferred from an ethnocentric position to an intermediary position between representatives of their and other culture.

The Bennett Foreign Culture model passes through the stages of three ethno -cruisers (Deny, protection, discrimination) and three ethnic groups (recognition, adaptation, integration, integration). However, if this could be expressed in the first stages: "I would have done it in place" when I change his position in the next stages, this is how to think about it two " when I represent his point of view".

The reduction of six stages of Bennett to four, the first seems to destroy cultural differences, because there is no divorce from other countries and nations for our society. Later we propose to unite at one stage of protection and discrimination, where cultural differences are recognized, but initially considered unacceptable and dangerous, and even if they are subsequently insignificant, they are respected. Associated with ethno-tied stages (recognition, adaptation and integration) remain, while others correspond to an intermediary position. Thus, our model of improving overall competence will consist of four stages: indicative, activity, activity) and final.

At the first stage, "sending" is performed to identify the existing ideas of students about Europe, including English, and determine their levels of ethnocentrism by Ianor. The purpose of this stage is to arouse interest in the task of research, diagnosis and awareness of the initial competence of the general competition and awareness of its ethnocentrism. To determine the number of cultural associations and their diversity, the cultural map in Uzbek and English is also given for choosing a cultural map of European, as well as the choice of 8 functions for each. In addition, one who in the eyes of "Uzbek foreigners, advantages and disadvantages, in an interview, one of the ideas in an interview ends with the first diagnosis.

The second stage is preparing students in a general dialogue. Its goal: to understand the variety of cultures and achieve an intermediary in general communication.

In the final stage, "joining the general dialogue".

Texts in cultural content help create an artificial linguistic, sociocultural, and professional environment in the classroom. They will introduce students to the customs, culture, holidays of English-speaking countries (traditional, religious), so the curriculum "Great Britain, the United States and Uzbekistan traditional holidays", there are such topics as "famous writers Outteat and English writers." The teacher's task is to teach information from the text material. Analyzing printed materials, students learn the socio-cultural characteristics of the English language, mentality, social contacts and cultural practices of a particular team [5]. At the same time, students learn patterns of speech and behavior by working with such texts and in a specific situation (e.g., airport), store, store, concerts, etc. etc.), Which increases students' effectiveness and success in developing unified competence. They have a great cultural opportunity to introduce them to the musical traditions of people, lifestyles and regular lifestyles.

The use of original textbooks and methodological literature cannot always fulfill the purpose of the class, because it does not provide a dialogue of dialogue. In this regard, we are defined by additional textbooks, which consist of a comparison of foreign languages with the cultural diversity of the country, as well as materials that are divided on the future specialty, including materials. In particular, biographies of famous writers, scientists, artists, serve as a source of information about the national and cultural environment of the study. In English classes, students translate texts in this field, participate in discussions, write essays, and present them at academic conferences.

Foundations of Professional Studies and Types of Professional Studies (Literature, Philosophy, History, etc.) The study of professional studies (study, research, etc.) is essential to improving the overall competence of the higher education nitty-gritty. The program and content of the humanities and professional subjects will allow the culture and traditions of the mother language to gain knowledge of cultural information. The conceptual knowledge gained during professional subjects will help students quickly direct specialized publications and understand the culture of the foreign language. Studying English along with the core sciences will help you improve motivation because students see the need to learn a foreign language for their future profession. The cultural richness of the humanities cycles includes them in a dialogue of foreign and national cultures, helps improve moral values, and is the basis for the professional culture of students of useful universities.

The application of innovative learning technologies to achieve the goal of improving the overall competence of students of trouble. The process of improving the unique competence of students is carried out in the framework of systemic, individual studies, project and communication studies, and their implementation is carried out in foreign language classes using dynamic learning technologies. Insurance technologies used in English language teaching, in the classroom to improve the overall competence of the universities nitring: plays technology, Keys-Stadium technology, group discussion technology. These technologies are based on interactive work between teachers and students, which increases the quality of education, creativity and productivity in the classroom[6].

Using the dialogical form of learning and rationally combining classroom and extracurricular activities of students in the process of learning a foreign language. Thus, we can state that the step by step considered problems help to effectively improve the general cultural competence of students of non-philological education.

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