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## TECHNOLOGIES FOR IMPROVING THE LINGUISTIC AND DIDACTIC POSSIBILITIES OF DEVELOPING THE SKILLS OF ADAPTING TO SOCIO-CULTURAL CHANGES IN STUDENTS (AS AN EXAMPLE OF TEACHING THE RUSSIAN LANGUAGE)"

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### Abstract

This article describes the issues of improving the linguistic and didactic possibilities of developing the skills of adapting to social and cultural changes in students on the example of teaching the Russian language.

**Keywords:** socio-cultural changes, linguodidactics, russian language, innovative training, professional skills, pedagogical competence.

## ТЕХНОЛОГИИ СОВЕРШЕНСТВОВАНИЯ ЛИНГВОДИДАКТИЧЕСКИХ ВОЗМОЖНОСТЕЙ РАЗВИТИЯ У УЧАЩИХСЯ НАВЫКОВ АДАПТАЦИИ К СОЦИОКУЛЬТУРНЫМ ИЗМЕНЕНИЯМ (НА ПРИМЕРЕ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ)»

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### Абстрактный

В статье рассмотрены вопросы совершенствования лингводидактических возможностей развития у учащихся навыков адаптации к социокультурным изменениям на примере обучения русскому языку.

**Ключевые слова:** социокультурные изменения, лингводидактика, русский язык, инновационная подготовка, профессиональные навыки, педагогическая компетентность.

The criteria of professional skills of future pedagogues, the problems of creating an innovative educational environment in the research conducted by the world's leading higher educational institutions and scientific centers on innovative training of future specialists, implementation of modern education, international education special



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importance is attached to the introduction of the requirements of lim standards. Scientific research aimed at expanding the composition of pedagogical competence of young teachers based on indicators of successful use of modern information and pedagogical technologies in the educational process, such as motivational, cognitive, operational, reflexive and self-assessment, plays an important role.

Modernizing the modern educational content of training future Russian language teachers for the continuous education system in our country on the basis of advanced foreign experiences, creating an educational environment aimed at creating the necessary conditions that allow students to realize their internal potential. research work is being carried out. In the Strategy of Actions for the further development of the Republic of Uzbekistan, priority tasks such as "further improvement of the continuous education system, increasing the possibilities of quality education services, continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market" [1] are defined. In this regard, it is important to improve the pedagogical system of forming an educational environment focused on the development of socio-cultural competence based on the axiological approach.

The concept of competence entered the field of education as a result of the scientific research of pedagogues and psychologists. From a psychological point of view, competence is "how a specialist behaves in unconventional situations, in unexpected situations, in a new way in relationships with colleagues, in performing ambiguous tasks, in using conflicting information, in consistently developing and complex processes. "Ownership of the movement plan".

The English concept of "competence" literally means "ability". The content implies the effective use of theoretical knowledge in the activity, the ability to demonstrate high-level professional skills, skills and talents. Professional competence is the acquisition of knowledge, skills and abilities necessary for professional activity by a specialist and their practical application at a high level. Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. Also, competence requires constant enrichment of professional knowledge, learning new information, and most importantly, the ability to search for scientific information, process it and apply it in one's work. Recently, interest in researching the issue of professional competence of specialists is growing. The variety of views



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and opinions in this regard does not allow creating a systematized, unified conceptual model for this problem.

Although a number of scientists from the CIS countries have researched the concept of competence from the point of view of psychology and pedagogy in a scientific, theoretical and methodological way, then in pedagogical research it is precisely the issue of specialist - staff competence that is relevant, arouses great interest and organizes the educational process. shows its importance and necessity to ensure its effectiveness. It is an important task of higher education institutions to form and provide a teacher who is socially active and mobile, shows initiative, clearly understands his professional goals, has high culture, innovative thinking and is ready to implement innovations in education.

It is necessary to mention the name of David McClelland as the founder of the competency-based personnel management approach [3, 145 p.]. The scientist studied the psychological aspects of the characteristics of the production process, and is known as the founder of the theory of the integration of specialist motivation with the production process and goals.

Historically, the introduction of the concept of "competence" in the educational system and the acceptance of its importance are divided into the following stages: In the first stage (1960-1970s) - the concepts of "competence" and "competence" entered the scientific circles and circulation and the rules of their application, the application characteristics were determined. The term "competence" was used for the first time in 1965 by N. Chomsky, a teacher at the University of Massachusetts. The semantic limit of this word is very wide today, in fact, this word means "agreement", "compatibility", "to match something", "to be compatible". Today, this word means more "universal, that is, a set of general characteristics and requirements suitable for everyone." In the second stage (1970-1990s), the scope of application of the term "competence" increases sharply, this word becomes a special term and begins to mean a set of features related to a certain field and is used in the organization of language theory, management, and communications. J.Raven, as a scientific task, asks the question of what professional competence is from the point of view of modern society, and distinguishes and shows 37 components of competence that ensure effectiveness, and calls them "motivational ability" [4]. In the third stage (1990-2001), the whole world, in the CIS, and in particular in Russia, the "Bologna Declaration" was adopted for the implementation and development of



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education, one of the goals of educational reforms was the issue of "professional competence" as the main characteristic of the specialist's qualitative indicators. began to be put. During this period, a number of Russian scientists, in particular A.K. Markova [5], Ye. F. Zeera, A. V. Khutorsky and others developed the concept of professional competence from the point of view of psychology and pedagogy scientifically, theoretically and methodologically.

Intensification of education in higher educational institutions and the use of modern pedagogical and information technologies in the educational process, young teachers competence and didactic requirements for it, the content of this term, its components, stages of formation, modern approaches to the role of motivation in ensuring educational effectiveness, etc.

According to K. J. Riskulova, "competence" means a set of professional laws, principles, requirements, rules, duties, tasks and obligations, as well as personal deontological norms, necessary for the holder of this or that profession. Competence is related to the practical activity of a person, and it is determined by the ability to demonstrate competence norms in work experience based on creativity based on the requirements of society" [6, 44 p.].

One of the important components of the general structure of professional competence in pedagogical activities is socio-cultural competence. After all, a modern teacher not only provides knowledge, information and information to the student, but also plays the role of an intermediary between a developing person and society. The appropriateness of the "child-society" relationship depends on how competent and influential the teacher is in social life. Among the main tasks of socio-cultural competence, it is possible to include aspects such as adaptation, social orientation, and the combination of personal and social experiences. The level of socio-cultural competence of a person is of great importance in the process of conducting interpersonal relations and establishing activities. At the same time, according to the results of research conducted by psychologists, the formation of the level of social competence in people has a special place in the process of adaptation of a person to new social and globalization conditions [7, 8, 9, 10].

The systematic approach is based on its multifactoriality in the education and training process itself - it is affected by many factors, the results are not quickly manifested, the orientation of the teacher's activity (directly or indirectly), multilevel. is embodied in connection with Multi-leveling is characterized by the



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transition of future teachers from the level of imagination about this or that quality to the understanding and later to the formation of the ability to act in accordance with the acquired and the development of correct behavioral habits. It is necessary to implement the process of developing sociocultural competence of students in several stages, including the course of pedagogical and psychological sciences, the methodology of teaching academic subjects, and pedagogical practice.

So, the goal of the competency-based approach is to try to overcome the gap between the theoretical knowledge of the specialist and its practical application, based on the point of view of modern education. Therefore, the modern educational process does not consist in providing students with knowledge that is difficult to apply in practice, but rather in mobilizing this knowledge to solve actual professional problems, as well as in order for students to independently solve such problems in the educational process. should consist of creating conditions.

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