

## ORGANIZATION OF PROJECT WORK ON THE FORMATION OF SOCIO-CULTURAL COMPETENCE OF FUTURE TEACHERS IN THE CONDITIONS OF DIGITIZATION OF EDUCATION

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**Annotation:** Theoretical issues considered in the previous chapters on the formation of socio-cultural competence of future teachers are experimental-tested and confirm the effectiveness of the developed model of the formation of socio-cultural competence of future teachers in the conditions of digitization of Education.

**Key words:** education, digitization, higher education, quality.

The theoretical issues considered in the previous chapters on the formation of socio-cultural competence of future teachers had to be experimented and tested and confirm the effectiveness of the developed model of the formation of socio-cultural competence of future teachers in the conditions of digitization of Education. At the beginning of the experiment, the hypothesis on the basis of experimental work was clarified, according to which, if certain pedagogical conditions are met, the level of formation of socio-cultural competence of future teachers in the conditions of digitization of education increases. The purpose of the experimental work was to test this hypothesis, which made it possible to identify the main tasks that should be solved during the experiment:

- analysis of the state of the process of formation of socio-cultural competence of future teachers;
- determination of the initial level of formation of socio-cultural competence of future teachers;
- experimental justification of the sum of pedagogical conditions for the effectiveness of the formation of socio-cultural competence of future teachers in the conditions of digitization of Education;
- study and analysis of the dynamics of indicators for the formation of socio-cultural competence of future teachers in the conditions of digitization of Education.

Having identified the main directions of work on the formation of socio-cultural competence in the conditions of digitization of education, we relied on the requirements of the state educational standard of higher education in specialties, as well as on the work programs of educational disciplines.

The results obtained show that students do not have sufficient socio-cultural competence in the study of pedagogical science in the context of digitization of Education. Basically, Pedagogical Sciences are studied purposefully for general development, and not for the future teaching profession, which should have socio-cultural competence. This proves the need to implement the principle of professional orientation, which is included in the model of the formation of socio-cultural competence of students in the study of the process of digitization of Education. Conducting a survey and interviews with teachers and educators at the initial stage of research helped to obtain instructions for scientific and practical work, to select the types of activities carried out in the conditions of digitization of education included in the experimental work on the formation of socio-cultural competence of future teachers.

In order to assess the formation of socio-cultural competence of future teachers in the conditions of digitization of education at the stage of identification, we tested socio-cultural knowledge and conducted a survey to determine the skills and qualifications of working with digital tools in the study of foreign languages. Results analysis shows that students do not have sociocultural knowledge and do not understand well the use of digital tools in preparation for practical training to accumulate sociocultural knowledge. Practice has shown that students use spreadsheet and Power Point less often than a text editor. Of the total number of students we surveyed, only 15% noted that students regularly use digital tools in independent science studies.

Analysis of the data of the determining experiment allowed us to draw conclusions: before the experiment, students had not sufficiently formulated socio-cultural competence; an increase in the level of formation of socio-cultural competence of students in the conditions of digitization of education may be the result of a developed model of the formation of this competence, which is based on the implementation. In the experiment, experimental and control groups were created to implement the idea of research. Taking into account the peculiarities of the forms of Organization of the educational process at the OSM, we selected the required number of students. The educational process is carried out mainly in the form of lecture and laboratory classes, and classes at faculties are held in groups of 8-15 people based on the transfer, 182 students were brought together as part of the pilot group, and the number of students in the control group was 183 students.

At the second stage of educational and experimental work in the experimental and control group, pedagogical conditions were tested: actualization of socio-cultural aspects in the conditions of digitization of Education; Organization of independent work of students; creation of an information and communication system. Various research tasks (of an effective and reproductive nature) were set in the experimental and control group to confirm the hypothesis put forward. The relevance of socio-cultural aspects in the conditions of digitization of education is clarified on the example of Pedagogical Sciences. In the structure of teaching Pedagogical Sciences, a special place is occupied by the socio-cultural aspect, which is the foundation on which all other components of the teaching system rely, where culture forms a basis with a personal meaning, where students' life and professional relationships serve as guidelines for behavior.

At certain moments of a person's life, various attitudes come to the fore: attitude to the perception of everyday authenticity; attitude to the perception of rules and norms of behavior and communication; attitude to entertainment life when communicating with socio-cultural information; willingness to know the meaning of socio-cultural information, to receive spiritual pleasure and aesthetic satisfaction from communication with socio-cultural. In the process of digitization of education in order to form the socio-cultural competence of students, the socio-cultural aspect has become relevant, which was determined by: - pedagogical educational trends associated with the training of future teachers with a high level of general culture formation, capable of carrying out further professional activities in the modern conditions of the multicultural world;

- the unrealized potential of the OSCE in the education of a capable and willing individual in the context of international cooperation and extended changes in this area; - by advancing the requirements of future teachers to form socio-cultural competence and increase its level; - insufficient development of scientific and methodological support for the study of Pedagogical Sciences in the system of professional pedagogical education.

The socio-cultural aspect is reflected in the study of not only countries, but also areas of international cooperation, as well as modern social, economic and cultural conditions that ensure the professional training of students. The formation and development of socio-cultural competence of future teachers was carried out through the use of various forms of Organization of the educational process with the help of a lecture, laboratory classes, seminar-discussion, educational conference, seminar-trainings, etc.

Laboratory classes were held in lecture form or in question-and-answer form, accompanied by student-prepared presentations under the guidance of a teacher. The Seminar-discussion was aimed at the formation of value judgments, confirmation of the ideological positions of students. The training conference was aimed at summarizing materials on any section of the program, and required a lot of preparatory work (conducting observations, studying and summarizing information resources, conducting mini-experiments, preparing presentations, etc.k.). The implementation of independent work provides for the effective formation of socio-cultural competence of future teachers and is aimed at acquiring socio-cultural knowledge, skills and qualifications in the context of digitization of Education. Formation of socio-cultural competence

of future teachers the subjective position of the student's personality in the process of obtaining socio-cultural knowledge implies activation, independent work by students, strengthening the role of the research element, mastering socio-cultural knowledge.

A theoretical study of the problem showed that the actualization of the subjective position of the student's personality consists in stimulating personal achievements in the acquisition of socio-cultural knowledge and involving students in personally important activities for them. The analysis of the practice of scientific literature and educational activities shows that the active formation of socio-cultural competence of future teachers occurs in the process of independent work. In our opinion, such an organization of independent work is considered quite acceptable and effective for the formation of socio-cultural competence of future teachers.

One of the most effective types of independent work, in our opinion, is project activity. Understanding personal achievements in the acquisition of socio-cultural knowledge occurs in the process of designing the actions of students in order to analyze the actions that lead to self-assessment of their activities in the improvement and study of their further pedagogical activity. Its content was socio-cultural in nature during the experiment and was classified as creative activity, since it took over the cognitive transformation of reality. Understanding personal achievements in the acquisition of socio-cultural knowledge occurs in the process of designing the actions of students in order to analyze the actions that lead to self-assessment of their activities in the improvement and study of their further pedagogical activity. Its content was socio-cultural in nature during the experiment and was classified as creative activity, since it took over the cognitive transformation of reality.

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