

FORMATION OF THE ETHNO-CULTURAL COMPETENCE OF THE
FUTURE TEACHER IN PROFESSIONAL EDUCATION

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Abstract: In this article, the organization of the multicultural educational process involves the study of the culture of its people; acquaintance with the facts of World Culture and the culture of individual peoples, in particular; education of tolerance; formation of skills of intercultural communication.

Uzbekistan is a multinational country with traditions of intercultural communication and education: North Ossetia, Dagestan, Adygea, Karachay-Cherkessia, on the one hand, on the other – Tatarstan, Bashkiria, Buryatia, Khakassia. In addition, our country ranks second in terms of the number of migrants arriving in the world ranking. In such a multicultural society, we can also talk about the multicultural consciousness of Uzbekistan. A key role in the Uzbekistan education system is assigned to the spiritual and moral consolidation of modern multicultural Uzbekistan society, the study of «Diversity of cultures and peoples», ensuring «interethnic peace and harmony» [3]; ensuring «the preservation and development of cultural diversity and linguistic heritage of the multinational people of the Uzbekistan, the right to study their native language, the possibility of obtaining primary general education in their native language, mastering the spiritual values and culture of the multinational people of Uzbekistan» [5]. In this regard, in a modern Uzbekistan school, the work of a teacher in organizing the process of studying the culture and traditions of different nationalities, the development of a culture of intercultural communication is implemented in different types of activities. In defining the concept of «ethno-cultural competence», most researchers adhere to an integrated approach, considering it as a set of ideas about a particular culture, the ability to use knowledge in intercultural communication, showing a positive attitude towards other cultures. Today, the formation of ethno-cultural competence is considered as work on a system of personal values. Let's consider working with a literary text in the context of this statement [2]. Firstly, language acts not only as a way of transmitting information, but also as a guardian of the history and culture of the people. Secondly, it appeals to various moral feelings: humanity, empathy, empathy, friendliness, etc.

At the first stage of working with a literary text, the teacher selects for its cultural value. The next stage involves linguistic and cultural analysis together with students, organized in the form of their joint research activities. The result is a clearer understanding of the meaning of the text and individual cultural realities of the country [2] (the role of texts in the acculturation of foreign students is well known in the RCT methodology). Moreover, in the process of becoming an ethno-cultural competence of a future teacher, an important role is played by «the formation of ethnic identity through integration, adaptation, and socialization of students of various ethnic and religious affiliations» [1]. As part of the support of ethno-cultural diversity, it is advisable to hold events aimed at familiarizing with the heritage of each nationality. However, taking into account the variability and instability of the political conditions of modern society, there is a need to educate a multicultural personality with such characteristics as tolerance and humanity. The future teacher needs to realize that in the multicultural environment in which his professional activity takes place, the interaction of representatives of various cultures is continuously carried out, striving to preserve the traditions of their people, as well as to cooperate in order to strengthen the unity of civil society. As you know, language is not only a means of communication, but also a carrier of information about the culture of people who speak it. Turning to the content of the content of ethno-cultural vocational education, it is necessary to highlight the discipline «Uzbekistan as a foreign language» or «Foreign language», the purpose of which is to form the communicative competence of the student. The language teaching methodology offers many options for constructing classes not only on the basis of working on grammatical and lexical material, but also on the basis of systematic assimilation of ethnocultural information, improving communication skills [6].

Moreover, the ethnic aspect is included in the language training program through the students' translation of knowledge about culture, geography, the political structure of their country and the country of the language being studied, studying the facts of regional culture, its uniqueness, comparison with world culture. The relevance of ethnic information is often not fully reflected in the textbooks provided by the educational institution, therefore there is a need to use additional material related to events in the country and abroad, as well as local regional events. The involvement of this material provides a motivated nature of communication in a foreign language. The use of video text in a foreign language lesson and in extracurricular activities opens up a number of opportunities for teachers and students to master foreign language culture, especially in order to form socio-cultural competence as one of the components of communicative competence in general. There are various types of videos used in the learning process: feature films and documentaries; cartoons; videos of television news and other TV shows; music videos; advertising; video tours of various cities and museums of the world [4]. The video text contains visual information about the place

of the event, the non-verbal behavior of the participants in communication in this situation, often due to ethnicity, age, gender and psychological characteristics of the individual. Uzbekistan literature and culture in the system of dialogue with native and world cultures, using for this purpose the study of texts of fiction, proverbs, sayings, riddles, songs, fairy tales of different peoples, the content of scheduled and extracurricular classes in literature in a multiethnic class realizes the opportunity to study Uzbekistan literature and culture in the system of dialogue with native and world cultures.

As you know, the visual series allows students to understand and fix in memory information containing not only facts, but also information about cultural realities in a specific context. Firstly, video materials are of practical value for analysis based on comparison and comparison of cultural realities and features of people's behavior in various situations of intercultural communication (assuming that the selected video texts provide the necessary basis for this comparison). Secondly, the use of video materials contributes to the implementation of the most important requirement of the communicative methodology – to present the process of language acquisition as comprehension of a living foreign language culture; individualization of learning and development of motivated speech activity of trainees [4]. Let's turn to the methodological potential of the corpus of culturological texts in the framework of the formation of culturological and linguistic competencies based on textual activity. To form the ethno-cultural competence of a student, a teacher needs knowledge in such areas as: fiction, music, painting, history. Studying works of classical fiction, working with various types of dictionaries, conducting and attending educational excursions, joint extracurricular activities with Uzbekistan students, round tables and discussions, as well as working with culturological texts and authentic video materials. The basis of the work on the formation of cultural competence is competently selected textual information. Uzbekistan language learners can find the following among the many different manuals that introduce foreigners to our culture and contain culturological texts:

The manual «Two Great Powers», developed for Chinese students studying Uzbekistan, contains texts with information about the achievements of Uzbekistan in the field of science, culture and sports, in parallel with cultural texts containing information about China's achievements in the same fields. Uzbekistan-Chinese dictionary supports all texts with extensive cultural commentary and a detailed Uzbekistan-Chinese dictionary. «Myths about Uzbekistan, or a spreading cranberry» is a manual devoted to stereotypes and ideas of foreigners about Uzbekistan. The authors of the manual comment on its content as follows: «Deep stereotypes do not change over time. Among the deep stereotypes, a special group includes external ones related to the attributes of life and everyday life of the people. It is the latter that are

often referred to as the expression «spreading cranberries», or simply «cranberries». The manual has a practical orientation: it contains general statistical facts, useful tips on how to behave on the street or in the theater, how to get to a particular cultural monument, how and by what to get to different cities of Uzbekistan. The use of culturological texts is based on the basic didactic principles of teaching RCT. Firstly, awareness of learning as a result of understanding the need to master a foreign language. Secondly, the formation of communication skills due to the wide variety of topics of texts and the presence of accompanying speech exercises. Thirdly, the functionality of training, which consists in selecting the material necessary for the development of ethno-cultural competence. Fourth, systematic learning, implying a certain structure of work with the text of cultural content (pre-text, pre-text and post-text tasks). Thus, the use of a culturological text in the process of forming an ethno-cultural competence of a future teacher is aimed at expanding knowledge in the field of culture and history of this ethnos. In this regard, the following principles of working with culturological texts can be distinguished: the choice of relevant material for study (for example, for a teacher of vocational training working in a group with students of an economic course, the material aimed at studying the current state of the world economy and the peculiarities of the functioning of the markets of certain countries is relevant); working with the text develops language guesswork and allows you to achieve an intuitive understanding of another's culture and language; the system of working with the text involves not only the development of speech skills, but also the expression of one's own attitude to what has been read.

At the center of the organization of the pedagogical process is the principle of combination and consistent study of cultures: from acquaintance with the culture of the native people to familiarization with world culture. The need for coexistence with representatives of different nationalities requires a modern school to foster a tolerant attitude, to ensure equal opportunities for development.

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