

THE EXPERIENCE OF FOREIGN COUNTRIES IN THE DEVELOPMENT OF GENERAL CULTURAL COMPETENCIES OF PRESCHOOL EDUCATIONAL ORGANIZATIONS

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ABSTRACT

This article describes the opinions of foreign scientists about the development of the competencies of future teachers. Pedagogical skills and general competencies of the future pedagogue in the educational process were discussed.

Keywords: cognitive, ontological, epistemological, competence, professional, general cultural competence, humanitarian, culture, knowledge.

INTRODUCTION

During the past period, on the establishment of an effective system of preschool education aimed at bringing the growing generation in our country to a healthy and comprehensively mature adult, introducing effective forms and methods of education and upbringing into the educational process. extensive work has been done.

The favorable conditions created for the development of public-private partnership in the field of preschool education became a solid foundation for further increasing the number of non-governmental preschool educational institutions and expanding the types of services they provide.

At the same time, the conducted analysis, ensuring children's coverage of preschool education, filling preschool educational institutions with modern teaching and methodical materials and fiction, solving the issues of attracting qualified pedagogues and management personnel to the field shows the need.

In the theory of pedagogy, intercultural competence is a level of education sufficient for self-education, self-knowledge, independent and reasonable judgments about events in various spheres of culture, communication with representatives of other cultures.

Multicultural competence is defined as the integrative ability of a person (cognitive, worldview, life, professional) aimed at the use of cultural standards as evaluation criteria in solving problems determined by the experience of mastering the cultural space, education, upbringing and level of development.

The analysis of scientific-pedagogical literature and activity experience shows that the structure of universal competence has three components: cognitive, value-oriented and communicative-active components.

The communicative activity component corresponds to the operational-behavioral orientation and the method of cultural acquisition such as learning and co-creation. This culture is defined

as a form of behavior, methods of human activity, a system of preservation and transmission of social experience.

The presence of various problems in society, the ability to solve them determines the cognitive direction of the cognitive component of universal competence. The universal nature of culture as a whole system is a synthesis of ontological, epistemological, and axiological problems, the solution of which is determined by the level of universal cultural competence. Thus, the area of problems is: social functioning, interpersonal relations, personal self-development and worldview.

The presence of a number of important problems, the ability to solve them determines the general characteristics of the general cultural competence of a person, the main indicators of the level of general culture are formed in the process of mastering the cultural space. the main indicators of its level are formed in the process of mastering the cultural space.

It shows that general cultural competence describes not only the degree of orientation of a person to the sources of spiritual and material culture, but also to the content of ideas and the norms and values expressed in scientific, philosophical ideas, works of art. also determines the relationship.

According to the classification of A.V. Khutorsky, universal competence refers to basic competencies. Therefore, the formation of general cultural competence is carried out within the framework of each educational subject that implements the content of general education. Multicultural competencies are the ability to successfully act on the basis of practical experience, knowledge and skills in solving a problem common to many types of non-professional and professional activities.

Intercultural competence is a person's ability to act in the cultural space. It includes: national and universal culture; spiritual and moral foundations of the family, social events and traditions.

While studying the general cultural preparation of students, Y.Y. Ribasova defines it as the unity of the content, forms and methods of education, the main tasks of which stimulate the spiritual development of future specialists, and the basic and professional culture. Development of high artistic needs and interests, culture of communication, cultural identity. This general cultural training proves to be effective in:

- the educational process at the university is based on the principles of humanization of education;
- the use of new technologies for teaching humanitarian knowledge, including the addition of humanitarian principles to all subjects taught at the university.

Multicultural competence includes the perception of the scientific landscape of the world, the ability to organize everyday and cultural and recreational spaces, the ability to establish interpersonal relationships, cultural communication skills, the ability to apply aesthetic standards in solving problematic issues. According to V. A. Slastenin, culture is the experience of millennials, which includes behavior, communication, emotions, thinking and practical constructive activity.

The conclusions of researchers on the problem of the development of cross-cultural competence allow us to conclude that the authors consider it from different angles, but in our

opinion, they narrow this concept, it is defined by the words "culture" and "competence (as the ability to act)" connects sufficiently with .

The complex of general cultural competences formed during the educational process performs a number of functions of fundamental importance for the development of the personality of the future educator, his successful socialization and adaptation to the conditions of existence in the surrounding reality. E.M. Kuznetsova conditionally defines general cultural competencies as the following functions:

- socio-cultural (ensuring the successful interaction of a person with society);
- pragmatic (determines the directions of a person's behavior in different situations);
- ideological (affects a person's worldview, his attitude);
- communicative (helps to form adequate communicative behavior of the person);
- information (acquiring the skills of working with information, having a critical attitude to it).
- regulatory (formation of assessment and self-assessment skills);
- motivational (supporting positive motivation for professional and work activities);
- general science (formation of basic skills for applying a general scientific approach to information).

Thus, the general cultural competence of the educator is an important personal and professional characteristic. Practice shows that the lack of general cultural competence hinders the personal growth of the student and negatively affects the effectiveness of the entire educational process.

It is necessary to ensure the maximum activity of future educators in the process of developing general cultural competencies in the conditions of developmental education, because they are formed only in the experience of their work. Many researchers associate personal development in education with active learning methods, they understand all types of activities that require a creative approach to the material and provide conditions for the development of each learner.

It is important to implement the educational process based on the competence approach in preparing the pedagogues-employees of the preschool educational organization for professional activities. Because, in order to form the necessary competencies in children, first of all, the future educator must develop competence.

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