

## THE ESSENCE OF TEACHER'S POLYCULTURAL COMPETENCE

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<https://doi.org/10.5281/zenodo.7622161>

**Abstract.** *This article discusses the main tasks of multicultural education, the development of teachers' ability to intercultural communication. In the process of professional activity, the teacher relies on the principle of multiculturalism in the organization of educational activities, and in the implementation of educational functions.*

**Keywords:** *competence, cognitive-instrumental education, formation of the effectiveness, skills and habits, multicultural society, constructive intercultural interaction.*

### INTRODUCTION

The whole variety of definitions of the concept of "competence" can be reduced to two large groups on the basis of the component content of this quality reflected in them.

The definitions of the first group characterize competence as a cognitive-instrumental education, "tied" to the subject area of life and professional activity, in particular.

Professional competence of a teacher is determined as a specialist's possession of the necessary amount of knowledge, skills and abilities that determine the formation of the effectiveness of his professional activities and communication, as well as the development of the individual (in the aggregate of professional values, ideals and consciousness).

In the definitions of the second group, competence is presented as a quality of a broader plan. Characterizing the essence of competence as a motivated ability necessary for the effective performance of a certain subject activity, includes highly specialized knowledge, subject skills, methods in its composition thinking, as well as an understanding of responsibility for their actions.

Whatever the composition of qualities is included in competence, its property is common: ensuring the effectiveness of life in the broad sense, or the professional activity of the individual.

In the structure of professional competence of specialists in physical culture and sports highlights the cognitive-intellectual, moral-psychological and activity-behavioral components. The cognitive-intellectual component includes a set of knowledge, skills and features of thinking, "providing the development of specific competencies, personal qualities and components of the personality orientation".

Activity-behavioral characteristics are described through the experience of behavior, communication and activity, where experience is "a personality quality formed in the course of its activity, training and upbringing, generalizing knowledge, skills, skills and habits", corresponding to the context of the activity in which it is formed and manifested experience. Moral-psychological components of competence include qualities related to the sphere of personality orientation (value orientations, motivation, etc.) and its abilities.

There are three components in the structure of multicultural competence of a teacher:

- cognitive, including the range of knowledge and theoretical skills necessary for effective life in a multicultural environment;

- motivational-value, characterized by the development of humanistic values related to life in a multicultural society, tolerant attitudes towards representatives of other socio-cultural groups and motivation for intercultural interaction;

- activity-behavioral, including the ability to resolve intercultural problems, to act effectively in a multicultural environment, to actively interact with representatives of different cultures.

Already from the above definitions of competence, it can be seen that, regardless of the structure, two types of competence can be distinguished: professional and related to the non-professional sphere of human life (key, basic, general social, etc.), which corresponds to our view for the purposes of multicultural training of teachers. Namely, its focus on the development of general social qualities of a multicultural personality and professionally set multicultural qualities of a teacher.

According to the content of international documents, UNESCO materials related to updating the content of education, multicultural competence is one of the fundamental competencies of a modern person. Thus, in the report of the International Commission on Education for the 21st Century "Education: a hidden treasure", Jacques Delors defined global competencies - the "pillars" on which education is based: learning to know, learning to do, learning to live together, learning to live.

Multicultural competence refers to the field of general social, profession-independent, competencies of a modern person. It largely ensures the active life of a person, his ability to navigate and adequately perceive various spheres of social reality, harmonizes the inner world of the individual and its relationship with society. The cognitive content of general social multicultural competence consists of basic knowledge related to the presence and essence of intercultural differences.

Based on this knowledge, sensitivity and value, respect for cultural differences, awareness of the uniqueness of cultures, tolerance and a positive attitude towards unusual behavior and thinking, the absence of high expectations from communication with representatives of other cultures, etc. are formed.

The professional content of the multicultural competence of a teacher is associated with such aspects as:

- awareness of the multicultural characteristics of the professional environment, including the student team, associated with national-religious, age, gender and other affiliation, respectful attitude towards them,

- the ability to act in accordance with the cultural characteristics of the subjects of pedagogical activity, while maintaining their own cultural identity,

- the ability to organize constructive intercultural interaction in a team and use intercultural differences to enrich the personal cultural experience of the subjects of interaction,

- knowledge and consideration of the psychological characteristics of the perception and behavior of the individual, due to its cultural affiliation,

- the ability to provide a multicultural orientation of the educational process, to predict, prevent and resolve intercultural conflicts in a team, etc.

Since knowledge about the essence of intercultural differences is, in our opinion, the most important basis for the formation of a value, tolerant attitude towards representatives of other cultures, the formation of skills for constructive (conflict-free) intercultural interaction, it is important to determine what types of differences should be learned and realized.

## **CONCLUSION**

Based on the foregoing, we define the multicultural competence of a teacher as an integrative personal-professional quality that determines his ability to effectively participate in the social processes of a multicultural society, carry out intercultural interaction, take into account the multicultural composition of the subjects of professional activity and use its characteristics and features to solve pedagogical problems, and also carry out multicultural education of students.

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