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THE MAIN ISSUES OF FORMATION OF SOCIO-CULTURAL COMPETENCE IN STUDENTS

Abstract: The article describes the theoretical and methodological basis for the formation of socio-cultural competence. The main issues of formation of socio-cultural competence in students of higher education institutions are also analyzed.

Key words: Education, competence, culture, socio-cultural competence, components, activity, problem, upbringing, worldview.

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Introduction

Today, it is important to create a modern education based on a person-centered and competent approach, using modern teaching methods, advanced achievements of science. One of the main tasks of modern education is to form the ability to think creatively and logically, mental development, worldview, communicative literacy and self-awareness. The future of society and the state largely depends on how young people are educated and brought up. This is because social culture plays an important role in helping young people, especially students, to fully understand reality, to understand the changes in the life of the world and society, to enter the educational process and understand its essence and content. Therefore, in this process it is necessary to form socio-cultural competence in students of higher education institutions.

Socio-cultural competence also means that a person has the appropriate competence, consisting of a personal attitude to social culture, social activity and social processes [2,454].

The research of N. Solovyova and I. Korneyeva shows that the formation of socio-cultural competence in students is a complex and individual process [4,84]. In this case, it is expedient to study the individuality of the student, the educational environment, the environment and the interdependence of the system of interpersonal relationships. In addition, the effective adaptation process leads to the formation of socio-cultural competence and professional development of future teachers. This affects the efficiency, effectiveness and longevity of the professional (Figure 1).

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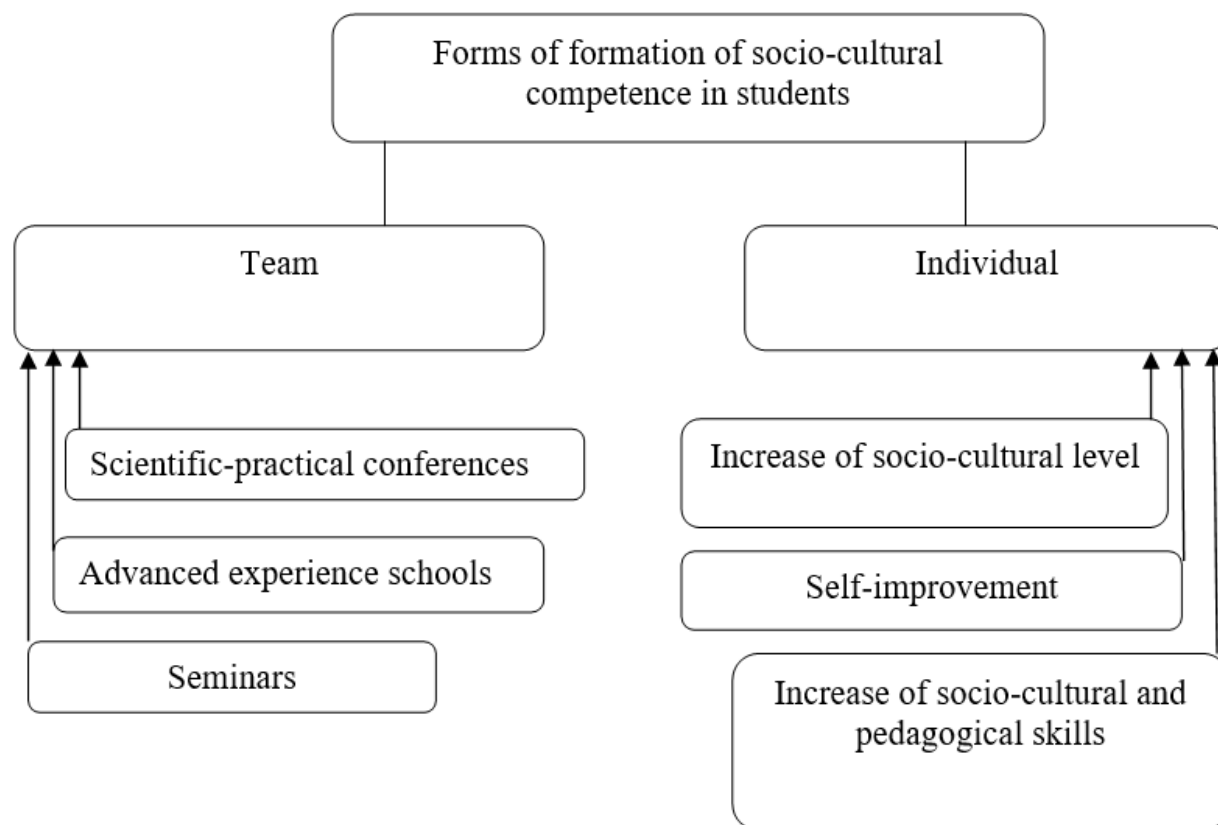


Figure 1. Forms of formation of socio-cultural competence in students

The following principles should be used to apply innovative methods in the formation of socio-cultural competence in students:

1. The principle of loyalty to national traditions.
2. The principle of systemicity.
3. The principle of reconstruction.
4. The principle of adaptability.
5. The principle of achieving the quality of education.
6. The principle of conformity.
7. Aesthetic principle.
8. The principle of cooperation.
9. The principle of taking into account the personal interests, age characteristics and level of preparation of students.

10. Continuous monitoring of the emotional state of students in the organization of independent work of students, course and diplom projects, modeling of collaborative activities in game lessons [1,30].

Through these principles, students' thinking ability, worldview expands, and social culture increases.

Positive results can be achieved if the following are used as innovative methods in the process of formation of socio-cultural competence in students:

- Organization of excursions in different directions.

- Organization of lessons "Excursion", "Pilgrimage" with pedagogical students. Through this method, students can analyze any object, event, or work that is familiar to them, and generalize their knowledge about it.

- Organization of seminar trainings with students.
- Fill out questionnaires.
- Negotiations.
- Virtual-technological lecture.
- Organization of online conferences.
- Conducting video trainings [5,226].

The teacher's creative ability and socio-cultural competence are reflected in the teaching process. This allows teachers to build trusting relationships with students. In this case, the collaboration takes on the character of imitation (imitation, simulation) and a situation of debate arises between students, but the tasks set before them are not solved. It is important for a music education teacher to develop socio-cultural competence in order to achieve the goal set by the teacher and to achieve the quality of education. It is advisable to use the following criteria to develop creativity and socio-cultural competence in the teacher:

- informing students about national values,
- to tell an interesting life story on a topic,
- open and friendly conversation with students,
- fair assessment of students' knowledge,

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- encourage creative achievement,
- show personal example,
- have interesting conversations with celebrities for students,
- the search for a solution to a single problem can be cited.

The student requires the teacher to work on himself to form the creativity and socio-cultural competence of the youth. Therefore, any educator should strive to research in the field of education, to achieve positive results, to create their own style. Because the educator guides the future youth of the society.

In conclusion, it should be noted that the pedagogical and psychological directions of innovative formation of teaching in improving the

quality of the higher education system require uniformity, common approach, avoidance of the same pattern of educational activities. The search for innovative pedagogical technologies in the organization of an effective educational process and the development of the individual requires a creative approach to each issue. The education system poses such an important task as educating an educated, creative person who is able to quickly adapt to the rapidly studying socio-economic environment, who can rationally organize their independent activities. Therefore, today the increase of social culture of students, the formation of socio-cultural competence is a guarantee of effective results of education and is an important factor in determining the level of our future.

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