BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

DEVELOPING STUDENTS' SOCIOCULTURAL COMPETENCIES: CONTENT AND PEDAGOGICAL APPROACHES

Umarkulova Kamola Begaliyevna

Teacher, Uzbekistan National Pedagogical University (PhD)

Doi: https://doi.org/10.5281/zenodo.23924420

Abstract: In contemporary education, a competency-based approach seeks to prepare learners to function effectively in rapidly changing environments. Students are expected to develop independent thinking, critical analysis, and social adaptation skills.

Keywords: sociocultural competence, education, interactive methods, educational literature, reading, patriotism, informational and spiritual development, moral education.

INTRODUCTION. In contemporary education, learner-centered and competency-based approaches aimed at developing sociocultural competencies seek to stimulate students' learning and cognitive activity, broaden their artistic and aesthetic outlook, and improve their ability to work with information. Interactive teaching methods, reflective analysis, contextual instruction, and technologies based on social learning also play an important role.

Scholars regard sociocultural competencies as an integral part of an individual's general culture. These include the ability to work with books: consciously selecting subjects, reading systematically and consistently, and identifying appropriate literature.

Effective pedagogical management of communication and collaboration between teachers and students is essential for developing learning motivation and encouraging active participation. When teachers provide a personal example, students gradually develop a positive attitude toward reading and an interest in literary and educational works.

Encouraging interest in literary and educational works can intensify cognitive activity, stimulate thinking, and increase students' social and psychological engagement. A competency-based approach helps students establish a sustained relationship with books and regard reading as a personal need.

The following approaches are particularly important for developing sociocultural competencies through interest in literary and educational works:

the use of emotionally engaging methods;

instruction based on problem situations;

integrated learning through project activities;

the use of historical sources as teaching resources;

contextual instruction linked to scientific and technological achievements.

These approaches are recognized as contemporary and effective directions for improving methods of developing sociocultural competencies.

Three factors are particularly important in developing sociocultural competencies through students' interest in literary and educational books:

the content of learning materials;

the organization of learning activities;

collaboration during the educational process.

An examination of the content of sociocultural competence development indicates that these competencies have been studied from different perspectives and across educational levels. Their development encompasses fostering sustained interest in books, improving reading skills, cultivating critical and analytical thinking, establishing aesthetic appreciation and cultural values, strengthening moral education, organizing reading in a learner-centered manner, and supporting individual and group development.

Interest in books is encouraged by fostering a positive attitude toward reading, making it a personal need, and identifying ways to strengthen motivation and intrinsic interest.

During the development of sociocultural competencies, activities involving identification of a text's main idea, analysis of its content, and formulation of conclusions gradually improve students' functional literacy and reading competence. Expressing independent opinions, analyzing ideas, comparing perspectives, and making evaluations also cultivate critical and analytical thinking.

Reading is an important pedagogical means of developing aesthetic appreciation and cultural values. By reading works of high literary quality, students learn to appreciate national and universal values, develop a moral standpoint, and internalize such ideals as kindness, justice, and patriotism.

LITERATURE REVIEW AND METHODS. Students' interest in literary and educational books can be developed through the following forms of reading:

Planned reading involves reading a previously selected literary or educational work for a specific purpose. Students' individual interests, needs, and willingness to participate in discussion are considered when selecting the work. This increases intrinsic motivation and helps identify emotional responses and attitudes. During lessons, students may assume the role of the author and develop critical thinking by responding to questions about the work.

Rereading allows students to deepen their interest by revisiting literary and educational works with which they are already familiar. They analyze characters from new perspectives. The teacher pays particular attention to identifying and guiding students' motivation.

Independent reading is a form of learning in which students select and read literary and educational texts autonomously, according to their personal interests and cognitive needs. It fosters independence, intrinsic motivation, critical thinking, and aesthetic appreciation. Through independent reading, students establish a personal dialogue with the text, understand the author's position, and substantiate their own views.

Various didactic and methodological techniques should be used to encourage interest in literary and educational works and develop sociocultural competencies. The following reading activities are recommended:

reading a complete text to understand its overall meaning;

dividing a text into logical sections and studying it according to a plan;

reading systematically according to a prepared outline;

selective reading based on an assigned task;

dramatic reading with assigned roles;

reading an abridged or condensed text;

chain reading and paragraph-by-paragraph reading;

analytical reading focused on identifying cause-and-effect relationships.

Teachers' methodological work with texts is essential for fostering sustained interest in literary and educational works. Expressive reading aloud, purposeful use of intonation, and explanations of difficult vocabulary strengthen students' auditory comprehension.

Teachers' ability to engage with literary texts and explain authors' ideas and perspectives is also important for developing sociocultural competencies. Integrated activities based on teacher–student collaboration enhance intrinsic motivation, aesthetic perception, and interpretation skills. Literary works therefore play a significant role in students' sociocultural development.

DISCUSSION. The following aspects are important in developing students' sociocultural competencies:

Developing an axiological worldview through literary and educational texts. Encouraging students to read literature can develop their value-based worldview and system of moral and aesthetic values. Selected works should be appropriate in terms of cognitive demands, emotional resonance, and opportunities for identification with characters.

Organizing reading through metacognitive strategies. Metacognitive monitoring, self-analysis, and reflective regulation during reading foster independent learning and knowledge acquisition. The competency-based approach is implemented in accordance with constructivist theory.

Developing hermeneutic analysis skills. To promote literary thinking, symbolic reflection, and semantic interpretation, students should examine intertextual features, the author's position, central ideas, and systems of literary images.

Applying differentiated and individualized, learner-centered approaches. Literary sources should be recommended using differentiated and individualized teaching methods that take account of personal characteristics, cognitive development, and motivational orientation.

Using formative and summative assessment. Formative assessment of reading, including ongoing analysis, reflection, and oral expression, together with summative assessment through final evaluation, questions and answers, and written analysis, helps determine students' levels of learning.

Developing reading as a sociocultural competence. Reading should be approached as a sociocultural practice that fosters commitment to national and universal values, cultural resilience, and humanistic thinking. This is directly related to the sociocultural dimensions of education.

Organizing group activities based on social constructivism. Discussion and debate enable students to interpret literary works in the context of sociocultural phenomena. Such methods support the construction of knowledge in a social environment.

Encouraging self-awareness through reflection. Reflective essays, personal responses, and creative writing about literary works enable students to express their emotional and motivational states and develop their thinking.

The study examined principles underlying the development of students' sociocultural competencies.

RESULTS. The development of sociocultural competencies can be supported through the following measures:

creating a supportive information environment for promoting reading and ensuring access to socially significant literature;

publishing, distributing, and popularizing outstanding works of national and world literature and ensuring that readers can access them;

establishing a sustained public understanding of the value and importance of books;

engaging all segments of the population, especially young people, in reading.

The study adopted the principle of activity-based learning (ABL) in considering the development of students' sociocultural competencies.

Activity-based learning has been widely examined in research, and its scholarly significance has been noted.

The activity-based principle provides the foundation for organizing learning through purposeful activities.

Activity-based learning is regarded as a particularly effective approach to applying educational tasks in real-life contexts.

Cognition characterizes individuals as members of society within the broader context of human activity. According to L. V. Zharova, cognitive activity encompasses thinking as well as overt and implicit patterns of behavior. It should also be emphasized that cognitive activities are grounded in values transmitted through traditions [109]. Systems of cognition can be considered, on the one hand, outcomes of completed activities and, on the other, foundations for future actions. Accordingly, the conscious representation of such systems constitutes a process of cognitive activity.

CONCLUSION. The activity-based principle encourages learners to participate actively in educational activities that strengthen critical thinking and problem-solving skills. According to this principle, students' engagement and effectiveness increase through participation in varied activities, contributing to a more supportive learning environment.

Students' independent reading is an individualized activity undertaken as part of self-directed learning. Through this activity, students enter into a meaningful interaction with books and become able to select, read, and understand literary works independently and consciously.

A model for developing students' sociocultural competencies is a systematic framework that integrates the components of the pedagogical process, organizational and methodological mechanisms, and expected outcomes. Based on a comprehensive approach, it aims to optimize educational and developmental activities.

REFERENCES

1. Iqbal, B., Iqbal, I., & Ayaz, A. (2024). An experimental research on revitalizing social studies: The role of activity-based learning (ABL) on student academic achievement. International Journal of Contempopary Issue in Social Sciences, 3(3), 3105–3113.
2. Mingbayeva, B. U. (2025, August). Specific features of developing primary school pupils' interest in literary works through reading. Maktabgacha va maktab ta'limi [Preschool and School Education], (8). [In Uzbek].
3. Omonova, M. D. (2025). Technologies for developing students' critical thinking based on the principles of individualized education [Monograph]. Science and Innovation Publishing House, Tashkent. 124 pp. [In Uzbek].
4. Abdug'aniev, O. T. (2021). Developing socially active civic competencies among students [Doctor of Philosophy (PhD) dissertation in pedagogical sciences]. Tashkent. 155 pp. [In Uzbek].