



STAGES, CRITERIA, AND INDICATORS OF DEVELOPING THE CULTUROLOGICAL COMPETENCE OF PROSPECTIVE TEACHERS

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Abstract: This article provides a scientific analysis of the sequential stages of developing the culturological competence of prospective teachers, along with their corresponding criteria and indicators. Four stages — reproductive, conscious-practical, creative-independent, and professional-exemplary — and their inherent criteria and indicators are examined. The possibilities of diagnosing competence development through this system are substantiated from a scientific and practical perspective.

Keywords: culturological competence, developmental stages, criterion, indicator, prospective teacher, diagnostics, national values, professional training, pedagogy, higher education.

Introduction. To purposefully develop the culturological competence of future teachers, it is necessary to clearly define the stages of its consistent development and the criteria and indicators corresponding to each stage [1]. Without clear criteria and indicators, it is impossible to objectively assess the development of competence.

In practice, competence development is often assessed only in general, qualitative terms, without distinguishing specific stages and indicators [2]. From this perspective, a systematic analysis of these stages and their corresponding criteria-indicators determines the relevance of this article [3].

The level of study of the problem. The step-by-step structure of competence development is highlighted in B. Blum's taxonomy of educational goals, and the methodology for developing criteria and indicators in A.V. Fedorov's research on media competence. The culturological approach is based on the works of E.V. Bondarevskaya.

In domestic pedagogical science, the general principles of competence diagnostics are highlighted in the works of Z. Tolipov [4] and F. Yuldashev [5]. Nevertheless, there is still a lack of specialized research in domestic science that develops a system of stage-criteria-indicators specific to culturological competence, which determines the scientific and practical significance of this study.

Discussion. At the reproductive (initial) stage, the main criterion is the criterion of knowledge [1] - at this stage, the student is at the level of knowing basic cultural concepts and facts, being able to correctly explain them. At the conscious-practical stage, the criterion of understanding and application takes center stage [2] - the student now has the ability to analyze a cultural phenomenon, compare it with other phenomena, and connect it.

At the creative-independent stage, a creative-value criterion is manifested [3] - the student expresses a personal, creative attitude toward cultural knowledge and experience, creates an independent cultural project, and defends their point of view with justification. Finally, at the vocational-standard stage, the vocational-transfer criterion acquires central importance [4] - the student reaches the level of being able to methodically correctly transmit cultural competence to students and independently design cultural-educational activities for them [5]. These four stages develop sequentially, relying on one another.

Results. In the process of analyzing the four stages of cultural competence development, the corresponding criteria and indicators were systematized. The results of the analysis are summarized in the table below:

No	Development stage	Main criterion	Indicators
1	Reproductive stage	Knowledge criterion - the level of knowledge of ready-made information related to cultural studies	The ability to correctly state and recognize basic cultural concepts and facts
2	Conscious-practical stage	Comprehension-Application Criterion — the level of understanding and application of knowledge in practical situations	The ability to analyze a cultural phenomenon, compare it with other phenomena, and relate it
3	Creative-independent stage	Creative-value criterion - the level of personal, creative attitude toward cultural knowledge and experience	Creating an independent cultural project and defending one's point of view with justification
4	Professional-standard stage	Professional-transmittal criterion - the level of methodologically correct transfer of cultural competence to students	Independent and effective design of cultural and educational activities for students

The analysis presented in the table shows that the stages have a consistent growth logic, ranging from knowledge to professional and methodological mastery. Overall, the developed system has shown that it can serve as a practical basis for accurate and step-by-step diagnostics of competence development.

Discussion.

In the modern pedagogical education system, the professional training of a future teacher is determined not only by the mastery of scientific knowledge, methodological skills, and pedagogical technologies but also by their cultural worldview, attitude toward national and universal values, and the ability to conduct effective pedagogical communication in various cultural environments. From this perspective, developing the culturological competence of future teachers is one of the important tasks of pedagogical education. A clear definition of the stages, criteria, and indicators of this competence development process allows for its pedagogical diagnosis, monitoring, and evaluation of effectiveness.

Cultural competence is manifested as an integrative professional quality that unites the future teacher's ability to acquire knowledge of national and world culture, understand and analyze cultural phenomena and processes, harmonize national and universal values with professional activity, establish constructive communication with representatives of different cultural environments, and make independent decisions in pedagogical situations of cultural content. Consequently, the development of this competence simultaneously requires the improvement of knowledge, values, motivation, activity, and reflexive characteristics.

From the perspective of the study, it is advisable to organize the process of developing the cultural competence of future teachers based on motivational-orientational, cognitive-content, activity-practical, and reflexive-evaluative stages. These stages are inextricably linked, and each subsequent stage is based on the knowledge, attitude, and experience formed at the previous stage.

Motivational and guiding stage

The primary task of the first, motivational-orientational stage, is to form in future teachers a need for culturological knowledge, a positive attitude toward national and universal values, and a professional aspiration to become a culturally competent educator. At this stage, it is important to bring the student's attitude toward culture from the level of simple interest to the level of professional need.

If a future teacher does not understand why cultural knowledge is necessary for pedagogical activity, the knowledge and tasks provided in this direction will not sufficiently influence their professional development. Therefore, at this stage, the use of problem-based questions, value situations, cultural-pedagogical cases, analysis of national culture samples, discussion, roundtable discussions, and motivational reflection methods is considered effective.

As a result of this stage, students develop an interest in studying the cultural heritage of their people, as well as respect for the culture of other peoples, openness to intercultural communication, acceptance of cultural diversity as a pedagogical value, and an awareness of the social function of the teacher as a carrier of culture.

Cognitive-semantic stage

At the second, cognitive-semantic stage, the theoretical and informational foundation of culturological competence is formed. At this stage, students master the essence of concepts such as "culture," "value," "national culture," "universal culture," "cultural identity," "intercultural communication," "pedagogical culture," and "professional culture."

At the same time, it is important to form knowledge not as separate facts and concepts, but on the basis of a holistic system. In particular, the integration of knowledge in the fields of history, pedagogy, psychology, philosophy, ethnography, literature, and art allows the future teacher to comprehend cultural phenomena from many perspectives. Interdisciplinary integration enriches the cognitive component of culturological competence and develops in students the ability to approach phenomena comprehensively rather than from the perspective of a single discipline.

At this stage, students expand their cultural knowledge by studying national cultural heritage, folk pedagogy, customs and traditions, historical and cultural monuments, examples of world culture, and modern cultural processes. At the same time, it is necessary to regularly reveal the connection between the acquired knowledge and future pedagogical activity.

Activity-practical stage

The third activity-practical stage is aimed at applying theoretical knowledge in real or modeled pedagogical situations. This is because competence is not only knowledge itself, but also the ability to effectively apply knowledge in specific activities.

At this stage, it is advisable to use pedagogical case studies, role-playing games, intercultural communication situations, the project method, micro-lessons, cultural and educational activities, elements of museum pedagogy, excursions, virtual tours, and creative assignments. For example, students may be presented with a pedagogical situation involving representatives of different cultural backgrounds and tasked with identifying the problem within it, taking cultural factors into account, and developing a pedagogical solution.

At the activity-practical stage, it is of particular importance for the future teacher to enrich the educational material with national and universal values, integrate cultural components into the lesson content, take into account cultural and ethnic characteristics in communication with students, and treat different cultural views with respect.

Reflective-evaluative stage

In the fourth, reflexive-evaluative stage, the future teacher analyzes their cultural knowledge, values, communication methods, and professional behavior. Reflection allows the student to find answers to questions such as "What do I know?," "How do I understand cultural

phenomena?," "How do my personal views affect my pedagogical activity?," "What is my attitude toward representatives of different cultures?."

At this stage, a reflexive diary, self-assessment sheets, portfolio, essay, mutual assessment, retrospective analysis of the pedagogical situation, and an individual development map can be used. As a result, the student identifies the strengths and aspects of their competence that need to be developed and determines the directions of further professional development.

To determine the level of cultural competence formation, it is advisable to distinguish motivational-value, cognitive, activity-communicative, and reflexive criteria corresponding to its structural composition.

The motivational-value criterion is characterized by the future teacher's attitude toward national and universal cultural values, the need to study cultural heritage, readiness for intercultural communication, and the understanding of cultural competence as an important condition for professional development. Its main indicators include a steady interest in acquiring cultural knowledge, respect for national values, a tolerant attitude toward other cultures, motivation for professional and cultural self-development, and the acceptance of cultural diversity as a value.

The cognitive criterion represents the student's knowledge of cultural studies and the level of their understanding. Indicators of this criterion include knowledge of cultural studies concepts, systematic knowledge of national and world culture, the ability to explain the causes and characteristics of cultural phenomena, understanding the connection between culture and education, comparative analysis of various cultural phenomena, and the ability to link acquired knowledge with pedagogical situations.

The activity-communicative criterion determines the level of practical application of acquired cultural knowledge in pedagogical activity. Its indicators include the ability to identify cultural factors in pedagogical situations, the purposeful integration of cultural materials into lesson content, the organization of intercultural communication, finding tolerant and constructive solutions in conflict situations, expressing respect for different views, and organizing cultural and educational projects.

The reflexive criterion represents the future teacher's ability to analyze, self-assess, and improve their cultural views and professional activities. Its indicators include the critical analysis of personal cultural views, the awareness of stereotypes and subjective views, the assessment of pedagogical behavior from a cultural perspective, the drawing of conclusions based on performance results, and the determination of individual development prospects.

Based on these criteria and indicators, high, medium, and low levels of culturological competence can be identified. At a high level, a student systematically acquires cultural knowledge, consciously accepts national and universal values, is able to independently analyze various cultural situations, and creatively applies the acquired knowledge in pedagogical activity. Furthermore, such a student regularly reflectively evaluates their own activities and demonstrates tolerance in intercultural communication.

Although basic knowledge and a positive attitude toward cultural studies are present at an intermediate level, certain difficulties are observed in their independent and stable application in complex pedagogical situations. The student understands cultural phenomena, but may need the teacher's assistance in deeply analyzing them, comparing different perspectives, or developing appropriate pedagogical solutions in non-standard situations.

At a low level, culturological knowledge is fragmentary, and the student's interest in cultural phenomena and their connection to professional activity are insufficiently formed. Significant difficulties arise in identifying the cultural characteristics of pedagogical situations, selecting intercultural communication strategies, and reflectively evaluating one's own activities.

There is a systemic relationship between the proposed stages, criteria, and indicators. While the motivational-orientational stage primarily ensures the development of motivational-

value criteria, the cognitive-content stage serves the development of cognitive criteria, the activity-practical stage serves the development of activity-communicative criteria, and the reflexive-evaluative stage serves the development of reflexive criteria. However, this relationship is not strictly limited. At each stage, all components of competence are developed in interaction.

Furthermore, the harmony of national and universal human values is an important pedagogical condition for the development of cultural competence. A future teacher must be open to the achievements of world culture while deeply understanding the historical and cultural heritage of their people. Such harmony, on the one hand, strengthens national identity and, on the other hand, fosters respect and tolerance toward other cultures.

To develop culturological competence, it is also necessary to ensure the student's participation as an active subject in the pedagogical process. Reproductive education based on the transfer of ready-made cultural knowledge cannot fully develop this competence. Knowledge rises to the level of competence only when a student is involved in the search, analysis, comparison, evaluation, application of cultural information to problem situations, and the justification of their point of view.

In this regard, project and research activities have great pedagogical potential. Students connect their theoretical knowledge with the real socio-cultural environment by implementing small research projects on regional cultural heritage, national customs, family values, folk pedagogy, historical monuments, traditional arts, or modern cultural processes. Such activities develop their skills in independent research, critical thinking, and the use of cultural materials for pedagogical purposes.

The use of digital educational tools also expands the opportunities for developing this competence. Virtual museums, electronic libraries, digital cultural heritage funds, video materials, interactive maps, and multimedia projects allow students to conduct a direct comparative study of different cultures. However, when using digital sources, it is necessary to develop skills in verifying the reliability of information, critically evaluating cultural content, and avoiding stereotypical images.

Analysis shows that relying solely on test results is insufficient when assessing culturological competence. This is because the test primarily serves to determine the knowledge component. To identify the value-based, communicative, activity-based, and reflexive aspects of competence, the comprehensive use of pedagogical observation, situational tasks, case studies, portfolio, project work, self-assessment, and expert evaluation methods is required. Such a diagnosis allows for a more objective determination of the actual state of competence formation.

In general, the development of the cultural competence of future teachers should be organized as a continuous, step-by-step, and diagnostically controlled pedagogical process. The consistent implementation of motivational-orientational, cognitive-content, activity-practical, and reflexive-evaluative stages allows the student's cultural knowledge to be transformed into professional value and practical activity. The determination of motivational-value, cognitive, activity-communicative, and reflexive criteria, as well as their corresponding indicators, serves as a methodological basis for determining the effectiveness of this process.

Thus, the development of culturological competence involves preparing the future teacher not merely as a specialist with knowledge of culture, but as a professional who is capable of consciously integrating cultural values into pedagogical activity, respecting cultural diversity, reflectively analyzing their activities, and exercising pedagogical influence on the cultural development of students. Therefore, the systematic inclusion of stages, criteria, and indicators of this competence into the content of pedagogical education is one of the important conditions for improving the quality of professional training for future teachers.

Conclusion

The cultural competence of future teachers is developed through reproductive, conscious-practical, creative-independent, and professional-standard stages, based on specific criteria and indicators specific to each stage. In future research, it is advisable to develop standardized diagnostic tools based on these indicators.

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