Protecting Future Music Teachers from the Threat of “Public Culture” and Developing Their Social and Cultural Competence

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Abstract: This article analyzes the development of socio-cultural competence to protect future music teachers from the threat of “popular culture”. The golden treasure of our people created over the centuries, national customs and traditions, rituals and values created in our rich history, the use of all the valuable riches of folk wisdom, including the development of modern personality, protection from the influence of popular culture. Opinions based on analyzes on the problem of issues in the field for the development of socio-cultural competence of the individual are covered.

Keywords: popular culture, threat, socio-cultural, competence.

An integral part of the Uzbek people’s return to spiritual roots, traditions and their positive potential for an emergency solution is the formation of national culture and revitalization of the nation, the problems of culture and spirituality in Uzbekistan did not require the spiritual and moral capital and experience of previous generations. The formation of a broad worldview of young people, confidence in the future, the level of development of today’s socio-cultural competence, the pleasure, ignorance and disgrace of tomorrow are topical issues. It is a fact that during the informational coaching hours with students, in the educational process organized in their free time, lectures in the field of spirituality and enlightenment, it is necessary to define our national values and traditions, as well as the rich history of our ancestors as a strategic program. On the contrary, the “popular culture” that is becoming more and more diverse and new is showing its influence and leading to the decline of national values. In this regard, President Sh.M.Mirziyoev said: “As you all know, today the world is experiencing fierce competition, confrontations and contradictions. Threats such as religious extremism, terrorism, drugs, human trafficking, illegal migration, “popular culture” are growing, and beliefs and family values that have existed for centuries are being undermined. He said that this and many other threats are causing serious problems in human life - the same truth and no one can deny it” [1]. The problem of “popular culture” has become a topical issue in the world social sciences and humanities. Several philosophers and educators have conducted research in this area.

Development of youth consciousness, socio-political and legal culture, increasing the effectiveness of healthy lifestyles in educational institutions, educational work carried out in cooperation with family-neighborhood-educational institution, seeing youth as the basis of the third renaissance in the development of “New Uzbekistan” The methodological and practical, scientific-theoretical, the importance of the content of educational sciences plays an important role in turning them into active participants, in their spiritual and enlightenment education. Upbringing is an organized pedagogical process for the socialization of a person, which provides an opportunity for regular and systematic influence on the personality of the pupil. Social relations serve in the process of upbringing to form moral habits in young people.

There is a lot of writing in scientific journals and social networks about the manipulation of “popular culture” as a tool in the minds of young people.
Based on scientific facts, the term “popular culture” began to spread in the late XIX and early XX centuries. In the 1930s, researchers point to the adventure genre, which emerged and spread in the literature as the first form of “popular culture”. The weekly media continued to publish similar works at the end of the century. This situation was then called the “heart press” or the “heart industry”.

The rapidly penetrating “popular culture” of all spheres of society has shaped the space for its expansion. As the policy process of the former USSR spread, the infiltration of this process into all states with their own names and borders intensified. Unfortunately, “popular culture” did not bypass Uzbekistan. Therefore, today the scientific, theoretical and practical study of "mass culture" has become an important necessity. At the suggestion of the philosopher A.Ya. Flier, the directions of “popular culture” can be defined as follows:

- “Youth subculture” industry;
- popular social mythology;
- placement of a system of complex values in the person;
- simplification of the multifaceted nature of the world;
- transformation of organizational forms of public recreation, various shows, hobbies and recreation on an industrial basis;
- health-improving recreation industry;
- management of needs and organization of a system of incentives for services, offers used individually as well as collectively (advertising, image-making, etc.).
- Use of various games, from mechanical games to electronic, computer and other tools [7].

Thus, “popular culture” is not a one-dimensional phenomenon. It has its own type and level. In modern cultural studies, there are three main levels of “popular culture”:

1. Kitsch - culture (low-level, vulgar, seductive culture).
2. Mid - culture ("middle" culture).
3. Art - culture (culture with a certain artistic content and aesthetic value).

“Kitsch” is derived from the German pronoun “kitschen” and means to create and sell a low-quality, cheap and woolly work. Such works are empty, quickly forgotten cultural products that appear in the shadow of true masterpieces of art. It is the product of a limited, far-fetched depiction of problems, the molding of images, ideas and plots, the creation of cultural works for a stratum surrounded by petty life worries.

The coverage of mid culture is wide, the level is quite high. Although it reflects some features of traditional culture, it is directly related to “popular culture”.

Art culture is usually a “popular culture” aimed at the educated part of the population. Its task is to bring “popular culture” as close as possible to the standards of traditional culture. In addition, some experts point to two other types of “popular culture” - pop culture and rock culture, because life has shown that they are both viable and occupy the consciousness of certain classes of people.

At the beginning of the last century, the influx of “popular culture” into our country was severe. When the Bolsheviks seized power in 1917, they first demanded the creation of proletarian works. Today, “popular culture” is becoming the most profitable sector of the economy. “Popular culture” can be called the “leisure industry” of young people. One way to change public consciousness is to read a book. We need to mobilize our youth today to read books, study our national music, study various fine, applied, cinematographic works, as well as to reflect on the life of our rich history by comparing our present. These instructions can be a targeted way to ensure the implementation of the Decree of the President of the Republic of Uzbekistan dated...
July 13, 2021 PD-6260 “On additional measures to support young people and further increase their social activity” [2]. With this decree, the state will provide comprehensive support to young people and increase their social activity, provide them with decent work and a source of income for young people graduating from general secondary, professional and higher education institutions, teaching them modern IT-technologies, Entrepreneurship, meaningful organization of leisure time for young people, financial incentives from the state budget for each child under 18 years of age from the state budget, the allocation of 7% loans to pay tuition fees in order to create conditions for education evaluation is possible. It is necessary to protect young people from various alien ideas, to study their employment or to provide them with jobs. It is also important that we cover more of the 5 key initiatives.

It is important to mobilize parents, community elders, teachers, community leaders, who are responsible for educating young people, to develop their high social and cultural competence.

Today, one of the urgent tasks in the development of socio-cultural competence is to protect secondary school students and students of higher education institutions from the threat of “popular culture”. For them, the leading factor in the level of preparation for pedagogical activity is the educational work processes organized during informational coaching hours and free time from education.

What is the concept of “competence”? First of all, let’s describe it.

**Competence** is a Latin word, comtetens - meaning worthy, appropriate, competent, knowledgeable. It is the quality of a person who has all-round knowledge, skills and abilities.

**Competence** in Latin means “competere” - to achieve a goal, to be worthy, to fit. The word was first used in Europe in 1596 in a Wikiped dictionary. Currently, the electronic dictionary of Wikipedia defines the concept of “competence” as the ability of an employee to work in accordance with the requirements of the position [4].

The word “competence” was first used in science in the 50-60s of the twentieth century and refers to the ability of a person to perform an activity [6; -90-91 p]. Definitions of “competence” and “competence” define competence as the behavior, conduct required for a particular activity, and competence as the degree of conformity to this requirement, ie the end result of the demonstration of competence. Summarizing them, in interpreting these concepts, which are actively used in the educational process today, we came to the following conclusions: “Competence” is the effective application of knowledge, skills and abilities; “Competence” is an existing and potential ability to perform a particular activity. A competent approach to education involves teaching students to make effective use of the competencies they develop in a variety of situations in their personal, professional and social lives. Particular attention is paid to the use of relevant knowledge, skills and abilities in the face of unexpected uncertainties, new, problematic situations. Therefore, in the process of teaching each subject, competencies are formed based on its content and characteristics [6].

The National Encyclopedia of Uzbekistan defines the concept of “competence” as follows. “Competence” in Latin means to compete - to achieve, to deserve, to deserve.

**Competence** is an existing and potential ability to perform a particular activity [5; 17 b].

The essence of professional competence is that the concepts of “competence” and “professionalism” are now widely used when it comes to highly educated professionals. From this, we conclude that competence is the key to a wide range of competencies with knowledge and skills, a professionally competent person, the ability to express opinions and feedback, and the use of certain multi-faceted abilities [5].

Turning to the concept of “core competence”, in the early 1990s the concept was introduced into foreign pedagogy by the International Labor Organization. Here are five important competencies in vocational education in European countries:
social competence - the ability to take responsibility for the joint development and implementation of decisions, tolerance for different ethnic cultures and religions, the compatibility of personal interests with the needs of the enterprise and society;

communicative competence - knowledge of written and oral communication technologies in different languages, computer programming, communication via the Internet;

Socio-information ability - knowledge of information technology and critical attitude to the information disseminated in the media;

Cognitive competence - the willingness to constantly increase the level of knowledge, the need to update and realize personal potential, the ability to independently acquire new knowledge and skills;

special competence - readiness to perform professional activities independently, evaluation of work results [6].

Therefore, today in the educational process, the higher education system uses many effective technologies to improve the quality of education, to improve their professional competence in training students, to work creatively with scientific and technical and educational, artistic and scientific literature, to master the flow of knowledge and modern information. They require the development of individual and independent work skills, a number of the above-mentioned contradictions and problems, the opportunity to organize the education of young people in a modern spirit. It is a guarantee that young people with high competence will not be influenced by “popular culture”.

The harmoniously developed generation as a future specialist is ensured by the competent level of society’s entry into the space of modern culture in accordance with the development strategy, in two ways: on the one hand, the level of professional training, on the other hand, the level of socio-cultural development.

Practice shows that for competitiveness today a specialist needs not only professional knowledge and skills, creative ability, civic responsibility, but also socio-cultural competence, tolerance, which allows him to live, work, create a multicultural, multi-ethnic and multi-religious world [1]. The specialist should have interpersonal skills, including between small groups from different national and socio-cultural environments.

By developing the socio-cultural competence of future music teachers, they will have the ability to have good knowledge, knowledge and experience, to judge this field wisely, to act in it. So, a qualified specialist is a person who has the necessary knowledge, skills and experience, and competence is a characteristic of a person who has this necessary set of competencies.

LIST OF REFERENCES

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