

Distinctive Features Of Developing Students' Socio-Cultural Competencies Through Their Interest In Educational And Literary Works

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Abstract: It is known that the subject of action and situations influence one another. The result of this influence is observable forms of behavior. In this process, motivation manifests itself as a phenomenon that enables decision-making based on continuous choice and behavior.

Keywords: Socio-cultural competencies, artistic, educational, popular scientific, upbringing-oriented, artistic-aesthetic, behavior, intellectual, spiritual-moral.

Introduction: Today, in the formation and development of socio-cultural competencies, particular attention is paid to the following: publishing artistic, educational, popular scientific, and upbringing-oriented literature aimed at increasing the intellectual potential of youth; supplying educational institutions with such literature; selecting and translating outstanding works of national and world literature representatives on the basis of a well-considered system; delivering books that meet the spiritual-educational and artistic-aesthetic needs of young people to educational institutions; translating the best samples of national and world literature; forming reading skills, including electronic book reading, in youth from childhood; and developing comprehensive measures to enhance reading culture in society.

However, the effectiveness of these tasks is directly connected with the active learning activity of students as subjects of education. The level of students' active learning, in turn, depends on their learning motives and interests.

By fostering students' interest in reading, broader opportunities are created for them to study the knowledge and life experiences expressed in the rare examples of human intellect.

It is known that the subject of action and situations influence one another. The result of this influence is observable forms of behavior. In this process,

motivation appears as a phenomenon that allows decision-making based on continuous choice and behavior. Motives ensure the goal-directedness of action, the organization and stability of activity. This activity is directed toward achieving a specific goal. Any action is based on internal and external causes. In this regard, the psychological characteristics of the subject of action are of primary importance. One of the important aspects is that human activity is connected with external conditions and circumstances. In the first case, motives, needs, goals, plans, desires, and interests are discussed. In the second case, guiding forces, arising and existing situations are considered.

Initially, the concept of "motivation" was used in A. Schopenhauer's article "On the Fourfold Root of the Principle of Sufficient Reason." Later, this term became widespread in psychology to explain the causes of human and animal behavior.

V.G. Leontiev distinguishes several types of motivation developed by foreign psychologists. The first type includes motivation based on a bioenergetic foundation: "instinct motivation," "interest motivation," and "drive motivation."

In the theoretical views of Freudians and behaviorists, motivation is interpreted as a general term denoting the activity of the organism, and the organism is explained as a system that functions by its nature or internal structure.

In his scientific research, A.A. Fayzullaev identified and analyzed various factors of motivational self-regulation of the individual. These factors relate to the characteristics of personality motivation, the methods of implementing motivational regulation, and its outcomes. In addition, his works identify the objectification of motivational structures by the individual and various psychological strategies and methods of motivational regulation. The study also examined several other areas of motivational self-regulation in the individual's life activity. A.A. Fayzullaev proposed analyzing the motivational process step by step. The scholar divided this process into five stages.

The first stage is the emergence and awareness of arousal. Full awareness of arousal is characterized by understanding which object caused the arousal and comprehending the methods and results of carrying out the action. According to the author, awareness of arousal may include needs, inclinations, aspirations, in general any phenomenon of mental life.

The second stage is called the acceptance of the motive. The author explains this as the internal acceptance of arousal. At this stage, a person analyzes his or her moral principles, values, and others, and decides how important the emerging need or inclination is for his or her life and whether it should be satisfied.

The third stage is the implementation of the motive, during which, depending on specific situations and the fulfillment of the motive, its psychological content may change.

The fourth stage is the consolidation of the motive, as a result of which the motive becomes a character trait.

The fifth stage is the activation of potential arousal, in which a certain character trait manifests itself consciously or unconsciously.

R.S. Weisman expressed views on the systemic nature of the motivational sphere of personality. According to him, "The systemic nature of the motivational sphere is manifested in the interconnectedness and diverse relationships between motivational variables. One such relationship is hierarchical. Another type of relationship may be called the 'realization' relationship. This means that in satisfying each need, a set of different motives can be realized. A third type of relationship is manifested in the fact that one motive may participate in satisfying different needs or, conversely, various motives may participate in satisfying one need. Such a relationship is called a 'mutual dependence' relationship."

According to A. Adler, the main driving force that leads

a person to action in any situation is his or her activity and the goal related to it, which serves as a unified source determining the ways to achieve it.

According to F. Hoppe [64], the level of aspiration, as the goal an individual plans to achieve, is a motivational element.

S.L. Rubinstein emphasized that a motive is the experience and satisfaction of a need.

Motivation is a complex structure, a set of forces that drive activity, manifesting itself in the form of inclinations, goals, and ideals, and directly determining and regulating human activity.

Identifying and describing the causes of stable positive changes in behavior makes it possible to clarify the personality's motivations. A motive provides an internal impulse to the individual to improve specific actions. In generalized form, motives express the position of many actions.

The most important factor here is the individual's needs. Needs reflect a person's striving to act according to certain necessities. Spiritual needs in a person imply the need for interaction and communication with others. The diversity of human needs and their interconnection constitute one of the main differences between individuals. Any need is characterized by its periodic emergence and the diversity of ways of satisfying it. Essentially, needs are associated with specific objects, which may appear as material or spiritual-cultural values. Through these objects, certain human needs are satisfied. In particular, the need for knowledge is usually realized through educational and literary works.

One of the important components of the motivational process is the goal. The goal determines the directed outcome of an action and thereby makes it possible to connect an active need with a specific type of activity. Goals in learning activities are also diverse. In some cases, students read books in order to prepare for examinations; in other cases, they read due to an interest in educational or literary works.

Human motivation is formed on the basis of the interrelation of needs, goals, and other psychological factors. The internal impulses directed toward activity are manifested not only through needs and goals, but also through interests. At the same time, tasks, desires, and plans appear as integral components of the motivational system.

According to L.S. Vygotsky, interests are the driving force of a child's behavior. They represent a vivid expression of the student's aspirations. Through interests, students' activities correspond to their needs. Therefore, the educational process should be

organized on the basis of students' interests. This means organizing the learning process by giving priority to subjects that attract students' interest.

Interests, especially in cognitively oriented activity, serve as the main motivating factor. They may not be directly connected with a need; however, when they correspond to a particular type of activity, they form a strong stimulus. Such interests are usually directed toward inquiry and possess a research-oriented character.

Desires and plans are regarded as motivational elements that are formed over time and are constantly renewed. They change depending on the direction of activity and the conditions of its implementation, and they may replace one another.

Modern pedagogical and psychological research shows that the formation and development of students' socio-cultural competencies must first of all be carried out through educational activities directed in accordance with their personal interests. A positive attitude toward books and striving for them does not arise by itself, but is the result of a carefully planned and systematic pedagogical process. In particular, stimulating interest in educational and literary works acquires special significance as an important component of the learning process.

One of the important methodological approaches in modern education is the competence-based approach. The competence-based approach makes it possible to achieve high effectiveness by taking into account students' personal needs, identifying their interests, and forming the content of education on this basis.

In particular, educational and literary works occupy a special place as an effective means of linking educational content with real life. Through such works, students learn to understand, analyze, and form their personal viewpoints on social, moral, and cultural issues of real life through literary images.

Bringing the learning process closer to a real-life context awakens in students' minds enthusiasm, need, and activity toward events and phenomena that directly interest them. This, in turn, increases their motivation toward lessons and contributes to the conscious and deep assimilation of knowledge.

Thus, by stimulating natural interest in students, teachers gain the opportunity to involve them not only in theoretical knowledge but also more broadly in practical and creative activity. For this purpose, the content of lessons should be designed in harmony with the modern life context and taking into account the student's personal experience and needs.

Through spiritual and educational literature, students

develop not only knowledge but also aesthetic taste, moral views, and a system of life ideals. In this process, the role of the teacher is invaluable; he or she must be able not only to guide students toward literary works but also to correctly identify and purposefully apply tools that serve personal development.

The educational process occupies a central place in fostering students' interest in educational and literary books. In today's conditions, when the task of comprehensive and harmonious personal development is set before education, stimulating students' interest in educational and literary books through books has become a socio-pedagogical necessity. Through reading, students succeed in continuously improving their knowledge. Due to the increase in information technologies and sources of information, students are turning to books less and less. From the first days of interaction with students, teachers must instill in them an interest in educational and literary books. It is precisely students' interest in reading culture that becomes stable and strengthens throughout their lives.

By fostering students' interest in educational and literary books, conditions are created for broadening their worldview, forming strong moral and social values, and developing them as independently thinking individuals with an active civic position. Therefore, the development of socio-cultural competencies should be regarded not only as an urgent task of the education system, but also as one of the strategic directions of educating the younger generation.

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