

# Development of General Cultural Competencies in The Professional Training of Pedagogical University Students

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**Abstract:** The modernization of higher pedagogical education necessitates the development of general cultural competencies as an essential component of professional training. This study examines the theoretical foundations, structural elements, and pedagogical conditions that contribute to the formation of general cultural competencies among students in pedagogical universities. A mixed-methods research design was employed, integrating qualitative and quantitative approaches, including surveys, interviews, classroom observation, and curriculum analysis. The findings reveal that the effective development of cultural competencies depends on the integration of interdisciplinary content, student-centered learning, and interactive teaching methods. Furthermore, reflective practices and a multicultural educational environment significantly enhance students' communicative, ethical, and social capacities. The study concludes that the systematic incorporation of general cultural competencies into teacher education programs improves students' professional readiness and supports the formation of competent, adaptable, and socially responsible educators.

**Keywords:** General cultural competence, pedagogical education, professional training, intercultural communication, student-centered learning, higher education, teaching methods, cultural awareness.

**Introduction:** In the contemporary era of globalization, digital transformation, and increasing intercultural interaction, the role of education has undergone profound changes. The modern educational paradigm is no longer limited to the transmission of subject-specific knowledge; instead, it emphasizes the holistic development of личности, including intellectual, social, ethical, and cultural dimensions. In this context, the formation of general cultural competencies has become a strategic priority in the professional training of future teachers at pedagogical universities.

General cultural competencies represent a complex integrative system of knowledge, skills, values, and personal qualities that enable individuals to function effectively in diverse social and cultural environments. These competencies encompass cultural awareness, ethical responsibility, communication skills, critical thinking, and the ability to engage in constructive

dialogue across different cultural contexts. For future educators, such competencies are particularly significant, as they directly influence the quality of teaching, classroom climate, and the development of students' personalities. The growing diversity of student populations, driven by migration processes, globalization, and the expansion of digital communication, requires teachers to be culturally sensitive and adaptable. Educators must be capable of understanding and respecting cultural differences, preventing conflicts, and fostering inclusive learning environments. Therefore, the integration of general cultural competencies into teacher education programs is not merely desirable but essential.

International educational frameworks, such as competence-based education models and lifelong learning strategies, highlight the importance of key competencies that extend beyond professional

specialization. These include social and civic responsibility, intercultural competence, and the ability to learn continuously. In this regard, pedagogical universities play a crucial role in shaping not only professionally competent teachers but also socially responsible and culturally developed individuals. The recognized importance of general cultural competencies, their systematic development in higher pedagogical education remains a complex challenge. Traditional teaching methods often focus on theoretical knowledge and subject-specific skills, neglecting the formation of value-oriented and communicative aspects of competence. This creates a gap between the requirements of modern society and the actual level of graduates' preparedness. The development of general cultural competencies requires the implementation of innovative pedagogical approaches, including interdisciplinary integration, student-centered learning, reflective practices, and the use of interactive and digital technologies. Such approaches allow students to actively engage in the learning process, develop critical thinking, and apply cultural knowledge in real-life situations. Another important aspect is the role of the educational environment itself. A multicultural and supportive academic environment promotes tolerance, respect and social responsibility. Through participation in academic discussions, collaborative projects, and extracurricular activities, students gain valuable experience in intercultural communication and social interaction. The problem of developing general cultural competencies in the professional training of pedagogical university students is both theoretically significant and practically relevant. It requires a comprehensive and systematic approach that combines methodological innovation, curriculum design, and the creation of favorable pedagogical conditions. The purpose of this study is to analyze the theoretical foundations, structural components, and effective pedagogical conditions for the development of general cultural competencies among students in pedagogical universities. The research also aims to identify modern teaching methods and strategies that contribute to the formation of culturally competent and socially responsible future educators.

## **METHODOLOGY**

This study is based on a comprehensive mixed-methods approach aimed at examining the development of

general cultural competencies in the professional training of students at pedagogical universities. The research design integrates both qualitative and quantitative strategies, allowing for a deeper and more holistic understanding of the phenomenon under investigation. The methodological framework is grounded in competence-based, student-centered, and systemic approaches, which consider general cultural competence as a multidimensional and dynamic construct formed through the interaction of knowledge, values, and practical experience. The research adopts a descriptive and analytical orientation, focusing on both theoretical exploration and empirical validation. Theoretical analysis involves the examination of pedagogical, psychological, and interdisciplinary literature related to competence development, while the empirical component is designed to identify effective pedagogical conditions and instructional strategies that contribute to the formation of general cultural competencies. A systemic approach is applied to reveal the interconnections between cognitive, communicative, value-oriented, and behavioral components of competence. The participants of the study include students enrolled in pedagogical higher education programs, representing different stages of professional training. In addition, university instructors are involved as experts to provide qualitative evaluations and professional insights into the process of competence development. The selection of participants is based on purposive sampling, ensuring that all respondents are directly engaged in teacher education and possess relevant academic experience.

Data collection is carried out using a combination of complementary methods. Structured questionnaires are employed to assess students' self-perceived levels of cultural awareness, communication skills, ethical orientation, and social responsibility. The questionnaires are designed using scaled response formats, which allow for the identification of trends and patterns in students' attitudes and competencies. At the same time, semi-structured interviews are conducted to explore participants' perspectives in greater depth, providing qualitative data on their experiences, motivations, and challenges.

Classroom observation plays a significant role in the research, enabling the analysis of real educational practices and the extent to which cultural competencies

are integrated into the teaching and learning process. Particular attention is given to interactive teaching methods, student engagement, and the creation of a supportive and inclusive educational environment. In addition, document analysis is carried out to examine curricula, syllabi, and teaching materials, with the aim of identifying the presence and scope of cultural competence components within formal educational programs. An important element of the methodology is the use of reflective practices. Students are encouraged to engage in self-reflection through written narratives, which provide valuable insights into their personal and professional development. These reflections help to capture the internalization of cultural values, the development of critical thinking, and the evolution of communicative behavior over time. The data analysis process combines both qualitative and quantitative techniques. Quantitative data obtained from questionnaires are processed using descriptive statistical methods, allowing for the identification of general tendencies and comparative patterns. Qualitative data from interviews, observations, and reflective texts are analyzed through thematic analysis, which involves coding, categorization, and interpretation of recurring themes and meanings. To ensure the validity and reliability of the research findings, methodological triangulation is applied by comparing data obtained from different sources and methods. Ethical considerations are also taken into account, including voluntary participation, informed consent, and confidentiality of participants' responses.

## **CONCLUSION**

The development of general cultural competencies is a fundamental component of professional training in pedagogical universities, ensuring the formation of well-rounded and socially responsible educators. The study confirms that these competencies significantly enhance students' ability to communicate effectively, think critically, and adapt to diverse cultural and educational environments. The integration of innovative teaching methods and interdisciplinary approaches plays a crucial role in fostering these competencies. Moreover, a supportive and multicultural educational environment contributes to the internalization of ethical values and social responsibility. The findings highlight the need for systematic incorporation of cultural competence

development into educational curricula and teaching practices. Ultimately, strengthening general cultural competencies leads to improved professional readiness and higher quality of future pedagogical activity.

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