

THE IMPORTANCE OF PROFESSIONAL COMPETENCE IN THE TRAINING OF CULTURAL WORKERS

Uzbek State Institute of Arts and Culture. Tashkent, Uzbekistan

Munisa Mavrulova Abduxalilovna,

Department of Arts and Cultural Management,

Associate Professor, DSc.,

Shodiyorova Saidabonu Arlonovna

Arts and Culture Management major. 1st year master's student

Abstract: This article broadly covers the essence of professional competence in the process of training cultural workers, its main components and its role in the modern education system. The article analyzes the role of representatives of the cultural sphere in the development of national values, art and spirituality through their professional skills, creative thinking and communicative potential. During the research, international experience and the activities of higher cultural and educational institutions of Uzbekistan were studied, and effective pedagogical approaches to the formation of professional competence of cultural workers were substantiated.

Key words: Cultural workers, professional competence, creative thinking, communicative skills, professional training, cultural heritage, pedagogical approach.

Annotatsiya: Ushbu maqolada madaniyat xodimlarini tayyorlash jarayonida professional kompetentlikning mohiyati, uning asosiy tarkibiy qismlari va zamonaviy ta'lim tizimidagi o'rni keng yoritilgan. Maqolada madaniyat sohasi vakillarining kasbiy mahorati, ijodiy tafakkuri va kommunikativ salohiyati orqali milliy qadriyatlar, san'at va ma'naviyatni rivojlantirishdagi roli tahlil qilinadi. Tadqiqot davomida xalqaro tajriba va O'zbekiston oliy madaniyat-ta'lim muassasalari faoliyati o'rganilib, madaniyat xodimlarining kasbiy kompetentligini shakllantirishda samarali pedagogik yondashuvlar asoslab berilgan.

Kalit so'zlar: madaniyat xodimlari, professional kompetentlik, ijodiy tafakkur, kommunikativ ko'nikma, kasbiy tayyorgarlik, madaniy meros, pedagogik yondashuv.

Аннотация: В статье широко рассматривается сущность профессиональной компетентности в процессе подготовки работников культуры, её основные компоненты и роль в современной системе образования. Анализируется роль представителей сферы

культуры в развитии национальных ценностей, искусства и духовности посредством их профессионального мастерства, творческого мышления и коммуникативного потенциала. В ходе исследования изучен международный опыт и деятельность высших учебных заведений культуры и образования Узбекистана, а также обоснованы эффективные педагогические подходы к формированию профессиональной компетентности работников культуры.

Ключевые слова: Работники культуры, профессиональная компетентность, творческое мышление, коммуникативные навыки, профессиональная подготовка, культурное наследие, педагогический подход.

Introduction:

In today's globalization environment, the cultural sphere is recognized as one of the most important areas ensuring the spiritual development of society. Cultural workers are not only individuals who promote works of art or organize cultural events, but also social leaders who preserve and preserve the national values, historical memory and spiritual heritage of the people, instilling them in the minds of the younger generation. Therefore, the formation of their professional competence is an important factor in the process of training cultural workers. Professional competence is a set of knowledge, skills, qualifications, values and personal qualities necessary for the effective organization of a person's professional activities. For cultural workers, such competence is not limited to technical or theoretical knowledge, but also includes such skills as creative thinking, communicative culture, aesthetic taste, moral responsibility, and public relations skills. The Law of the Republic of Uzbekistan "On Culture" and the Law "On Education" also emphasize the need to train cultural personnel based on modern competencies. In particular, today, the digital literacy of cultural workers, the ability to use information technologies, teamwork skills, and the skills of effective management of cultural communications are of great importance. Therefore, the development of professional competence in the training of cultural workers is one of the priority areas of state policy.

Literature review: In recent years, the issue of forming professional competence of specialists working in the field of culture has been widely discussed in many international and national studies. The concept of competence was first formed in the middle of the 20th century in educational psychology, and Chomsky (1965) interpreted it as “the ability to apply knowledge in practice in addition to knowledge”. Later, Boyatzis (1982) and Spencer (1993) interpreted competence as a set of personal characteristics that determine professional success. This concept is also relevant for the cultural sphere, in which creativity, communication, management and intercultural communication skills are considered important components. The European Qualifications Framework (EQF) (2008), developed by the European Union, defines competence as “a combination of knowledge, skills and attitudes”. This approach indicates the need to develop integrated competencies in the training of cultural workers. Studies conducted in Russia and Central Asian countries (Abdullina, 2017; Karimova, 2020; Kopylova, 2019) have noted that the professional training of cultural workers is often limited to a theoretical approach, and the development of practical competencies is not sufficiently established. In their opinion, competence includes not only professional knowledge, but also personal qualities, creativity, empathy, initiative and intercultural sensitivity. Western scholars (Mulcahy, 2019; Bille and Schulze, 2021) consider the training of cultural specialists based on the concept of “cultural management education”. In their opinion, cultural workers should be educated as individuals who can transform creative ideas into economic and social value, that is, actively participate in the “economy of culture”. At the same time, the intercultural competence model proposed by Deardorff (2015) includes intercultural dialogue and communicative skills among the core competencies. This approach is especially important in the current conditions of globalization, in particular for workers participating in international cultural exchanges, festivals and art projects. In local sources, Munisa Mavrulova (2021) in her article “Eastern thinkers and scholars on the formation of the cultural and spiritual needs of the individual” emphasizes that the development of the spiritual needs of the individual is the basis of cultural development. In her opinion, the professional training of cultural workers is directly related to the process of forming cultural and moral values in the individual. This view shows that the competence of a cultural worker should be measured not only by professional skills, but also by spiritual and social maturity. Also, M.Mavrulova (2023) in her scientific article “National Values and Social Development” analyzes the relationship between national values and social development, emphasizing the importance of managing the process of spiritual awakening in

society through the professional activities of a cultural worker. The UNESCO (2013) report also describes cultural specialists as “cultural mediators” in sustainable social development. Their professional competence is a means of promoting culture, transmitting values from generation to generation, and strengthening social cohesion. In this sense, Mavrulova’s views are consistent with international concepts, she interprets culture not only as an aesthetic or artistic phenomenon, but also as the spiritual architecture of society. (Tukhtayeva, 2021; Rakhmatova, 2022) It is noted that in the Uzbek education system, the process of training cultural workers is often carried out in a traditional way, in which the competency-based training model has not been fully implemented. In general, the analysis of the existing literature shows that professional competence is a multidimensional and dynamic concept for the cultural sphere, which includes not only professional skills, but also personal, communicative and intercultural abilities. Therefore, focusing on a competency-based approach in the process of training cultural workers is one of the most important factors of sustainable cultural development on a global scale.

Research methodology: The main purpose of this study is to identify the importance of professional competence in the process of training cultural workers and to study its structural elements. The research methodology is based on an integrated approach and includes theoretical, empirical and comparative analysis methods.

1. Research approach

The study used a combination of qualitative and quantitative research approaches. The qualitative approach made it possible to determine the composition of the competence of a cultural worker and his personal and social role based on Munisa Mavrulova (2021, 2023) and other scientific sources. The quantitative approach, on the other hand, made it possible to measure the level of competence through questionnaires and tests.

2. Object and subject of the study

- Object: The system and practice of training cultural workers.
- Subject: Methods, tools and results in the process of forming the professional competence of cultural workers.

The study covers the processes of training cultural workers in cultural institutions and higher education institutions in different regions of Uzbekistan.

3. Research Methods

The following methods were used in the research process:

1. Literature analysis – concepts of competence and professional training of cultural workers were studied based on Munisa Mavrulova (2021, 2023), Tokhtayeva (2021), Karimova (2020) and international sources (Deardorff, 2015; UNESCO, 2013). This method formed the theoretical basis of the study.

2. Questionnaire and interview – A questionnaire and semi-structured interviews were conducted among cultural workers and their training teachers. This made it possible to identify the elements that make up professional competence and indicate practical problems.

3. Observation – Educational processes and practical activities in cultural institutions were observed, through which the competence of employees was assessed in real conditions.

4. Comparative analysis - National and international experiences in training cultural workers were compared, which made it possible to develop recommendations for improving practice in Uzbekistan.

Results and conclusion: The results of the study showed that the professional competence of cultural workers plays a key role in the effectiveness of their professional activities. In the empirical part of the study, 78% of the employees who participated in the questionnaire, interview and observation recognized the need to form a high level of professional competence. At the same time, the following main conclusions were identified in the existing training processes. In general, the study showed that the professional competence of cultural workers is not only a set of professional knowledge and skills, but also a complex system that includes spiritual maturity, creativity and social responsibility. Munisa Mavrulova's scientific views enrich this approach with a local philosophical context, she sees the cultural worker as the creator of the spirituality of society. Therefore, the formation of professional competence in the process of training cultural workers should be recognized as the foundation of modern cultural development. The results of the study showed that if competence is systematically developed, cultural workers will achieve high efficiency in their activities and make a significant contribution to the spiritual and cultural development of society.

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