

# Formation Of Professional Pedagogical Culture In Future Teachers

**Keldiyorova Manzura Gaybullaevna**

Senior teacher of the Primary Education Department of Shahrizabz State Pedagogical Institute

E-mail: [m-keldiyorova@mail.ru](mailto:m-keldiyorova@mail.ru)

**Abstract.** In the article, from the point of view of formation, the basis of professional culture is the social, spiritual and moral views of the specialist, the ability to recognize work and professional activity as a value, professional knowledge, skills, qualifications, experience and the ability to apply it in practice, the specialist's intellectual, psychological, physiological, on the basis of the fact that professional competence is the level that determines their spiritual-moral maturity, positive attitude to professional activity, the possession of qualities, on the basis of the priority of deciding on a positive attitude to professional activity, ensuring and effective organization of their intellectual, psychological, physiological, spiritual-moral maturity at a high level is its organizational, methodical and practical, correct, rational organization, separate components of professional pedagogical culture are individual psychological characteristics, the professional culture of each pedagogue has uniqueness, individuality and uniqueness along with the individual general characteristics of the personality of the pedagogue, high level issues of psychological and pedagogical knowledge, pedagogical direction, culture of cognitive activity, and culture of pedagogical thinking are interpreted.

**Key words:** pedagogue, activity, person, experience, profession, culture, uniqueness, knowledge, skill, competence, research, ability, thinking, skill, formation.

**Introduction.** As a result of the reforms aimed at restructuring the personnel training system and content based on the needs of society, developing effective forms and methods of morally and morally educating students, a certain level of practical work was done on the development of professional culture. In order to solve this urgent issue, it is necessary to develop innovative technologies for the organization of vocational education and training in educational institutions. Culture means the strength and ability of a person at a certain historical stage of development of society, and it finds its expression in the forms of organization of people's life and activities, in their mutual relations, and in the material and spiritual values created by them. Culture is a social concept and does not exist outside of society. It lives in and is conveyed through communication, mutual action, and is in turn influenced by it.

Professions or trades are formed as a result of social, economic, cultural changes, consistent development of personal relationships, constant changes. The formation of a new profession or profession, in turn, creates the need to have a specialist working in it. The current need requires the creation of the content and mechanism of specialist training. This is how the formation of an educational system aimed at training a specialist in one or another profession or trade takes place.

As soon as a person is born, his socialization begins - the process of learning all the riches of social experience, assimilation of the achievements of material and cultural culture. In this process, social institutions - family, school, mass media, neighborhood, etc. take an active part. With the help of social institutions, society forms a person suitable for itself and suitable for itself. This process means that every person begins his social-active life after acquiring a certain spiritual reserve.

A person is both an object and a subject of cultural activity. This is what culture forces a person to be. The culture of an individual person is manifested in his worldview, ideological position, feelings and behavior, way of living and thinking. In order for a person to effectively engage in a certain type of activity, he must be a highly cultured person who has mastered the knowledge and skills necessary for professional and social activity, and effectively implements them together with other subjects of professional activity, trying to achieve a goal of general social importance. At this point, the culture of reciprocity is closely connected with the concept of competence. All cultural realities are created as a result of conscious human actions.

**Main part.** Culture is a social phenomenon in dynamic development, enriched and transformed by social development and mutual movement of people, and acquires a new appearance. But at the same time, it is culture and its assimilation by a specific person and society that is an internal reference point, which helps to resist undesirable, negative events in social life and to find a way to solve it in conflicting situations of social development.

Morality plays a key role in human cultural development. It helps to form values in a person and also to control his behavior. It is not based on compulsion and adherence to them depends on the person's upbringing. In cases of non-observance of moral norms, several measures of influence on the disorderly person are the influence of public opinion: reprimand, exhortation, public discussion. Adherence to moral norms and rules is based on awareness of their necessity and conscious obedience to them, and cannot be imposed. Moral standards are defined in ethical requirements.

The compatibility of professional pedagogical culture formation depends on a number of factors. The word "culture" comes from the Arabic language (medinalik), (which means city).

while conducting research aimed at developing professional culture, the pedagogical interpretation of the concepts of "culture" and "professional culture" was studied.

The concept of "culture" and its theoretical interpretation have attracted the attention of a group of researchers. Despite the fact that for more than half a century, the concept of "culture" has been researched as a basic term in the fields of pedagogy, psychology, sociology, and cultural studies, there is still no consensus on its single definition. In the 60s of the last century, American researchers Alfred Kroeber and Clyde Kluckhohn collected about 300 comments on the concept as a result of their scientific research. Until now, efforts aimed at explaining the concept in various fields of science have not stopped [2].

According to R.A. Abukhayirov, culture comprehensively characterizes human life activities and therefore it can be manifested in various forms [1]. In the "Dictionary of Pedagogical Terms", the concept is recognized as "a certain level of historical development of society and human creative powers and abilities" [4]. In fact, this concept shows the result of activity, its specific level, as a product of everyday, artistic or professional activity organized by a person.

In the "Big Psychological Encyclopedia" this concept is defined as follows: 1) a product of intellectual, spiritual or artistic activity that determines the creative power of a person, a set of material and spiritual foundations that serve to create it; 2) the level of development of certain areas, such as thinking, work, speech, behavior, etc.; personal social and mental development [3].

In essence, profession and culture are strongly and continuously interacting with each other and they cannot exist in some cases. The profession combines with universal human culture and creates such a social phenomenon called "professional culture" that covers the entire labor activity of a person, and the quality of this activity, ultimately, the entire human history, constitutes this culture as an incomparable phenomenon of human life.

Not so long ago, the concept of "professional culture" acquired another new meaning, which is considered together with the concept of "general culture of a person". The general culture of a person includes ethnic, general education, religious and other knowledge, which every member of the society must acquire and rely on in his life, regardless of what professional activity he is engaged in. In this case, the professional culture consists of a set of knowledge, skills and qualifications, on the basis of which each specific labor specialist becomes a master of his profession and can work according to the requirements of world standards. It is also worth noting that the general and professional culture of a person may not be very compatible with each other, for example, the general culture of a specialist who has a high level of professional culture may not be at the level you expect, that is, it may be low. However, a civilized person cannot be without education and enlightenment, even if he does not have a diploma.

Therefore, professional culture is the experience gained as a result of mastering knowledge, skills, and competencies related to professional activity, and professional competence is the use of this experience in the process of professional activity [5].

From the point of view of formation, the basis of professional culture is the specialist's social, spiritual and moral views, ability to recognize work and professional activity as a value, positive attitude to certain professional activity, intellectual, psychological-physiological capabilities, professional knowledge, skills, competence, experience and its application in practice. is the ability to apply [6]. Accordingly, professional

culture is a level that determines the intellectual, psychological, physiological, spiritual and moral maturity of a specialist, positive attitude to professional activity, professional competence.

Development of professional culture is a pedagogical process organized in order to ensure the intellectual, psychological, physiological, spiritual and moral maturity of future teachers, to form a positive attitude towards professional activity in them, and to achieve the qualities of professional competence.

Development of professional culture of future teachers is a pedagogical process aimed at ensuring their intellectual, psychological, physiological, spiritual and moral maturity at a high level, based on the priority of establishing a positive attitude to professional activity. The effective organization of this process depends on its correct and rational organization from the organizational, methodical and practical point of view.

Thus, in modern conditions, the acquisition of competence qualities of specialists is being put on the agenda as a socio-pedagogical necessity. Market relations based on strong competition also require the specialist to be patient with him. Only a specialist with the qualities of competence can withstand strong competition.

The position of any country in the rapidly developing world community is determined by the political and economic activity of its population. The factors that ensure stable economic growth of the Republic of Uzbekistan today and in the future are directly related to the development of the education sector [7].

**Results and Discussion.** Due to the socio-economic changes taking place in our country and in the whole world, the nature of education and attention to it are also being renewed. Despite the creative work carried out in the field of education and a number of positive changes achieved, further improvement of the rate of development of educational efficiency and effective use of the created opportunities and conditions, training of future teachers who are competitive for educational institutions is one of the most important issues today.

The personal development of young people in higher education institutions is characterized by such situations as the enrichment of their creative thinking, independence, active relationships, the growth of their worldviews, the formation of the need for self-control and education. For future professionals, as well as for teachers, the process of education in educational institutions is the most optimal period of development and self-improvement based on professional knowledge, quality of education, competence and level criteria, which are considered important for the successful implementation of labor activity. In this process, future teachers embody such situations as gathering, storing, transferring knowledge, creating their logical structure, and using them effectively in organizing their professional activities in the future.

Today, the daily development of techniques and technology, rapid updating of knowledge requires future teachers to have the ability to adapt to modern conditions and strive for new knowledge [8]. This creates the need to teach teachers working in the educational system to independently search and work, to independently solve professional and life problems and creatively approach them. That is why today the implementation of the concept of a free individual who thinks independently is the main task of the continuous education system, in which the development of the professional and pedagogical culture of future teachers is an important factor.

Continuous education, which lasts throughout a person's life and consists of all stages of education, is considered as the basis of the intellectual development of a person throughout his life and determines his lifestyle, and it can be interpreted in different ways: the continuity of growing all forms of professional and general cultural competence, increasing the quality of the types of activities of a person continuity, continuity of important types of education means "completion of the educational process at all stages of continuous education".

Usually, culture is divided into society culture and individual culture, between which there is a dialectical interdependence. Personal culture and community culture are mutually developing and mutually enriching objects. Society's culture is created through people's work, and at the same time, it is considered a necessary condition for its existence, in which a person participates both as a consumer and as a material and spiritual creator. It takes existing cultural values and creates new ones. At the same time, he improves himself.

Culture performs the following tasks:

- human creativity, which is based on the formation and development of a certain type of person in society, his views and aspirations of an ideal citizen.

• regulation, which is based on the successful adaptation of each member of society to this society and the management of their interactions by mastering the system of rules, norms, customs accepted in this society.

Thus, the essence of culture shows a person's striving for ideal, perfection, and it is manifested in internal attitude and external behavior, behavior. Internal attitude means spiritual wealth, knowledge and feelings of a person, and external attitude means their manifestation in everyday life and practice.

Personal culture is formed and developed by desires, aspirations and their manifestation in practice. The composition of personal culture consists of a set of cognitive, emotive instrumental components of behavior.

The cognitive structure of a person's culture consists of a set of worldviews, opinions and knowledge about society and a person. The cognitive element is the basis of human spiritual culture. It is formed under the influence of social institutions or under the influence of independent human behavior. As it develops, personal culture and its mutual relations also develop. Because there is no culture without deep knowledge.

Accordingly, personal culture is a person's knowledge, skills and competences based on cultural requirements and their application in everyday life. A person can be said to be educated if his actions are consciously consistent with the rules of morality and law, if his inner world is consistent with his external behavior.

On the other hand, personal culture represents his professional and social maturity, consciousness and activity, his ability to establish positive relations with his workmates and colleagues, and his ability to create a working and mutually benevolent environment in the team.

One of the forms of personal culture is pedagogical culture. General culture is its basis, it gives a certain direction in understanding the world for the pedagogue, provides him with a department that meets the requirements of the time, expands the scope of reasoning, develops analytical skills and conceptual thinking. The importance of general culture for a teacher's personality, including his professional activity, is immeasurable.

Only a person who is rich in meaning with cultural knowledge and values, who has deeply mastered cultural traditions can be a real educator, teacher, pedagogue. In turn, it should be noted that it is impossible to educate and educate a person without forming culture [9].

Pedagogical culture is a specific form of general culture that is manifested in the pedagogical process. Pedagogical culture is created under the influence of pedagogical activity. Pedagogical activity is a necessary condition for the emergence of pedagogical culture, which determines pedagogical experience, the level of its development in pedagogical activity, and the level of development of the pedagogue's personality. Pedagogical culture is highly developed. Medium and low levels can be distinguished.

Individual components of the pedagogical culture have their own color depending on the psychological characteristics of the person (orientation, temperament, character, abilities) and can form an individual portrait of the pedagogue. This indicates that, along with common features, the professional culture of each pedagogue has its own character, individuality and uniqueness.

Pedagogical culture has a complex content. He himself: general and professional high-level psychological and pedagogical knowledge; pedagogical direction; culture of cognitive activity, culture of pedagogical thinking; speech culture; culture of pedagogical experiences; pedagogically oriented communication and behavioral culture; appearance culture; workplace culture; embodies pedagogical skills.

All the listed components are interrelated and always interact and at the same time are relatively independent. Each of them has a multifaceted content.

Professional pedagogical activity is a special type of human activity, therefore, it is necessary to have good psychological-pedagogical knowledge in order to provide effective and high-quality education. It is the combination of this knowledge with pedagogical skills and qualifications that determines the professional image of a pedagogue and is considered an important tool of educational influence.

Pedagogical orientation occupies a special place in pedagogical culture. It is the main pillar, around which the main characteristics of a pedagogue of professional importance are embodied. Pedagogical orientation includes passion for the pedagogic profession, pedagogical work ability, and these become the pedagogue's vital needs and way of life. The practical manifestation of the pedagogical orientation is seen in the teacher's pedagogical activity, his attitude towards students, colleagues and other people, and his sense of



responsibility towards them. The basic concepts of the pedagogical orientation include the pedagogical belief, which encourages rationality and goal-oriented actions in the process of pedagogical activity.

Pedagogical culture also includes the culture of cognitive activity. It is manifested in the teacher's highly developed cognitive processes, independent education and constant systematic and purposeful striving for self-improvement.

Pedagogical thinking culture includes the development of pedagogical analysis, synthesis skills, observation, criticality, independence, breadth of observation, activity, speed, pedagogical memory, positive imagination. The teacher's thinking culture is related to his speech culture, if he has a small vocabulary, he cannot clearly express his thoughts in a short and concise manner. It is difficult to convey and educate the educational material.

Pedagogical communication and behavioral culture play an important role in pedagogical culture. Pedagogical communication culture is expressed in the skills of hearing and listening to the interlocutor, asking questions, establishing communication, understanding another person, finding a way in pedagogical situations. Pedagogical culture of communication and behavior is based on the following personal qualities of a pedagogue of professional importance: benevolence, observation, demandingness, attentiveness, intelligence.

Professional-ethical culture embodies the moral consciousness formed at the level of theoretical moral knowledge, as well as moral feeling. It represents the relationships that have an attitude and moral position in relation to the performance of their work. The teacher's professional-ethical culture is based on the norms and principles of morality and human care. An active life position, unity of work with words, order - discipline, organization, honesty, modesty, decent behavior and the like are qualities typical for a high level of professional - moral culture.

The culture of external appearance is expressed in the arrangement of the pedagogue, in the correctness of the figure, in the concentration of thoughts, in the pressure, in the ethical expression, in self-confident movement and behavior skills, in managing one's mime and pantomime.

The culture of the pedagogue's place of work takes into account his ability to work with documents and literary sources, to define, process, select and store the necessary information in order to organize his working and personal time.

**Conclusion.** One of the important components of pedagogical culture is pedagogical skills. Pedagogical skill is a system of developed psychological-pedagogical thinking, pedagogical knowledge, skills, abilities, and tools expressed by emotional volition, together with highly developed personal qualities of a pedagogue, helping him to solve educational tasks.

The central component of pedagogical skill is a developed psychological pedagogical thinking, which is based on entrepreneurship in pedagogical activity. A skilled pedagogue is distinguished by his thinking, independence, flexibility and speed. Its development relies on pedagogical observation and creative imagination [10]. Pedagogical creativity in the pedagogical process is always manifested in the ability to use different methods and forms of new and based education - training, professional knowledge and personal qualities. Also, the understanding of pedagogical ideas, the methods of educational activities are expressed in the skills of solving non-traditional tasks.

Pedagogical technique occupies a separate place in the structure of pedagogical skills. It is a set of methods and tools necessary for the teacher to have an effective pedagogical influence on individual students and the whole team: the ability to choose the right style and tone of communication, the norm of expressing one's attitude, the control of attention and emotions [11].

There are complex relationships between the components of pedagogical culture, which embody the psychological characteristics of a person and the formation of a future teacher as a person and specialist. Acquiring pedagogical culture is a complex and long-lasting process. Elements of pedagogical culture begin to form at school in the family. But the process of active acquisition of pedagogical culture begins to take shape in the process of teaching in higher education institutions. Here, the organization of life and activity creates an opportunity for the formation of a pedagogical culture due to the presence of a team relationship and, above all, a goal-oriented pedagogical process. The improvement of pedagogical culture continues throughout professional activity and life.

---

**References:**

1. Abuxayirov R.A. Mehnat ta'limi o'qituvchisining kasbiy-pedagogik madaniyati: ped.fanl. bo'yicha fals.fanl.dokt. ... dis. –T.: 2019. – 10-b.
2. Бондаревская Е.В. Педагогическая культура как общественная и личная ценность // Ж. Педагогика. – М.: 1999. - № 3. – С. 37-38.
3. Большая психологическая энциклопедия / Самое полное современное издание. – М.: ЭКСМО, 2007. – С. 197.
4. Djurayev R.X. va boshqalar / Pedagogik atamalar lug'ati – T.: “Fan” 2008. – 68-b.
5. Muslimov N.A., Raximov Z.T., Xo'jayev A.A. Kasbiy pedagogika. Darslik. Toshkent “Voriss” nashriyoti – 2020. 517 b.
6. Muslimov N.A., Raximov Z.T., Hamidov J.A. Kasb ta'limi metodikasi. Darslik. Toshkent “Innovatsion rivojlanish nashriyot-matbaa uyi”, 2020. 282 b.
7. Muslimov N.A., Raximov Z.T., Xo'jayev A.A., Qodirov H.SH. Ta'lim texnologiyalari. Darslik. Toshkent “Voriss” nashriyoti – 2019. 568 b.
8. Muslimov N.A., Raximov Z.T., Xo'jayev A.A., Yusupov B.E. Ta'lim texnologiyalari. O'quv qo'llanma. Toshkent “Voriss” nashriyoti – 2020. 192 b.
9. Muslimov N.A., Raximov Z.T., Xo'jayev A.A., Yavkochdiyeva D.E. Keldiyorova M.G'. Tarbiyaviy ishlar metodikasi. O'quv qo'llanma. Toshkent “Voriss” nashriyoti – 2020. 263 b.
10. Raximov Z.T. Maxsus fanlarni o'qitish metodikasi. Darslik. Toshkent “Voriss” nashriyoti – 2020. 242 b.
11. Raximov Z.T. Pedagogik texnika O'quv qo'llanma. Toshkent “Voriss” nashriyoti – 2020. 181 b.