



# Methodological Culture as One of the Necessary Conditions of Professional Skills of Future Teachers

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## ABSTRACT

This article talks about the fact that the formation of methodological culture in future teachers is one of the important conditions of their professional maturity, as well as the important components of methodological culture.

### Keywords:

Methodological culture, Intellectual sphere, Motivational sphere, Existential sphere, Emotional sphere

Today, scientists have given different definitions to the concept of "culture". Historically, it is the specific types and forms of expression of a certain level of development of society, creativity and abilities of a person, organization of people's lifestyle and activities.

In the encyclopedic dictionary, upbringing, education, development is defined as culture. The concept of "culture" is important in terms of describing certain areas of human activity. In short, culture is the sphere of a person's spiritual life. It includes the objective results of people's activities, as well as the specific strengths and abilities of a person realized in activities (knowledge, skills, intelligence, moral and aesthetic development, worldview, methods and forms of communication).

By the 60s and 70s of the 20th century, more than a hundred definitions of the concept of culture appeared, and each of them contained certain grounds that justified this concept and its specific aspects. Many researchers who analyzed the problem of culture emphasized the following meanings of this concept in relation to the individual and society:

- a set of achievements in the social and spiritual life of a person's society from production;
- the level of specific achievements of nations and the society to which those nations belong in a certain period;
- enlightenment, knowledge, knowledge.

Human activity is carried out based on certain social programs. Their main feature is that they are not inherited, but are mastered, polished, processed, improved during the life of each person.

Society denies nature in the sense that the laws of its existence and development go beyond the laws of nature - economic and political laws of social life, legal and moral regulation. Based on these rules, following other scientists, the important idea of culture can be briefly expressed as follows: culture is a social rediscovery of oneself. In this case, education serves as its most important technology, and the content and form of social self-rediscovery of the individual.

Therefore, in the system of basic philosophical concepts of culture, there should be more concepts defining a new form of existence. These concepts are "society culture" and "personal culture".

Community culture is understood as a special social mechanism for collecting, storing, processing and transmitting information of social importance.

Personal culture is a system of knowledge, views, beliefs, abilities, skills that help to use the information collected by a person and turn it into all aspects of his life.

Teacher's culture, his professional activity requires pedagogical culture and its components (informational culture, methodological culture, etc.).

Methodological culture can be considered as a part of a wider, voluminous and integrated phenomenon called pedagogical culture. Such questions arise: What is methodological culture? What are his duties in pedagogical activity? Can a teacher be a subject of methodological culture? What are the sources and ways of forming the teacher's methodological culture? We will consider these questions

Methodological culture is a holistic, multi-level and multi-component education, which includes the teacher's pedagogical philosophy (beliefs), mental activity in the mode of methodological reflection (comprehension), consciousness (self- self-awareness) as an internal plan. and is determined by multilevel integral individuality

As a set of specific components, methodological culture develops on the basis of the systematic formation of the teacher's personality. The dynamics of the development of methodological culture is provided by the subjective content-quality characteristics of the teacher's potential. The methodological culture of the teacher is characterized by the acquisition and use of special methodological knowledge necessary for the study of pedagogical phenomena and the subsequent development of pedagogical theory.

As a result of our analysis, we witnessed that the methodological culture of future teachers consists of the following components:

Motivational sphere - regardless of existing stereotypes, recommended recommendations and examples, the desire to carry out education and professional activities, the desire to experience creative pain and joy in the process

of solving professional problems, satisfaction with the solutions found, striving for the creative process, leading motives - interest in self-discovery, new decisions, desire to create.

Intellectual sphere - acquiring problem-based learning and scientific research skills in educational and professional activities (seeing a problem, formulating it, looking for ways to solve a problem, solving it, etc.), creative abilities, flexibility and systematic thinking, creative ability. imagination, modeling, designing, forecasting tendency.

The volitional sphere is the manifestation of volitional qualities in cases of searching, modeling and creating one's own opportunities to solve educational and professional problems.

The emotional sphere is the manifestation of feelings that accompany searches, discoveries, inventions, under- or overestimation of one's own creative abilities and achievements.

The field of practical science is atypical behavior for others (quick access to new information, the ability to make non-standard decisions, etc.), unpredictability of thoughts, actions and turns of actions for others, research skills, putting them in the field of pedagogical activity the ability to

Existential sphere - understanding oneself as a creative person, knowing one's place in social, educational and professional activities, understanding one's creative potential in the field of higher education and future pedagogical activities, freedom in education and educational research activities position.

The field of self-control is reflection in the creative process, controlling one's thoughts, consciously directing one's thinking process in the right direction, expressing assumptions, concepts, etc. It is the ability to independently create conditions for one's own creative activity by striving for sources of associations.

These models of the future specialist's pedagogical culture are important in the process of self-development, improvement, enrichment of professional knowledge, gaining experience, pre-diagnosing of activities, as well as determining prospects for further self-development.

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