



PSYCHOLOGICAL-PEDAGOGICAL CHARACTERISTICS AND STRUCTURAL COMPONENTS OF THE DEVELOPMENT OF PROFESSIONAL CULTURE AMONG SCHOOL TEACHERS

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Annotation:

The pursuit of excellence is a complex process that occurs along with the professional development of a person and continues almost throughout life. In a broad sense, professional development is manifested in connection with a specific area of human activity, as well as a specific profession, its values and worldview, mental and physical abilities, interests and actions.

Keywords: professional culture, teacher-teacher, specialist, universal values, philosophical, psychological, sociological, human maturity.

Annotatsiya:

Mukammallikni izlash insonning kasbiy rivojlanishi bilan birga yuzaga keladigan va deyarli umr bo'yi davom etadigan murakkab jarayondir. Keng ma'noda kasbiy rivojlanish deganda shaxsning ma'lum bir sohaga, shuningdek, ma'lum bir kasbga, ularning qadriyatlari va dunyoqarashiga, aqliy hamda jismoniy qobiliyatlari, qiziqishlari va harakatlari bilan bog'liqlikda namoyon bo'ladi.

Kalit so'zlar: Kasbiy madaniyat, tarbiyachi-pedagog, mutaxassis, umuminsoniy qadriyatlar, falsafiy, psixologik, sotsiologik, inson kamoloti.

Аннотация:

Стремление к совершенству – это сложный процесс, происходящий вместе с профессиональным становлением человека и продолжающийся практически на протяжении всей жизни. В широком смысле профессиональное развитие проявляется в связи с конкретной сферой деятельности человека, а также конкретной профессией, его ценностями и мировоззрением, умственными и физическими способностями, интересами и действиями.

Ключевые слова: профессиональная культура, педагог-педагог, специалист, общечеловеческие ценности, философская, психологическая, социологическая, человеческая зрелость.





The strategic direction of tasks in the field of education, which is being rapidly implemented in the new stage of development of Uzbekistan, is universal moral values, the objective and correct approach of the educator-pedagogue to the educational process, his performance of students in front of the community. It is expressed by focusing on the issues of specialist personnel who clearly determine the level of moral education in being able to evaluate their services.

The national issue of training qualified personnel plays an important role in the spiritual revival of society and the formation of a socially oriented market economy. That is why, on the basis of the nation's rich intellectual heritage and universal values, it has become one of the important tasks to form a new system of highly qualified personnel training based on new achievements of culture, economy and modern science and technology.

It can be noted that in the formation of a perfect person, acquisition of a suitable profession, invaluable contribution to the development of society and through this the manifestation of his personality in society, that is, human perfection, are taken into account. The pursuit of excellence is a complex process that occurs along with a person's professional development and lasts almost a lifetime. In a broad sense, professional development is manifested in connection with a person's specific field, as well as a specific profession, their values and outlook, mental and physical abilities, interests and actions.

Professional culture is manifested in the process of pedagogical activity. In pedagogy, this understanding of professional culture is accepted, and it is the highest level of pedagogical activity that leads to the optimal result that a teacher can achieve within a specified time.

Of course, from the outside, professional culture is manifested in successfully solving various pedagogical tasks, organizing the educational process at a high level. But its essence depends on the personal qualities and pedagogical abilities that create such activity and ensure its success. After all, such qualities should be sought not only from skills, but also from personal characteristics that help the teacher to be effective and creative.

According to the concept of development of the public education system of the Republic of Uzbekistan until 2030, the following aspects are defined as important tasks [1]:

- quality update of the content of the continuing education system;
- development of specific requirements for determining the level of qualification of teaching staff when hiring them;
- improvement of methodical support of pedagogues;





- development of human capital as the main factor determining the level of competitiveness of the student in the labor market and in the country as a whole;
 - educational staff qualification requirements, as well as updated educational standards
- introducing new methods of determining skills to be acquired for implementation;
- improvement of the mechanism of professional support and cooperation of young teachers, taking into account the growth of their service position;
 - development of criteria for evaluation of pedagogical activity based on the principles of competences provided for in the state educational standards and the skills of interactive management of the educational process;
 - spiritual and moral upbringing of students, ensuring the child's physically healthy and strong formation, etc. These cases once again determine the urgency of the problem of developing the professional culture of school teachers.

In the concept of professional culture, along with professional knowledge and way of thinking, the factors of connection between active production and professional activity are shown.

It is important for a modern teacher to understand theoretical and pedagogical problems, to master the conceptual pedagogical apparatus, to be aware of pedagogical technologies, to implement the main parts of the pedagogical process (goal, content, form, method, tools, management, organization, etc.). The task of revising the pedagogical activity itself, the system of pedagogical functions, is being actualized.

In recent years, two trends have emerged in the study of culture as a social phenomenon. The content of the first direction is to study specific aspects and directions of culture. The second trend is expressed in the desire to combine different aspects of culture, to present it as a single, integrated education. Based on this, it can be said that the study of the ontological (important) features of the teacher's professional and pedagogical culture includes a combination of the two trends indicated.

The content of the concepts of culture and professional culture is explained in scientific sources from a philosophical, psychological, sociological and pedagogical point of view. Development of professional culture of school teachers has its own psychological and pedagogical features.

Professional culture and the psychological preparation of the teacher are closely related to each other, and the individual psychological characteristics of the person and the type of activity play an important role in this regard.

Activity is a specific manifestation of a person's relationship to the external world and reality, and it is an active action of a person aimed at changing himself and the



environment in accordance with the purpose. This process consists of a person's social experience of creating and mastering socially significant values based on a conscious goal. At the same time, activity is a feature of human existence as a social and cultural phenomenon, and it is aimed at mastering and changing the world, social existence as a whole process.

Praxiology (from the Greek "praktikos" - active) is a separate branch of philosophy devoted to the study of human activity. Since the concept of activity means the essence of human existence, it has attracted the attention of philosophers as a research object of the science of philosophy. Plato states that "everyone should do something useful for the state according to his existing abilities." Aristotle, on the other hand, studies activity as a phenomenon related to the mind, and since intelligence is the basis of practical activity, he includes it in the group of active and creative virtues. These ideas show that Greek philosophers treated activity as a criterion for determining virtue.

S. L. Rubinstein's opinion that "A person and his spirit is formed and manifested through practical activities, therefore it is necessary to study it using the main types of activity (cocktails, education, games, etc.) .

It should be noted that activity is a standard concept (category) of culture. Cultural processes are inextricably linked with the concept of activity, which appears in the social form of human needs and abilities. Bounties realized through activity, simple or extensive production, are the result of human ability.

Activity changes not only a person's relationship with the outside world, but also his inner world. This situation is especially noticeable in the field of education, upbringing and other social relations. Therefore, while analyzing activity, philosophy considers it "one of the most important features aimed at changing the form of existence of human society, its existence, the external world, and the person himself in a purposeful manner, and the reproductive (re-development) and productive functions of activity divides (creating new) into types.

The problem of psychological foundations of professional activity covers many issues. It should be taken into account that the success of pedagogical activity is influenced by several psychological factors. First of all, let's talk about the teacher's attitude to teaching. This attitude is reflected in the teacher's attention, feelings, interests and will, as well as in the path taken by the individual.

In the process of teaching, the teacher's task is not only to create a positive working situation in the lesson, but also to monitor the students' readiness to understand the material taught in the lesson. The change of attention of students acquires a dynamic character during the course of the lesson. In the educational process, it is necessary to take into account these laws and draw the attention of students to the main aspects of





the material and strengthen them by repetition. The effectiveness of the educational process is largely dependent on the teacher's explanation of the topic and the instructions given [3,4]. The role of the teacher is that he should create a framework for the students, what should be remembered temporarily, what should be remembered for life, what should be understood without being completely memorized, what should be understood verbatim, and what should be remembered verbatim and it is necessary to show the need to keep it in memory in order to interpret its meaning in his own words.

Observations show that the formation of misconceptions among students is often explained by the teacher's failure to properly explain [5,6,7]. The development of the teacher's professional culture is inextricably linked with the emotionality of the individual. Because emotionality is one of the factors that ensure the success of pedagogical activities. Teaching is an emotional process. If the information provided to the students does not evoke any emotion in them, the students will not remember it well. A happy, optimistic mood in the teacher creates an opportunity for effective teaching activities. As a result, students will more accurately absorb emotional material. Experiments show that students absorb emotional material better than non-emotional material. The teacher should take care of the emotional side of the learning process. This problem is very important[7,8]. The reason is that the content of education has become extremely complicated and its volume has increased. In order for it to be successfully mastered by students, it is necessary to strengthen the educational activities of students. Positive emotions have a strong influence on the effectiveness of educational work.

Based on the content of the concepts of culture, professional culture and specific characteristics of pedagogical activity and its pragmatic analysis, the structure of the development of professional culture of school teachers was clarified (see Figure 1.3.1). The process of developing professional culture is directly related to human motives, and its essence is expressed in the concept of the internal stability of human behavior and motivation. And motivation is a dynamic process of psychological and physiological management of behavior, which includes initiative, direction, organization, support. In connection with the development of the professional culture of school teachers, the motives, firstly, encourage professional success, and secondly, the rightly chosen ways and methods provide an opportunity to achieve the goal.

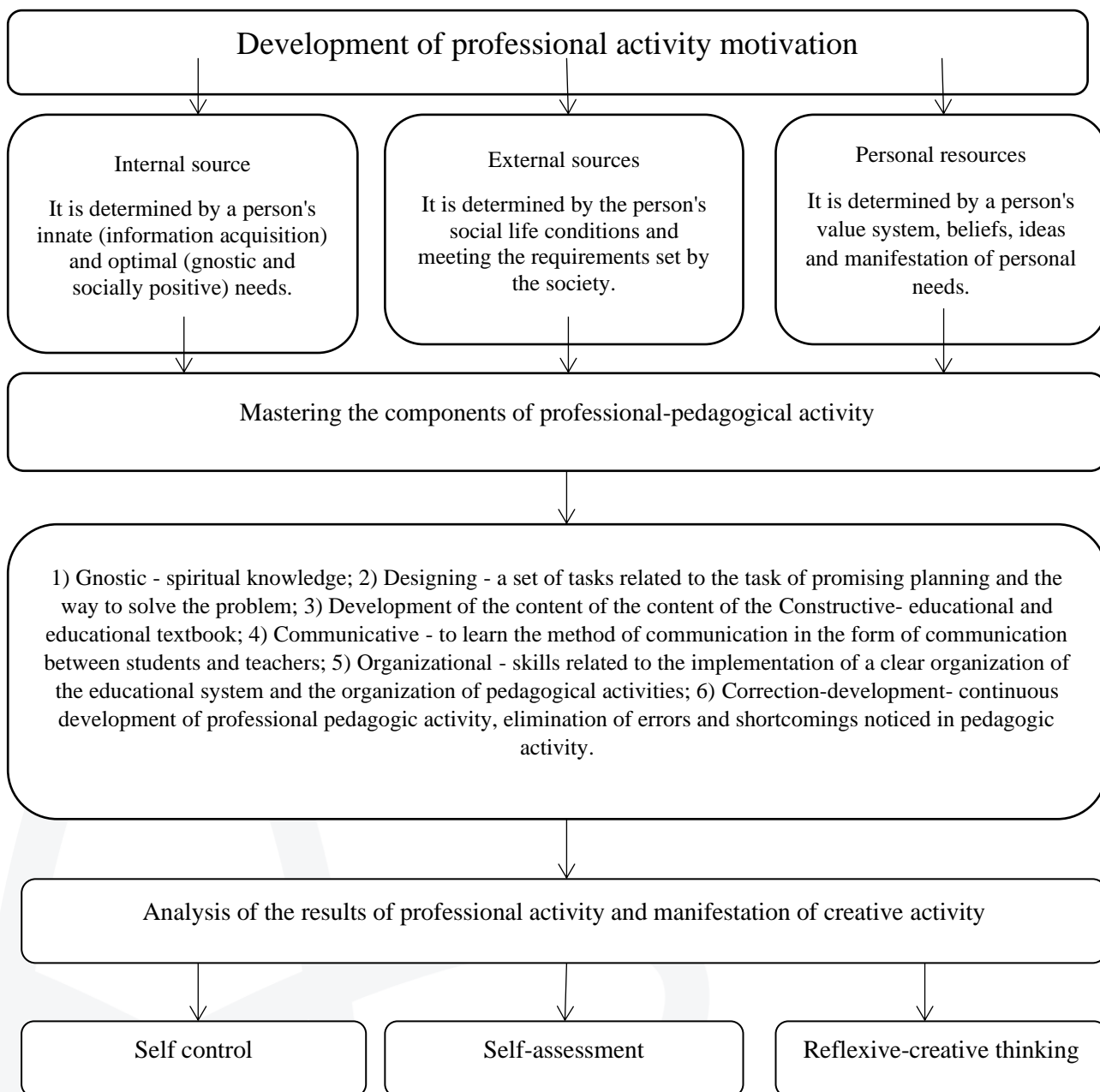


Figure 1. Structure of development of professional culture of school teachers

We can classify the sources of professional activity motivation as follows:

1. Internal sources. They are determined by the innate or acquired needs of a person. The most important of them is the need to master innate information. Acquired needs, on the other hand, are gnostic and socially positive needs.
2. External sources. They are determined by the social life conditions of a person. According to him, every teacher is required to meet the requirements set by the society, to constantly develop his professional potential. That is, social expectation means that society expects each of us to have a certain level of knowledge and skills.



3. Personal resources. It is a person's value system, beliefs and ideas. These resources are present in each person's activity to one degree or another. All of them influence the departure of professional activity and constitute the motivation of the educational process.

Pedagogical activity, like any other type of activity, depends on its characteristics from many creative elements, i.e. goals, tasks, objects, subjects.

The goal of pedagogical activity has its own character, is determined by society and is mainly limited to the holistic development of the personality of the younger generation. This activity consists in preparing young people for the implementation of intergenerational social relations, using the natural capabilities of a person to acquire the experiences of society.

Thus, although the goal of pedagogical activity is determined in a socially standard way, but in a specific pedagogical situation, tasks arise in a non-standard way.

Therefore, it requires a creative approach from the teacher, based on the specific situation, by being able to see the goal and being connected to the social situation.

Components of pedagogical activity:

- 1) Gnostic is a professional knowledge, taking into account actions related to the solution of pedagogical tasks and the accumulation of new knowledge about its components;
- 2) Designing - mastering actions related to prospective planning tasks and ways to solve them;
- 3) Constructive - creative approach to the development of the content of educational and educational information, mastering the actions of selecting and processing information;
- 4) Communicative - mastery of actions related to choosing an effective method of communication in the form of subject-subject among the participants of the educational process and establishing mutual relations that meet the pedagogical goals;
- 5) Organizational - related to the implementation of a clear organization of the educational process and the interaction of subjects of pedagogical activity;
- 6) Corrective-developmental - reflects the set of knowledge related to continuous development of professional pedagogical activity, elimination of errors and shortcomings in pedagogical activity and restructuring of activity depending on the level of success achieved.

A number of scientific studies have been carried out by research scientists to clarify the structural components of professional culture. The cultural approach to the study of pedagogical knowledge makes it possible to study the essence of professional-



pedagogical culture at the level of ordinary and comparative consciousness and to understand it in a general philosophical sense. In everyday consciousness, culture is manifested in an ambiguous way: on the one hand, it is understood as a normative model that representatives of a certain society or professional group should follow; on the other hand, it is determined by human knowledge and intelligence; on the third hand - related to the characteristics of a person's place of residence and lifestyle.

At present, three directions for the study of culture are defined: 1) as a combination of ordinary and spiritual values; 2) as a unique method of human activity; 3) as a process of creative self-realization of the vital forces of the individual.

Interpretation of the content of the concept of culture in this way is the basis for thinking about the following structural components of professional culture: axiological, technological and personal-creative. In this regard, it is necessary to consider the content of these components separately.

The study of professional-pedagogical culture as a set of values makes it possible to determine what is considered important and useful in pedagogical activity and what is reflected in it, how teachers' ideas about the goals, content and methods of the pedagogical process develop. However, the study of culture as a socio-pedagogical phenomenon cannot be limited only to the analysis of its axiological aspect. The valuable interpretation of culture is that it is an unchanging phenomenon, a step-by-step process of the historical development of society.

First of all, initial parameters, criteria and evaluation system are important for any research. Taking into account the scientific significance of the results of the research on the formation and development of professional culture, special attention was paid to the clarification of the structural components of the development of professional culture among school teachers.

According to the model of research scientist I.V. Buyan, the definition of professional culture as an attributive property of a professional group of people is the result of the division of labor that leads to the separation of special types of activity. Research scientists Arnold, Jason Diamond [2] V.A. Slastenin [10, 11], V.F. Isaev [12] as a result of their scientific research identified three main components of professional-pedagogical culture: valuable, technological and personal-creative qualities. Therefore, the content of the concepts of "pedagogical culture" and "professional-pedagogical culture" were explained by these researchers.

So, we can conclude that the professional pedagogical culture of a school teacher is a measure and method of creative self-awareness of a teacher in various pedagogical activities aimed at mastering, transferring and creating pedagogical values and knowledge. . All of the above allows us to include the concept of professional culture



in a categorical category: the culture of pedagogical activity, the culture of pedagogical communication, the culture of the school teacher's personality. The professional culture of a school teacher is manifested as a generalized characteristic of various directions of pedagogical activity, assuming the development of a person's knowledge, interests, value orientations and abilities.

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