

APPROACHES TO FORMING THE PROFESSIONAL CULTURE OF FUTURE TEACHERS

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Abstract

This article presents some ideas on the approaches to forming the professional culture of future teachers, the priority of forming the image of a modern teacher, and the professional culture of a modern teacher. The article also presents ideas on the fact that the work of a teacher-educator on the formation of the spiritual and moral, in particular, pedagogical image of teachers is a complex and multifaceted process.

Keywords. Professional culture, approaches, modern teacher, spiritual and moral attitude, pedagogical image, educational process, development trends, pedagogical ability.

Introduction

This article substantiates the approaches to forming the professional culture of future teachers through an analysis of the studied literature. It is known that pedagogy develops based on the laws and rules of development of society. Today, this process is reaching its peak. In particular, the work being carried out to establish a legal state indicates that national consciousness is growing day by day. If human consciousness does not develop, no changes will be noticeable in the spheres of social life. Since times are changing rapidly, pedagogy must also keep pace with these changes. This article scientifically examines the role of the teacher in the educational process, as well as the general and professional culture of the teacher.

In particular, the appeals of our esteemed President Shavkat Miromonovich Mirziyoyev: "The main pillar of the new Uzbekistan will be knowledge, education and upbringing!" - set high goals for all pedagogical personnel[1]. The President's "Another important issue that always worries us is the morality, behavior, in a word, worldview of our youth. Today, times are changing rapidly.

Who feels these changes more than anyone else is the youth. Let the youth be in harmony with the requirements of their time. But at the same time, let them not forget their identity. Let the appeal of who we are, what great people we are, always resonate in their hearts and encourage them to remain true to their identity. At the expense of what will we achieve this? At the expense of upbringing, education and only upbringing.” - once again confirms the relevance of the issue of training future teachers and improving their professional culture [2].

Literature analysis and methodology. According to international experience, the training of professional educators capable of working in conditions of differentiation and innovation of educational practice, and the practical implementation of innovations is one of the strategic tasks of higher education. The main goal of modern education is to prepare a person who is comprehensively developed for society and the state, socially adaptable to society and labor activity, and able to work on himself. The professional culture of a teacher is a phenomenon of a practical nature, which is manifested in all aspects of the teacher's activity. Therefore, special attention is paid to the requirements for a teacher in all institutions. Because, in order to satisfy and respond to such requirements, the professional culture of a teacher is formed. The sphere that shapes the social essence of a person in accordance with the needs of society is called the public education system, and the person who implements it is called a teacher or a teacher. The dignity of the teaching profession is not only due to the fact that the teacher is a teacher, a teacher of various knowledge, and a skilled educator, but also due to the fact that the teacher must have excellent mastery of special subjects and the fundamental sciences that form their foundation in all specialties in his chosen professional field, as well as the basics of teaching and upbringing, psychology, and pedagogy.

Discussion and Results

A teacher is a highly cultured specialist, deeply knowledgeable in his subject, well versed in general and child psychology, and well versed in educational methodology. The main goal and task of the educational process is to prepare a well-rounded, mature person, qualified specialist. Therefore, we must know how to measure and evaluate the effectiveness of education and upbringing by the level of knowledge, skills and qualifications of students, their readiness to acquire independent knowledge and find their place in society. Attention has been paid to

the personal social qualities of teachers from time immemorial, and the requirements for teachers have improved and become more complex based on the needs of each time. The conducted research has shown that any teacher must have the following social qualities. First of all, a teacher must know well the place of the pedagogical profession in society, the history of its emergence. Because in the process of studying the history of pedagogy, a person learns the place of pedagogical activity in human life, the history of the formation of the basic laws and principles of pedagogy. Secondly, the future pedagogue must have mastered the general aspects of intellectual activity (thinking, memory, ability to perceive, visualize, attention) with a culture of behavior, including its pedagogical connection. Thirdly, the teacher must know philosophy well. Because philosophy teaches a person to think abstractly. When a teacher enters the auditorium, if abstract thinking is poorly developed in him, he will lose himself. In order to attract the attention of those in the auditorium, abstract thinking must be well developed in a person. Fourthly, a pedagogue who teaches a particular subject must also teach the younger generation morality and decency. After all, such a task is the duty and responsibility of pedagogues and teachers. Fifthly, a person engaged in education must certainly have aesthetic education. Everyone knows how important a role aesthetic education plays in the development of society. It should not be forgotten that aesthetic education is an important and integral part of spiritual education.

In addition to the above social qualities, the professional culture of the teacher and the professional formation of the teacher are also important. The professional culture of the teacher is the essence of his personal quality characteristics within the framework of his professional activity, which consists of systematic education, and the professional formation of the teacher is carried out in the process of receiving professional education in a higher educational institution. At the same time, the professional formation of the teacher is inextricably linked with self-education, constant work on himself, awareness of modern knowledge, as well as timely improvement of his qualifications. All these are an integral part of professional qualities. The general culture of the teacher expresses the maturity of his socially significant characteristics in the implementation of professional activities. Culture is the development of the individual, the level of realization of his spiritual forces and abilities in practical activities, etc. The cultural development of a person is the process of development of his knowledge, beliefs,

abilities, behavior in the environment. Thus, the nature of the modern teacher is striking in its dynamic nature. In this regard, the following conclusions can be drawn: firstly, in the content of the teacher's professional culture, the components of professionalism, knowledge and modernity play an important role; secondly, in the content of the teacher's professional culture, the components of professional competence, moral competence and assessment of activity are prioritized.

The professional culture of a teacher is the essence of his personal quality characteristics within the framework of his professional activity - systematic education. The level of indicators and the main systemic components of which the pedagogical culture of a teacher is composed include:

- A) the level of intellectual development (first of all, the development of pedagogical thinking);
- B) the comprehensive organization and level of pedagogical activity;
- C) the main professional pedagogical ethics, spiritual character, and etiquette culture;
- D) the culture of interaction;
- E) the culture of speech;
- F) the culture of appearance, etc. [3].

The culture of pedagogical thinking includes the development of the ability to analyze and synthesize pedagogically, critical thinking, independence, breadth, agility, activity, speed, observation, pedagogical memory, etc. The culture of pedagogical thinking includes three stages of the teacher's thinking-worldview: the first is pedagogical beliefs in the methodological worldview. Methodological thinking allows the teacher to correctly view his professional activities and develop a humanistic strategy. The second stage of pedagogical thinking is a tactical worldview, which allows the teacher to think pedagogically, materialize the pedagogical process. The third stage is manifested in the application of general pedagogical laws to sections, which are considered unique phenomena of real pedagogical activity. This is operational thinking.

In the structure of pedagogical culture, its moral section occupies an important place. This is the process of formation, result of the pedagogical trust process and the process of further identification of the teacher's own interests. The teacher must actively enter the process of relaxation from the professional environment, updating his position. The organizer of pedagogical culture, which is associated with professional activity, characterizes the teacher's mastery of the entire

spectrum of his pedagogical abilities, which is the goal of pedagogical activity, the prevention of pedagogical errors and, finally, the acquisition of pedagogical skills [4]. Spiritual culture includes moral knowledge, which is formed in the state of a mature theoretical level of knowledge. This consists of professional pedagogical ethics.

The culture of pedagogical communication is manifested in the ability to hear and hear the interlocutor, to ask questions, to understand the other person through communication, to be able to handle difficult situations of communication and correctly analyze the state of influence on people, to prepare for communication and to desire for communication. The most necessary thing for a teacher is to master the culture of speech. The teacher's speech should become exemplary for students every day and help to form their culture of speech. The grammatical correctness of speech, its lexical richness, good expression, imagery, and mastery of speech techniques allow the teacher to qualitatively solve various professional problems. Major changes taking place in the socio-economic life of modern society require a qualitative transformation of the content and nature of professional activity, the professional culture of future teachers, the level of socio-professional mobility, and the qualities that determine their competitiveness (consistency and unity of theoretical knowledge and practical training, professional culture, flexibility and professional mobility, mastery of methods for solving professional tasks, the ability to solve various professional problems, self-confidence, responsibility, striving for success, an active life and professional position, readiness for regular enrichment of one's practical experience).

Conclusion

If this process is carried out on the basis of an institutional approach, the future teacher himself consciously considers himself to belong to the norms, values, or rules that regulate the actions or activities of these educational institutions. Institutional foundations serve as the basis for regulating social relations, ensuring stability, and maintaining order. As a result, the future teacher arrives at the relevant educational institution as a ready-made cadre who has formed a high moral and professional culture in himself, who mobilizes all his strength and energy to develop the educational and educational environment in the educational institution. As noted in psychology, each person is unique. He is also a participant in the pedagogical process with his own goals, passions and personal character.

The teacher works with a constantly growing and changing environment and people. From this point of view, if a professional culture is formed in future teachers based on an institutional approach, it will be possible to achieve all the above-mentioned goals.

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