

PEDAGOGICAL-PSYCHOLOGICAL MECHANISMS OF DEVELOPING PEDAGOGICAL CULTURE

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Abstract:

This article analyzes the methods of developing pedagogical culture in future teachers based on a competency-based approach, the structure and levels of pedagogical culture, and the requirements for a modern teacher.

Keywords: Competence, teacher, culture, method, approach, time, demand, development.

Introduction

In the international research conducted by prestigious higher educational institutions and research centers around the world on innovative training of future specialists and implementation of modern education, special attention is paid to the criteria of pedagogical culture of future teachers, the problems of creating an innovative educational environment, the introduction of requirements of international educational standards. In this regard, scientific research aimed at expanding the content of pedagogical culture of future educators based on such indicators as motivational, cognitive, operational, reflexive and self-assessment of the successful use of modern information and pedagogical technologies in the educational process plays an important role. In our country, research is being conducted to modernize the modern educational content of training future educators in the continuing education system based on advanced foreign experiences and to create an educational environment aimed at creating the necessary conditions that allow students to realize their inner potential. [1;2].

Research in the field of pedagogical psychology emphasizes that professional competence is a multifaceted process. According to Darling-Hammond and Bransford, qualified teachers have a deep understanding of the content of the knowledge they teach and an equally deep knowledge of the pedagogical

processes corresponding to the subject being studied. This dual experience allows teachers to easily convey complex topics to students, adapting them to different teaching methods and opportunities.

Pedagogical culture, which represents the constantly enriching value potential of society, does not exist as a given, materially reinforced thing. It operates as an individual, included in the process of creative active development of pedagogical reality. The professional and pedagogical culture of a teacher exists objectively not as an opportunity for all teachers, but as a reality. Its mastery is carried out only by those who are able to creatively and objectively destroy the values and technologies of pedagogical activity. Values and technologies are filled with personal meaning only in the process of creative research and practical application.

The creative nature of pedagogical activity determines the specific style of the teacher's mental activity, is associated with the novelty and significance of its results, and causes a complex synthesis of all mental spheres of the teacher's personality (cognitive, emotional, volitional and motivational). A special place in it is occupied by specific abilities and a developed need for creation, embodied in their manifestation. One of these abilities is the integrative and highly differentiated ability of pedagogical thinking. The ability to think pedagogically, which is diverse in nature and content, allows the teacher to actively change pedagogical information, going beyond the temporary parameters of pedagogical reality. [2;208].

The effectiveness of a teacher's professional activity depends not only on knowledge and skills, but also on the ability to use the information provided in a pedagogical situation in various ways and at a rapid pace. Developed intelligence allows the teacher to study not individual pedagogical facts and phenomena, but pedagogical ideas, theories of teaching and educating students. Reflexivity, humanism, future orientation and a clear understanding of the tools necessary for the professional improvement and development of the student's personality are characteristic features of the teacher's intellectual competence. Developed pedagogical thinking, which provides a deep semantic understanding of pedagogical information, breaks down knowledge and methods of activity through the prism of one's own professional and pedagogical experience and helps to acquire a personal meaning of professional activity.

The personal meaning of professional activity requires a sufficient level of activity from the teacher, the ability to manage and regulate his behavior in accordance with emerging or specially set pedagogical tasks. Self-regulation as a voluntary manifestation of the personality reveals the nature and mechanism of such professional personality traits of a teacher as initiative, independence, responsibility. In psychology, personality traits are understood as stable, repeated in different situations, actions. personality traits. In this regard, L.I. Antsyferova is about including the ability to organize, control, analyze and evaluate one's own behavior in the composition of personality traits. In her opinion, the more familiar this or that behavior is, the more generalized, automated, and this skill is reduced. Such an understanding of the genesis of traits allows us to present as the basis of these formations integral acts of activity with psychological dominant states arising on their basis. [3;24]. Pedagogical culture is an integral part, a component of the general culture of a teacher, which constantly characterizes the level of deep and thorough mastery of pedagogical theory knowledge, the ability to apply this knowledge independently, methodologically soundly and with high efficiency. In the pedagogical process, it is inextricably linked with the individual-typical characteristics of students, taking into account their interests and the development of science and practice.

Professional pedagogical culture is an internalized general culture and acts as a kind of projection of general culture in the field of pedagogical activity;

Professional pedagogical culture is a systematic education that includes a number of structural and functional components that have their own organization, selectively interact with them, have the character of an environment and integrity, do not reduce the properties of individual parts;

The following requirements are set for a modern teacher in the field of teacher training education.

- 1) Awareness of the life of society;
- 2) Knowledge of modern technologies; have in-depth knowledge of their specialty;
- 3) Thorough knowledge of the basics of pedagogy and psychology;
- 4) Be able to choose effective forms, methods and tools in the educational process;
- 5) Be creative, initiative and organizer;
- 6) Have a high level of skills;
- 7) Be a speaker;
- 8) Know the culture of dressing;

9) Live an exemplary personal life.

The development of pedagogical culture is a set of activities aimed at improving the professional skills, ethics and personal qualities of teachers in the educational process. This process includes the following main aspects:

1. Pedagogical knowledge: Increasing the knowledge of teachers and educators in pedagogical theory and practice. This includes areas such as teaching methods, educational technologies, the basics of psychology and pedagogy.
2. Ethics and morality: Developing the professional ethics and moral values of teachers. This includes a responsible approach of teachers to their work, a culture of communication with students, and social responsibility.
3. Personal development: Developing teachers' personal qualities, such as empathy, creativity, and communication skills. This requires teachers to be willing to self-develop and constantly improve themselves.
4. Innovation and new technologies: Developing pedagogical culture through the use of modern innovations and technologies in education. It is important to familiarize teachers with new teaching methods and tools.
5. Social cooperation: Developing cooperation between teachers, parents, and society. This ensures that the opinions of all participants in the educational process are taken into account and they work together.

The development of pedagogical culture is important not only for teachers, but also for the entire education system. This process helps to improve the quality of education, establish effective communication with students, and improve the overall educational environment.

Of course, these requirements are justified. However, the main issue is the preparation of teachers who meet them. [5;672]. Today, our state is mobilizing all its forces and capabilities so that our youth can develop and be happy, independent thinkers, possess high intellectual and spiritual potential, and become people who are not inferior to their peers in any field in the world.

One of the important issues is also to equip teachers with psychological knowledge. In this regard, it is very important to take into account educational theory and evidence-based practices that are consistent with psychological principles when determining the effectiveness of teaching methods. Experiential learning, reflective practice, and collaborative learning emerge as the main methods, each of which contributes to the development of psychological competencies in teachers.

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