

THE NECESSITY OF FORMING THE PROFESSIONAL CULTURE OF PRIMARY SCHOOL TEACHERS

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Abstract

This article analyzes professional culture formation in primary school teachers as a foundation of professional maturity, pedagogical thinking, professional-methodical preparedness, knowledge related to professional activities, organization of the educational process, and self-development strategies.

Keywords: culture, professional culture, pedagogical tasks, pedagogical thinking, professional maturity.

Introduction

In our country, reforms aimed at developing modern approaches to the higher education system, which prepares pedagogical staff for a continuous education system based on advanced foreign experience, emphasize the modernization of the content of teacher training. Research is underway to create an educational environment that enables the development of future teachers' internal potential. Priority is given to nurturing adaptability and mobility in future teachers, enhancing the didactic foundations for applying methodological knowledge in teaching general education subjects, developing competencies for conducting pedagogical research, and creating organizational-pedagogical mechanisms to improve education quality based on international assessment programs.

Teachers' professional-methodical preparedness is reflected in core professional activity areas, such as knowledge related to professional activities, organizing the educational process, and self-development. This requires teachers to have a comprehensive understanding of their subject, acquire competencies necessary for designing, organizing, and evaluating the educational process, and intensively use innovative scientific advancements in education, modern pedagogical and information-communication technologies, along with a commitment to continuous and systematic self-improvement.

When discussing professional culture, it is essential to clarify the essence of the concept of "culture."



Culture refers to the material and spiritual wealth created by people in the process of mastering and transforming nature and existence, as well as the methods and means of restoring and creating these values [2]. Culture is not merely a collection of material and spiritual assets generated by human creative activity but also reflects the level of social development, meaning it encompasses the sum of knowledge, standards, and values within a society [4].

In modern scientific literature, the term "culture" is interpreted in various ways. Specialists suggest that the terms "culture" and "Kultur" share the same meaning, originally deriving from the Latin word meaning "cultivation" or "nurturing." Later, it came to denote "being educated," "cultured," and "knowledgeable." In Uzbek, the widely used term "madaniyat" originates from the Arabic word meaning "urban" or "civilized." According to data from American cultural scholars A. Kroeber and C. Kluckhohn in 1952, the phenomenon of culture had 164 definitions, while more recent literature reports over 400 [2].

Based on literature analysis, the following distinctive characteristics of the concept of culture should be highlighted: culture embodies material and spiritual assets as well as the psychological realm of individuals. Therefore, culture consists of three primary layers:

- 1) continuous intellectual and physical creative activity of humankind;
- 2) production, consumption (use), and preservation of material and spiritual values;
- 3) social structures that implement values, ethical concepts, and legal practices in life.

Culture is an active creative endeavor. Through creative work, people evolve and achieve progress. Creativity expands the spiritual and psychological boundaries of human activity, and one can only attain the status of a creator through creative skills, intellectual, and physical labor.

According to the scholar Oynisa Musurmonova, "Culture is a system that reflects the level of societal progress and is embodied in socio-historical practices, shaping the social and spiritual essence of an individual. Culture encompasses the interactions between an individual and their activities, including the emergence and development of cultural relationships between individuals and society, the organization of cultural activities in line with an individual's needs, interests, and desires, the unique characteristics of spiritual culture, and the laws governing the spiritual development and cultural formation of individuals" [4].

These definitions reveal that culture evolves alongside material and spiritual production, social relations, politics, family, ethics, law, education, creativity, science, services, and lifestyle, reflecting the development level of society. Culture is both a product of human activity and an indicator of quality. Simultaneously, a person is ultimately a product of culture. In fact, one might say that individuals are shaped by the cultural environment in which they live [4].

An individual's foundational culture encompasses democratic, aesthetic, ethical, national, environmental, legal, familial, communicative, labor, and social interaction values, representing a range of capabilities. This foundational culture reflects a person's overall development, their ability to live within environmental conditions, and mirrors societal culture. Societal culture comprises all objects, values, knowledge, aesthetic consciousness, human activities, outcomes, and the unique cultural relationships and features within an individual's life.



The foundation of culture is laid from childhood, systematically deepened, and refined through education and upbringing. If an individual does not develop the ability to independently determine their goals, content, and methods of their activities, the efforts of all educational institutions may be in vain.

Thus, young people, continually faced with choices regarding careers, friends, aesthetic experiences, social perspectives, and leisure, must gain the capability to independently determine directions aligned with their needs and interests. Without this capacity, it is impossible to consider foundational cultural competencies in an individual.

According to academician D.S. Likhachev, "A cultured person is one who understands much, seeks others, understands others, 'discovers' the spiritual lives of others, and is enriched by works of art from different eras and cultures" [5]. Likhachev emphasizes that a distinguishing feature of a cultured person is their lack of aggressiveness, questionable behavior, or personal conflicts. Such individuals must be nurtured within institutions of higher education.

Based on the professional needs of primary school teachers, the following tasks should be systematically and integrally implemented to improve methodological preparation and professional development:

- Striving for self-improvement;
- Seeking to assimilate life and professional experiences;
- Possessing a high level of preparedness and motivation for teaching;
- Organizing professional activities with an innovative approach and applying the necessary knowledge, skills, and competencies in practice to enhance the teaching process.

A teacher's professional culture represents the essence of their personal qualities and is built upon a structured educational foundation within their professional scope.

The main systematic components and indicators of a teacher's professional culture include:

- Level of intellectual development;
- Comprehensive organization and proficiency in pedagogical activities;
- Core professional pedagogical ethics and moral character;
- Culture of interpersonal relationships;
- Culture of speech;
- Professional appearance and presentation, among others.

A teacher's professional culture is shaped by society's needs, the advancement of science and practice, and the increasing demands for developing the human personality. It is also characterized by the ability to respond quickly and appropriately to changing social processes and circumstances, the readiness to reorganize their activities, and the skill to solve increasingly complex problems effectively.

Additionally, the formation of a teacher's professional culture involves the development of professional expertise, creativity, and communication skills. This includes fostering observation skills, creativity, the independent assimilation of advanced pedagogical experiences, maintaining focus during teaching and learning, and managing psychological states effectively.



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