



SOCIAL CHARACTERISTICS OF DEVELOPING THE PEDAGOGICAL CULTURE OF FUTURE SPECIALISTS

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Annotation: This article analyzes the process of future educators' preparation for professional activities, the issues of forming and developing pedagogical culture. The importance of using innovative approaches, modern pedagogical technologies, and interactive methods in the education system is highlighted. The components of pedagogical culture, professional-communicative competence, and the professional motivation of future teachers are discussed. Furthermore, the theoretical and practical aspects of pedagogical activities, stages of professional preparation, and the relevant aspects of modern pedagogical approaches are studied.

Keywords: pedagogical culture, professional preparation, innovative approaches, pedagogical technologies, professional-communicative competence, motivation, education system, pedagogical activities, interactive methods, pedagogical approaches

INTRODUCTION

Currently, improving the system of preparing future specialists in the new stage of society's development, introducing innovative approaches, and creating productive principles and models for preparing specialists are considered priority tasks. This process is recognized in pedagogical education with specific ideas that are related to the general laws of modern societal development. Therefore, introducing new ideas, theories, and approaches to the personnel preparation system is of great importance. To achieve this, the social-pedagogical need to create a system of motivational approaches and attitudes for future educators is increasing. This makes it an urgent task to improve their education and training as specialists. In this sense, there is a need to train future educators based on the demands of the time, develop their professional knowledge and skills, and prepare them for innovative activities based on a creative approach. Pedagogical culture refers to the development of moral and volitional qualities and virtues in future specialists. From this point of view,





organizing innovative activities for future educators, updating and enriching the content of education, plays a significant role. Along with the development of the educational process, an urgent issue faced by modern requirements is preparing future specialists for innovative activities from both theoretical and practical perspectives, ensuring effectiveness in educating the younger generation. Only a person with a healthy mindset can fully demonstrate their intellectual and spiritual potential. In this regard, studying the historical experiences of the pedagogical system in our country through comparative and analytical methods, critically reflecting on practical experiences, organizing educators' innovative activities properly, and identifying its future strategy becomes possible. This necessitates conducting purposeful pedagogical research.

LITERATURE ANALYSIS AND METHODS

In Uzbekistan, optimal-pedagogical methods are being sought to improve the work methods of educators in the field of education. However, these efforts remain unsuccessful due to the following shortcomings:

— The courses included in the "General Pedagogy," "Pedagogy Theory and History," "Social Pedagogy," "Pedagogical Mastery," "Folk Pedagogy," "Family Pedagogy," and "Creative Pedagogy" blocks of the specialization subjects are not modernized;

— The pedagogical process in the research framework is not adapted to meet students' educational needs;

— The potential of using pedagogical process design technologies in providing modern knowledge to future teachers is not fully assessed;

— There is insufficient effort to shape students' educational needs and create conditions to meet them;

— The use of didactic situation tasks in the pedagogical field for students is not systematically and regularly carried out, and extracurricular pedagogical activities of this nature are not conducted at the required level;

— The design technologies related to pedagogical culture in the future specialists' fields are often implemented by relying on random problematic situations (their content is considered outside of the form, not expressed interrelatedly, and their form is carried out separately from the content);

— Future specialists, who will be general secondary school teachers, need recommendations regarding modern methodological and theoretical foundations (theoretical-pedagogical) for solving this problem. Based on the above, it can be stated that the technology of organizing professional activity in





the development of future specialists' pedagogical culture has not been studied as a separate research subject.

The preparation of future educators for professional activities is carried out as follows: forecasting the success of the general innovation and its individual stages, comparing the innovation with other innovations, selecting the most effective one, determining the level of significance and accuracy, and checking the success level of its implementation. The preparation of teachers for professional activities occurs in three stages:

1. Analyzing the teacher's activities before applying the innovation in pedagogical practice.
2. Analyzing the active formation period of professional activity.
3. Analyzing the activities in the subsequent period by promoting innovations in the pedagogical process.

In professional activity, the teacher should be an advanced, highly productive creative individual, with broad interests, a rich inner world, and a curiosity for pedagogical innovations. Professional activity consists of motivational, technological, and reflective components. This process is carried out in two directions: shaping professional preparation for perceiving innovation and teaching new ways of action. The cognitive activity of learners and its management is of particular importance in organizing professional activities.

As a result of future educators' professional activity, their individual-psychological characteristics, motives, and areas of interest are thoroughly studied. Methodological sets are created to ensure an uninterrupted didactic system in extracurricular activities, and the pedagogical and psychological environment at schools is thoroughly examined to develop their collaboration.

METHODOLOGY

The aim of developing future specialists' pedagogical culture is to foster the teacher's inclination towards innovation, cultivate the skill of working independently on their development, and improve their proficiency in conducting lessons and extracurricular activities using modern pedagogical technologies and interactive methods. In this regard, future educators should demonstrate the following abilities in their professional activities:

- Apply creative motivation in lesson activities and assess professional activities;
- Collaborate in the creative interaction of teachers;
- Organize their work with determination, responsibility, and honesty;





- Identify the need for professional activity;
- Prepare to engage in creative activities;
- Align personal goals with professional activities, among others.

In pedagogical culture, the communication culture of future teachers and components like their professional-communicative activity play a crucial and decisive role. The professional-pedagogical activity and communication of future specialists are seen as essential factors in enhancing the quality of professional training in today's education system.

The pedagogical culture and competence of future specialists primarily refer to their preparedness for pedagogical communication and their ability to perform specific professional tasks to address educational, methodological, and moral-enlightening issues. The foundation of this includes the specific knowledge, skills, and abilities of future educators, particularly in pedagogical communication culture.

The unique features of the pedagogical culture and professional communication culture of future specialists are expressed in the following:

- Developing their physical qualities and abilities to the highest possible level;
- Paying attention to the beauty, freedom, and health of the human body;
- Creating opportunities for revealing their hidden intellectual and creative potential.

Future specialists should be knowledgeable in professional communication, be physically and morally trained, understand the development of personality, and integrate pedagogical culture in practice. These concepts—understanding, comprehension, and integration of communication—complement each other and are inseparable. Pedagogical activities should inspire great enthusiasm, leave deep impressions, and evoke unforgettable emotions in future specialists. Thus, the professional-personal world of future specialists should have distinct, diverse purposes and meanings, and it should be socially oriented. The most important aspect is that future specialists improve their communicative competence, engage with the school's social-cultural and existential life, and demonstrate creative approaches.

Future educators need to find their specific technologies, innovative methods, and the most effective ways to develop communication culture. In this context, their professional culture, based on pedagogical ethics, and pedagogical communication culture (communication rules, standards, regulations, content,





and technology) are of great importance. Pedagogical problems in this context demand consideration and identification of the relevant pedagogical-psychological aspects. These include individual personality, age and psychological characteristics, motivations, emotional factors, and psychological aspects—such as aesthetic perception of activities, valuable directions in sports, communication psychology, professional ethics psychology, self-observation (perception, attention, self-development, monitoring, education, understanding, modernization, socialization, evaluation, reporting), which encompass all forms.

RESULTS AND DISCUSSION

The main objective of this research was to analyze the process of developing future teachers' pedagogical culture in higher education both theoretically and practically. During the research, the components of pedagogical culture, the key factors influencing its formation, and the role of innovative approaches in the educational process were studied in depth.

The results obtained showed that a comprehensive approach plays a crucial role in the development of pedagogical culture. This approach includes the following elements:

- Formation of theoretical knowledge – mastering the basic concepts of pedagogical culture.
- Gaining practical experience – applying theoretical knowledge in real educational processes.
- Using modern pedagogical technologies and innovative methods – increasing the effectiveness of the educational process.

Moreover, the research demonstrated that the process of forming pedagogical culture cannot be limited to theoretical knowledge alone. For professional development and enhancing teaching skills, it is essential to implement practical exercises, interactive lessons, didactic tasks, and training sessions. This approach not only has a positive impact on the formation of pedagogical culture but also contributes to improving the overall quality of the educational process.

Future research in this area should focus on the following:

- Further integrating innovative methods and modern technologies into the educational process.
- Developing a deeper approach to the comprehensive preparation of future teachers.
- Improving the mentorship system and developing effective training programs for the formation of pedagogical culture.





The results of this research serve as a significant scientific basis for future studies aimed at improving the process of developing pedagogical culture in higher education.

CONCLUSION

This research was dedicated to studying the process of forming future teachers' pedagogical culture in the higher education system, both theoretically and practically. The results of the study revealed that the development of pedagogical culture is a complex and continuous process that must be based on the integration of theoretical knowledge, practical experience, the mentorship system, and innovative pedagogical technologies.

This article focused on the theoretical and practical study of the process of developing future teachers' pedagogical culture in higher education and identifying methods that contribute to enhancing the effectiveness of this process. During the research, the main components of pedagogical culture, the factors influencing their formation, and the role of modern educational technologies were analyzed in depth.

The results showed that the process of forming pedagogical culture is a complex, continuous, and systematic process requiring a comprehensive approach. The professional preparedness of future teachers cannot rely solely on theoretical knowledge. On the contrary, enriching it with practical exercises, innovative technologies, and interactive teaching methods significantly enhances the quality of education.

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