



THE PROFESSIONAL CULTURE OF THE TEACHER AND ITS SPECIFIC CHARACTERISTICS

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ABSTRACT

A modern teacher uses his experience, knowledge, skills and personal qualities in solving specific problems in teaching students. Many of these problems will need to be addressed when the teacher enters the classroom today. Every teacher solves these problems in accordance with their knowledge and skills.

In the process of reforms for the development of a new society in Uzbekistan, it is important to study the theoretical and practical aspects and experience of creating the foundations of civil society in different countries of the world at different levels and in different periods. Today, the upbringing of a spiritually and physically harmoniously developed generation is an urgent task for us on a national scale. Consistent and decisive continuation of our work on the way to this noble goal is today at the center of our policy.

KEYWORDS: *education, information technology, pedagogy, professional culture, speech, professional skills, abilities.*

INTRODUCTION

The goal of the national training program is to fundamentally reform the education system, create a national system for training highly qualified personnel at the level of developed democracies that meets the highest moral and ethical requirements. The most important and responsible task facing the teachers of our republic is to prepare specialists who will look at the world with a new look, resourceful, able to work, who will build and raise the foundation of our great future.

Our country, which is part of global development, entering a new stage of development, striving to take a place among the leading countries, is trying to find a mechanism to ensure the active participation of each individual in this process and is trying to find ways to improve technical, technological, economic and managerial mechanisms in this process. In these conditions, it is necessary first of all to form a worldview aimed at ensuring the reaction of the individual to the reforms, ensuring the process of their development. In these conditions, there is a need to ensure adaptation to the ongoing processes of members of society as a whole, individual institutions existing in its composition, especially young people and future specialists. Higher education plays an important role in solving such problems, since the process of higher education educates a new cadre entering public life, prepares them as a specialist, forms the foundations of their socialization in society. Higher education forms professional skills of future specialists, increases their positive attitude to national and universal values.

In accordance with the requirements of today's rapidly developing period, many urgent tasks have arisen in connection with the need for a new approach to the content and structure of education in the context of changing modern school education. Now a modern teacher must not only use traditional teaching methods in teaching, but also form and teach them the skills of independent learning and striving to improve their knowledge[1].

It is known that several decades ago society demanded that school education educate good performers, and now it requires the development of free-spirited, creative, responsible, humane, capable of developing independently in the future.

MAIN PART

Therefore, the teacher must have professional skills, be able to use new modern educational technologies that meet modern requirements. In particular, the goal of any science teacher is to form a general and professional culture - to prepare students to become mature, versatile, goal-oriented people who will be in demand in modern society in the future, and to provide modern education.

Everyone who chooses the profession of a teacher takes responsibility for who he teaches and educates[2]. He must take on many responsibilities in order to be eligible to be a teacher, mentor, educator, teacher, responding to his professional training[3].

Innovation is the future. If we start building our great future today, we should start with the same innovative ideas and innovative approaches. " The genesis of socio-cultural technologies in scientific management of society is the development of



science, the rise of human thinking and scientific knowledge. The solution of existing problems in the society is related to innovative activities.

It is not a secret that the current processes in Uzbekistan's new stage of development are inevitably accompanied by strong social and political activism, and many view the process as a natural state. This is a natural occurrence that comes with some difficulty in the lives of members of society, especially in the lives of young people whose minds and minds are not fully formed. Since the issues of developing the social and political consciousness of the youth and formation of a new worldview are reflected in the processes of cooperation, solidarity and understanding based on spiritual maturity, prevention of various crises and conflicts. This leads to the evolutionary evolution of development.

At the present stage of society's development, dialectical social cooperation is present in its interaction with higher education, and therefore higher education acts as a cause and consequence of the processes taking place in society. In this regard, it should be noted that, in general, higher education prepares and adapts society to natural and social changes[4]. The main purpose of higher education as an adaptive system in relation to the relations of a person, the state and society is closely interrelated. The realization that higher education is an important value plays an important role in shaping the conditions for the adaptation of society to sustainable development and the effective use of all its scientific and educational opportunities in this process.

The changing society of Uzbekistan at the stage of its development is systematically looking for new values. Under these conditions, the importance of a philosophical approach to the study of the subject increases, since only philosophical observation seeks a scientifically based answer to the difficulties put forward by society. If we make a comparative conclusion about the existing society in developed countries, it becomes clear that fundamental socio-economic changes in the country, that is, the concept of stabilizing society, can be implemented only on the basis of a scientific dialectical project. The peculiarity of the modern educational process in ensuring the flexibility of society is that the process of higher education manifests itself in practice as a special value.

One of the important directions of education system reform is systematic integration of the educational process with information and communication technologies[5]. As a strategic issue, the organization of the educational process and its cardinal renewal of the content, the organization of the pedagogical activity of the teacher in the field of information and communication technologies and the improvement of the education of students[6].

The sphere that forms the social essence of a person in accordance with the needs of society is called the education system, and the person who implements it is called a teacher. The honor of the teaching profession is not only because she is a teacher, a teacher of various knowledge and a qualified teacher, but also because she perfectly knows special disciplines and fundamental sciences, as well as the basics of teaching and education, psychology and pedagogy.

“A teacher is a highly cultured specialist who has deep knowledge of his subject, good knowledge of general and child psychology, and excellent knowledge of teaching methods”[1,35].

The main goal and task of the educational process is to prepare a harmoniously developed, mature person, qualified specialists. Therefore, we need to measure and evaluate the effectiveness of education by the level of knowledge, skills and abilities of students, their willingness to acquire independent knowledge, to find their place in society.

“The teacher is responsible for teaching students. Ibn Sina expressed the following views on what the personality of a teacher should be:

- pay attention to how students master the transferred knowledge;
- the use of various methods and forms in teaching;
- knowledge of the student's memory, the ability to assimilate knowledge, personal characteristics;
- to be interested in science;
- to transfer knowledge in accordance with the age and mental level of students”[2,59].

Concepts such as pedagogical skills, pedagogical experience, pedagogical technology are important in the teaching profession. Also, one of the important tasks of the teacher is the formation of a culture of speech in students, the development of breadth of thinking.

Since time immemorial, attention has been paid to the personal social qualities of teachers, and the requirements for teachers have become more complex and complex, based on the requirements of each age. Research has shown that any teacher should have the following social qualities.

First, the teacher must be well aware of the place of the teaching profession in the life of society, the history of its origin. Because in the process of studying the history of pedagogy, the place of pedagogical activity in human life, the history of the formation of the basic laws and principles of pedagogy is learned.

Secondly, the future teacher must master the general aspects of intellectual activity (thinking, memory, perception, imagination, attention), the culture of behavior, including pedagogical communication.

Third, the teacher must be well versed in philosophy. Because philosophy teaches a person to think abstractly. When a teacher enters the classroom, he loses himself if abstract thinking is not sufficiently developed in him. To grab the attention of your audience, you need to have well-developed abstract thinking.



Fourth, an educator teaching certain scientific knowledge must also teach the younger generation about ethics and manners. After all, such a task is the duty and responsibility of teachers and teachers.

Fifth, a person engaged in education must have an aesthetic education. It is well known what significance 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 development of the teacher are also important. The professional culture of a teacher is the essence of his professional activity, the essence of the characteristics of his personal quality is systematic education, the professional development of a teacher takes place in the process of vocational education in higher education. At the same time, the professional development of a teacher is inextricably linked with self-education, constant work on oneself, awareness of modern knowledge, as well as timely professional development. All this is an integral part of professional qualities.

The general culture of a teacher reflects the maturity of his socially significant characteristics in the implementation of his professional activity. Culture is the development of a person, the degree of realization of his mental abilities and abilities in practical activity, etc. A person's cultural development is the process through which his knowledge, beliefs, abilities and behavior are developed by the environment.

The professional culture of a teacher consists of systematic education, which is the essence of his personal qualities, within the framework of his professional activity. The level of indicators and the main structural components of the pedagogical culture of the teacher include:

- A) the level of intellectual development (primarily the development of pedagogical thinking);
- B) complex organization and level of pedagogical activity;
- C) the basics of professional pedagogical ethics, morality and etiquette;
- G) culture of interaction;
- D) the culture of speech;
- E) culture of appearance and others.

The culture of pedagogical thinking includes the development of pedagogical analytical and synthesizing abilities, critical struggle in thinking, independence, breadth, dexterity, activity, speed, development of observation, pedagogical memory, etc.

The thinking of the teacher, which is **the culture of pedagogical thinking**, includes three stages of the worldview: the first is the pedagogical beliefs in the methodological worldview. Methodological thinking allows the teacher to look at his professional career and develop a humanistic strategy.

The second stage of pedagogical thinking is a tactical worldview, which allows the teacher to think pedagogically, to materialize the pedagogical process.

The third stage is manifested in the application of general pedagogical laws to sections that are a unique phenomenon of real pedagogical activity. This is quick thinking.

In the structure of pedagogical culture, its ethical faculty plays an important role. This is a process of formation, result and greater self-determination of the process of teacher's pedagogical trust. The teacher needs to be actively involved in the relaxin process from the professional environment, to update their positions[8]. The organizer of pedagogical culture associated with professional activity is characterized by the fact that the teacher has mastered the entire range of his pedagogical abilities, which is a sign of the success of pedagogical activity, prevention of pedagogical errors and, finally, mastering pedagogical skills. Spiritual culture includes moral knowledge that is formed at the theoretical level of mature knowledge. It consists of **professional pedagogical ethics**.

The culture of pedagogical communication is manifested in the ability to hear and hear the interlocutor, ask questions, communicate and understand others, see difficult situations in communication and correctly analyze the state of influence in people, prepare for communication and the desire to communicate.

The most important thing for a teacher is to master the culture of speech. The teacher's speech should be exemplary for students from day to day and contribute to the formation of their speech culture. The grammatical correctness of speech, its lexical richness, well-expressed, figurative, mastery of speech techniques allow the teacher to qualitatively solve various professional problems.

CONCLUSION

In short, the culture of a teacher's outward appearance is assessed by the level of its conformity with the outward appearance and pedagogical activity. The formation of the general and professional culture of the teacher, openness of views, orderliness, politeness, calmness and skillful self-management lead to the success of pedagogical activity. This means that no teacher should make mistakes in the educational process. Because correct parenting requires a lot of responsibility.



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