

The System Of Formation Of Professional Culture Of Teachers Of Future Technological Education Through National Values

Bakhtiyor Kh. Razzokov

Lecturer, Faculty of Physics and Mathematics Fergana State University

Abstract:

The efforts of the teaching staff of educational institutions should be aimed at achieving the maximum effectiveness of the influence of the educational process on the development of the personality of the pupil, increasing the cultural intensity of pedagogical activity.

Keywords: national value, technology education, media, professional culture, professional spirituality, form, system, teacher.

1. INTRODUCTION

The analysis of upbringing and education today is focused on identifying the features of the manifestation of culture in the processes of training a specialist: the formation of his personal culture, the organization of activities in the conditions of humanization of upbringing, the humanization of education and the improvement of the general culture of the pedagogical process.

In the history of society, the solution of many social problems is associated with the level of their personnel, and therefore, ultimately, personal support. At each stage of social development, the cultivation of all the properties of a social (social) person, including the formation of his culture, is the key to the productive functioning of society. The success of building a new society depends primarily on a person and his cultural potential, on the degree of formation of socially significant, creative qualities of a person, on their practical implementation in all areas of management, science and art.

2. THE MAIN RESULTS AND FINDINGS

The higher school actively participates in the creation of a new subject of public relations at the beginning of the 21st century. It has a significant impact on the

pace, quality and methods of implementing the social policy of a country that is renewing itself. This influence is specifically expressed in the staffing of the scientific, technical and cultural process, improving the culture of management, the effectiveness of scientific research, in developing a responsible attitude towards work among students, in raising the level of their education and qualifications, in the growth of their creative activity and development of spiritual needs.

The complexity of solving the problems of updating the content of upbringing and education lies in the fact that over the last decade of the 20th century in higher education, the contradiction between the requirements for the image of a graduate and the real level of formation of the culture of the future specialist has not been overcome, although the deficit of spirituality and intelligence is recognized. An understanding of the connection between this deficit and negative social phenomena in society has formed in the public consciousness.

The orientation of the education system by the beginning of the 90s of the last century towards a "gross" increase in the educational and professional level of workers in modern conditions has ceased to meet the requirements of socio-

economic, scientific and technological progress. We need developed standards and samples, more flexible mechanisms for linking requirements for a person and technologies for training specialists.

In this regard, it is important to determine the purpose of upbringing and education.

The goal of upbringing and education is considered as a general strategy of pedagogical activity: to form a real personality that is capable of improving social life and oneself in specific socio-economic conditions [4]. In the conditions of modern Russian reality (the end of the 20th - the beginning of the 21st century), this means the formation of a citizen of a democratic society who can freely dispose of his abilities for work, choose the type of activity and profession; continuously develop their spiritual and physical strengths, abilities, talents and talents; master the riches of culture and creatively use them in their life; comprehend human relations, observe the norms of behavior in society, fulfill one's duty to society and individuals.

- In the modern world, the goal of education is directly related to the needs of a new stage of the scientific and technological revolution. Professions of an intellectual nature are becoming massive, including in the field of information production, since an increase in labor productivity is unthinkable without a high information culture. The continuous increase in the level of education not only of the younger generation, but of the entire working population is becoming one of the main directions in the development of the economy and culture. A high level of education and culture contributes to the stability of social life. Professional culture depends on the general culture and education, and high qualification is impossible without professional culture.

The main directions for the implementation of these tasks are defined as follows:

- approval of relations of cooperation between students and teachers in the management of vocational education institutions;

- development of student self-government, institutions of collective student self-organization (public associations and student organizations);

- creation of interuniversity centers for the development of extracurricular activities of students;

- development of leisure, club activities as a special sphere of life and activity of student youth and the functioning of youth sub-culture;

- development and improvement of the network of social and psychological assistance services for young students in vocational education institutions [5].

A systematic study of new requirements for a specialist, for the value and completeness of his social image is based on many methodological principles. Based on the systematization of the content of official documents and materials on the issues of reforming the country (since 1992), it is possible to generalize the blocks of new requirements for the personality of a specialist in the main areas of education.

Block "spiritual culture, moral character": strong moral convictions, democracy in communication, openness, goodwill, ability to work with people, attention and trust in people, moral health, honesty, adherence to principles, modesty, strong-willed qualities, unity of word and deed, optimism, consciousness, self-demanding, active participation in the spiritual life of society, intellectual potential, broad spiritual needs, cultural outlook, the need for constant self-education, developed aesthetic taste.

Block "political maturity» (the formation of the political culture of specialists is considered as one of the measures to overcome stereotypes of thinking and action): citizenship, patriotism, internationalism, interest in

public affairs, a strong scientific outlook, attitude to social problems as the most important political matter, overcoming the technocratic approach to solving social problems, the ability to actually carry out the renewal of society.

Block "high professionalism, business and creative qualities": competence, professional skills, creativity, the need to work efficiently, a sense of responsibility for the task assigned, independence of judgments and actions, mastering the latest advanced equipment and technology, the ability to see the future, the need for continuous expanding and updating knowledge, the ability to be an educator and organizer in a team, healthy dissatisfaction with what has been achieved, intolerance to shortcomings, indifference, discipline, punctuality, organization, tolerance for the unusual, flexibility, the ability to search, the ability to establish contact, distribute tasks, make decisions, support talent.

The system of projected qualities of a specialist, no matter how complete it may be, cannot and should not be absolutely accurately reproduced in every graduate. Otherwise, when the educational process is over-organized, such a model can become a kind of absolute, claiming to be suitable for everyone. The resolution of contradictions between training standards (albeit high ones) and individual personal development lies on the path of humanization of education, which is a complex, open and dynamic process that creates the opportunity for each student to develop as an individual based on the choice of their own, personally significant goals and tasks of self-education from collections of various samples given by society.

Personal development is a constant formation, change, emergence of new meaningful personal structures - a process that is adequate to the entire system of life and lifestyle of the individual. In this sense, the formation of the personal

structure of a future specialist is in fact a complex process of enrichment of individuality, in which the formation of personal culture and the formation of the quality of intelligence intersect.

In this regard, it is by no means accidental to refer to the concepts of culture and intelligence - the qualitative characteristics of the individual. In the 80s of the XX century, these issues were considered by L. Izhitsky, I. Kon, L. Smolyakov, V. Yazov and others. In our work, we do not touch on the complex and controversial social and philosophical problems of the intelligentsia, questions of its role in society (especially in the 20th century), we do not touch upon the historical paradoxes of its development, which were revealed by Russian writers and philosophers (F.M. Dostoevsky, N.A. Berdyaev, V.S. Soloviev, N.F. Fedorov, etc.). This problem requires special approaches and methods of analysis. In the interests of our study, let's consider the relationship between personality culture and intelligence. Many of their constituent elements are common, but personality culture is a more complex system of qualities. Intelligence presupposes the unity of education, upbringing and culture, which is manifested in the orientation of the way of life, behavior and human activity towards moral ideals. It is a consequence of the creative work of the mind and spirit, a measure of culture and upbringing of a person. [6, p.45-47].

Intelligence is a natural expression of the spiritual wealth of a person who is characterized by selflessness, sincere decency, hard work, modesty, honesty, a sense of responsibility, nobility, selflessness, bright individuality, and fortitude of character. In addition, its important components are creative abilities, developed self-awareness, a sense of belonging to history and culture.

VV Makaev considers intelligence as a feature of a specialist, combining high spiritual culture and intellect, mind,

consciousness and morality ("conscientious mind"). Intelligence includes admiration for truth, goodness and beauty [4, p. 101].

Thus, intelligence is a complex characteristic of a person's social behavior, indicating the level of his intelligence, moral and aesthetic maturity. Today, more than ever, the issue of forming a culture of a specialist, which combines high professionalism, intelligence, social maturity and creativity, is acute..

"... Without culture, there is no ... morality in society. Without elementary morality, social laws and economic laws do not work, decrees are not followed, and modern science cannot exist ... ", - wrote Academician D.S. Likhachev (Izvestia, 1989, June 1). The well-known teacher-practitioner V.A. Karakovsky notes: "Culture is a great wealth accumulated by mankind both in the material, and especially in the spiritual life of people" (62, p. 45). "Culture," writes T.I. Balakina, "is a historically developing, many-sided, multi-complex system of material and spiritual values created by man, socio-cultural norms and ways of their distribution and consumption, as well as the process of self-realization and disclosure of creative potential individuals and society in various spheres of life" (14, p.3). The Latin "cultura" literally means the creation, processing, care, cultivation of something. In a broader sense, culture is the achievements of mankind in the field of material production, social and spiritual life throughout history or in its individual periods [7, p. 103]. The specifics of our study allows us to put forward a working definition of culture as an activity in the sphere of the spiritual life of people, achievements in the field of scientific knowledge, enlightenment, education and upbringing of a person.

In this regard, it is important to comprehend the concept of "specialist culture" (in some sources - "professional

culture") in order to correlate it with the search for new forms of education at the university.

Domestic scientists characterize the culture of a specialist as an expression of maturity and development of the entire system of socially significant personal qualities, productively implemented in individual activities (scientific, political, professional, etc.). It is the result of the qualitative development of knowledge, interests, beliefs, norms of activity and behavior, abilities and social feelings. [6].

The culture of a specialist as an integral indicator of the creative beginning of behavior and activity is formed in the unity and interaction of all components:

1. Systems of knowledge and interests of the individual, forming the horizon and formed on the basis of information knowledge;
2. Belief systems, forming a worldview level, formed on the basis of interests, life prerequisites and value orientations;
3. Systems of skills and abilities developed on their basis, forming the level of practical activity, formed on the basis of social needs and attitudes;
4. Systems of individual norms of behavior and mastered methods of activity that form the level of regulation of social behavior of a person, formed on the basis of cultural patterns and principles of behavior through various forms of communication and self-education;
5. Systems of social feelings, forming the level of emotional culture, formed on the basis of experiencing the processes of activity and behavior of the individual and implemented in emotional activity.

What can be considered an indicator of the culture of a specialist's personality? In all likelihood, the degree of breadth of outlook, the direction and degree of formation of the worldview, the degree of social activity in general, the social significance of individual norms of

behavior; possession of various methods of activity, the nature of emotional receptivity and intuition. However, it must be borne in mind that they are based on a certain general indicator of the development of a person's culture - a measure of versatile creative activity.

In the structure of a specialist's activity, the typology of his culture is largely determined by his specialty and profession. In the activities of a scientist, a researcher, professional culture and scientific culture merge in one form or another; a cultural figure, an employee of cultural and educational institutions combines professional culture and aesthetic. In the practice of a teacher, a teacher, there is a tendency to merge professional and moral culture, a culture of communication. In the activities of a teacher, linguist, translator, one can distinguish such fundamental functions as axiological, epistemological, communicative, constructive, mobilization and educational.

Based on the characteristics of each of these functions [4, p.4-5], we determine their content.

The axiological function expresses the direction of the specialist's activity from the point of view of the system of values. No matter how complex, for example, the process of transmitting information, translation, it should not separate the content of what is being translated from the linguistic form of the original, thought from its true meaning.

The epistemological function is the identification of the relationship between the subject and the object in the course of the specialist's activity, the attitude of a person to the work performed by him, the establishment of the relationship of knowledge to reality.

The communicative function is manifested in the ability to easily establish connections, freely and naturally contact with others, and inform in a timely manner.

A constructive function is the mental establishment of a course, the design of a process of purposeful and fruitful activity of a specialist.

The mobilization function involves the provision of psychological preparation for activities, the perception of new material, the structuring and implementation of information to be comprehended, as well as the activation of communication between a specialist and those whom he informs.

The educational function of the activity of a linguist in general terms includes the determination of the conditions of activity that contribute to its greatest effectiveness; knowledge of methods and techniques for developing interest in the transmitted information among listeners; possession of performing skills of artistic reading, performing arts; the ability to restructure one's speech depending on the specific situation; possession of skills to control the assimilation of transmitted information by listeners; rational combination of individual and group forms of work; using a personal example (individual communication style, appearance and internal culture in order to increase the effectiveness of influencing the consciousness, feelings and will of the participants in communication).

These functions of the activity of a professional teacher, linguist, translator necessarily require, along with special training, the formation of a high culture, spirituality, and intelligence.

All this shows the complexity and ambiguity of the connections that exist in the system of the specialist's personal culture. So, the culture of personality is the harmony of the culture of knowledge, the culture of feelings and the culture of creative action. The culture of a specialist (both in terms of its internal structure: knowledge - beliefs, skills - norms of activity and behavior - social feelings; and in terms of typology: political, moral,

professional, etc.) is formed by the whole way and style of life, at the same time influencing for their development.

Scientific publications on the problem of forming a specialist's personality culture consider the content and features of the formation of certain types of personality culture (professional, moral, aesthetic, etc.). They show an increase in interest in the study of the process of formation of personal culture.

In this regard, apparently, it is necessary to speak about certain regularities in the development of university pedagogy. At each stage of the development of society, it reflects the dynamics of its way of life, the contradictions of real educational activities, and the peculiarities of the typology of generations of young students.

Thus, the formation of the culture of the future specialist as an urgent task of upbringing and education can be considered as a multifaceted problem of social and scientific significance. This puts it in the circle of methodologically important problems of the theory and practice of education, primarily because it requires a new cultural and pedagogical thinking, other than what was in the system of authoritarian pedagogy - humanitarian influences on the individuality of each student.

So, the formation of a personality culture of a future specialist is a process of arming it with a system of values (material and spiritual); disclosure and development of personality abilities in its conscious activity under the influence of education and training.

In the content of this definition, we note the following:

1. The student's personality is considered as an object and subject of the process of forming his culture. We will study the implementation of this aspect in the 2nd and 3rd chapters of this work.

2. The main ways of forming a culture of personality are education and

training. In our work, we explore the main way - the education of the personality of a future specialist.

Social requirements for the culture of the individual is a process that fixes social dynamics, they are updated every decade, and it is clear that at the beginning of the 21st century they are higher than in the 80s and 90s of the past century. Therefore, a certain "overestimation" of the requirements for today's specialist is necessary, so that the activity of a graduate of a higher school and in 10-20 years meets the dynamics of social development.

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