

## **TEACHER PROFESSIONAL CULTURE AS ONE OF THE COMPONENTS OF THE FUTURE TEACHER'S DIGITAL COMPETENCE**

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**Abstract.** This article is devoted to the formation of the pedagogical responsibility of the teacher, which is an integral part of the digital competence and also the component of the professional culture of the future teacher, and thus is necessary and mandatory in the structure of the personality of the future specialist. The subject-professional component presupposes the presence in the structure of the teacher's personality of the unity of general pedagogical and special abilities.

**Key words.** Responsibility, teacher, integral part, professional, component professional culture, future teacher, creativity, individuality, personal development.

Today's world is constantly in need of skilled professionals and career mobility to work in a changing economic environment. Education is an important institution for creating the basis for the development of the digital economy. In the labor market, the task of improving the quality of modern vocational education is relevant and is determined by the needs of employers and the digital economy as a whole. This has led to great changes at all levels of education. A new step in the development of society, called "digitalization", also called a new process, is the chosen direction of reforming education in Uzbekistan by changing the information process. The digital world is a complex combination of technology and material, social and human activities, including educational ones.

At the same time, an analysis of the professional and personal development of a modern teacher in practice shows that the level of professional culture of most teachers does not yet meet the needs of modern society and the requirements of a student-centered educational process. Therefore, mastering the professional culture of a future teacher is a necessary condition for the effectiveness of his professional activity, which is reflected in the competencies of the State Educational Standard of Higher Professional Education and allows us to consider the formation of a professional culture of future teachers as the goal of the educational process in higher education and as an actual direction of scientific research.

The problem of the formation of professional culture as the most important area of modern scientific research attracts the attention of scientists of various profiles.

The general theory of culture is presented in the works of A.I. Arnoldov, N.S. Zlobin, V.M. Kant, L. Feuerbach and others.

In recent years, professional culture has been intensively studied and is being studied in the system of psychological and pedagogical sciences: E. V. Bondarevskaya, I. F. Isaev, N. V. Kuzmina, V. V. Serikov, V. A. Slastenin and others.

The question of a systematic approach to the analysis of professional and pedagogical activity is considered in the works of S. I. Arkhangelsky, V. I. Andreev, V. P. Bespalko, V. V. Kraevsky, N. K. Sergeev and others. The professional activity of a teacher is considered by scientists as a complex dynamic, multilevel, hierarchical structure.

In philosophy, sociology, pedagogy, psychology, a number of studies have been carried out on certain aspects of the professional culture of the future teacher: methodological - by I. F. Isaev, V. V. Kraevsky, V. A. Slastenin and others; historical and pedagogical - A. K. Kolesova and others; moral and aesthetic - A. A. Verbitsky, E. A. Grishin and others; communicative - A. V. Mudrik, T. N. Levashova and others; spiritual - E. N. Shiyarov and others. A certain interest in the development of the problem posed was caused by studies devoted to the preparation of future teachers for creative professional activity - V. I. Andreev, V. I. Zagvyazinsky, V. A. Kan-Kalik, A. A. Melik-Pashaev, N. K. Sergeev and others.

With all the undoubted theoretical and practical significance of the studies of the above authors, it should be emphasized that scientific research has not yet accumulated sufficiently complete material necessary to solve the problem of forming the professional culture of future teachers.

Based on the foregoing, the relevance of this article is determined by a number of factors, including: the social order of society for the personality of a future teacher of high professional culture and a scientific, purposeful approach to its formation; the need for the development, testing and implementation of a pedagogical system for the formation of a professional culture of students of a pedagogical university, which ensures the effective achievement of the goal.

Thus, it can be stated that in modern conditions the contradiction between the objective needs of society for future teachers of high professional culture and the insufficiently studied conditions for its formation within the walls of a teacher training university has become aggravated. That is, according to the current socio-cultural situation, there is a need to create pedagogical conditions for the formation of a professional culture of future teachers in a pedagogical university.

When developing the initial theoretical positions of the study in identifying the essence of professional culture, we relied on the fact that we considered it as part of a universal culture containing world pedagogical experience, as a change in cultural epochs and their corresponding pedagogical civilizations, as the history of pedagogical science and education, as a change in educational paradigms. We have analyzed the works of O. A. Abdullina, S. I. Arkhangelsky, E. V. Bondarevskaya, V. A. Kan-Kalik, N. V. Kuzmina, V. A. Slastenin and others. that they lack a single and generally accepted definition of the professional culture of the future teacher.

So, in the socio-pedagogical plan, professional and pedagogical culture is considered as a complex social phenomenon that reflects and characterizes the life and versatile activities of a person, as part of the spiritual activity of society (A. V. Barabanshchikov, E. V. Bondarevskaya, I. F. Isaev and etc.)

On an individual and personal level, it is interpreted as an element of the social maturity of the individual, which implies the inclusion in the structure of professional

culture of such components as: spiritual and intellectual, procedural, creative, value-emotional (T. V. Ivanova, V. A. Slastenin and others .).

The analysis of scientific works allowed us to determine the area of pedagogical research: to formulate a definition of the professional culture of the future teacher, to clarify its essence and component composition, to define the process of its formation in modern conditions of education modernization and to identify the pedagogical conditions for its formation.

Sharing the opinions of the above scientists, we will understand the professional culture of the future teacher as a complex, genetically and socially determined system, integral to the universal culture, an integrative personal education of a qualified specialist. It is characterized by the presence of a sufficient supply of pedagogical, methodological, special knowledge and skills in combination with high personal and moral qualities and experience in creative activity.

On the basis of this definition, the professionally important qualities inherent in the professional culture of the future teacher are highlighted, which should function in a complex structural unity, the basis of which is the relationship of general pedagogical, personal-moral, creative and subject-professional components.

The general pedagogical component is the basis of all professional and pedagogical training and includes all the functions of pedagogical activity: knowledge of fundamental ideas, concepts, laws and patterns of development of pedagogical phenomena; knowledge of leading pedagogical theories, main categories and concepts; knowledge of fundamental pedagogical facts; knowledge of philosophy and sociology, psychology and physiology; knowledge of leading pedagogical technologies and innovations; knowledge of the processes of formation and development of the mental activity of the student, his abilities; applied knowledge of the general methodology of teaching and educating schoolchildren, etc.

The personal and moral component of the future teacher's professional culture, which involves the formation of a moral culture, without mastering the basics of which it is difficult to imagine a "highly qualified specialist" whose moral culture becomes one of the main components of professional culture. A graduate must follow the ethical standards of society, show interest in people and life, possess such qualities as spirituality, morality, tolerance, restraint, patience, calmness, kindness, perseverance, tact and much more.

The creative component is one of the important components in the structure of the professional culture of the future teacher, which manifests itself in his ability to maximally organized, pedagogically soundly apply various forms and methods of education and training, professional knowledge and personal qualities in the educational process. The creative component of professional culture is also expressed in the creation of new pedagogical ideas, in the ability to solve atypical pedagogical problems. The highest level of creativity is the constant independent research activity of the future teacher, without which his self-improvement and self-education is unthinkable.

The subject-professional component of the professional culture of the future teacher is necessary and mandatory in the structure of the personality of the future specialist, reflecting the aesthetic taste, emotional responsiveness, including various

activities, improvisation, etc. The subject-professional component implies the presence in the structure of the personality of the teacher of the unity of general special abilities.

Under the formation of the professional culture of the future teacher, we mean a specially organized, systematic, purposeful and phased process of developing pedagogical activity in the context of the formation of a professional culture and in accordance with both official pedagogical standards, qualification characteristics, and students' ideas about the ideal of pedagogical professionalism.

The theoretical and methodological substantiation of the process under consideration made it possible to identify the pedagogical conditions that contribute to the effective formation of the professional culture of future teachers, corresponding to the main components of the educational process in their integral relationship and interdependence.

By pedagogical conditions, we understand the specially created real circumstances of the professionally orienting work of students, which contributes to the formation of a high-level professional culture as the most important personal quality of a qualified specialist. The social and pedagogical significance of such a set of conditions lies in the fact that its presence in the educational process of a teacher training university affects the effectiveness of the formation of pedagogical professionalism with the maximum nominal values available to each student.

Developing a system of conditions for the formation of the professional culture of future teachers as the pedagogical foundations for the effective organization of the educational process at a university (external conditions), we proceeded from the fact that the formation process should be brought into a system, managed and pedagogically organized.

In order to achieve the goals of forming a professional culture among future teachers in a university, it is necessary to organize such an educational process that should ensure the transformation of educational and cognitive activity into professional activity with a corresponding change in needs, motives, goals, actions, means and results (internal conditions).

We believe that one of the main external pedagogical conditions for the formation of the professional culture of future teachers is the inclusion in the educational process of the university of adequate theoretical models that set the system for the transition from educational to professional activities (semiotic, simulation, social learning models (A. A. Verbitsky)). The essence of the above pedagogical conditions lies in the fact that the content of education is designed as a subject of educational and professional activity, which from the very beginning puts the student in an active position. The integral content of professional activity is expressed in the system of educational problems, tasks and models approaching professional ones. Purpose: ensuring the personal inclusion of the future teacher in the development of professional activity as part of human culture, enriching social experience through the creative development of the personality of the future specialist, in particular, his motivational sphere.

Within the scope of our article, we also consider the professional and pedagogical influence on all spheres of the personality (motivation-need, intellectual,

emotional-volitional, individual-behavioral) of the future specialist as one of the external pedagogical conditions for the formation of the student's professional culture. Its essence lies in the organization of the educational process in the conditions of the university, in which an integrated approach is carried out to the formation of the professional culture of students, scientifically based inclusion in their practical work of various types of upcoming professional activities. Purpose: effective improvement of the formation of professional culture as an integrative-holistic, general personality education of the future teacher.

The next external pedagogical condition is the principle of integration in the construction of the content of education. Its essence lies in the organic unity of general scientific, general professional and special knowledge through the implementation of a set of certain pedagogical principles and methodological techniques. Purpose: to identify the most significant facts, phenomena, patterns from the fundamental sciences for the conscious development of disciplines of special and general professional cycles, i.e. identification of the optimal minimum of knowledge, skills and abilities for the successful mastery of a particular specialty.

The most important internal condition for the formation of the professional culture of future teachers is the development of adequate motivation. Its essence lies in the acquisition for the individual as a result of a certain activity of personal meaning, which turns the externally set goals of his activity into the internal needs of the individual. Purpose: to increase the professional orientation of the personality of the student at the university, the creation of psychological and pedagogical conditions in which the student will be able to take an active personal position and fully reveal himself as a subject of educational and future pedagogical activity.

The next internal pedagogical condition that contributes to the effective formation of the professional culture of future specialists is the implementation of a differentiated, individual-personal approach to teaching students. Its essence is to involve each student as much as possible in the process of forming a professional culture. This condition is expressed in the application of individual teaching aids, forms and methods of work in the lessons of an individual cycle, as well as in the use of innovative special courses in the educational process for the development of an individual style of professional and pedagogical skills among students. Purpose: ensuring the optimal development of professionally important qualities of future specialists through reasonable consideration of specific data on the individual characteristics of each student.

Within the framework of the internal pedagogical conditions for the formation of students' professional culture, we also consider the use of educational and pedagogical tasks of a heuristic, research, creative nature in the educational process. The essence of the above is in filling the content of the educational and developmental activities of students with the search for original creative solutions to general pedagogical and specific (in accordance with the chosen specialization) tasks. Purpose: formation of a creative beginning in future specialists as an essential component of professional culture.

The system of interrelated pedagogical conditions for the formation of the professional culture of students of a teacher training university, which we have

isolated on the basis of extensive theoretical research by domestic scientists and from the mass educational practice of educational institutions, does not exhaust the whole variety of such conditions - they are only the most effective according to the combined assessment of teachers and students.

Thus, the results of the analysis carried out within the framework of this article give reason to assert that the successful formation of the professional culture of the future teacher can be achieved by implementing the following pedagogical conditions: external - the inclusion of adequate theoretical models in the educational process: professional and pedagogical influence on all spheres of the personality; the principle of integration in the construction of the content of education; internal - development of adequate motivation; implementation of a differentiated, individual-personal approach to teaching students; application in the educational process of educational and pedagogical tasks of a heuristic, research, creative nature.

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