



METHODOLOGY FOR DEVELOPING THE PEDAGOGICAL CULTURE OF FUTURE SPECIALISTS

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Abstract This article explores the methodology for developing the pedagogical culture of future specialists. The formation of pedagogical culture contributes to the development of professional skills, moral values, and creative abilities of specialists. The article discusses methods such as pedagogical training, experience exchange, interactive learning, psychological approaches, and the use of technological innovations. Additionally, it analyzes the importance of personal and creative activity, empathy, environment, and social context in developing pedagogical culture, as well as the processes of reflection and effectiveness assessment. The research includes recommendations related to modern approaches to enhancing the stages of developing pedagogical culture and its impact on professional training.

Keywords: pedagogical culture, professional skills, pedagogical methodology, teaching methods, interactive learning, psychological approach, creative activity, pedagogical ethics, empathy, technological innovations, reflection, pedagogical competence, experience exchange, professional development, social skills.

In addition to developing the pedagogical culture of future specialists, it is essential to enhance their social skills to prepare them for successful social integration and securing a suitable position in the labor market. Implementing such an approach requires comprehensive support for future educators during the learning and cognitive process, which holds significant pedagogical importance.

The methodology for developing the pedagogical culture of future specialists is a set of special systems, methods, and tools aimed at shaping teachers' professional skills and fostering their creative abilities. This methodology helps strengthen the values, moral-ethical qualities, and cultural-creative skills related to the pedagogical activities of teacher-specialists. It includes several key components:



1. **Pedagogical training and experience exchange** Developing pedagogical culture requires educators to share experiences and engage in mutual learning. Participation in seminars, training sessions, and conferences facilitates the exchange of professional knowledge and insights.
2. **Orientation towards personal and creative activity** Specialists are encouraged to apply new pedagogical innovations in their personal or creative activities. This involves strengthening individual or group work with students and utilizing new methods and technologies.
3. **Formation of pedagogical ethics and values** educators must be introduced to both ethical and professional values, fostering a sense of responsibility to perform their duties effectively. Every teacher should pay attention to ethical and moral considerations in their work.
4. **Interactive teaching and effective instructional methods** Ensuring students' active participation in pedagogical activities and establishing effective and impactful communication is crucial. Interactive teaching methods, such as discussions, debates, and group work, are recommended to achieve this goal.
5. **Psychological training and empathy** Pedagogical culture encompasses not only ethical and professional aspects but also psychological skills. Teachers must be capable of understanding students' psychological states and guiding them appropriately.
6. **Environment and social context** Developing pedagogical culture requires adapting educators to the local culture and social environment, helping them consider the diverse cultural and social backgrounds of students.
7. **Utilization of technological innovations** Modern pedagogical culture necessitates mastering innovative technologies. This includes integrating digital tools into teaching practices, using online platforms, and employing virtual and written resources.
8. **Development of critical thinking and analytical skills** Enhancing the pedagogical culture of specialists also involves fostering their analytical thinking skills. This requires training sessions that help them analyze pedagogical situations and select effective teaching methods.
9. **Reflection and effectiveness assessment** Specialists should regularly engage in self-reflection on their pedagogical activities. This enables educators to evaluate their work, identify shortcomings, and implement improvements. This methodology should be designed to analyze and enhance all aspects of pedagogical culture, contributing to the development of the general education system.

These elements should be assessed through surveys conducted among students to determine their level of motivation and the content of their professional learning experiences. By doing so, future educators can observe step-by-step changes in their worldview, motivation, intellectual and moral-ethical development, awareness of socio-cultural values, and the growth of professional competence.

The role of communication in pedagogical culture development. In higher education institutions, the most crucial educational factor is the interaction between teachers and students. If this communication is characterized by humanity, goodwill, and a supportive environment, the effectiveness and impact of teaching and upbringing processes will increase. During the training of specialists, the teacher's role as a carrier of moral, social, professional, and general culture is of primary importance.

Psychological comfort during the educational process, as well as the humanitarian relationships between teachers and students outside the classroom, significantly influence students' motivation and satisfaction. A favorable humanistic environment strengthens students' trust in their teachers and enhances the effectiveness of educational influence. Our research suggests that the issue under study is closely related to moral, humanitarian, and aesthetic values. The following pedagogical principles can serve as the foundation for addressing this issue:

1. **Humanization principle** This principle focuses on the interests, goals, and future prospects of prospective educators, expanding their capabilities and ensuring the coherence of their social relationships and professional actions.
2. **Collaboration principle** During the process of cooperation, participants strive to understand one another and exchange meaningful information. Effective collaboration can be achieved through well-organized student self-governance systems, the culture of human relationships, and a democratic approach to managing education and student life.
3. **Continuity principle** The continuity of developing pedagogical culture among future specialists can be expressed as a psychological guideline for young people to actively adopt national and universal, moral, social, and cultural norms.
4. **Creativity principle** Pedagogical culture cannot be developed without a creative component. Any creative activity is inherently social, as its outcomes aim to improve society and its members. The creative process fosters qualities



such as independence, personal initiative, dialectical thinking, and adherence to professional standards.

A comprehensive approach should be used to assess the level of pedagogical culture development among future specialists. During our research, we extensively utilized diagnostic methods, including classroom and extracurricular observations, psychodiagnostic training, "trial" lessons focusing on socio-cultural content, intellectual and thematic competitions, conferences, and various psychometric methods to evaluate students' individual characteristics and preparedness.

In the traditional system of training future specialists, the main focus is on what and how to teach students to enhance their knowledge and skills. However, modern didactics emphasizes the need to develop students' ability to effectively utilize a wide range of pedagogical tools in their professional activities.

In line with modern pedagogical requirements and advanced technologies, education should move beyond descriptive learning towards the development of value-based attitudes, raising the motivational domain of future educators to align with contemporary, historical, socio-cultural, and scientific-pedagogical perspectives.

Based on the general characteristics of the technological approach, we developed a pedagogical culture development technology within the framework of the "Pedagogical Mastery" course. This technology consists of three interconnected stages, each building upon the previous one:

1. **Acquisition of pedagogical knowledge** This stage involves defining pedagogical competencies through testing, written, or oral assessments. Students engage with educational materials and begin forming pedagogical skills using interactive methods and problem-solving scenarios.
2. **Integration of pedagogical culture into subject matter learning** At this stage, students analyze the significance of pedagogical culture in professional training. Various pedagogical activities, including role-playing games, are used to enhance students' practical skills.
3. **Systematization of pedagogical culture development** The final stage focuses on problem-based and situational tasks that help students systematically integrate their acquired knowledge, skills, and competencies into their professional development.

Through the analysis of problematic situations, future specialists gain essential skills for assessing and solving challenges in their daily and future professional activities.



In higher education institutions, psychological comfort during the learning process and the humanitarian relationships between teachers and students beyond the classroom significantly influence students' mood. A supportive and humane environment enhances students' satisfaction, increases their trust in their teachers, and improves the effectiveness of educational influence.

In our opinion, the issue explored in this study is closely related to moral, humanitarian, and aesthetic values. The following pedagogical principles can serve as the foundation for addressing this issue:

1. **Humanization principle** This principle focuses on the personal interests, tasks, and prospects of future educators. It aims to expand their capabilities, ensure the harmony of their social relationships and professional actions, and enhance their potential.
2. **Collaboration principle** Collaboration involves mutual understanding and meaningful information exchange between individuals. Effective collaboration can be achieved through well-structured student self-governance systems, the culture of human relationships, and democratic approaches to managing education and student life.
3. **Continuity principle** The continuity of pedagogical culture development among future specialists can be expressed as a psychological guideline that encourages young individuals to actively adopt national and universal, moral, social, and cultural norms.
4. **Creativity principle** Pedagogical culture cannot be developed without a creative component. Any creative activity is inherently social, as its outcomes aim to improve society and its members. The creative process fosters qualities such as independence, personal initiative, dialectical thinking, and adaptability to standard and non-standard professional situations.

A comprehensive approach should be applied when assessing the level of pedagogical culture development among future specialists. Throughout our research, we widely utilized diagnostic methods, including:

- Observations of students' activities in both classroom and extracurricular settings
- Specialized psychodiagnostic training sessions
- "Trial" lessons focused on socio-cultural content
- Various intellectual and thematic competitions
- Organizing conferences
- Applying different psychometric methods to analyze students' individual characteristics and level of preparedness



Modern Approaches to Training Future Specialists. In the traditional system of training future specialists, the primary focus is on what and how to teach students to enhance their knowledge and skills. However, modern didactics emphasizes the need to develop students' ability to effectively utilize a wide range of pedagogical tools in their professional activities.

To align with contemporary pedagogical requirements and advanced technologies, education should move beyond the traditional approach of merely describing and reinforcing knowledge. Instead, the focus should be on cultivating value-based relationships, enhancing the motivation of future educators, and integrating historical, socio-cultural, and scientific-pedagogical perspectives into their professional mindset.

Technological approach to pedagogical culture development. Based on the general characteristics of the technological approach, within the scope of our research, we developed the following methodology for enhancing the pedagogical culture of future specialists through the course "Pedagogical Mastery" (see Figure 1).

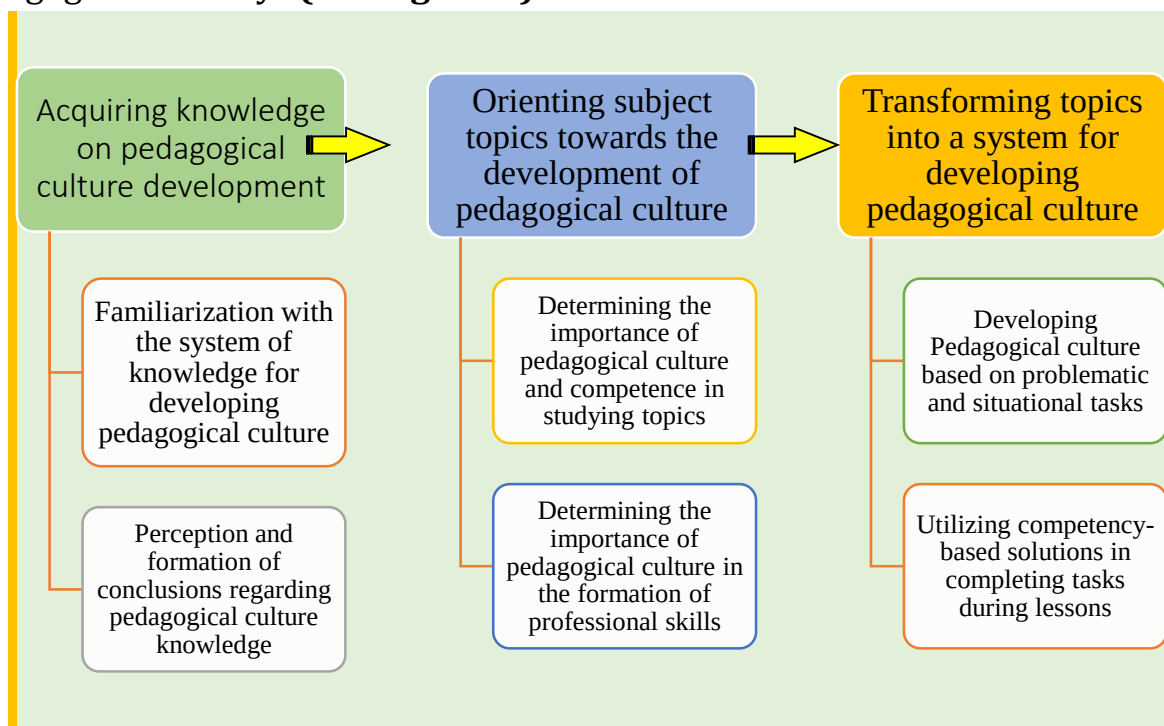


Figure 1. Technology for developing pedagogical culture

This technology emphasizes **integrativity** as its primary characteristic, which is reflected in its name. Any system consists of an internal structure and elements (components), and in this case, the elements of the system are its **stages**, which are interdependent and complementary. The methodology consists of **three stages**:



First Stage: acquiring knowledge on pedagogical culture development

This stage focuses on obtaining knowledge related to the development of pedagogical culture and is implemented through the following tasks:

1. Assessing pedagogical qualities:

- Within the framework of the “**Pedagogical mastery**” course, future specialists' pedagogical culture and competencies are developed.
- The teacher identifies students' pedagogical attributes using **tests, written or oral assessments, and discussions** to determine the necessary areas for improvement.

2. Familiarization with educational materials:

- Students are introduced to educational materials that aid in the formation of pedagogical skills.
- **Interactive methods and problem-solving activities** are integrated to enhance learning.
- Students are encouraged to engage in **independent work**, which promotes personal opinions, individual approaches, and competency-based development.

Second Stage: Aligning Subject Topics with Pedagogical Culture Development

At this stage, the primary focus is on **analyzing and determining the importance of pedagogical culture in the study of various subjects**. The previously acquired pedagogical skills are further developed into professional **competencies**.

- The significance of pedagogical culture in shaping **professional mastery** is identified and examined.

- Role-playing and **individualized games** are incorporated into the learning process to encourage hands-on practice and problem-solving skills.

Third Stage: transforming topics into a system for developing pedagogical culture. At this stage, problem-based and situational tasks are **utilized to enhance pedagogical culture**. The **acquired knowledge, developed skills, and competencies gradually** form an integrated system, **leading to competency-based expertise**.

- **Analysis of problematic situations** is one of the most effective methods in pedagogical culture development.

This approach helps future specialists acquire the ability to **analyze real-world professional challenges and identify optimal solutions** for various scenarios they may encounter in their teaching careers.



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