The Process of Formation of Pedagogical Culture

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Annotation. The data studied to date show that in the practice of schools there are model curricula that take into account the specifics of the professional activity of teachers, aimed at the development of practical skills and in accordance with the principles and. modern person-centered learning technologies are used.

Introduction.

Professional pedagogical culture is an integral quality of a teacher who has a pedagogical profession, who designs his general culture. It is a synthesis of the high professionalism and inner qualities of the teacher, the mastery of teaching methods and the presence of cultural and creative abilities. It is a measure of the creative assimilation and transformation of experience accumulated by humanity. A teacher with a pedagogical culture, well-developed pedagogical thinking and consciousness, creative potential.

Pedagogical culture is an integral characteristic of personality and it requires a certain level of mastery of professional and pedagogical values, person-centered technical and professional self-awareness techniques, as well as appropriate communication skills. From the point of view of the formation of pedagogical culture at the present stage, it should be noted that social factors such as the devaluation of moral values, loss of interest, spiritual ideas, as well as the decline in the value of education in the minds of young people did. The principles of development of pedagogical culture should also be taken into account in the process of pedagogical training of students, because at this stage the process of formation of personal values and initial professional relations is carried out. Today, students majoring in "Social Work" are of particular interest, as in recent years there has been a great demand from the public for the provision of social services in the social protection system. Therefore, in this area there is a need to control the quality of professional and pedagogical training of students in educational institutions. Literature review High level of pedagogical culture is one of the qualities that determine the ability of future social workers to solve current social problems through timely and quality material and moral legal support of the population. The behavior of a social worker is greatly influenced by the system of

interpersonal relationships, inspired by his or her set of personal and moral qualities, values, and interests. Therefore, the education of spiritual and moral culture should play an important role in the process of training social workers.

Pedagogical theorists and practitioners, as well as the implementation of professional and pedagogical training of students in educational institutions in the specialty "Social Work" will allow to carry out the development, organization and activation of educational functions. If we consider the main elements of professional and pedagogical training of the future social worker, we can note the following:

- ✓ teacher's professional and pedagogical education,
- ✓ professional and pedagogical development of a teacher,
- ✓ professional and pedagogical behavior of the teacher.

It should be noted that scientists studying the peculiarities of modern professional and pedagogical training of students in the specialty, often divide it into 4 main components: motivational-objective, meaningful, active and effective. This allows us to take into account the experience of applying all traditional and non-traditional forms, methods and techniques of teaching and educating students. Accordingly, the demand for specially developed educational technology to continuously and consistently improve the practical skills of students majoring in "Social Work" remains relevant. The purpose of the study The purpose of the study is to determine the level of formation of pedagogical culture in future social workers at the present stage and to develop a universal model that improves the quality of professional and pedagogical training of students in "Social Work".

Development of pedagogical culture of the social worker in educational institutions of the Republic of Uzbekistan is studied in the following directions:

- search for ways to develop the practical direction of pedagogical culture;

- Generalization of experience of traditional and non-traditional forms, methods, techniques of teaching students in the specialty "Social Work";

- Development of high moral qualities and pedagogical culture in students;

- Availability of educational documents and teaching aids during the educational process;

- Wide application of individual approach to teaching.

The study of the practice of developing agro-culture summarized the experience of pedagogical

and methodological work of educational institutions of our country. **Analysis and results**

Analysis of the structure of normative and legal documents, organizational, conceptual and methodological documents of educational institutions showed that today educational institutions in the Republic are building their pedagogical processes in accordance with state principles. Implement the concept based on the principle of gradual accumulation of knowledge in accordance with the programs of continuing vocational education, the main purpose of which is to increase the professional training of prospective social workers in educational institutions. In this case, the curriculum organizes the learning process by semesters, hours, intensity, types of classes and forms of assessment of pedagogical readiness of students, and the programs reflect the content of the topic. It provides purposeful pedagogical training, as well as the formation and development of qualities, skills and abilities of future professionals. An analysis of the content of the courses "Methods and Technologies of Social Work" and "Social Work of Families and Children", monitoring the results of teachers of this subject, studying their opinions and student surveys show that basic basic public education The content of the course provided for in the standard does not help students to develop systematized psychological and pedagogical knowledge. The pedagogical knowledge used in the teaching process is not overly theoretical and often not related to practice - these methods of teaching and learning allow students to explore the theoretical component, but are able to solve practical problems. does not provide training. This is typical for the practice of students in institutions within the framework of psychological-pedagogical academic topics. Therefore, this study analyzes the "traditional" science plans and curricula that existed before the introduction of a single public education standards, as well as current plans and programs of the course "Social Pedagogy". Analysis of curricula and study programs for the courses "Methods and Technologies of Social Work" and "Social Work of Families and Children" shows that today there are positive changes in the target rules and organizational and methodological guidelines of the subjects is happening. At present, the goals and objectives of psychology and pedagogy are defined for both teachers and students. Many curricula emphasize that the study of science focuses not only on the acquisition of psychological and pedagogical knowledge, but also on their practical application during professional activities; however, pedagogical activities in the areas of education, training, psychological training, community, client, and relationships with work colleagues have not yet been identified. This requires the introduction of a practical course as a voluntary discipline, which reflects the specifics of the professional activities of colleagues. Independent teaching of students is an integral part of the educational process in the educational institutions of the Republic as a form of work and independent work as a method of teaching used in various

classes (lectures, seminars and consultations).

At the same time, the form reflects the organizational aspect of extracurricular self-learning (a systematic and purposeful activity aimed at acquiring knowledge, skills, and competencies). The study of problems related to the organization of self-study and independent work of students and the development of recommendations for its further improvement is important for improving the professional pedagogical training of students specializing in "Social Work" and of practical importance. Surveys and survey results show that there are significant shortcomings and untapped opportunities in students' independent work: - 67% of students do not fully know how to work independently with textbooks; 5.5% of students said they did not know the rules of working with textbooks; - 65% of students need methodological assistance from teachers in writing written tests and term papers;

Discussion and conclusion

The results of the practical part of this study are consistent with the findings of foreign researchers. For example, G.I. Gaysina, M. Adams, D.V. Sue confirms N.M. Rashid's thesis that curricula for the training of future social workers have minimal practical orientation. This is unacceptable because social work requires the development of certain communicative skills and experience in the use of certain psychological methods. Researchers note that the unity of theoretical and practical training in the professional training of teachers is lacking even in the early stages of development of the science of pedagogy. Student pedagogy in educational institutionsThe analysis and conclusions of educational normative documents on expert assessment of gogik readiness are as follows:

- First, most teachers and students have only a basic idea about pedagogical culture and call it "Methods and technology of social work" and " The process of teaching and learning the course "Social Pedagogy"; this slows down the training process and prevents it from taking advantage of its many potentials;

- Second, the main conceptual elements of pedagogical culture (teaching pedagogical knowledge, formation and development of pedagogical skills and abilities, pedagogical confidence, pedagogical activity, etc.) are ineffective;

- Third, pedagogical culture requires special pedagogical technology as a means of organization for the continuous and consistent implementation of goals and objectives and improving the quality of education. A teacher's overall culture serves as a starting point for his or her qualifications and professional growth. Let us ask ourselves, "Is it possible for a person with a

limited worldview to believe in such a delicate, responsible, important work as education and upbringing, lack of emotional experience, dogmatic thinking, bad habits?" The negative answer is clear. In the field of pedagogical communication, these are the human qualities of the teacher, the educator, which become the source of spiritual formation or the object of imitation of a bad example.

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