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Herald pedagogiki. Nauka i Praktyka (HP) publishes outstanding educational research from a wide range of conceptual, theoretical, and empirical traditions. Diverse perspectives, critiques, and theories related to pedagogy – broadly conceptualized as intentional and political teaching and learning across many spaces, disciplines, and discourses – are welcome, from authors seeking a critical, international audience for their work. All manuscripts of sufficient complexity and rigor will be given full review. In particular, HP seeks to publish scholarship that is critical of oppressive systems and the ways in which traditional and/or “commonsensical” pedagogical practices function to reproduce oppressive conditions and outcomes. Scholarship focused on macro, micro and meso level educational phenomena are welcome. JoP encourages authors to analyse and create alternative spaces within which such phenomena impact on and influence pedagogical practice in many different ways, from classrooms to forms of public pedagogy, and the myriad spaces in between. Manuscripts should be written for a broad, diverse, international audience of either researchers and/or practitioners. Accepted manuscripts will be available free to the public through HPs open-access policies, as well as we planed to index our journal in Elsevier's Scopus indexing service, ERIC, and others.

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**FORMATION OF PROFESSIONAL AND CULTURAL COMPETENCE OF
THE FUTURE SPECIALIST**

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Abstract: The article examines professional and cultural competence as a component of the general professional competence of a university graduate and proposes the author's vision of its component composition.

Keywords: culture, specialist, professional culture, cultural competence, elementary, reproductive, reconstructive, creative level.

Introduction.

The constantly renewing world, the transformation of economic, political and cultural models, the possibility of expanding the world to a "multiverse" lead to a gradual change in the ideal of education: "from an educated person" to a "cultural person", from a "specialist" to a "universal" [1, p. . 133]. Pedagogical searches in line with the modern educational paradigm turn out to be associated with research in psychology, philosophy, cultural studies, sociology, "melting" the best ideas in the crucible of practice, which contain the actual meaning -creating and culture- forming potential.

The system of higher education should be aimed at the formation of a personality with a global mindset in all its multifaceted fullness of intellectual, cultural, psychological and social development. At the same time, the quality of a specialist - a university graduate - should be determined not only by professional training, but also by knowledge in the field of history, philosophy, sociology, economics, political science, cultural studies, jurisprudence and, more importantly, the ability to navigate in crisis, problem situations, the ability to reflection and creativity in culturally non-standardized conditions, to work with different types of thinking, with ideas from different cultures.

Methods.

We use the method of generalization and analysis in our scientific research.

Discussion.

The system of qualities that determine the successful mastering of the chosen profession by future specialists is quite clearly highlighted in the study of V.I. Andreev, which characterizes 9 blocks of qualities: motivational and creative activity and the orientation of the individual to activity; intellectual and logical abilities; intellectual - heuristic abilities; worldview qualities; moral qualities; aesthetic qualities; communicative and creative abilities; abilities for self-management, individual characteristics that serve as a guarantee of effective activity (in this case, educational and creative activity). As we can see, V. I. Andreev, characterizing the productivity of future specialists in the process of mastering professional knowledge and experience of its organization, also refers their abilities (logical, intellectual, creative, etc.) to individual psychological properties as

professional qualities of a person [2, p.6].

The subject field of the study of professional culture covers questions about the essence of socialization as a phenomenon of culture; norms and significance of culture as a means of socialization; status significance of cultural norms in different social environments; the status role of culture in conditions of mass production. A component of professional culture is the readiness for constant productive creative activity, in the course of which a person assimilates socio-historical experience, reflected in objects of material and spiritual culture. Its effectiveness largely depends on a positive emotional background in life, an attitude to the search for truth, which is an essential component of the concept of "personal meaning of life".

Based on the theoretical developments of scientists, we consider professional culture as an integral part of the overall culture of the individual, based on the conscious assimilation, continuous development and use of an integral system of special and socio-humanitarian knowledge, skills, values, professionally important qualities for effective professional activity in situations requiring the mobilization of personal resources of university students.

The formation of a professional culture in the context of educational work is carried out in the following areas: the development of professional individuality, that is, the mastery of a complex of professional knowledge, skills, and education - the involvement of the profession and society as a whole in the socio-cultural experience, the development of a set of qualities necessary for the development of professional self-consciousness and creative activity [3 p. 26].

Effective ways to form the professional culture of future specialists are: organization of a holistic educational process and its orientation towards the development of all components of professional culture (information, design, art, etc.); structuring the content of professional training on the basis of an inextricable connection with the assimilation of social, humanitarian and professionally oriented subjects, the development of professional qualities based on a combination of technical, informative and artistic compositional competencies.

Among the important qualities of highly effective professional training of students, we single out the main components of the levels of professional culture of the future specialist, which are: professional literacy, professional competence, motivational-value and emotional-sensory components.

It should be taken into account that these components of professional culture are generally interconnected, and intercomponent connections are interdependent. For the formation of professional culture, the motivation for self-development and personal growth of the future employee is of paramount importance. As A. A. Derkach notes, a person must master the ability to design self-development and organize conditions for self-realization within the boundaries of his creative activity [4, p. 575].

Experimental studies conducted in vocational schools made it possible to identify four levels of professional culture formation among future specialists in the sphere of

production and consumer services: elementary, reproductive, reconstructive, creative.

The elementary level is characterized by the unformed components of professional culture. The professional knowledge, skills and abilities of students are insufficient for the effective performance of the functions of future activities, there are no professionally important qualities and the desire for self-improvement. The low level of theoretical training is combined with the undeveloped creative abilities of students, their unwillingness to make independent decisions. Value orientations are not related to professional activities. Students are not ready for productive professional communication, a clear expression and argumentation of their views, and the establishment of constructive relationships with communication partners. They have little knowledge of computer technologies, are not ready for their effective use in the process of professional training and in future professional activities, are not able to navigate large amounts of information, and experience difficulties in finding and using it.

The reproductive level is characterized by insufficient formation of most components of professional culture. Pupils with this level, although they have mastered a certain amount of basic professional knowledge, are not always able to quickly and flexibly apply them in practical activities. Theoretical preparedness is not supported by appropriate skills. In professional communication, they are guided mainly by personal experience, intuitively developed and insufficiently conscious communicative attitudes. Students with this level are distinguished by insufficient formation of professionally important qualities and fuzzy ideas about the values and ethical standards of future professional activity.

The reconstructive level is distinguished by the sufficient formation of the main components of professional culture necessary to perform the functions of future activity. Students are aware of their own moral values, are familiar with the norms of professional ethics, have professionally important qualities, strive for professional self-improvement, have mastered basic professional knowledge and skills, but are able to apply them only in typical situations of professional activity. They experience difficulties when they have to act in new conditions and make non-standard decisions, because they are not ready enough for professional creativity.

The creative level is characterized by the formation of all components of professional culture. Students have versatile and solid knowledge and skills, are able to flexibly and effectively apply them in their professional activities, actively and creatively approach the performance of their duties, and are ready to make decisions independently in non-standard situations. They are distinguished by established professional qualities, stable professional and moral value orientations, and the desire for constant professional self-improvement. They show flexibility in professional communication, the ability to take into account the specifics of the situation and partners in joint activities, establish constructive relationships and form a favorable emotional microclimate in the team. They know computer technologies, are able to search, store, use and transfer professionally important information [5].

The professional culture of a future specialist should be formed due to targeted pedagogical influences on a person through the disclosure of the student's capabilities, motives, professionally significant qualities in the process of targeted interaction at the level of "teacher-student". The basic principles of vocational education and the model of "human-centered learning" should become the conceptual basis for the formation of a professional culture of students in the process of holistic professional and humanitarian training [6]. To this end, the main task of the university is to create organizational and psychological and pedagogical conditions for the development of a creative personality, a subject of his own life, capable of independently developing positive ideas, a humane attitude towards people. Increasing the level of students' professional culture should be carried out by optimizing their relationship with teachers through the implementation of a student-oriented model of interaction between them, the use of interactive teaching methods. The educational space as a whole should become a source of self-development and continuous self-improvement of the future specialist, the natural consequence of which will be changes in the direction of raising the level of his professional culture. As Y. K. Chernova notes, today the society's requirement for specialists is not professionalism, but professional culture, because the growing dynamism of the development of society requires a person to be highly predictable and humanistically justified in his actions on the socio-natural situation, that is, high professionalism is required on the basis of humanism, and this is again culture, only professional [7, p. 17].

The level of professional culture of future specialists is directly dependent on the level of their professional skills. A student with a low level of formation of professional culture is practically unprepared to perform his professional duties, since a high level of professional culture correlates with a high level of professional skill and contributes to an increase in the professional qualities of a specialist, and, accordingly, his competitiveness. The structure of the professional culture of the personality of the future specialist should include such qualities: abilities, character, temperament, emotions, will, motivation, social attitudes.

Conclusion.

Professional and cultural competence is the holistic integral ability of a graduate to solve professional problems and tasks of real professional activity from a humanistic position on the basis of cultural knowledge, social life experience, personal values. Professional and cultural competence is formed as a set of key (cross-cutting), basic (general professional) and special (additional) competencies on the basis of their integration, continuity, integrity. Their interrelation and development at the same time forms an individual style of professional activity and ensures the formation of professional and cultural competence as a holistic, integrative personal characteristic of a specialist.

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