



## THE CONTENT OF DEVELOPING PEDAGOGICAL CULTURE IN FUTURE SPECIALISTS

Mamadova Feruzakhon Mirzaakhmad qizi

Fergana State University, Faculty of Physical culture, Department of  
teaching methods for physical education and sports games, Teacher.

ORCID: 0000-0002-3255-9293

feruzaxonmamadova@gmail.com

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**Abstract:** This article analyzes the issue of developing pedagogical culture among future specialists. It highlights existing problems in the modern educational process, the negative consequences of outdated approaches, and the insufficient attention given to students' psychological, moral, and emotional well-being. The author substantiates the necessity of organizing the educational process based on innovative methodological approaches, preparing future specialists for innovative activities, and applying differential approaches. The article thoroughly discusses the stages of pedagogical activity — communicative, organizational, and gnostic. It also emphasizes the need to train future teachers in accordance with methodological requirements such as motivation, coordination, relaxation, and adequacy. The article proposes that modernization of pedagogical activity, the introduction of contemporary educational strategies, and the integration of international experience into the national education system are crucial for shaping the pedagogical culture of future specialists.

**Keywords:** pedagogical culture, future specialist, educational process, methodological approach, innovative activity, differential approach, motivation, pedagogical functions, communicative stage, gnostic stage, relaxation approach, adequacy, pedagogical system, psychological preparation

### Introduction

Nowadays, the modernization of the content and methodological possibilities of developing pedagogical culture among future specialists has become a pressing issue. This is largely due to certain persistent problems in the education system, outdated approaches, and a narrow focus on didactic implementation, which often leads to negative consequences. These traditional methods tend to overlook the capabilities, interests, and psychological challenges faced by students. Therefore, one of the key tasks is to enhance the pedagogical culture of future specialists by improving educational methodologies aimed not only at pedagogical training but also at fostering psychological stability and understanding students' spiritual, emotional, and mental states.

To achieve this, it is necessary to examine the effectiveness and significance of general pedagogical principles in education. It is also essential to revise the content of pedagogical culture development based on modern approaches, study the experiences of developed countries in the fields of education and upbringing, and integrate these experiences into the national education system. Developing effective methods for future specialists to work with students based on differential approaches, and testing educational technologies aimed at enhancing their knowledge and skills, remains one of the primary tasks of pedagogical research today.

According to pedagogical scholars Sh. Abdullayeva and E. Khurramov, "Teachers set the goal of nurturing well-rounded, honest, resilient, and determined professionals who can serve the development of the nation. From this perspective, it is essential to organize the activities of future educators in an innovative way, and to update and enrich the content of education and upbringing. Along with the development of the educational process, a crucial issue that modern requirements place before us is preparing future teachers for innovative activity both theoretically and practically, and achieving effectiveness in the physical upbringing of the younger generation. Indeed, only a physically developed and healthy individual can fully express their intellectual and moral potential."

Therefore, improving the system of training future teachers and directing them toward innovative activities remains a top priority. In this regard, a comparative and analytical study of the historical experience of the pedagogical system in our country, along with a critical reflection on practical experiences, allows for generalization and effective organization of innovative activities among future specialists, as well as the identification of prospective strategies for development.

### Materials and methods

Teaching the content of pedagogical activity to future specialists based on scientific principles, modernizing its organizational and technological foundations, and developing future trends are among the most pressing issues facing the field of pedagogy today. In this context, the goal of innovative activity is determined by society, and its outcomes are closely linked to societal interests. This process guides young people toward social engagement and creates conditions for realizing their natural potential through social experience.

The functions of pedagogical activity are defined by their specific characteristics, as a teacher also assumes the role of an educator. The main stages of pedagogical activity can be outlined as follows:

1. **Communicative Stage** – At this stage, it is important to understand students' interests, abilities, talents, temperaments, and the attitudes of their parents toward learning. The teacher must also be in harmony with the learners and take responsibility for their moral and ethical development.

2. **Organizational Stage** – This stage includes observing and selecting talented children and planning pedagogical processes:

✓ The **selection function** implies knowing the psychological characteristics of students and being able to apply various forms, methods, tools, and principles of selection.

✓ The **planning function** focuses on the ability to foresee the outcomes of pedagogical training, understand the goals and objectives of each stage, and select the appropriate methods and tools accordingly.

3. **Gnostic Stage** – This involves the teacher fulfilling their professional duties while possessing the necessary pedagogical competencies that reflect their personal qualities, knowledge, skills, and abilities. A cluster-based description enables the identification of a teacher's pedagogical mastery as a combination of specific traits. This allows for the effective organization of professional activities and ensures the harmony between pedagogical abilities and functions.

The successful implementation of these functions requires improving the pedagogical system, introducing innovative approaches in training future teachers, and ensuring specialists working with them follow specific requirements. Adhering to these requirements

increases the efficiency of pedagogical work and broadens the scope of participant engagement. These requirements include:

1. **Motivational** – Fostering each specialist's interest in solving problems and transforming them into active participants, while also cultivating the desire to complete every assigned task.
2. **Coordinative** – Ensuring that pedagogical relationships are based on tolerance, emotional balance, and rational communication. One of the main causes of psychological stress among graduate students is the lack of coordination and harmony in their relationships.
3. **Relaxational** – Introducing new approaches to higher education, encouraging the reassessment and review of previous mistakes and shortcomings in the educational process. In this stage, higher education institutions, professors, and mentors begin to recognize their own shortcomings, leading to the development of innovative pedagogical approaches.
4. **Adequacy** – Ensuring full compatibility between the teacher and the graduate student. This means aligning their interests, aspirations, and motivations. Teachers, in particular, should help students choose educational paths that align with their personalities and temperaments.

An important aspect of these requirements is the need for teachers to pay attention to shaping the personality of graduate students and future specialists. They must be able to understand the internal experiences of graduate students, recognize their character traits, and address these in the educational process. This includes fostering independent thinking and willpower.

It is also important to note that such training should be conducted by a specialist with relevant qualifications, following a multi-year program tailored to a relatively homogeneous group of students. This process should be based on a structured schedule and implemented in a way that ensures systematic, efficient, and cost-effective pedagogical training. The lessons should be organized to support the overall pedagogical preparation and direction of future educators.

### Result and discussion

Teaching, based on the general tasks of the educational and upbringing process, involves creating conditions for the purposeful development of society members and meeting their various needs; preparing a sufficient volume of "human capital" that aligns with the social culture necessary for societal development; ensuring the stability of social life through the transmission of cultures; regulating the actions of society members within the framework of social relations, taking into account the interests of specific age groups and social-professional categories; and setting and solving specific tasks for each lesson with a clear "introduction," "assimilation," "reinforcement," "improvement," and "interaction and dialectical" content.

Teaching Subjectivity	<ul style="list-style-type: none"> <li>•It implies that the student is a full-fledged member of the educational and upbringing process, independently determines the direction and pace of learning, predicts its outcomes in advance, with the teacher primarily acting as an advisor</li> </ul>
The Principle of Integrativity	<ul style="list-style-type: none"> <li>•It regulates the organization of preparation by incorporating student into collective forms of activity and facilitating transmission of interdisciplinary and general pedagogical knowledge</li> </ul>
The Principle of Differentiation (Layering)	<ul style="list-style-type: none"> <li>•It ensures the orientation of professional competencies in future specialists</li> </ul>
The Principle of Individualization	<ul style="list-style-type: none"> <li>•It determines the necessity of individual development, taking into account the personal qualities of specialists and pedagogical activity</li> </ul>
The Principle of Flexibility	<ul style="list-style-type: none"> <li>•merging new tasks are carried out in accordance with the success or failure of pedagogical activity</li> </ul>
The Principle of Reflexivity	<ul style="list-style-type: none"> <li>•It involves the regular self-analysis of future educators and development of skills needed for this activity.</li> </ul>

**Figure 1. Principles of Developing Pedagogical Culture in Future Specialists**

The results of the pedagogical process depend on the quality of the educational and developmental work carried out in lectures and practical sessions. This is achieved by addressing a number of tasks embedded in each lesson.

The main control tool is the teacher's analytical activity regarding the pedagogical performance of the master's students, the correctness of their responses, and the number and nature of their mistakes. The logical conclusion of pedagogical efforts regarding the independent activity of the master's students in the lesson is the discussion aimed at identifying their achievements and shortcomings. In this discussion, the lesson, the teacher, and the master's performance are analyzed in detail, and the nature and correctness of the educational activities are evaluated. To improve the effectiveness of the master's independent work, in addition to the external aspects of the educational process, the internal aspects should also be involved, particularly through feedback. This means that the master's ability to develop knowledge based on the results of their independent work, as well as their ability to develop self-improvement and creative application skills, is essential.

The possibility of establishing internal communication and creating its reverse during the independent learning process can be realized through self-monitoring, checking, and evaluation, which will lead to the expected results.

The level of development of the future specialists' self-monitoring skills is demonstrated by the ability of the master's student to independently coordinate the results of the task set by the teacher. The master's ability to reflect on their own shortcomings, achievements, and positive qualities, and to engage in conversations, discussions, or debates on these issues, is invaluable. The significance of the ability to make corrections in one's own activities and evaluate their correctness or incorrectness in lessons is a clear indication that the teacher has imparted independent working skills to the master's students. This skill should not only be developed throughout the entire lesson but can also be continued in a specific section or part of the lesson, which forms the basis for the effectiveness of the educational process.

If the level of innovation in pedagogical activity reflects its essence, then appropriateness involves the effort and resources expended by the teacher and the learner to achieve certain educational outcomes, and effectiveness represents the substantial positive results of the teacher's activities.

In conclusion, the development of pedagogical culture in future specialists contributes to the achievement of educational effectiveness. This, in turn, resolves the issue of students not being able to fully demonstrate their potential in education due to moral dilemmas

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