



FORMATION OF ORGANIZATIONAL CULTURE IN NATURAL LANGUAGE AND LITERATURE TEACHERS OF GENERAL SECONDARY EDUCATION SCHOOLS AND ITS PEDAGOGICAL AND PSYCHOLOGICAL OPPORTUNITIES

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Abstract. This article examines the pedagogical and psychological foundations of forming organizational culture among native language and literature teachers in general secondary schools. The scientific significance of organizational culture in developing teachers' professional competence is highlighted. In addition, the factors influencing the effective organization of the educational process, pedagogical communication, and the development of management skills are analyzed. The article presents effective methods for forming organizational culture based on modern pedagogical technologies and innovative approaches. The research results contribute to improving the effectiveness of pedagogical activity and enhancing the quality of education.

Keywords: organizational culture, pedagogical competence, native language and literature teachers, pedagogical technologies, educational process, pedagogical communication, management skills, innovative approaches, quality of education.

Relevance of the topic. Today, modernizing the education system and enhancing the potential of teaching staff is considered one of the priority areas of state policy. From this perspective, the formation of an organizational culture in secondary school native language and literature teachers is one of the important pedagogical problems. This is because a modern teacher must act not only as a teacher but also as a person who effectively organizes the educational process, manages student activities, and creates a creative environment. Organizational culture is an important factor in developing a teacher's professional competence, communicative potential, and management skills. In particular, the use of interactive methods and innovative pedagogical technologies in teaching native language and literature requires a high level of organizational approach from the teacher. The development of organizational culture, taking into account pedagogical and psychological capabilities, serves to increase students' independent thinking, speech culture, and creative activity. Furthermore,

this process plays an important role in improving the quality and efficiency of education. Therefore, researching the scientific and theoretical foundations for forming an organizational culture in native language and literature teachers and developing practical mechanisms is one of the most pressing issues.

The work "Applied Foundations of Pedagogical Technologies" highlights the theoretical and practical mechanisms for the effective organization of the educational process. It provides a scientific analysis of improving students' independent thinking, creative activity, and educational effectiveness through the implementation of pedagogical technologies in the educational process [1].

According to R. Ishmukhamedov, the content, methodological foundations, and methods of practical application of modern educational technologies are highlighted. The work scientifically substantiates the issues of increasing students' learning activity and ensuring the effectiveness of the pedagogical process through interactive methods and innovative approaches [2].

The psychological mechanisms of communication between the teacher and the student, as well as the significance of communicative relationships in the educational process, are analyzed, and effective pedagogical communication is highlighted as a crucial factor in enhancing the teacher's professional mastery and educational efficiency [3; 4].

Slastenin and Vladimir's work "Pedagogics" covers the theoretical foundations of pedagogical activity, the development of a teacher's professional competence, and the organization of the educational process. In Zimnyaya and Irina's work "Pedagogical Psychology," the psychological characteristics of the educational process, pedagogical communication, and factors influencing personality development are scientifically analyzed [5; 6].

Materials and methods. Regulatory legal acts, state educational standards, curricula, and pedagogical literature regarding the professional activities of secondary school native language and literature teachers were utilized. In the course of the study, data on the pedagogical activities, lesson processes, and organizational skills of native language and literature teachers working in general education schools were analyzed.

The study utilized methods of pedagogical observation, interviews, questionnaires, and comparative analysis. To determine the effectiveness of forming an organizational culture in teachers, pedagogical experimental and statistical analysis methods were applied.

Results and discussion. In the course of the study, pedagogical and psychological factors for the formation of organizational culture in secondary school native language and literature teachers were comprehensively analyzed. The results of the conducted observations, interviews, and questionnaires showed that organizational culture is one of the important components determining the professional competence of a teacher. In particular, it was found that organizational skills are of great importance in the effective organization of the educational process, the establishment of pedagogical communication with students, and the use of innovative technologies in the lesson process.

According to the research results, although the majority of teachers have sufficient theoretical knowledge, it was observed that there are certain problems in the skills of planning pedagogical activities, proper time allocation, and managing collective activities. This situation was particularly evident during the application of interactive methods and the orientation of

students toward independent activity. It was also established that the insufficient formation of a communicative approach among some educators negatively affects the effectiveness of education.

During the experimental work, special methodological recommendations aimed at developing organizational culture, training sessions, and lessons organized on the basis of innovative pedagogical technologies were put into practice. As a result, a significant increase in the culture of pedagogical communication, management skills, and competencies for the effective organization of the educational process was observed among the teachers in the experimental group. In particular, organizing lessons based on interactive methods had a positive impact on the development of students' activity, independent thinking, and creative approaches.

During the study, the pedagogical and psychological possibilities of organizational culture were also analyzed. It has been established that an educator's organizational potential serves as an important factor in increasing students' educational motivation, creating a healthy psychological environment, and developing collaborative activities in the educational process. At the same time, the teacher's leadership abilities, communicative competence, and innovative thinking emerged as the primary criteria for organizational culture.

It was established that the results obtained correspond to the theoretical views presented in the scientific and pedagogical literature. In particular, it was confirmed that the effective implementation of pedagogical technologies in the educational process is directly dependent on the organizational and managerial competencies of the teacher. Based on the research results, methodological recommendations aimed at forming an organizational culture in native language and literature teachers of general secondary schools were developed, and it was substantiated that their practical implementation serves to improve the quality of education and the effectiveness of pedagogical activity.

Conclusions and recommendations. The results of the study showed that the formation of an organizational culture in native language and literature teachers of general secondary schools is an important factor in increasing the effectiveness of pedagogical activity. Organizational culture serves to develop teachers' professional competence, pedagogical communication, and management skills. Therefore, it is advisable to effectively use innovative pedagogical technologies and interactive methods in the educational process. It is also recommended to regularly organize practical training seminars and methodological programs for teachers aimed at developing organizational competence.

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