



PEDAGOGICAL GUIDELINES FOR A CULTURAL AND HUMAN-SPECIFIC APPROACH TO EDUCATION

Journal Website:
<https://theusajournals.com/index.php/ijp>

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Submission Date: February 19, 2024, Accepted Date: February 24, 2024,

Published Date: February 29, 2024

Crossref doi: <https://doi.org/10.37547/ijp/Volume04Issue02-19>

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ABSTRACT

In the process of today's globalization, knowledge and intelligence become more national wealth, spiritual health of a person, development in all directions, the breadth and integrity of professional training, the desire to create and the ability to solve tasks become an important factor in increasing the country's potential. In this situation, improvement of the content of continuous education becomes an objective necessity. This article focuses on the issues of relying on cultural-humanitarian approaches in providing education to students.

KEYWORDS

changes in social, economic and spiritual-cultural life, cultural-humanitarian approaches, growth of ideological, social, economic, ecological, cultural phenomena, offering a variety of new educational paradigms, continuous education, pupils, students, teacher personality.

INTRODUCTION

The reforms in the field of education implemented in many countries, as well as the reforms in the field of education and education promoted in our Republic, are based on aspects such as the continuity and integrity of education, the breadth and depth of work in the field of education, the adaptability of the content of education to changes in the social, economic, and spiritual-cultural life of society.

Ensuring the continuity and integrity of education is highlighted as one of the main directions of the development of the personnel training system in the "National Program of Personnel Training". The modern education system should not only guarantee higher education to every citizen, but also create an opportunity for continuous improvement of skills in the acquired specialty and systematic updating of

knowledge. The activity in the field of increasing professional qualifications and updating existing knowledge should not become a means of satisfying the personal interests of individuals, but should be an important factor affecting the development of society as one of the conditions of scientific and technical progress in the future.

At present, in the framework of world education, various new educational paradigms conditioned by the growth of political, ideological, social, economic, ecological, and cultural phenomena are being proposed and scientifically and pedagogically developed. We promote a cultural-humanitarian approach to education.

The peculiarities of the cultural-humanitarian paradigm are reflected in the following:

- its purpose is to form a well-rounded person based on cultural education;
- the positions of the participants of the educational process in this situation, the student emerges as the subject of his own life and professional perspective, and the teacher performs the roles of manager, organizer, assistant of student activities as a link that ensures communication between learners and culture;
- in the process of "harmonizing with the culture" the formation of the personality and the formation of interpersonal human friendly relations;
- the content of this approach includes values, personal and active components.

The sources of the cultural-humanistic approach to education made possible the emergence of the concept of humanistic psychology and pedagogy in the USA in the 1950s and 1960s. This is especially reflected

in the theory developed by K. Rogers. Currently, humanitarian pedagogy is directed to the following practical factors that are currently relevant;

- acceptance of a person as an object and subject of the educational process;
- training and development of students in the process of solving life problems;
- measuring educational results not on the basis of grades, but on the basis of personal changes;
- taking into account the individual and unique characteristics of students;
- development of free choice, personal responsibility and initiative, creation of conditions for self-expression;
- expanding the internal strength and capabilities of a person.

The rate of growth of scientific knowledge and, therefore, changes in social and cultural life, as well as the acceleration of the process of intellectual development of students, unprecedented situations require changing the educational system to a system suitable for constantly changing life conditions. It is appropriate to interpret this situation on the basis of the demand for flexibility. Such changes are especially necessary in the field of curricula.

The cultural-humanistic approach includes all indicators of person-oriented education, while supplementing it only with its unique aspects. Such uniqueness can include theoretically based principles such as unity, individual and differentiated approach, harmony with nature, respect for the valuable content of education and socially significant attitude, cooperation, joint activity, which is perceived as a student's self-evaluation.

The cultural-humanitarian approach in the field of practical pedagogical activity implies the following:

- a special set of interrelated concepts, ideas and teacher's activities based on the application of pedagogical methods;
- solving cultural and educational tasks step by step;
- the diversity of top-class and methodical methods in connection with the individuality of students;
- creating educational material based on the wishes and needs of students;
- systematicity of psychological-pedagogical diagnosis;
- pedagogically ensuring the development of sources of students' needs such as creative activity, respect, attention, self-realization, satisfaction.

Based on the above, the cultural-humanitarian approach can be defined as follows: the cultural-humanitarian approach to education is education as a valuable cultural intellectual activity that directly reflects the components of national and universal cultures, allows for successful occupation, socialization of a specialist. - education is the creation of a system of pedagogical conditions that help to organize the process.

The cultural-humanitarian approach is related to the ideas that require the cultural development of a person as a basic condition for the comprehensive development of a person. Such ideas are reflected in legal, labor, moral, family, economic, ecological, aesthetic and artistic culture. The whole preparation, emotional and activity level of culture is reflected in the concept of creativity based on the individual's change, modeling, correction, self-realization, self-evaluation of his life.

It is known that the issue of training a future teacher is a process and result of contradictions, like the problem of general personality development. Because the formation of the personality of the future teacher requires many internal, interacting productive factors.

In order to increase the activity of learners, it is appropriate to use research and heuristic methods from the method of reciting ready-made knowledge, and these methods allow them to learn independently, to strengthen the acquired knowledge, to think independently, and arouse great interest in direct reading. An effective form of student activation is group training. Mutual cooperation, conscious distribution of tasks, effective organization of work, and collective responsibility for its results are formed in students when solving this problem together, which is beyond the limits of individual capabilities of the members of a separate group.

Another way to activate learners' knowledge is to continuously monitor and evaluate their learning. Obviously, self-monitoring and self-evaluation serve to correct mistakes, which cannot be done without checking the grades obtained during the study. In the process of self-monitoring and evaluation in the broadest sense, students solve various problems, learn to give arguments and interpret instructions, and in some cases have the opportunity to apply their opinions in practical activities. For this reason, there is an opportunity to help students to think independently and reflect by creating the necessary conditions.

In the pedagogical literature, the productive factors influencing the professional and social adjustment of the teacher are summarized and recorded under the name of pedagogical culture. The concept of pedagogical culture is interpreted from three

axiological, activity and person-oriented points of view. According to the axiological approach, pedagogical culture is a set of pedagogical values. Pedagogical culture from the point of view of a person-oriented approach is considered an important quality of the personality of a mature professional pedagogue. According to the active approach, pedagogical culture is a set of specific methods of the teacher's professional activity, which ensures the implementation of pedagogical values.

Pedagogical culture is a dynamic systematic education that determines the integrative quality of a teacher's personality, which should include the ability to creatively implement social and personal-professional tasks, social responsibility and moral-pedagogical values.

A detailed description of pedagogical culture is revealed by L.D. Stolyarenko as follows: "Pedagogical culture is a part of universal human culture, in which, first of all, spiritual and material values necessary for humanity are reflected in the service of the historical process such as the exchange of generations and the socialization of the individual. "

The main value of pedagogical culture is the child, his development, education, upbringing, social protection, protection of his dignity and rights.

Pedagogical culture should be considered as a method of creative mastering of pedagogical activity. Collaborative pedagogy can be cited as a clear example of the pedagogical culture of today's teacher.

Pedagogical culture is a dynamic system of values, methods of activity and teacher's professional behavior. The following can be distinguished as components of this system:

- pedagogical point of view and personal qualities;
- professional knowledge and culture of pedagogical thinking;
- professional skills and creative spirit of pedagogical activity;
- the ability to self-manage a person and the professional behavior of a pedagogue.

The level of pedagogical culture is measured by its components - pedagogical point of view, professional knowledge, pedagogical thinking, professional skills, experience of creative activity, the ability to self-manage a person, and the degree of formation of the professional behavior of a pedagogue.

The teacher's pedagogical culture requires the presence of the following professionally important personal qualities:

- orientation to the person: faith, social activity, the existence of a sense of citizenship;

professional and ethical qualities: humanity, collectivity, justice, kindness, truthfulness, sincerity, demandingness, love and respect for children, nobility, impartiality;

-relation to pedagogical work: conscientiousness, sense of responsibility, self-sacrifice, ability to devote oneself to work and a sense of satisfaction from one's own pedagogical activity, being able to turn it into the meaning of one's life;

-interests and spiritual needs: cognitive activity, breadth and depth of thinking, aesthetic culture, diversity of interests and spiritual needs, availability of favorite creative work, appearance and speech culture.

Pedagogical activity performs an important constructive social function: in this process, not only a specific person is formed, but also the future of the country is created, its cultural and production potential is ensured. The predictive description of pedagogical activity indicates that its goals are multifaceted, not only to meet the needs of individuals and society for today, but also to be directed to the future, not only to adapt young professionals to social life and professional activity, but also to update their field of activity.

Another important requirement is the effective use of modern didactic tools. This aspect comes from the requirements of the educational process in a broad sense. In addition to traditional educational manuals, various tables, drawings, maps, natural samples, etc., modern didactic tools are widely used for its implementation. These include educational films, slides, tapes, overhead projectors, narrow-system television programs, as well as educational programs of radio and television - all these are a set of tools that allow for the modernization of educational activities. The development of technology has led to its use in the education system at some level. As a result, using computers and multimedia tools in the educational process, there was an opportunity to better master the new educational material, to strengthen it, as well as to store, re-present, and deliver it in interesting forms for students.

According to the above, updating the content of continuing education should theoretically meet the following requirements:

- compliance with the social order of society and the needs of learners;

- proportionality to the selection criteria of the educational content, i.e. scientific and practical importance, compatibility of the content with the abilities of the learners in terms of age, compatibility of the content with the allocated time, compatibility of the volume of the content with the time, compatibility of the existing educational-methodical and material base with the educational content, etc.

In conclusion, it can be said that the modernization of educational content is one of the important requirements of today, and through its implementation, the educational system will acquire new content, principles, didactic units, views, and approaches.

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