

PEDAGOGICAL CULTURAL DIRECTIONS IN THE EXAMPLES OF UZBEKISTAN AND GREAT BRITAIN COUNTRIES

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Abstract. This article provides information about the opportunities and directions of pedagogical culture in Uzbekistan and Great Britain. The article also shows the psychological-pedagogical features and components of the development of the professional culture of school teachers.

Basic words and concepts. Pedagogy, teacher, professional culture, cultural directions, ethics, art, education.

In today's developing era, great attention is being paid to pedagogy in the world. Including in Uzbekistan, the development of pedagogy, improvement of pedagogical culture, and study of professional culture are in the leading positions. G. Gafurov, N. Hakimov and B. Aliev in their book "Culture and Society" emphasize the following peculiarities of the concept of "culture": "The concept of culture includes material and spiritual wealth and human the spiritual world is represented.

Therefore, there are three main layers of culture:

- ❖ regular mental and physical active creative activity of mankind;
- ❖ development, consumption (use) and preservation of material and spiritual blessings;
- ❖ social structures that apply values, moral concepts, legal actions to life.

Culture is an active creative activity. "A person develops and achieves progress through active creativity.[1] Creativity expands the limits of human spiritual activity. A person acquires the status of creativity only through creative skills, mental and physical work. Another pedagogue scientist Oynisa Musurmonova said, "Culture is a system that characterizes the level of development of society, is embodied in the process of social and historical practice, and constitutes the social and spiritual content of an individual. In this case, culture is the laws of interaction between a person and his activity, including the emergence and development of the cultural relations of a person and society to existence, the organization of his cultural activity in accordance with the demand, interest, and desire of a person. consists of a system of specific characteristics of spiritual culture, a set of laws of formation of spiritual development

and spiritual culture of a person".[2] It is clear from the above definitions that culture is not only a set of material and spiritual wealth created by the creative activity of people, but at the same time it also represents the level of development of society, i.e. the level of knowledge, criteria and values in society. sum is embodied in culture.

In the development of the professional culture of school teachers, the concepts of "professional culture" and "development of professional culture" were defined from the author's point of view as follows: "Professional culture is a specialist's professional self-determination, professional motivation, professional direction, professional determining the highly developed experience and skills, independence, freedom, creative activity, responsibility for the decision being made, respect for students, and moral qualities and qualities necessary for organizing effective pedagogical activity"

Development of pedagogical culture - expressing the important description of the development of pedagogical activity, pedagogical approach in the educational process, correct definition of strategic goals and tasks, decision-making, design of the educational process, organization of innovative pedagogical activity, By effectively using the methods, methods and principles of management and management, increasing personal activity, expanding the opportunity for self-expression, active movement in accordance with the requirements of society and mastering effective communication skills, acquired knowledge, skills and the ability to put skills into practice. The process of developing professional culture is directly related to human motives, and its essence is expressed in the concept of internal stability of human behavior, a call to action. And motivation is "a dynamic process of psychological and physiological management of behavior", which includes initiative, direction, organization, and support.[3]

There are also several parts of pedagogical culture.

- the level of intellectual development (first of all, the development of pedagogical thinking);
- comprehensive organization and level of pedagogical activity;
- basic professional pedagogical ethics, moral character and etiquette;
- culture of interaction;
- conversational culture;
- appearance culture and others.[4]

A teacher who embodies the above-mentioned components can certainly be regarded as the owner of his profession.

If we look again at the example of Great Britain, the directions of pedagogical culture, British educational directions take into account the ethnic diversity of students, help to understand their cultural identity and eliminate ethnocentric views, stereotypes gives and develops them.[5].

Comparative professional pedagogy is a serious attitude to the history of one's own nation and other peoples of the world, as well as to the problems of today. The European educational objective of developing an understanding of the value of cultural diversity, which is essential for European and global cooperation, has been fulfilled. In Great Britain, as in other countries of the European Union, there is a growing interest in the development of universal creative education. Initiatives, projects and programs are being implemented based on the cooperation of educational institutions, culture and other organizations. An arts council was formed in Great Britain. It is aimed at improving educational standards, developing permanent cooperation between educational and creative culture institutions. Local education departments are assisted by the Creative Youth Partnership, New Development in Education, and Art Through the Curriculum departments.[6] With the help of them, innovative approaches were introduced, which envisage unifying the efforts of employees of culture, art and educational institutions in improving aesthetic culture. In particular, the following programs were implemented as part of the distribution of curricula for aesthetic education: "Knowledge and understanding of the world", "Personal, social and emotional development", "Creative development". Starting from pre-school education, students are taught to perform many types of work. These are: creative activities, i.e. classical art, music, song, drama, dance and works of art. In school education, it is much reduced and limited to single types such as music, art, dance and drama.

The agenda includes subjects (social sciences, languages, literature and even physics, mathematics, geography, history, computer science). Modern English politicians, pedagogues, state officials understand the importance of using the potential of creative cultural education to preserve and develop the diversity and cultural heritage of humanity.

In conservative England, many researchers and public representatives are vaguely opposed to the application of artistic pedagogy to the field of science, and there are some enthusiasts who are trying to expand the boundaries of science, taking into account the new requirements of the present time.

English educational institutions place great emphasis on the concept of forming the aesthetic culture of students in the process of studying literature. Other types of literature and art, as a great force in the creation of the individual and the state, are being included by foreign scientists and pedagogues not only in the curricula of schools and universities, but also some creative subjects. English pedagogy humanizes education, forms the cultural and aesthetic competence of future professionals as a creative person in a unique way, it accepts diversity. O. Shevnyuk (2006) shows that education acquires a fundamental creative character, the integral principle of teaching creative subjects and the achievement of efficiency through the aestheticization of the educational process. According to the book "Philosophy and Practice of Higher

Education" by N. Ladyjets (1995), English higher education institutions prepare not only specialists, but also cultured people, who should have a broad view of the world in addition to special knowledge.[7] The concept of an intellectual university implies the development of students' humanitarian knowledge, interest in cultural achievements, and spirituality. In general, the goal of life is to creatively develop one's life, as well as all areas of one's life, one's talents. British scientists prove that all spheres of human life (domestic, social, economic, political, etc.) include elements of creative aesthetic activity and form the basis of dialectical development of society. Perspectives that exist in the modern world, the last aspect is based on the understanding of the culture of the 21st century as a process of global integration, in which there is a desire to preserve the nationality of each nation, defined values, traditions and ethnic mentality, taking into account the diverse ethnic population of Great Britain, its curriculum is culturally oriented.

CONCLUSION

In conclusion, we should say that in both eras today there is a combination of specialization and intellectualization of the educational process on a large scale, where the formation of aesthetic culture of young students plays an important role. In addition, we can say that one of the most important aspects is the general and professional culture of persons working in the teaching profession.

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