

## FUNCTIONAL CHARACTERISTICS OF TEACHER'S ORGANIZATIONAL CULTURE

Soliev Oybek Farhodjonovich  
Researcher of Tashkent State Pedagogical University

### ABSTRACT

The article deals with the analysis of scientific works on the problems of the professional culture of a teacher, the main qualities and abilities of teachers,

**Keywords:** Organizational culture, intuition, ability, personality traits, adaptation.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Analysis of Scientific Works on Problems of Teacher's Professional Culture (I.V., Abakumov, B.T. Bestuzhev-Lada, B.S. Gershunsky, I.V. Demchenko, A.S. Zapesotsky, L.V., Ilchenko, N.V. Karlov, M.N. Kuzmin, A.E. Loskutova, A.V. Loskutova, A.V. Zapesotsky. Mironov, A.D. Moskovchenko, 3-Ya. Rakhmatullina, V.M. Rozni, S.A. Smirnov, P.G. Shchedrovitsky ) allows specifying the basic approaches to the realization of pedagogical experiments on the development of an organizational culture of the teacher in the system of improvement of professional skill of workers of educational use. So there is a necessity to present in the form of the list presence of the basic qualities and abilities, basic for the person as a carrier of organizational culture. Scientists have fairly ranked the following among such abilities:

1. Flexibility, adaptability.
2. Life experience, sophistication, wisdom.
3. Intuition, foresight, insight.
4. Eloquence, a gift of word.
5. Beauty, charm, attractiveness.
6. Delicacy, agility, efficiency.
7. Craftsmanship, skill, qualification.
8. Watchfulness, perceptiveness, vision.
9. Education, high cultural level.
10. Organizational skills.
11. Sharpness, sense of humor.
12. Ability to work.
13. Versatility, versatility.
14. Strength, endurance, physical development.
15. Will power, perseverance, persistence.
16. Courage, courage, determination.
17. Stability, endurance, self-control.
18. Creative abilities, talent.
19. Mind, understanding, intelligence.
20. Good memory.
21. Artistic taste, sense of beauty.
22. Emotional, impressionable.
23. Energy, activeness, initiative.
24. Tidiness, cleanliness.
25. Optimism, vivacity, cheerfulness.
26. Principality, consistency.
27. Talking, sociable.
28. Autonomy, independence, freedom-loving.
29. Freedom of thought, no dogmatism.
30. Seriousness, prudence, foresight.
31. Respect for the laws, the rules of the hostel.
32. Sobriety, abstinence from alcoholic beverages.
33. Hard work, diligence, labor activity.
34. Economy, thriftiness, economics.
35. Purposefulness, purposefulness<sup>1</sup>.

The carrier of organizational culture is distinguished by such moral qualities as unselfishness, selflessness, generosity; loyalty, devotion, reliability; boldness, healthy ambition; kindness, sensitivity, responsiveness; collectivity, sense of camaraderie; love, respect for parents; peacefulness, concordance, easiness; lack of suspiciousness, distrust; gratitude, appreciation; simplicity, modesty, unpretentiousness, self-criticism, exactingness to himself, straightforwardness, sincerity, truthfulness, conscience, sense of duty, responsibility, justice,

---

<sup>1</sup> Teacher's thinking: Personal mechanisms and conceptual apparatus (in Russian) / Under edition of Yulia I. V. Pushkin. Kulutkina, G.S. Sukhobsky. - Moscow: Pedagogy, 1990. - 104 p.

impartiality, objectivity, tolerance, gentleness, condescension, exactingness, rigor, exactness, enthusiasm, zeal, passion.

Among the topical ideological qualities of the person who owns the organizational culture, N.P. Pishchulin attributed:

citizenship, not indifferent to public affairs; internationalism, respect for all nations; conviction; social and political activity; patriotism, devotion to the Motherland; consciousness, ideology.

specific, basic qualities of the organizational culture of the personality are presented as follows: it is neatness, accuracy, punctuality; businesslike, practical, dispositive; disciplined, collected, organized; homosexuality, love of family life, children; interest in art, artistic creativity; interest in technique, technical creativity; criticality, irreconcilability with disadvantages; love of nature, care about drinking; love of his profession.

Due to the fact that the ideal "set" of personal characteristics of the teacher in the objective reality remains ideal, it is necessary to provide for the factors having a known impact on the difficulties of the professional activity of modern educational institutions.

In the aspect of problems to be solved, there is the problem of the need to take into account the accentuated features of the personality. Psychological characteristics of accentuated personality traits allow distinguishing classification characteristics of individuals - demonstrative, pedantic, stuck excitable, hypertimate, distimitive, affective-labile, affective-exalted, triotional (fearful), emotional. Taking into account the fact that the average statistical data of psychological and pedagogical research allows to establish a rating of the specified traits of teachers' character, we will take into account the factor of dominant traits in the character of personalities who took part in the research A.E. Lichko, C. Leongarda, N.P. Pitsulina<sup>2</sup>. Let us present the rating of the marked personal characteristics. The most common ones are pedantic, demonstrative and excitable. In the second place - affective-labile, stuck (unbalanced), hypertimate. The third group includes emotionally disturbing, distilled individuals.

Let us briefly describe the sociological features of the personality according to the classification of characters, which is generally accepted in psychology and pedagogy.

*Demonstrative personalities.* The essence of the demonstrative or hysterical type consists in the abnormal ability to displace.

*Pedantic personalities.* In persons of the pedantic type, the mechanisms of displacement are extremely poorly represented in mental activity. They want to make sure once again, before acting, that there is no better solution, that there are no better options.

*Stuck individuals.* The basis of stuck, paranoid personality accentuation is the pathological persistence of affect. The picture of a stuck person is as follows; the effect stops much slower, and once you return to what happened in your mind, the stressful emotions immediately come to life. The affect in such a person holds on for a long time, although no new experiences do not activate it.

---

<sup>2</sup> Shapovalova I.A. Speech Culture in Schools of Karachay-Cherkessia. - Cherkessk: RIPKRO, 1993. - 190 p.

*Excitable personalities.* A personality with insufficient controllability of character is very interesting. This is manifested in the fact that the decisive for the way of life and human behavior is often not prudence, but the illogical weighing of their motives. What is prompted by reason is not considered.

The reactions of excitable individuals are impulsive. If they do not like something, they are not looking for a chance to reconcile, they are alien to tolerance. On the contrary, both in mimicry and in words, they give free rein to irritability, openly declare their demands, or even with anger are removed. As a result, such individuals, for the most trifling reason, come into conflict with their superiors and employees rudely, aggressively throw away their work, apply for dismissal, not being aware of the possible consequences.

*Hypersexuals.* Hypersexuals always look at life optimistically, easily overcome sadness; in general, they do not live hard in the world. At the same time, the elevated mood is combined with a thirst for activity, increased verbal eagerness and a tendency to constantly deviate from the topic of conversation, which sometimes leads to a jump in thoughts,

*Dystic personalities.* Dystimic temperament is the opposite of hypertimate. Personalities of this type are serious by nature and usually focus a couple of gloomy, sad sides of life to a much greater extent than the joyful. Events that shook them deeply can bring this serious pessimistic mood to a state of reactive depression.

*An affective-laby type of personality.* Affective-labilistic, or cyclothymic, individuals are those who are characterized by changes in hyperthymic and dystimic conditions. In the foreground are one or the other of the poles, sometimes without any obvious external motives, and sometimes in connection with specific events. Joyful events evoke in such people not only joyful emotions but also accompanied by a general picture of hyperthymy: a thirst for activity, increased pride, a jump in ideas. Sad events evoke depression, as well as slow reactions and thinking.

*Affective-exalted temperament.* Affective-exalted people react more rapidly than others, they are equally easy to come to the delight of joyful events and in despair - from the sad. The exaltation is motivated by subtle, altruistic impulses. Attachment to loved ones, friends, joy for them, for their luck, can be extremely strong. There are rapturous impulses that are not related to a purely personal relationship.

The other pole of his reactions is his extreme impassionedness about sad facts. Pity, compassion for poor people, for sick animals can bring such a man to despair.

*Anxious (fearful) persons.* Such people are distinguished by timidity, self-confidence, there is a component of submission, humility.

*Emotional personalities.* Emotivity is characterized by sensitivity and deep reactions in the area of subtle emotions. Not rough feelings worry these people, but those who connect with the soul, humanity and responsiveness. Usually, these people are called soft-hearted.

In this regard, the most important functional characteristic of the teacher's organizational culture should be considered, from our point of view, the positive social orientation of pedagogical activity, which allows reducing the threshold of the negative impact of some accentuated features of personality. The perception by teachers of high moral imperatives as a

guide to their activity not only improves the moral and psychological climate at school but also has a positive impact on the mental health of the teacher. In this case, recommendations to teachers to be guided by the principles of wise behavior in the system of motivational self-regulation (by A.A. Fayzullaev) are appropriate. Let us denote these principles:

- the ability to distinguish the main from the secondary;
- inner calmness, protection from situational hindrances, reliance on one's values;
- emotional maturity and stability, support for the higher emotional and value setting of the norm;
- knowledge of the measure of impact based on understanding the logic of development, stage of development, opportunities for correction;
- ability to approach the problem from different points of view, to think systematically;
- readiness for any unexpected events, anti-crisis approach, foresight;
- perception of reality as it is, realism. Inadequate perception of reality is fraught with the inadequacy of both reactions and results of exposure to it;
- the desire to go beyond the problem situation, to see the problem more widely, in the context of a larger set of phenomena;
- observation, not only of reality but also of oneself, of changes in oneself;
- the desire to understand others;
- foresight - understanding the logic and perspective of events;
- the ability to extract a positive experience from everything that happens.

In psychological and pedagogical\* sociological and cultural studies it is proposed to study the organizational culture of the institution through the analysis of rules and norms of behavior, individual and group interests of subjects of education, through the analysis of leadership style, expectations of teachers and students, the level of listening skills, the level of readiness for mutual understanding and trust. In this case, the moral and psychological climate of the school, the classroom is necessarily studied. Teachers, psychologists and sociologists recommend using the concept of "patriotism" to characterize the attitude of students, teachers and leaders to their school ("to be a school patriot").

The level of patriotism concerning the school is suggested to be considered through such factors as - awareness of the goals of the organization; -proud of one's work; -prejudice of the employee's work contribution by his or her supervisor; -involvement; - motivation; - responsibility; - career aspirations; - willingness to change jobs.

It is necessary to pay attention to the fact that the organizational culture phenomenon is studied quite deeply by theorists and practitioners of organization management.

To define the philosophy of the organization, the problem-oriented business game "Philosophy of enterprise management" was held for 2 days.

At the first stage of introduction of a new philosophy of the organization, it was decided that this process will be carried out at the expense:

- development and distribution of a special brochure,
- certification, which will include the philosophy of the organization,
- employee training,
- visual agitation (slogans, posters).

The leading role in the implementation of the new organizational culture belongs to personnel management services.

The new system of power distribution is implemented through regulations on subdivisions and job descriptions, which introduce goals, methods and principles of modern management, criteria for evaluation of function performance.

This is how the main elements look like Mission:

1. To serve society and consumers by creating high-quality radio equipment,
2. Organize effective communications with reliable communication systems for individual customer orders.
3. Improve the quality of people's lives.

Basic goals (principles):

To grow to the mutual benefit of the company, consumers and society.

1. Fair profit - high quality of the company's pasha.
2. Progress in everything is the basis of our corporate culture,
3. Our company is one team, high spirit.
4. Quality of our products is our face.
5. Each employee is the property of the company.

The code of conduct:

1. Image of the firm - our honor and pride.
2. The desire of the consumer - for us, the law.
3. The creative potential of each - the general purpose.
4. Labor collective - our common family,
5. Full confidence is the highest responsibility.
6. Organize yourself; make the hard habitual, the usual - easy,
7. A healthy body has a healthy spirit.

Taking positive experience in managing an enterprise with high organizational culture, we note that the obligatory structural components of the organizational culture of the teacher and school are:

- philosophy of the educational institution;
- methods of adaptation of subjects, adaptation to the rapidly changing environment;
- technologies of adaptation, mobility, flexibility, competitiveness.

The functional characteristics of the organizational culture are determined by the ultimate goal of its improvement - adaptation to the rapidly changing environment, acquisition of mobility, flexibility and competitiveness of the individual and the institution where the professional activity is carried out.

Development of the official philosophy of the institution is only the first step towards the creation of the new organizational culture. The management of the institution is fully aware that the process of reflection, absorption and real application of the new management philosophy in its activities is time-consuming and time-consuming.

The ultimate goal of improving the organizational culture is to adapt to a rapidly changing environment, to acquire mobility, flexibility, competitiveness, and market vitality.

The new management paradigm is based on the rejection of technocratic and transition to innovative management, which requires constant updating, technology, structure, i.e., the ability to adapt to an ever-changing environment.

The main success factor of such a strategy is people, their organizational culture, which is a system of formal and informal rules and norms of activity, customs and traditions, individual and group interests, peculiarities of employees' behavior in a given organization, different

behavioral style, work satisfaction indicators, level of cooperation, the degree of identification of employees with the organization and its development goals.

Formation of organizational culture is an attempt to influence the socio-psychological atmosphere, behavior of employees constructively. Modern management considers organizational culture as a powerful strategic tool, allowing to direct all divisions and employees to general purposes.

New conditions for the management of schoolchildren's learning activities by the teacher are based on the principles of continuous education, which require constant updating of teaching methods, technologies, content and structure, which determines the need for a teacher to be able to adapt to an ever changing environment. Under such conditions, the problems of scientific research into the development of the teacher's organizational culture in the system of professional development of educational institutions become particularly relevant.

This problem is of particular importance today for primary school teachers, who form an attitude to organizational culture for the first time among students who have crossed the school threshold, which is the most important factor for success in educational and professional work. Today's modern school is in dire need of conditions for the democratization of all spheres of its life activities, to have clear guidelines for both students and teachers, administrative staff on the system of formal and informal rules and norms of constructive humanized activity.

In such conditions, the creative process of revival and birth of customs and traditions, uniting individual and group interests of subjects of education, is actively developing. All this, in turn, is reflected in the peculiarities of the style of behavior of students, teachers and school administration, which acquires a unique image of an optimally organized system of training, education and development. An important indicator of the vitality of individuals and institutions of high organizational culture is the level of job satisfaction and effective cooperation. The exceptional importance in such conditions is that the educational environment with high organizational culture is characterized by a tendency to increase the factor of identification of educational subjects with the establishment of education and the goals of its development.

Through an effective professional development system, primary school teachers are immersed in the optimal area of organizational culture. For this purpose, in-service training institutes must develop methods and technologies that provide scientific support for the development of organizational culture for teachers. As a result of systemic self-education and self-development, teachers have the opportunity to constructively influence the psychological atmosphere of the educational institution, the behavior of students and their positive attitude to the rules and norms of educational activity. In this case, the organizational culture itself fully realizes its functional purpose. In essence, it is transformed into a powerful strategic tool that allows you to orient all departments of the school, administration, its students, teachers, managers to common development goals.

## **REFERENCE**

1. Belyaev A.V. Social and pedagogical bases of the citizenship formation of the students' youth: Monograph. - Stavropol: From the State University, 1997.-204 p.
2. Valitskaya A.P. Cultural and creative school. Concept and model of the educational process. // Pedagogy, 1998. -№ 4- -C, 12-37.

3. Vlasova T.I. Diagnostics of an individual culture of modern schoolchildren (axiological approach) // Standards and monitoring in education, 2002. - No. 2 (March-April)(- P.-pp. 35-40.
4. Kolesnikova IL. Theoretical and methodological bases of the modern process of education: Textbook for the special course. - L., 1988.-84 p.
5. Kukushia B.C. Theory and Methodology of Educational Work: Textbook. - Rostov-on-Don, 2002, - 320 p.
6. Z.M. Nasyrova. Issues of social protection and support of students higher educational institutions. Journal of innovations in pedagogy and psychology, 2020 Journal of innovations in pedagogy and psychology 2020. 3-p. <http://dx.doi.org/10.26739/2181-9513-2020-4-1>