

## THEORETICAL ASPECTS OF THE DEVELOPMENT OF MANAGERIAL CULTURE OF FUTURE EDUCATORS

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### ABSTRACT

Currently, the category of "managerial culture", "pedagogical culture" is increasingly heard in a scientific and practical context. Against the background of a variable interpretation of this phrase, we consider managerial pedagogical culture as an integral phenomenon that cannot be described through a simple sum of components. This is a special condition of a person whose professional occupation is pedagogical management, in the broadest sense as a specific area of work with a person.

**Keywords:** Managerial culture.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Currently, the category of "managerial culture", "pedagogical culture" is increasingly heard in a scientific and practical context. Against the background of a variable interpretation of this phrase, we consider managerial pedagogical culture as an integral phenomenon that cannot be described through a simple sum of components. This is a special condition of a person whose professional occupation is pedagogical management, in the broadest sense as a specific area of work with a person.

The leading categories of our research are the concepts: "culture", "pedagogical culture", "management", "pedagogical management", "managerial culture"

Revealing the content of these concepts, we found their different interpretation. One of the most controversial issues in understanding culture is its definition. Now there are hundreds of definitions of culture, and among them there are those that contradict each other (the definition of culture as a norm and how the transformation of standards, how to adapt a person to society and how to overcome social inertia, as accumulated experience and how self-realization of a person)

Let us turn to the understanding of the category "culture" in modern cultural studies. Philosophers considers culture "as the activity of people in reproducing and updating social being, as well as its products and results included in this activity." If in the early stages of human society the main form was the tradition that ensured the preservation of social organization, then innovation becomes more and more significant, and in recent decades, the interactions of various traditions and various innovations become more significant.

In the psychological and pedagogical meaning, culture is regarded as "a historically determined level of development of society, of the creative forces and abilities of a person, expressed in the forms of organizing people's lives and activities, in their relationships, as well as in the material and spiritual values created by them"<sup>1</sup>. In domestic cultural studies, two research areas dominate. Since the mid-60s, culture has been regarded as a combination of material and spiritual values created by man. This interpretation was reflected in the second edition of TSB,

in the philosophical dictionary and other publications<sup>ii</sup>. The axiological concept of the interpretation of culture is to calculate the sphere of human being that can be called the world of values. Proponents of the activity concept (M. Kagan, E. Markaryan) see a certain limitation in this interpretation of the concept of culture. In their opinion, the axiological interpretation closes cultural phenomena in a relatively narrow sphere, while "culture is a dialectically realizing process in the unity of its objective and subjective moments, premises and results." An active approach to culture is concretized in two directions: - one considers culture in the context of personal formation; another - characterizes it as a universal property of social life. These authors in the domestic cultural literature of recent decades are known as active advocates of technological understanding of the essence of culture<sup>iii</sup>

The adoption of culture as a mechanism (technology) of activity helps to understand the very essence of culture. The manufacturability of culture, understanding it as a mode of activity, suggests that culture is a historically specific set of those techniques, procedures, norms that characterize the level and direction of human activity.

"Personality culture" (the effectiveness of any activity depends on it) - it is determined: how broadly a specialist is able to meaningfully solve private professional tasks, sensitively respond to the conditions and requirements of society, how freely he knows high-tech equipment and high technology, how developed is his sense of new, the ability to "keep up" with the pace of development of society and at the same time, how much these qualities permeate the understanding of universal priorities.<sup>iv</sup> In the literature on the problems of personality culture, the essence of culture is considered in three aspects:

Culture is a kind of principle of a person's connection with an object, a way of its entry into public life, a mechanism of self-awareness, the comprehension of its inseparability from others and its own uniqueness;

Culture is a characteristic of mentality (the installation of consciousness, its focus on the outside - on the world, and on the inside);

Culture - this is what allows you to make sense to the person. It incorporates the ability to use what is accumulated by humanity. Being cultural is "knowing how". To be able to use many things, to imagine in and through yourself what is created, which is relevant today [100].

In these concepts, one of the important aspects of the essence of culture is highlighted - its ability, as it were, to give fairly clear instructions on the implementation in a certain sequence, a kind of algorithm of activity. Culture encourages action "by the rule." Transmitted from generation to generation, systems of sequential rules of activity in integral unity comprise the technology of activity, which is the essence of culture. On the other hand, culture, as a way of activity, is not a closed, but an open system that carries open algorithms - the breaking and correcting energy of an acting person. This energy is impossible without genuine cultural and historical creation, creation. Therefore, a culture taken in its dynamic aspect is impossible without creativity, i.e. formative activity, generating a new, creative (creative) activity. A low cultural threshold is a passive adaptation to being. The rise of cultural search is the creation of "one's own" world, incorporating the "external", but opposing it with uniqueness, originality.

For some, culture appears, first of all, as the mastery of the richness of artistic values (N.A. Berdyaev, A.F. Losev), for others (BCBibler, A. Schweitzer), it seems to be morality, still others believe that it is not cultural for those who have no religious experience (SI. Hesse, VV

Rozanov), for four people outside of culture are people who are not familiar with the external achievements of science.

- Modern cultural science studies not only the results of cultural activities, but also solves a deeper problem - the assimilation of the spirit of culture (mentality, cultural paradigm). In this case, the second — the communicative — layer of culture is revealed; this is the level of communication and educational institutions. The basis of culture, its core is the structure of cultural activity (E.V. Ilyenkov, I.A. Ilyin, M.S. Kagan; L.N. Kogan, M.K. Mamardashvili, E.S. Markaryan, E. Fromm et al.).

- Thus, the cultural phenomenon is so complex that at this stage of its study, many approaches and interpretations that describe it in various aspects are legitimate. The following conclusions are important for our study:

- culture - a certain level of organization of people's life, expressed in the products of material and spiritual creativity, in the nature of mastering the techniques and methods of work, intellectual activity, own physical and spiritual development;

- culture is not an independent social sphere, but a cross-cutting characteristic of the entire social system and in any social phenomenon, its sociological cultural aspect exists;

- culture is an essential feature of an individual person, groups of people, social, professional and national communities - the essence of culture is manifested primarily in activity, and not just in the totality of achievements and values accumulated by mankind in the process of historical development; cultural

personality potential is a combination of a number of elements,

peculiar "sections" of culture - physical, mental, moral, aesthetic, legal, confessional, political, psychological, vocational and labor. In each of the elements

cultures distinguish four functional qualities: knowledge, feelings

or attitude, motivation for choice or interest, action;

- the main social function of culture is human creativity,

those. personality as an absolute object and subject subject of culture  
tours and others

All this develops in a person in the process of education, in the process of mastering a professional culture. Since our study is aimed at training a specialist in preschool education, we will consider the following category of "pedagogical culture". This concept does not yet have the proper scientific understanding and is not included in the categorical apparatus of pedagogy. "They single out a political, economic, aesthetic, legal culture, but there is no pedagogical one"<sup>v</sup>.

Currently, there is an increased interest of scientists in the study of pedagogical culture. But in the scientific literature, we did not find unity in the interpretation of these concepts. Some authors use the term "professional culture" when considering the mechanism of personality socialization (V.A. Konev, R.L. Krichevsky and others), while others contrast it with the concept of "general culture" (L.N. Terekhina). Still others, on the contrary, see it as part of the general culture of the individual (M.A. Mashina, A.N. Khodusov, N.Ya. Shekhovskaya.<sup>vi</sup>

Since the pedagogical profession was created by society to meet the need for a targeted direct transfer of social experience due to its localization in a certain type of professional activity, I.M. The model defines "professional culture" as the degree of mastery of a specific type of work. According to the author, "pedagogical culture" is a characteristic of the culture of pedagogical activity and is a "cross-section": on the one hand, as a subsystem and a special kind of culture, and on the other, as an element is present in each of its types. In addition, pedagogical culture inextricably combines the elements of a material culture (teaching methods of activity) and a spiritual culture (the formation of the spiritual world). V. Vinogradov and A.

Sinyuk consider professional culture as a kind of integral expression of such elements of culture as: a) body culture, or physical culture; b) mental culture, expressed in the experience of mental existence and regulation of emotional interaction with the environment; c) the culture of rational activity, which includes the logical, informational, linguistic components; d) spiritual culture as an experience of value-normative activity.<sup>vii</sup>

Considering the pedagogical culture as an integral part of the general personality culture T.V. Ivanova believes that this concept is an integrative quality of the teacher's personality, including orientation (high methodological and methodological culture, readiness for creative activity, etc.); cultural experience (knowledge of culture, ability to communicate with and in it, its reproduction); new pedagogical thinking (ability to culturally determined judgment, cognition and experience of culture).<sup>viii</sup>

The opposite is the idea of VL Benin about the essence of "pedagogical culture" as an integrative characteristic of the pedagogical process ^ "including the unity of both direct human activity in the transfer of accumulated social experience and the results of this activity, enshrined in the form of knowledge, skills, and specific institutions of such a transfer from one generation to another. " This characteristic is most clearly manifested in three main indicators: socio-pedagogical (the degree of public awareness that everyone is the subject of education); axiological (attitude to knowledge as a value); didactic (basic principles of education and training). The scientist believes that pedagogical culture as a phenomenon inextricably links two social systems: pedagogy and culture - and requires the determination of its status both in the pedagogical system and in the culture system.<sup>ix</sup>

- The structure of pedagogical culture, based on the analysis of the studies examined, may include various levels of its study: socio-pedagogical, scientific-pedagogical, professional-pedagogical, personal (social-managerial, scientific-managerial, managerial-pedagogical).
- Along with this, the following aspects of pedagogical culture are considered in modern research literature:
  - - this is the social sphere of society, a way to preserve intergenerational and interhuman (including intra-family and interethnic) relations and the transfer of social and pedagogical experience (L.G. Ionin, M.S. Kagan, V.M. Mezhuev, V.V. Rozanov , A. Schweitzer et al.);
  - - part of universal and national spiritual culture, the field of pedagogical values, including pedagogical theories, pedagogical thinking, pedagogical consciousness of society, cultural examples of practical activities (O.A. Abdullina, I.I. Levina, G.V. Akopov, E.V. Bondarevskaya I.A. Kolesnikova et al.) [4; ten; 35; 40; BY];
  - - the sphere of professional activity, including social requirements for it, the laws of the teacher's cultural identification, cultural-like educational systems, pedagogical technologies, methods of creating cultural examples of social life and educational practice (L.V. Zagrekova, E.Yu. Zakharchenko, G.V. Zvezdunova , I.F. Isaev, A.A. Kasyan, V.A. Konev, E.I. Rogov and others);
  - - the personal property of the teacher, leader, integrating the pedagogical position, qualities, professional skills, behavior, individual achievements (A.V.Barabanshchikov, V.I. Bezrukov, E.G. Bezrukov, Yu.V. Vasiliev, N .I. Vorobyov, E.A. Klimov, T.E. Klimova, N.B. Krylova, etc.).

Thus, it is legitimate to believe that pedagogical culture is part of the universal, in which the spiritual and material values of education, as well as the ways of creative activity necessary to service the historical process of generation change, socialization of the person, and educational processes, are most fully imprinted. Pedagogical culture is the foundation of managerial culture, the study of which is currently given great attention. The particular importance of the

managerial culture of the teacher is manifested in the fact that there are two levels of management in the DOE: a) administrative - as the activity of the administration for managing personnel, the collective; b) pedagogical - as the activity of educators on the development of the personality of a child. Therefore, the management culture assumes a successive and interdependent nature, which creates conditions, respectively, for the development of the teaching staff and for the development of children (L.M. Ivensky, Yu.A. Konarzhovsky, M.I. Kondakov, G. Kunts, BC Pikelnaya, L.V. Pozdnyak, G.Kh. Popov, M.L. Portnov, M.M. Potashnik, and others).

Modern tendencies in the development of preschool education necessitate the transfer of preschool education management to a new “philosophy”, which is based on a motivational-system approach and personality-oriented goals for its implementation. The priority in it is orientation to the person, his needs; the creation of conditions ensuring the comprehensive development of the personality of each child and teacher, the motivation of collective and individual activities. Such a management philosophy is management (L.A. Denyakina, V.P. Dubova, R.B. Sterkin and others).<sup>x</sup>

Along with this, the concept of “pedagogical management” is introduced into the literature. If the term “management” refers to the management of social processes and is considered as the ability of a leader to achieve goals, using labor, intelligence and other people's motives, Management is an alloy of science and the art of managing people and social processes (M.Kh. Meskon, P.I. Pidkasisty)<sup>xi</sup>. That pedagogical management is considered as a set of principles, methods, organizational norms and technological techniques for managing the educational process, aimed at increasing its effectiveness. Based on this, any teacher, in fact, is the manager of the educational process (as the subject of his management), and the head is the manager of the educational process as a whole (as the subject of this process). Pedagogical management (theory, methodology and technology of effective management of the educational process) has its own specifics and is expressed in the originality of the subject, product, tool and result of the manager's work (V.P. Simonov, I.A. Sokolova)<sup>xiii</sup>. Given the modern requirements for a specialist in pre-school education, he must be familiar with the basics of pedagogical management (managerial culture), since he carries out pedagogical management at various levels of his professional activity: at the level of DOE management, as a leader (manager, senior educator ) and at the level of development management of the child - as an educator

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