

**TEACHING CULTURE AS A SUBJECT OF PSYCHOLOGICAL AND PEDAGOGICAL
RESEARCHES****Nishanova Nozimakhon Mahmudovna**

Assistant of the Department of Foreign Languages of Tashkent University of Information Technologies

ABSTRACT

Teaching culture as a subject of psychological researches is analyzed in this work. The authors compare basic approaches to the definition “teaching culture” content, detect the terms which are semantically related with it, open its heuristic role, correlate the views to the teaching culture functions and its structural and functional connections. The article contains the description of this phenomenon levels analysis, directions, conditions and ways of its development.

Key words: *teaching culture, national system of education, psychological and pedagogical researches, level system of foreign language education.*

INSTRUCTION

Social and individual development is inevitably connected with the cultural development problems. Education is a component of the culture in the whole, social and cultural institutions and important today. The problem field of psychological and educational research covers all aspects of new culture. There is a growing tendency to include educational activities in the cultural context of its correlation with cultural values. As the result of various aspects of culture and education interaction understanding, the analysis of teaching culture as the subject of psychological and educational research is also relevant.

The teaching culture analysis needed to identify the areas of the definition in the conceptual and categorial apparatus of socio-humanitarian disciplines. The term «teaching culture» can be found in the documents of international and national importance. So, in 1997 it was used in the Hamburg Declaration of Adult Learning. The participants of the V International Conference of Adult Education said: «We are determined to ensure that learning throughout life has become more significant reality at the beginning of the XXI century. We commit ourselves to promoting the teaching culture through movement «Every one hour of learning» and the Week of the United Nations, dedicated to adult education». [3].

In the Russian Federation, the concept of “teaching culture” was used in 2009 by the Minister of Health and Social Development of Russia T. Galikova in her speech on the National Meeting of Health center organization. The Minister highlighted «the teaching culture» is hygiene skills” among the factors that determine healthy life. [4].

Depth studies of the teaching culture were not found. However, it was devoted to some of the major pedagogical work: in 2002 N.B. Krylov the Institute researcher of Russian Academy of Pedagogical Innovation Education opposed the term «teaching culture» to the term «educational technology». Along with the term «teaching culture» as the researcher uses the term «educational culture» and «culture of learning». N.B. Krylov believes that the term «teaching culture» provides the basis for the new, wider view of education. Teaching culture author refers as a «culture of educational activity». N.B. Krylov declares that the teaching culture and the culture of learning activities’ problems become, as key concept for the school development, the fundamentally different and changing nature of modern education. Focusing on teaching culture and students learning activities deepen the content of educational processes, where cultural norms of self-education student, co-adults and children, and self-government begin to work. Educational processes can always be represented as expression of different cultural patterns of children and a teacher interaction. [7, p.224]

I.E. Vidt, The Head of Social cultural Studies Department of Humanitarian Studies Institute in Tyumen State University (Russia), in 1999 in the article «Teaching culture: formation, content meaning», wrote that some scientists offer to isolate some particular kinds of cultures, training, education, communication, «a culture of parents and teachers» in pedagogical culture. [2]

In 2020, the problem of the teaching culture in the context of analyzing education humanization ways was studied by the corresponding member of the Russian Academy of Education, the member of the International Academy of Humanities Y. Senko: «... every lesson with students reflects the professional culture of this process as the result of the educational culture». [16, p.145] The author, as far as we understand him, is not writing about teacher individual (subjective) didactic culture, and the objective (of procedural) teaching culture, a teacher and co-soluble audience and develops their creators. «Especially in a teacher pedagogical culture, seminars, teacher and student's co-creation is mostly clearly expressed, their willingness to the mutual aid behavior, understanding friend's capacity and other manifestations of new pedagogical thinking» [16, p.145]. Highlighting the feature of the teaching culture, Y. Senko considers its shape, its environment and conditions of educational process co-creation.

PURPOSE OF THE RESEARCH.

The term «teaching culture» is widely used in comparative educational publications. Thus, the results of H.M. Daurova studies (Russia), German scientists E. Bulman, G. Rolfe, M. Stange believe that new teaching culture, students-oriented and self-conscious development of critical thinking is one of the strategic directions of the school system in Germany. [5]

In 2005 F. Ziyatdinova, the member of the State Council used the term «teaching culture» in the context of Russia's accession to the Bologna Process problem discussion «Countries that have already achieved higher educational standards (Germany, France, Japan, Singapore), are trying to give quality education of young people from all social strata. «The teaching culture is encouraged», when both children and their parents are interested in education and the labor market and society reward those who have excelled at it. [6]

The education system in England, Great Britain and Ireland are described by involving the «teaching culture», «Methods and teaching culture in the UK are impressive - for example, everyone is really ready to share their own knowledge, scientific information is available, their own opinions discussions are welcomed and encouraged». It is written that the teaching culture in the UK is «vulnerable to the traditional methods of implementation, prevailing for many decades and in fact- many generations». [19]

EG. Muromova, the graduate of St. Petersburg Academy of Postgraduate Pedagogical Education (Russia), examines the culture of learning foreign languages in the context of comparison of Russian and British language education experience. She concludes that «the phenomenon of English language lessons undergoes qualitative changes and it is considered However, the authoritarian positions of Russian teachers are still very strong and it will take time to transition to a new form of a lesson - the dialogue lesson, where the student's personality is no less important than the teacher personality». [13, p.438]

«Teaching culture and well-being» were the subjects of 2005 analysis of the seminar "Finland in the study PISA: factors responsible for the results».

THE LEADING IDEA OF THE STUDY.

The difference between teaching cultures is described, comparing various religious educations.

Authors of psycho-pedagogical work outlined main features of teaching culture. Thus, the concept of "teaching culture" is often associated with the effectiveness conditions analysis of the pedagogical process.

According to S.V.Filatov's opinion (Russia), «positive teaching culture allows you to move from functioning school to developing one». [18] In 2005 H.I. Buggenhagen, the manager of Innovation in Vocational Education (Germany), taking part in International Forum «Education for Sustainable Development: Towards Knowledge Societies», interpreted new teaching culture as a society sustainable development's prerequisite. [14]

The researchers refer to the teaching culture's communications with other kinds of pedagogical culture. S.V. Filatov (Russia) rightly links on its relationship with the school management culture. [18] Teaching culture was researched in 2003 by V.E. Mashchenko (Russia), analyzing the corporate governing system. [10] Frequently a study phenomenon connects with the communicative culture. Teaching culture is frequently interpreted as didactics, in its sense. Problems of learning foreign languages culture are also developed. [8] E.G. Muromova (Russia) examines the culture of learning foreign languages in the context of the state educational standards. [13]

Quite often, the term "teaching culture" is used in the context of information education's problems. According to the Bartelsman's foundations (Germany), in 2005 the education system will undergo changes due to the World Wide Web. A range of new proposals in the field of education will appear, there will be «new culture of teaching». [1]

Teaching culture is associated with active methods. So, A. Mogilev, professor of Moscow City Pedagogical University (Russia), in 2005 analyzing the problem of discussion and debate stimulation in the work of tutors, wrote: «Teaching culture through intensive training sessions, debates, discussions, is just beginning to take its shape». The author recommended developing such training culture program with the help of Intel «Education for future». [11]

High standards orientations on the training are common to all links in the Russian system of continuing professional education, V.M.Wilczynski, Deputy Chief of Education of Irkutsk (Russia), in 2005, noted: «... today we have to prove a kind of modern school - modern technology, good material base and high teaching culture ...» [20]

The authors put not only the problem of identifying ways and conditions for the teaching culture development, but also outline the criteria for this process effectiveness. So, E.E.Malyavkin (Russia), considering educational culture problems in the secondary school, considers high demands on students and teachers, focusing on adding value with the teaching of subjects, the use of modern teaching methods, continuous tracking of individual student achievement, clearly defined rights and obligations students a positive attitude to the personality of the child, taking into account its growth opportunities and interests, cooperation (joint venture) with the family as the criteria for the positive teaching culture. A teacher considers educational culture as one of the most important directions of becoming a positive teaching culture. [9]

Different specialists' categories address to the problem of teaching culture. Turning to the problem of business organization's culture building, some authors try to define the relevant concepts: «Teaching culture – is the degree where the organizational culture which supports change and use of new skills, makes significant impact on the learning implementation in the work environment». [12] Teaching culture is associated with the work culture and the culture of safety. In general, an interest to the teaching culture of business organizations, probably, updates its value, shows its impact on the success of business activities and results. Education and teaching culture are treated as a valuable investment.

CONCLUSION

In conclusion, the analysis of literature and electronic sources shows that the term «teaching cultures» is used in documents of international and national importance. However, the deep researches of the cultural training phenomenon have not been conducted. In some relatively large pedagogical studies this term put in one line with the semantic concepts of «education culture», «culture of learning activity», and «culture of teaching». Closest in meaning to the term for the concept of «teaching culture» is the definition of «didactic culture». In this case, the teaching culture is presented more as a set of objective culture, while the term «didactic culture» often characterizes an individual, subjective culture. Teaching culture is considered as a special form of pedagogical culture. Teaching culture is sometimes contrasted with learning technologies. The concept of «teaching culture» has not received a specific definition of its content, but it was involved in the solution of many problems by the authors. Educational institution is often marked in the educational literature as the subject of teaching culture. The term is widely used in comparative educational publications. Different categories of specialists address to the problem of teaching culture. Business entities show great interest to this issue. Researchers recognize the relevance of the task of new teaching culture forming and development. It is often associated with the analysis of pedagogical process effectiveness conditions. Authors attribute teaching culture to the management and communication culture. Teaching culture is often treated in didactics sense. Quite often, the term "teaching culture" is used in the context of information education problems. Teaching culture is associated with its methods. This term is widely used as a «positive». Its research aim is to identify the criteria for a positive teaching culture, since the orientation of the developed teaching culture is common to all links in the system of education. The term «teaching culture» is used for educational institutions positioning in the education market. Teaching culture function is little known aspect of the problem. Study offers direction, policies and conditions of the teaching culture. Our further research connects with these and other issues' questions.

REFERENCES

1. Агзамов Ф. Образование в сети Интернет: развитие в мире и в Узбекистане [Электронный ресурс] / Ф. Агзамов // Информационно-коммуникационные технологии Узбекистана. – URL: <http://ru.infocom.uz/2003/11/21/>
2. Видт И.Е. Педагогическая культура: становление, содержание и смыслы [Текст] / И. Е. Видт // Педагогика. – 2002. – № 3. – С. 3-7.
3. Гамбургская декларация об обучении взрослых [Электронный ресурс] // Общество «Знание России», 2002. – URL: <http://www.znanie.org/dokumets/Hdecl.html>
4. Голикова Т. Выступление на Всероссийском совещании по вопросам организации работы Центров здоровья [Электронный ресурс] / Т.Голикова // Сайт Министерства здравоохранения и социального развития РФ. – URL: <http://www.minzdravsoc.ru/special/healthcenters/materials/0/?print=1>
5. Даурова Х.М. Исследования «Писа» в Германии - мониторинг качества образования [Электронный ресурс] / Х. М. Даурова // Этнопедагогика и сравнительная педагогика. Поликультурное образование. – 2004. – URL: <http://www.ido.rudn.ru/rgp/Publication.aspx?publd=3298&rlid=9>

6. Зиятдинова Ф.В. Болонский процесс – с ворохом проблем? [Электронный ресурс] / Ф.Зиятдинова Время Деньги. – 2005. – 29 сентября. – URL: http://www.tatar.ru/index.php?&page=1&node_id=1185&full=1574
7. Крылова Н. Б. Культура учебной деятельности [Текст] / Н. Б. Крылова // Школьные технологии. – 2002. – № 1. – С. 224-232.
8. Максакова С.П. Культура обучения иностранным языкам и обучение иноязычной культуре [Текст] / С. П. Максакова // Культура и язык: Материалы междунаро. науч.-практ. конф. – Самара, 2003. – С. 306- 310.
9. Малявкина Е. Е. Культурологизация образования в средней общеобразовательной школе [Электронный ресурс] / Е. Е. Малявкина // Культурология: науки о культуре – шаг в XXI век. – URL: <http://www.earthburg.ru/earthadm/php/process>
10. Машенко В.Е. Системное корпоративное управление [Текст] / В. Е. Машенко. — М.: Сирии. – 2003. – 251 с.
11. Могилев, А. В. Анализ чата для тьюторов программы «Обучение для будущего» [Электронный ресурс] / А. В. Могилев. URL: www.iteach.ru
12. Модель внедрения обучения: Подход повышения эффективности обучения, основанный на эмпирических исследованиях [Электронный ресурс]. – URL: <http://www.wlr.ru/ru/stati/info/239>
13. Муромова Е. Г. Государственный образовательный стандарт и культура обучения иностранным языкам [Текст] / Е. Г. Муромова // Диалог культур и цивилизаций в глобальном мире: Международные Лихачевские научные чтения. – Москва: СПбГУП, 2007. – С. 437-439.
14. Образование для устойчивого развития: на пути к обществу знания [Электронный ресурс]. – URL: <http://www.forum-2005.bsu.by/program/>
15. Пинский, А. А. Эффективная школа [Текст] / А. А. Пинский // Завуч. – 2000. – № 1. – С. 135-138.
16. Сенько, Ю. В. Гуманитарные основы педагогического образования [Текст] / Ю. В. Сенько. – М.: Академия, 2000. – 240 с. E-ISSN NO:2349-0721
17. Трушкина Л.Ю. Научно-исследовательская деятельность как основа опережающего характера профессионального образования и подготовки творческого специалиста [Электронный ресурс] / Л. Ю. Трушкина // Педагогическая наука и образование в России и за рубежом: региональные, глобальные и информационные аспекты. — 2005. – Вып. 5. – URL: http://rspu.edu.ru/university/publish/pednauka/2005_2/05Trushkina.htm
18. Филатов С.В. Комплект формализованных документов, обеспечивающих участие педагогического коллектива в управлении школой [Электронный ресурс] / С.В. Филатов // Управление школой. – URL: <http://festival.1september.ru/articles/213546/>
19. Чапаев Р. Терпим Лондон в обмен на знания [Электронный ресурс] / Р. Чапаев. – URL: http://www.parta.org/wa/news_ea/spool/news/632.htm
20. Материалы круглого стола [Электронный ресурс] // Приемная комиссия. – URL: <http://pressa.irk.ru/index.php?id=53&n=475&p=12468>