



INTEGRATIVE ASPECTS OF EDUCATIONAL ORGANIZATION

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Abstract:

Theoretical and methodological approaches to the concepts of "individual style of activity", "psychological" and "pedagogical culture" are given. The similarities and differences in the consideration of these concepts by psychologists and teachers are shown. An article is being formulated on the differentiation and integration of these approaches. The possibilities of developing the personality culture of the future professional in the educational environment of the university are shown by creating a system of psychological and pedagogical influences in order to optimize the process of its adaptation and successful functioning in the conditions of educational, service and future professional activities. The key link in this process is the individual style of activity.

Keywords: psychological culture, specialist personality model, pedagogical culture, differentiation and integration of approaches, professional training.

INTRODUCTION

The formation of a future professional is a continuous step-by-step and dynamic process of the trainee entering the profession of an employee and mastering the specifics of his activity. This time process consists of several stages:

- 1) preliminary (professional orientation and selection);
- 2) adaptive (initial);
- 3) the stage of acceptance by the student (listener) of the norms, requirements of service and professional activities;
- 4) the creative stage, which includes self-realization by the individual of his service and professional goals, both within the walls of the university and beyond;
- 5) an additional stage that sets the tasks of postgraduate (additional) education, retraining and advanced training.

MATERIALS AND METHODS

The formation of a professional is a discrete process, i.e. consisting of successive stages, characterized by independent, but interrelated goals and means to achieve them.





At the first stage, a scientifically based process of professional orientation events takes place, ending with the selection of candidates for training with the most pronounced qualities.

The second stage is characterized by the formation among the participants of the educational process of a system of general cultural and professional competencies, experience of creative activity, i.e. the acquisition of special, specific knowledge.

The third stage is periodic renewal, deepening, expansion of acquired professionally important qualities.

The fourth stage (very conditional) is the acquisition by students of competencies that ensure the satisfaction of the intellectual needs of students, the comprehensive development of his personality.

RESULTS AND DISCUSSION

Lifelong and multilevel education is defined as the organizing principle of all education. It involves the creation of a comprehensive, coherent and integral system that provides adequate means to meet the educational and cultural needs of each individual in accordance with his abilities throughout life.

The concept of continuous education is based on the following principles: continuity of all types and levels of educational programs; polyvariance of the content of general and vocational education with the unity of the educational space; openness and flexibility of the system; the presence of a highly qualified scientific and pedagogical potential capable of perceiving strategic changes and working in an innovative mode using modern means, forms, methods and technologies of training and education.

The key link in such development can be an individual style, which is a systemic quality and education of a person and his activity, including a set of intellectual, motivational, mental properties, socially and professionally significant qualities, which arises and develops in the interaction of the subject with various types of future professional activity: educational, research, scientific, specifically professional, which are the conditions for mastering general scientific and professional competencies. In this capacity, all manifestations of the human mental world are intertwined and intersected in a complex way. Style is the central link of the adaptive mechanism that mediates the interaction between the organism and environmental conditions. Styles distinguish people in manners, ways of individual-peculiar self-manifestation.

The basis for the development of the concept of style formation is the personality structure proposed by K.K. Platonov, and formation technologies developed and implemented by teachers. The personality structure includes the biological (bodily shell, individual characteristics), subject only to diagnostics and accounting, the





psychological (spiritual, subjective shell, substructure of forms of reflection), which is diagnosed, trained, developed, and the social (spiritual, socially conditioned part, substructure of experience and orientation), with the possibility of diagnosis, training, formation, education. A separate line is the activity of a person, due to the influence of internal factors and the external environment [2].

From our point of view, style a priori has the following properties [3]:

- polymorphism, which consists in the presence of different levels of manifestations and the relationship between them;
- isomorphism, which makes it possible to describe, define the style, its properties, patterns of functioning and formation;
- mesomorphism, showing transitivity, stages of style formation.

In turn, mesomorphism proceeds directly through the mechanisms of endomorphism (interiorization, appropriation of knowledge, skills, abilities, experience, habits, etc. of other people) and exomorphism (exteriorization, i.e. transfer of one's mental formations, states and properties to others) ;

These and other patterns must be known and used in educational practice. At the same time, unjustifiably little attention was paid to the concept of "style" in pedagogy. There are single works, in a direct statement, devoted to its development. From our point of view, the conceptual development of the problem of studying the manifestations of personality style features and their combination with new approaches and achievements in pedagogical practice make it possible to strengthen the integrative links between sciences.

The highest manifestation of a professional in his activity is his psychological and pedagogical culture.

Psychological culture acts as a part of the general culture. This is an integrative systemic formation, property, process and state of the individual, his activities and society as a whole, which has its own history and is in constant dialectical development based on historical experience. In other words, we can talk about the psychological culture of the individual, the psychological culture of society and the psychological culture of activity [3].

Psychological culture involves [4, 5]:

- high level of spiritual and moral development and self-awareness;
- the ability to conscious self-regulation and self-realization of the individual;
- a special level of sensitivity, sensitivity;
- responsible and indifferent perception and attitude of a person to the world around him and to himself, a sense of duty, responsibility and empathy;



- harmonious unity between personal and public, between psychological knowledge, skills and the level of spiritual and moral development;
- the ability to be the subject of psychological culture;
- the ability for environmental activities and environmentally friendly methods of interaction with the outside world.

CONCLUSION

The formation of psychological and pedagogical culture also takes place in stages: knowledge, skills, professionally important and socially significant qualities, competencies - psychological and pedagogical skills - psychological and pedagogical culture. That is, the psychological and pedagogical culture is the highest manifestation in the formation of the individual style of professional activity.

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