

Scientific-Pedagogical Essence of Developing Students' Professional-Ethical and Communication Culture in A Modern Educational Environment

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Abstract

The article explores the scientific and pedagogical essence of developing students' professional-ethical and communication culture in a modern educational environment. It analyzes the concepts of professional culture, professional-ethical culture, and communication culture and substantiates their interrelationship in the professional formation of future specialists. Professional duty, honesty, justice, humanism, responsibility, active listening, cooperation, and constructive conflict resolution are characterized as essential indicators of this culture. A comparative analysis of the views of national, CIS, and international scholars reveals the need for an integrative approach to developing students' professional-ethical and communicative qualities. The author proposes a definition of professional-ethical and communication culture and clarifies its professional-ethical, communicative, and reflective components. The article presents scientific and pedagogical conclusions concerning the systematic integration of these qualities into educational content, professional situations, pedagogical cooperation, practical activity, and reflective assessment.

Keywords: Modern educational environment, professional culture, professional ethics, communication culture, professional values, moral position, communicative activity, reflection, pedagogical cooperation, future specialist.

INTRODUCTION

ZAMONAVIY TA'LIM MUHITIDA TALABALARNING KASBIY-ETIK VA MULOQOT MADANIYATINI RIVOJLANTIRISHNING ILMIY-PEDAGOGIK MOHIYATI

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Annotatsiya:

Mazkur maqolada zamonaviy ta'lim muhitida talabalarning kasbiy-etik va muloqot madaniyatini rivojlantirishning ilmiy-pedagogik mohiyati yoritilgan. "Kasbiy madaniyat", "kasbiy-etik madaniyat" va "muloqot madaniyati" tushunchalarining mazmuni tahlil qilinib, ularning bo'lajak mutaxassis kasbiy shakllanishidagi o'zaro aloqasi asoslangan. Kasbiy burch, halollik, adolat, insonparvarlik, mas'uliyat, faol tinglash, hamkorlik va nizolarni konstruktiv hal etish mazkur madaniyatning muhim ko'rsatkichlari sifatida tavsiflangan. Milliy, Mustaqil Davlatlar Hamdo'stligi va xorijiy olimlarning ilmiy qarashlari qiyosiy tahlil qilinib, talabalarning kasbiy-etik hamda kommunikativ sifatlarini integrativ yondashuv asosida



rivojlantirish zarurati ochib berilgan. Kasbiy-etik va muloqot madaniyatiga mualliflik ta'rifi taklif etilib, uning kasbiy-etik, kommunikativ va refleksiv komponentlari aniqlashtirilgan. Mazkur sifatlarni ta'lim mazmuni, kasbiy vaziyatlar, pedagogik hamkorlik, amaliy faoliyat va refleksiv baholash jarayoniga izchil singdirish bo'yicha ilmiy-pedagogik xulosalar bayon qilingan.

Tayanch so'zlar: zamonaviy ta'lim muhiti, kasbiy madaniyat, kasbiy etika, muloqot madaniyati, kasbiy qadriyat, axloqiy pozitsiya, kommunikativ faoliyat, refleksiya, pedagogik hamkorlik, bo'lajak mutaxassis.

Аннотация:

В статье раскрывается научно-педагогическая сущность развития профессионально-этической и коммуникативной культуры студентов в современной образовательной среде. Проанализировано содержание понятий «профессиональная культура», «профессионально-этическая культура» и «культура общения», обоснована их взаимосвязь в профессиональном становлении будущего специалиста. Профессиональный долг, честность, справедливость, гуманность, ответственность, активное слушание, сотрудничество и конструктивное разрешение конфликтов охарактеризованы как важнейшие показатели исследуемой культуры. На основе сравнительного анализа научных взглядов отечественных ученых, исследователей стран СНГ и зарубежных авторов раскрыта необходимость интегративного развития профессионально-этических и коммуникативных качеств студентов. Предложено авторское определение профессионально-этической и коммуникативной культуры, уточнены ее профессионально-этический, коммуникативный и рефлексивный компоненты. Сформулированы научно-педагогические выводы по последовательной интеграции данных качеств в содержание образования, профессиональные ситуации, педагогическое сотрудничество, практическую деятельность и рефлексивное оценивание.

Ключевые слова: современная образовательная среда, профессиональная культура, профессиональная этика, культура общения, профессиональные ценности, нравственная позиция, коммуникативная деятельность, рефлексия, педагогическое сотрудничество, будущий специалист.

In today's higher education system, the training of future specialists is not limited to providing them with knowledge, skills and qualifications for a specific profession. The development of society, the renewal of labor market needs, the complexity of the content of professional activity and the expansion of the scope of social relations create new requirements for the specialist. A modern specialist, along with the thorough fulfillment of professional duties, must adhere to ethical standards, establish effective relationships in various situations, work in collaboration and be able to critically analyze his own activities.

One of the priority tasks of higher education is to form a knowledgeable, independent-thinking specialist who understands professional duty and responsibility, respects human dignity and



worth. A student's professional training is determined not only by the level of knowledge, but also by his professional behavior, communication style, ability to make ethical decisions and a reflexive attitude to his own activities. Therefore, the development of a culture of professional ethics and communication is an integral part of general professional training.

The purpose of the article is to clarify the content of students' professional-ethical and communicative culture in a modern educational environment from a scientific and pedagogical point of view, to substantiate its structural components, and to determine the priority pedagogical directions for the development of this quality.

The study used the methods of theoretical analysis of scientific and pedagogical sources, comparison of concepts in content, generalization, systematization, and pedagogical interpretation. Scientific views on professional culture, spiritual and moral education, pedagogical values, communication, reflection, and professional formation were studied on the basis of an integrative approach. The methodological basis of the study was axiological, competency-based, person-oriented, active, and reflexive approaches.

Culture is a socio-historical phenomenon that develops on the basis of a person's assimilation of social experience, values, and norms in the process of education, upbringing, communication, cooperation, and practical activity. The level of its development is determined not only by the knowledge of the individual, but also by the manifestation of this knowledge in attitudes, behavior, and activities.

General culture encompasses a person's worldview, thinking, speech, value attitudes and social behavior and is the basis for the formation of professional culture. Professional culture, in turn, represents the unity of knowledge, values, norms, methods of activity and patterns of behavior related to a particular profession. It is manifested in the responsible performance of professional duties by a specialist, the establishment of cooperation, compliance with professional standards and the continuous development of his or her qualifications.

Professional and ethical culture occupies a special place in the structure of professional culture. Professional and ethical culture means that a student understands the values of professional duty, honesty, justice, humanity, professional honor and responsibility, accepts them as personal beliefs and is able to demonstrate them in practical activities. Its development is determined not only by knowledge of moral standards, but also by making informed decisions in complex professional situations and feeling responsible for the consequences of this decision.

The development of professional and ethical culture should not be limited to teaching theoretical ethical concepts. The student must analyze professional and ethical situations, compare conflicting values and interests, evaluate alternative solutions, and justify his chosen position on the basis of professional standards. Such activity serves to transform ethical knowledge into stable professional behavior.

Professional values are primarily reflected in a person's attitude to others and communication style. Therefore, professional and ethical culture is inextricably linked with the culture of communication. The culture of communication reflects the ability of a student to express his opinion clearly, logically and within the framework of decency in various social and professional situations, to listen to the interlocutor, to treat other people's opinions with respect, to organize cooperation and to resolve conflicts constructively.



Effective communication is not determined only by fluent speech. It also requires active listening, understanding the emotional state and position of the interlocutor, choosing a communication method appropriate to the situation, expressing an opinion based on evidence, correctly accepting feedback and maintaining pedagogical tact. If professional ethics determines the moral direction of communication, then the culture of communication ensures the practical expression of moral values in interpersonal relationships.

Various aspects of professional formation, spiritual and moral education, pedagogical values, national education and professional relations have been studied by scientists of our country. Z.Q. Ismailova substantiates the importance of ensuring the harmony of moral knowledge, value-based attitudes and practical behavior in the context of spiritual and moral education. Sh.K. Mardonov connects the professional formation of a future teacher with the understanding of educational values, a value-based attitude to the profession and a willingness to responsibly fulfill professional duties.

B.Kh. Rakhimov, studying the formation of professional and cultural relations in future teachers, characterizes the attitude of the teacher to his profession, students, colleagues and the results of his activities as an important component of professional training. M. Kuronov highlights the role of patriotism, spiritual responsibility, historical memory and universal human qualities in the process of national education in the development of a person. N.A. Muslimov emphasizes the need to organize the purpose, content, methods and practical experience of professional training in an interdependent manner.

The multifaceted nature of professional culture is also reflected in the views of scientists from the Commonwealth of Independent States. V.A. Slastenin interprets the professional competence of a teacher as a unity of theoretical knowledge and preparation for practical activity. Ye.V. Bondarevskaya gives priority to human dignity, individuality, free choice and spiritual development in person-oriented education. I.F. Isayev considers professional and pedagogical culture to be an integrative expression of pedagogical values, technologies and creative self-realization. O.V. Pavlova distinguishes cognitive, sensory-emotional, axiological and active components in professional and ethical culture. Such an interpretation indicates the unity of knowledge of professional norms, their acceptance as values, expression of moral attitudes and their manifestation in practical behavior. V.L. Benin evaluates pedagogical culture as an integrative phenomenon that combines the subject, content, mechanism and goals of the pedagogical process.

Foreign studies focus on the impact of professional culture, trust and feedback on professional development. Studies by C. Watling and colleagues show that the effectiveness of feedback is related not only to its content, but also to trust in the professional environment, communication norms and the authority of the person expressing the opinion. C. van der Vleuten emphasizes that assessment and feedback should serve to identify the strengths and areas of development of the student, and to determine the direction of further activity.

The analysis of scientific views shows that the issues of professional competence, moral education, pedagogical values, communication and reflection have been widely studied. However, it is necessary to further clarify the content of the development of professional-ethical and communicative qualities as a single personal-professional system.



According to the author's approach, the professional-ethical and communicative culture of students is an integrated, dynamically developing holistic personal-professional system of professional duty, an ethical position based on honesty, justice, humanity and responsibility, the ability to effectively communicate and cooperate in various professional situations, and the skills of reflexively analyzing one's own actions and decisions.

This integrative quality consists of three leading components:

1. The professional-ethical component combines knowledge of professional standards, a conscious attitude to moral values, the ability to accept professional duty and responsibility, and the ability to make ethical decisions.
2. The communicative component includes the ability to clearly express one's opinion, active listening, understanding the interlocutor's position, establishing cooperation, exchanging feedback and constructively resolving conflicts.
3. The reflexive component represents the analysis of one's own behavior, communication style and decisions, identifying the causes of mistakes, self-assessment and determining the direction of professional development.

The integration of components ensures the transformation of knowledge into value, value into practical behavior, and the result of activity into reflexive experience. As a result, the student develops the qualities of professional responsibility, ethical decision-making, effective communication, teamwork, and analysis of his own activities.

The following pedagogical directions are important for the development of a professional-ethical and communicative culture:

- integration of issues of professional ethics, professional values, and communicative behavior into the content of education;
- providing students with professional-ethical situations, cases, and problem tasks close to real activities;
- using dialogue, discussion, role-playing, collaborative projects, and team analysis;
- supporting mutual respect, trust, openness, and diversity of opinions in the educational environment;
- using reflexive tasks that help the student regularly analyze his own decisions and behavior;
- evaluate the results not only by theoretical knowledge, but also by practical behavior, communicative activity and the ability to justify decisions.

The teacher in this process should not be a person who conveys ready-made moral judgments, but rather a subject who guides the student to independently understand the problem, compare interests and values, take into account the positions of other participants and make responsible decisions. The teacher's personal example, impartiality in assessment and communication style directly affect the student's professional culture.

In the modern educational environment, the professional-ethical and communicative culture of students is a holistic personal-professional quality based on the interdependence of professional knowledge, moral values, effective communication and reflexive self-management. Its development is determined not only by the knowledge of professional standards by the future specialist, but also by the fact that he accepts them as personal beliefs, expresses them through communication and activity in various situations, and is able to analyze the results of his decisions.



The functional integration of professional-ethical, communicative and reflexive components constitutes the theoretical and pedagogical basis for the formation of professional responsibility, moral choice, cooperation, constructive communication and self-development qualities in students. Therefore, the development of this culture should not be limited to separate educational activities, but should be consistently embedded in the content of education, professional situations, pedagogical methods, practical activities and the assessment process.

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