

CRITERIA AND FACTORS FOR THE FORMATION OF SPIRITUAL CULTURE
BASED ON PEDAGOGICAL DIALOGUE

H.G. Jumayeva

p.f.f.d. (PhD)

Bukhara State Pedagogical Institute

Teacher of the Department of Preschool and Primary Education.

habibajumayeva89@gmail.com

<https://doi.org/10.5281/zenodo.15099448>

Abstract. *The article presents the idea of determining the subject, purpose, tasks of pedagogical experience, analyzing its results in order to characterize the criteria and factors of the formation of spiritual culture on the basis of pedagogical dialogue. Dialogue is a skill, method and system of interaction between a team of teachers and students, and its essence is manifested in the mutual exchange of information, educational and educational influence, and mutual understanding.*

Keywords: *dialogue, spirituality, criterion, culture, class, creative education, creativity, creative ability, thinking, educational process, effectiveness, pedagogical experience, organization, management, student.*

To become a modern teacher, it is not enough to have only theoretical knowledge and practical skills, but also to work independently and creatively. Creativity is the highest form of mental activity, independence, the ability to create something new, original. Creative activity defines a person, therefore, the formation of a creative personality today has not only theoretical, but also practical significance. The development of imagination and creativity is the most important task of primary education. After all, this process covers all stages of personality development, instills initiative, independence in decision-making, the habit of free self-expression, self-confidence, because the true goal of education is not only to acquire certain knowledge, skills and qualifications. Therefore, the primary school teacher is faced with the task of developing the child, his creative abilities. The effectiveness of creative activity, the teacher's work is determined by the extent to which the educational process ensures the development of the creative abilities of each student, forms a creative personality and prepares him for cognitive, creative social and labor activities. Children come to school with different levels of development.

Communication is a Greek word that means conversation, interpersonal conversation and exchange of ideas, which occurs in the speech of two or more people.

In the process of communication, a person lives and socializes under the influence of social experience, education, various relationships, moral norms, ideas and ideology factors, and matures as a person. Communication between people is considered one of the main categories of pedagogical and psychological sciences, which includes the most important mechanisms of interpersonal relationships.

In psychology, the category of communication is understood in a broad sense and embodies the internal connection of cooperative activities, reflects interaction and reciprocity, and represents social procedural activity.

In pedagogy, communication refers to the skills, methods, and systems of interaction between a team of teachers and students, its essence is manifested in the exchange of information, educational and educational influence, and the achievement of mutual understanding. It has the following characteristics:

- communication is the most important professional tool in the pedagogical activity of a teacher;
- social control and social laws are of great importance in the process of communication to ensure its proper implementation;
- communication is the most important component of the teacher-student relationship, and it plays the same important role as motivation in motivation;
- communication in pedagogy is the active organization of the teacher's interaction with students based on influencing them, fulfilling the planned function of implementing a specific goal based on the program;
- communication - arises from the need for cooperative activity and is a multifaceted process of the development of interpersonal relationships;
- incorrect pedagogical communication causes fear, self-doubt in the student, his attention, work ethic weakens, speech dynamics are disrupted, and the ability to think independently and freely decreases.

Pedagogical communication is a professional relationship between the teacher and students, which allows him to create the most favorable psychological environment and a positive spiritual climate in extracurricular activities. The main goal of the teacher's close communication with students is:

- to eliminate all processes that create negative situations;
- to form independent thinking skills in students;

- to teach students to be active, think freely, express their opinions without fear and rely on them;

- to awaken the hidden abilities of students;
- creating a mood of joy and happiness in class and extracurricular activities.

According to A.S. Makarenko, teacher communication should be in the form of an attitude based on respect and demandingness. B. Sukhomlinsky emphasizes that “every word spoken by a teacher in the schoolyard should be thoughtful, rich in reflections, and aimed at a specific educational goal.” Every word of a teacher, according to the scientist, should be spoken not only to the student’s ear, but also to his heart. In general, advanced teachers believe that education and upbringing are built only in the process of communication based on the position of mutual cooperation between the teacher and the student. Functions of pedagogical communication. The teacher’s pedagogical communication is a socio-psychological process and is characterized by the following functions:

- perfect knowledge of the psychological state of students;
- establish mutual exchange of information;
- jointly organize educational activities;
- teach students to think freely;
- eliminate negative situations together with the class team;
- teach them to care for friends and help them;
- realize their own identity, feel satisfaction in communicating with students.

In the process of communication, the teacher should try to fully understand the psychological characteristics of the student in a short time, relying on his psychological knowledge. It is impossible to apply various educational punishments or reprimands to the student without penetrating his inner world and mental state. This situation leads to an irreparable breakdown of communication with the student, the student withdrawing into a hidden state, into his own "shell". The characteristics of the teacher related to the exchange of information are associated with his ability to assimilate into the class team. Any events and incidents occurring in the class team should be under the teacher's control, and the teacher should quickly and fairly analyze and prevent their consequences. This can only be achieved as a result of active exchange of information with students. Only then will favorable conditions be created for the teacher's activities in the educational process and give positive results.

The teacher organizes educational and educational activities together with students. In this case, it is important that the interaction between active students and informal leaders of the class

is fair: students should be involved in consciously and independently implementing various elements of education, while students should be given the opportunity to perform organizational and executive roles.

The teacher's communication improves the student's self-awareness function. In this case, the teacher's task should be to teach students, on the basis of communication, to understand their "I", to speak their mind boldly and freely as a person, to know their place in the team, and to self-evaluate.

In terms of structure, pedagogical communication is a unique example of teacher creativity.

Although pedagogical scientists describe many characteristics of teacher communication with students in their scientific works, communication is manifested primarily as a personal psychological characteristic of the teacher. Scientists, however, only give the teacher directions for communication. In particular, according to the Russian pedagogue V.A. Kan-Kalik, the structure of a teacher's pedagogical communication is carried out in the following directions:

Prognostic stage: Modeling the future communication by the teacher with the class team.

2. Communicative communication: Achieving the organization of direct communication during the initial acquaintance with the student.

3. Pedagogical process: The teacher's speech, actions, pedagogical skills should be aimed at managing direct communication.

4. Analysis of results: Analyzing the communication carried out, objectively assessing achievements and shortcomings and modeling for future activities. What should the teacher know at each stage of communication?

At the modeling stage, it is necessary to ensure that the audience meets all standards, study the psychological characteristics of each student, anticipate and eliminate the dynamics of difficulties that may arise in the educational process, and build communication on the basis of mutual cooperation, that is, the communication should correspond not only to the personality of the teacher, but also to the personality of the student. At the communicative stage, it is necessary to master conversation techniques that quickly involve the class in communication, be able to respond to all their interests, create opportunities for them to express their opinions freely, and master the methods of using various methods to positively influence the minds of students.

At the stage of the pedagogical process, the teacher's activities are directly directed towards a certain direction of educational work, supporting the initiative of students, organizing fair communication with the formal and informal leaders of the class team, and creating skills to adapt their thoughts to the thoughts of the team to real conditions.

The moral upbringing of students is manifested in their relationship to the environment around them. Moral upbringing is expressed in the feelings and inner experiences of the student and emerges in his behavior, in the process of communication with the teacher. Close relationships with students and showing kindness are the main basis for organizing correct and fair communication between the teacher and the class team. Communication creates a social space for individual activity through various roles, plans the social behavior of the individual.

The teacher demonstrates his personal initiative and leadership role in the educational process. In the lesson process, the teacher should create opportunities for students to be in the roles of organizer and performer. On the basis of communication, the individual learns to recognize his own identity. When planning a lesson, the teacher should not only think about attracting students to the information sphere with information about the topic of the lesson being studied, but also find students who need the teacher's help, create conditions for helping them, be able to see the conditions that ensure the interest of each student and ensure mutual cooperation. In pedagogical activity, the teacher should be able to establish good relations with students on the basis of communication, apply democratic requirements and carry out joint creative activities. Pedagogical dialogue is a form of professional activity of a teacher, in which educational and upbringing problems are solved through interaction between the teacher and other participants in the educational process. In this situation, the teacher appears in the role of an evaluator, and he himself is an evaluator. In such cases, the tasks and means of pedagogical influence and the pedagogical dialogue of the teacher with students are manifested in the following forms:

Communicative communication.

Interactive communication.

Perceptive communication.

1. In communicative communication, one-way information is transmitted. The interaction includes the exchange of information with participants in cooperative activities and can be described as communicative communication. In the process of teacher and student communication with each other, language and speech activities, which are important means of communication, play a direct and important role.

2. An important aspect of interactive communication is two-way interaction. It is understood that the teacher who enters into communication interacts with the students, not only through words, but also through the exchange of ideas, actions and behavior.

3. In perceptive communication, it is understood that the teacher and the student team perceive and understand each other.

In this case, based on the mutual understanding between the parties to the dialogue, one of them gains the trust of the other and is perceived as an intelligent, insightful, experienced, and highly trained person.

The more vocabulary a teacher has, the faster his ability to communicate will manifest itself and the easier it will be to achieve positive results. Usually, teachers with poor vocabulary often encounter conflicts with students in their pedagogical activities. The teacher's lively communication naturally conveys the content and essence of any educational event to the student, creates a strong bridge for communication between the object and subject of this process, and ensures the harmony of inner feelings and actions.

REFERENCES

1. Jumayeva, H. G. (2023). Boshlang 'ich sinf ona tili ta 'limida o 'quvchilarning ijodiy qobiliyatini takomillashtirish metodikasi. *Новости образования: исследование в XXI веке*, 1(6), 45-47.
2. Jumayeva, H. G. (2022). Methodology for Improving the Creative Abilities of Students in Primary School Native Language Education. *International journal of inclusive and sustainable education*, 1(6), 236-238.
3. Jumayeva, H. G. (2022). Methodology for Improving the Creative Abilities of Students in Primary School Native Language Education. *International journal of inclusive and sustainable education*, 1(6), 236-238.
4. Jumayeva, H. (2022). Loyihaviy yondashuv asosida boshlang'ich sinf ona tili ta 'limida o'quvchilarning ijodiy qobiliyatini takomillashtirish metodikasi. *Buxoro davlat pedagogika instituti jurnali*, 2(2).
5. Qo'ldoshev, A. R., & Jumayeva, G. A. H. (2021). Forming Writing Skills in Left-Handed Students. *Middle European Scientific Bulletin*, 10(1), 52-61.
6. G'afarovna, J. H. (2023). Xalqaro tajribalar asosida boshlang 'ich sinf o 'quvchilarning ijodiy qobiliyatlarini shakllantirish. *Pedagogs jurnali*, 1(1), 489-489.
7. G'afarovna, J. H. (2023). Interfaol metodlar yordamida boshlang'ich sinf o'quvchilarining ijodiy qobiliyatlarini shakllantirish. *Pedagogs jurnali*, 1(1), 666-666.
8. Jumayeva H.G. (2023). Boshlang'ich sinf ona tili ta'limida o'quvchilarning ijodiy qobiliyatini takomillashtirish metodikasi. *Новости образования: исследование в XXI веке*, 1(6), 45-47.

9. Шарипова М. Б., Садуллоева М. Б. К. ПРОФЕССИЯ «УЧИТЕЛЬ» И ЕЁ РОЛЬ В ОБЩЕСТВЕ //Проблемы педагогики. – 2020. – №. 1 (46)
10. Шарипова М. Б., Мустакимова Г. А. Наследие мыслителей в эстетическом воспитании учащихся начальной школы //Вестник магистратуры. – 2019. – №. 10-5. – С. 48-49.
11. Sharipova M. B., Nizomova S. S. THE ARTISTIC IMAGE OF THE IMAGE OF" WATER" IN THE POEM //УЧЕНЫЙ XXI ВЕКА. – 2018. – №. 11. – С. 75.
12. Шарипова М. Б., Муродова Ш. Ш. ХУДОЖЕСТВЕННАЯ ИНТЕРПРЕТАЦИЯ ОБРЯДОВ В ЭПОСЕ «АЛПОМИШ» //Научный журнал. – 2020. – №. 9. – С. 32-34.
13. Шарипова М. Б. и др. ПРОФЕССИЯ «УЧИТЕЛЬ» И ЕЁ РОЛЬ В ОБЩЕСТВЕ //Проблемы педагогики. – 2020. – №. 1. – С. 24-25.
14. Baxshilloyevna M. S., Shuhratovna M. S. Description and interpretation of wedding customs in the epic" Alpomish" //Middle European Scientific Bulletin. – 2021. – Т. 11.
15. Sharipova M. " Alpomish" dostoni-o'zbek xalqi tarixi badiiy ifodasi //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2020. – Т. 1. – №. 1.