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THE IMPORTANCE OF DESIGNING THE EDUCATIONAL PROCESS FOR IMPROVING THE PEDAGOGICAL CULTURE OF FUTURE TEACHERS

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Abstract. *Large-scale reforms in education, globalization and the development of modern pedagogical approaches are radically changing the requirements for the content and quality of teacher training. The priority given to personality-oriented, competence-based and innovative approaches demands that future teachers improve not only their professional knowledge and skills but also their pedagogical culture, which is understood here as an essential professional quality integrating a teacher's professional skills, pedagogical thinking, moral qualities, communication culture, creativity and ability to organize the educational process effectively. The aim of the study is to identify the theoretical and pedagogical foundations of designing the educational process in order to improve the pedagogical culture of future teachers, to refine its content as well as its organizational and methodological mechanisms and pedagogical potential, and to determine effective pedagogical conditions. The study analyzed the pedagogical potential of educational-process design together with its content and methodological foundations; the methodology rests on personality-oriented, competence-based, systemic-activity and integrative approaches, which make it possible to study the pedagogical culture of future teachers as a holistic pedagogical phenomenon, to identify its structural components and to substantiate the mechanisms of its development. The results show that improving the pedagogical culture of future teachers is one of the key tasks of modern teacher education and that scientific-pedagogical design of the educational process is of particular importance in organizing this work effectively, since pedagogical culture emerges from the harmony of professional knowledge, pedagogical thinking, moral and ethical views, communication culture, a creative approach and a responsible attitude toward professional work, so that a holistic pedagogical system aimed at forming these qualities is needed in teacher training. The theoretical analysis shows that purposeful and systematic design of the educational process allows professional knowledge, pedagogical thinking, moral and ethical views, communication culture and creative activity to develop in harmony.*

Keywords: *future teacher; pedagogical culture; educational process; pedagogical design; professional competence; pedagogical skills; pedagogical activity; educational technologies; personality-oriented education; competence-based approach; pedagogical dialogue; reflective activity; innovative education.*

INTRODUCTION

The reforms now under way in education systems, together with globalization, place new demands on how future teachers are prepared for professional work. Mastery

of subject knowledge and methods is no longer sufficient: the personality-oriented, competence-based and innovative approaches that dominate contemporary education require teachers who also possess a developed pedagogical culture. In this study, pedagogical culture is understood as a professional quality that unites pedagogical skills, pedagogical thinking, moral qualities, communication culture, creativity and the ability to organize the educational process effectively (Glossary of Pedagogical Terms, 2008:144).

A person's inclination toward teaching often takes shape in childhood, and the family environment plays an important role. Parents' professional views and their expectations of their children can shape a student's attitude toward the profession and future direction. People raised in an environment of consistent emotional support tend to choose professions that involve collective communication and working with people; their motives for professional development are driven by needs for recognition, a place in the group and self-expression. People raised with less emotional support tend to prefer more independent kinds of activity, and their professional trajectories are correspondingly distinctive.

Professional formation is not determined by inner potential alone. Practice shows that career choice is also closely tied to external factors such as economic stability, social values, family obligations and the influence of social role models. Careful analysis of these factors directly affects the formation of the motivational and reflective components of pedagogical culture. Support for individual development trajectories, attention to social differences among students and fair conditions for each student's professional success therefore become an integral part of the content of pedagogical culture.

Professional socialization proceeds along two main lines. The first is formal professional training, that is, systematic pedagogical preparation in higher education institutions, through which theoretical knowledge, practical competencies, methodological skills and didactic principles are acquired. The second is informal education, the set of informal roles and values formed through life observations, parental influence, examples set by athletes, the mass media and the social environment; it strongly influences the development of a future teacher's professional self-awareness.

For a future teacher, the formation of pedagogical culture is determined by the student's social-pedagogical position, professional self-awareness, methodological literacy and adherence to the behavioral and moral norms specific to sports pedagogy. Its

foundation is professional competence: a harmonious system of theoretical knowledge, practical skills, methodological thinking and motivation that determines a teacher's ability to achieve effective results.

Pedagogical activity is itself a complex, integrative and reflective process built on the cycle of thinking, action and analysis. The content of pedagogical culture accordingly includes a set of professional skills matching this cycle: reflection, analysis, planning, communication, organizational ability and motivational resilience. These skills form a distinct structural dimension of the pedagogical culture of future teachers, strengthening professional self-awareness, reflective analysis and conscious management of the educational process. The aim of this study is to identify the theoretical and pedagogical foundations of designing the educational process to improve the pedagogical culture of future teachers, and to determine the content, mechanisms and conditions through which this can be achieved.

MAIN PART

The study is theoretical in nature. It draws on an analysis of the pedagogical literature and of encyclopedic sources on pedagogy and the history of pedagogical thought (History of Uzbek Pedagogy, 1997; National Encyclopedia of Uzbekistan, 2005), on pedagogical terminology (Glossary of Pedagogical Terms, 2008:144) and on innovative educational technologies (Muslimov et al., 2015), together with the logical analysis and systematization of the content of pedagogical culture and its component skills.

The methodological basis consists of the following approaches. The personality-oriented approach treats the learner as an active subject and supports individual development trajectories; it is this approach that underlies the use of developmental teaching technologies in professional preparation (Samoylov, 2001). The competence-based approach evaluates preparation by the ability to act rather than by knowledge alone. The systemic-activity approach treats the educational process as an integral system organized through the activity of its participants. The integrative approach considers knowledge, skills, values and personal qualities together. Finally, the acmeological approach makes possible a systematic analysis of the external factors (sociocultural, economic and family) and internal factors (motivation, reflection and psychological resilience) that influence progress through individual stages of development, and

it provides the methodological basis for the content of developing a future teacher's pedagogical culture.

Together, these approaches allow pedagogical culture to be studied as a holistic pedagogical phenomenon, its structural components to be identified and the mechanisms of its development to be justified. For analysis, the professional skills that make up pedagogical culture were conditionally divided into four content blocks, each representing a functional aspect of that culture: diagnostic, constructive, interactive (organizational) and reflective.

Teacher training is often interpreted as the acquisition of theoretical knowledge in pedagogy, psychology and sports theory. In fact, this knowledge enriches pedagogical culture only when it is connected with practice: until theoretical knowledge is mastered in a practical context, it remains a resource that offers possibilities but yields no results (Samoylov, 2001). Professional skills are therefore the practical expression of pedagogical culture, and their development further strengthens the teacher's methodological culture, professional thinking, culture of self-improvement, and culture of communication and management.

The main criterion of theoretical preparation is thus the capacity to act, which appears at a generalized level as pedagogical thinking. This thinking comprises four abilities: analytical thinking, that is, a deep understanding of a situation and the identification of its problems; forecasting, or anticipating the results of pedagogical actions; a project approach, which consists in formulating and planning solutions; and reflection, the critical examination and analysis of one's own activity (Pedagogy. Encyclopedia, Vol. I, 2015). These abilities are an important foundation for a teacher to reach professional mastery.

The ability to translate educational content into pedagogical tasks is the diagnostic component of pedagogical culture. It rests on the future teacher's ability to analyze learners' characteristics, understand the dynamics of their age-related development and define goals. Diagnostic culture is formed through such practical actions as conducting a pedagogical-psychological analysis of the class group and of the individual student, determining the level of psychological readiness to assimilate new knowledge, setting clear educational and upbringing goals, and developing individual development trajectories. This strengthens the scientific-prognostic component of pedagogical culture, since the teacher learns to define goals and tasks in accordance with the situation.

Analytical skills are one of the criteria of professional competence because they are the means by which knowledge is applied in practice. They demonstrate a generalized capacity for pedagogical thinking and consist of several personal skills: dividing pedagogical phenomena into structural elements such as conditions, causes, motives, stimuli, means and forms of manifestation; understanding each part in relation to the whole and in interaction with the leading factors; seeking ideas, conclusions and regularities consistent with the logic of the phenomenon under study on the basis of the theory of teaching and upbringing; and correctly diagnosing the pedagogical phenomenon (Pedagogy. Encyclopedia, Vol. I, 2015).

Building the pedagogical process as an integral system is the constructive component of pedagogical culture, which is expressed through systematic design of the educational process. Constructive culture includes detailed planning of educational goals, selection of content in line with those goals, and harmonization of forms and methods of teaching. This strengthens the elements of rational organization and methodological literacy in pedagogical culture, and it is the constructive approach that equips the teacher to organize the learning process on a scientific basis.

Managing the content of the pedagogical process is primarily educational in character and requires the teacher, as the subject of management, to form a goal aimed at a clearly defined end result. Although there is a direct link between analysis of the pedagogical situation and goal-setting, correct goal-setting is not limited to the results of analysis: it also depends on the teacher's ability to anticipate, to model the situation hypothetically and to assess pedagogical consequences in advance. This ability is one of the main structural elements of pedagogical culture and a mark of professionalism in master teachers; A. S. Makarenko was distinguished by this quality in his pedagogical practice (Pedagogy. Encyclopedia, Vol. II, 2015).

Scientifically grounded pedagogical forecasting is based on deep knowledge of the essence of the process, didactic logic and the laws of learners' age-related and individual development; in sports pedagogy the age-related criteria established for the selection and preparation of children are a clear illustration of this dependence (Nikitushkin & Akhapkin, 2013). Forecasting skills are expressed through the following structural elements: setting pedagogical goals and specific tasks, choosing optimal ways to achieve the goals, predicting results and possible deviations, defining the stages of the pedagogical process, allocating time resources appropriately, and planning shared

activities jointly with learners. This requires mastery of planning, modeling, hypothesis formation and extrapolation. Pedagogical forecasting is thus an effective method that develops not only analytical but also creative thinking.

The triad of project, analysis and forecasting plays a central role in developing pedagogical culture. It is a key unit in planning the content of upbringing and teaching and in embedding forecasting results in concrete plans for the educational process. Developing an educational project means, first, translating general goals of upbringing and teaching into the pedagogical context, converting them into concrete, measurable tasks, and justifying the mechanisms of their gradual realization. Next, the teacher must define the content and types of activity that will form the predicted qualities of the learner, the stages of development and the socio-pedagogical situations. Here an important element of pedagogical culture is the harmonization of a system of activities corresponding to educational and upbringing tasks, with a rational combination of specific pedagogical forms of activity.

Design skills are expressed in the ability to convert the goals and content of upbringing into concrete pedagogical tasks; to take into account learners' needs and interests, the available material base, experience, and personal and professional qualities when setting tasks and choosing the content of learners' activity; to define a set of primary and secondary tasks for each stage of the pedagogical process; to select activities that match the tasks and to plan a system of shared creative activity; to plan individual work with learners in order to remedy gaps in the development of their abilities, creative powers and talents; to choose the content, forms, methods and means of the pedagogical process in their optimal combination; and to plan a system of techniques for stimulating learners' activity and preventing negative behavior. These skills build the core methodological competencies in a teacher's pedagogical culture. Project-based pedagogical activity increases learners' independence, activity and responsibility, and develops a reflective approach in the teacher (Muslimov et al., 2015).

Understanding the interrelations among the factors of the pedagogical process and applying them in practice is the interactive component of pedagogical culture. It requires the teacher to create material and psychological conditions for learning, to turn learners into active subjects, to build a motivating environment and to master skills such as team-based learning and classroom management. This block develops the communicative and socio-psychological dimension of pedagogical culture: the teacher regards the learner not merely as an object of teaching but as an active subject.

Organizational skills are central to the pedagogical culture of a future teacher, because in the lesson the teacher acts not only as a source of knowledge but also as a process manager, motivator, team leader and guarantor of safety. Organizational culture serves to structure the teacher's activity systematically, purposefully and effectively, and its main components are mobilization skills, the culture of information and explanation, and development skills.

Mobilization skills involve learners in active work during lessons and develop their interest in and need for knowledge. They include attracting learners' attention and preparing them psychologically for the lesson, creating motivating conditions through appropriate methods of encouragement, activating learners' life and sporting experience, creating a positive psychological atmosphere during the lesson, and organizing situations that promote discipline and collective responsibility. Mobilization skills are an important criterion of a teacher's pedagogical culture, since they set the mood of the lesson.

The culture of information and explanation is an integral part of pedagogical culture. It requires the teacher to give clear, logical and systematic explanations, to give precise instructions on the topic, to use visual aids, technical means and multimodal presentations effectively, and to speak expressively, clearly and motivatingly (Muslimov et al., 2015). These skills are the main component determining the effectiveness of teaching and reveal the level of the teacher's professional culture.

Development skills involve the teacher's activity aimed at forming in learners such qualities as independent thinking, willpower, intellectual activity and creative inquiry. In pedagogical culture, such skills show the teacher's ability to apply an individual approach correctly, to accept each learner as a unique person, and to perceive and understand the learner's inner world (National Encyclopedia of Uzbekistan, 2005).

The reflective component of pedagogical culture consists of evaluating the results of activity and analyzing them reflectively; it is considered one of the most important indicators of pedagogical culture. Reflection is the teacher's ability to respond consciously, critically and analytically to his or her own activity, and it appears at the final stage of solving a pedagogical problem (Pedagogy. Encyclopedia, Vol. III, 2017). It allows the teacher to generalize the results of teaching, learners' development and the effectiveness of the practical process. It is expressed in the ability to analyze one's

own activity and understand one's mistakes, to assess the dynamics of the learner's development, to identify priority tasks for future activity, and to achieve self-organization aimed at professional growth.

Forming a reflective culture requires a deep and objective approach to the results of one's work and the identification of the conditions and factors that influenced them. The effectiveness of a lesson may sometimes be achieved not through high results but through additional time or overload; in such situations, the ability to draw correct conclusions and identify the causes of errors is a necessary condition of pedagogical culture. In analyzing his or her own activity, the teacher seeks answers to the following questions: how correctly were the goals set; were the tasks translated from the goals in a pedagogically correct way; did the content of learners' activity correspond to the tasks set; were the methods, techniques and tools used effective; do the chosen organizational forms suit learners' age and psychological characteristics; what are the causes of successes and difficulties; and to what extent does the teacher's activity meet pedagogical criteria and recommendations. Regular discussion of these questions deepens the teacher's reflective culture and supports professional growth. Reflection thus acts as the internal regulator of pedagogical culture, strengthening the teacher's need for self-improvement and self-development.

The analysis shows that pedagogical culture cannot be reduced to a body of theoretical knowledge. It emerges where professional values, moral qualities, pedagogical communication, practical skills and reflective activity interact, and it becomes visible in the cycle of thinking, action and analysis. The four blocks described above correspond to the stages of this cycle: diagnostic skills prepare the ground for goal-setting; constructive skills turn goals into designed activity; interactive skills carry the design into the classroom; and reflective skills close the loop by evaluating results and setting new priorities.

Two points deserve emphasis. First, the project, analysis and forecasting triad appears to be the core mechanism through which educational-process design contributes to pedagogical culture: it forces future teachers to move from general aims to measurable tasks and to justify how those tasks will be achieved. Second, because informal influences such as the family, role models, the media and the social environment shape professional self-awareness alongside formal training, designed teacher-education

programs should deliberately take them into account, supporting individual trajectories rather than assuming a uniform starting point. In sports pedagogy, where behavioral and moral norms are especially visible to learners, this is particularly relevant, and it is consistent with the long national tradition of treating upbringing and instruction as a single task (History of Uzbek Pedagogy, 1997).

The findings are based on theoretical analysis and have not been tested empirically. Future research should verify the proposed structure through pedagogical experiments, develop diagnostic criteria and levels for each block, and assess the effectiveness of specific design-based teaching conditions (Nikitushkin & Akhapkin, 2013).

CONCLUSION

Pedagogical design of the educational process is an important factor in improving the pedagogical culture of future teachers, raising the effectiveness of teaching, improving the quality of professional training and developing a creative approach to pedagogical activity. The theoretical analysis shows that the development of pedagogical culture is not limited to acquiring theoretical knowledge; it also requires the interaction of professional values, moral qualities, pedagogical communication, practical skills and reflective activity.

Through purposeful design of the educational process, future teachers can develop pedagogical thinking, independent decision-making, analysis of educational situations, effective communication with learners and the ability to evaluate their own pedagogical activity. In particular, introducing personality-oriented, competence-based and systemic-activity approaches into the educational process improves pedagogical culture in both its content and its practical dimensions (Pedagogy. Encyclopedia, Vol. II, 2015).

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