

**THE IMPORTANCE OF CULTURAL IMMERSION AND EXPERIENCES IN
TEACHER TRAINING**

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Annotation. This article explores the role of cultural assimilation and experience in teacher training. The importance of developing teachers' knowledge and skills based on their cultural values in improving the quality of education is emphasized. In addition, the ways of forming teachers' professional competencies and developing them in accordance with the requirements of the time through the effective use of historical, national and modern experiences of the people were considered. The article also includes recommendations to ensure teachers' professional growth through cultural awareness, exchange of experiences, and innovative approaches.

Key words: teacher qualifications, cultural absorption, experience exchange, professional development, quality of education, innovative methods, national values, modern teaching.

Аннотация. В данной статье исследуется роль культурной ассимиляции и опыта в подготовке учителей. Подчеркивается важность развития знаний и навыков учителей на основе их культурных ценностей в повышении качества образования. Кроме того, были рассмотрены пути формирования профессиональных компетенций педагогов и развития их в соответствии с требованиями времени путем эффективного использования исторического, национального и современного опыта народа. В статью также включены рекомендации по обеспечению профессионального роста педагогов через культурное просвещение, обмен опытом и инновационные подходы.

Ключевые слова: квалификация педагога, культурное поглощение, обмен опытом, повышение квалификации, качество образования, инновационные методики, национальные ценности, современное преподавание.

Annotatsiya. Ushbu maqolada o'qituvchilarning malakasini oshirish jarayonida madaniyatni singdirish va tajribaning o'rni yoritilgan. Ta'lim sifatini oshirishda o'qituvchilarning o'z madaniy qadriyatlariga asoslangan bilim va ko'nikmalarini rivojlantirish muhim ekani ta'kidlangan. Shuningdek, xalqning tarixiy, milliy va zamonaviy tajribalaridan samarali foydalanish orqali o'qituvchilarning kasbiy kompetensiyalarini shakllantirish va ularni zamon talablariga mos tarzda rivojlantirish yo'llari ko'rib chiqilgan. Maqola o'qituvchilarning madaniyatdan xabardorligi, o'zaro tajriba almashuvi va innovatsion yondashuvlar orqali professional o'sishini ta'minlashga qaratilgan tavsiyalarni ham o'z ichiga oladi.

Kalit so'zlar: o'qituvchilar malakasi, madaniy singdirish, tajriba almashuvi, kasbiy rivojlanish, ta'lim sifati, innovatsion metodlar, milliy qadriyatlar, zamonaviy ta'lim.

INTRODUCTION

Today, with the creation of new structures and forms of teacher training, new methods of retraining and professional development are being developed and tested. A general scientific,

psychological, relogogenic and scientific direction of the educational process is being implemented, as a result of which the fundamentalization of teacher education will be achieved. The role of teaching staff in the democratic state and civil society that is being built in Uzbekistan is invaluable. Because, this category of personnel does a decent job of educating the younger generation. In this context, in the process of higher pedagogical education it is urgent to develop the professional culture of future teachers at the required level. In the conditions of a democratic society and a market economy, there is an expansion of the duties of the teacher and, as a result, an increase in professional responsibility. In this sense, the professional culture of the teacher must meet modern needs and solve problems in the educational process.

In teacher culture, professional competence lacks the components of maturity, skill and example in their field. This skill is formed in the process of higher education and is developed in pedagogical activity. Therefore, it is desirable to assess the professional maturity of the teacher based on the level of activity. We can no longer demand literal professional maturity from a young teacher who is beginning to act, we expect from him a degree of maturity of character in proportion. Ethical competence encompasses knowledge, moral virtue, and democratic attitude in the teacher's professional culture. Teacher's ethical competence begins to be manifested in the process of higher education and becomes improved in course of activity. In this place, we have the right to expect moral qualifications and virtues from a young teacher.

The process of higher education only theoretically strengthens the moral competence of the teacher. Sometimes a correspondent can accomplish a task, but the process of higher education has an important function in terms of professional orientation of ethical competence. The ability to assess one's performance in the teacher's professional culture embodies the components of creativity, technological, competence and effectiveness. The teacher's ability to control his or her performance or dissatisfaction with his or her activities is an important basis for the assessment process. Nowadays, there is widespread evaluation of teacher performance by external forces, which is one aspect of the issue. The main issue is that it is important that the teacher himself is able to evaluate the performance. It is at this point that the teacher's professional maturity and ethical competence are manifested. The level of professional culture will be determined as a result of the assessment.

It is desirable if professional development focuses on these aspects of improving the theoretical and practical training of teachers. It is desirable if professional development focuses on these aspects of improving the theoretical and practical training of teachers. Professional development is interpreted as a course aimed at improving the theoretical and practical training of teachers. Advanced training courses are aimed at the specialty and professional training of the teacher, the formation of cultural and educational sphere and the development of personal qualities and include special knowledge and skills as a tool for his successful work. Based on the peculiarities of advanced training courses and the education situation in the districts and the needs of teachers, a block-modular system has been created. The modules in the blocks are represented by structural sections, their sequential arrangement and content provide a general, methodological basis for the training process of professional activities

ANALYSIS OF LITERATURE ON THE SUBJECT AND RESEARCH METHODOLOGY

Professor J.O. Tolipova in her lecture on the topic "Problems of improving the professional pedagogical competence of teachers of secondary schools" says that pedagogical composition is a set of qualities that express the practical and theoretical movement of subjective conditions in management. The main goal of the development of professional competence of specialists is the

creation of the necessary pedagogical conditions for ensuring their professional and personal development in educational institutions, modernization of the content and structure of retraining and advanced training of specialists, identification of psychological and pedagogical conditions and the development of a mechanism for its quality control and evaluation.

In the process of developing the professional competence of students it is important to take into account the behavior, behavior, demeanor, demeanor, spiritual and moral image, social activity, interpersonal relationships and the influence and participation of the media on professional development.

Hofstede, G. (2001) The work "Culture's Consequences" is the main theoretical source for the analysis of cultural differences. Hofstede shows educators working in different cultural contexts the need for a deeper understanding of cultural identity. Cultural assimilation is interpreted as an integral part of the teacher's work.

Gay, G. (2010) The book "Culturally Responsive Teaching" teaches educators culturally responsive teaching styles. Gay offers impressive ways to promote cultural cohesion and student cultural identity in education. This approach to professional development is extremely important.

Villegas and Lucas (2002) provide strategic approaches to educating teachers with cultural sensitivity in their work "Educating Culturally Responsive Teachers". It is taught that the teacher must understand not only the teaching materials but also the students from a cultural perspective.[1; 458, 467-b]

Banks, J. A. (2008)Banks' work provides methodological recommendations on how to apply cultural diversity in education. There are useful practical guidelines for teachers in teaching cultural assimilation.

Fullan, M. (2001) 'The New Meaning of Educational Change' provides an extensive analysis of the role of teachers in the process of reform and change in the education system. considers cultural and experience-based professional development in the context of modern educational reforms.

Vygotsky, L. S. (1978) On the basis of Vygotsky's sociocultural theory, it is proved that teaching and learning should be formed in a social and cultural context. Cultural assimilation means, from Vygotsky's point of view, the assimilation of knowledge in context.

Abdullaeva, D. (2017)In her work, Uzbek scientist Abdullaeva analyzes how national cultural values influence the educational process. Very important resource in terms of local expertise.

Kadyrov, A. (2020)A local researcher Kadyrov has shown ways to integrate cultural experiences in the educational process. In particular, in the context of Uzbekistan, the ways of combining cultural and historical experience into education are considered.

These literatures provide a theoretical framework and practical guidelines for the development of teachers' cultural assimilation and experiential competencies. Harmonize international and national experiences, teachers' cultural sensitivity and learning from experience.[3; 678, 686-b]

ANALYSIS & RESULTS

In today's era of globalization and rapid development of information technologies, improving the quality and efficiency of education is becoming an urgent issue. In this direction, regularly improving the qualifications of teachers, equipping them with modern knowledge and skills,

especially cultural assimilation and the effective use of experience plays an important role in the education system.

In the field of advanced training and retraining of personnel, an emphasis is paid to updating and deepening the professional knowledge and skills of specialists. Advanced training and retraining of personnel is carried out in educational institutions operating in this direction. Based on the results of their studies, students of this institution receive a state-approved certificate or certificate.

Out-of-school education - in public and non-school educational institutions organized by state bodies, public organizations, legal entities and individuals in the cultural, aesthetic, scientific, technical, sports and other directions in order to meet the individual, increasing educational needs of children and adolescents, to organize their leisure and leisure.

The purpose of retraining and advanced training of pedagogical personnel is to ensure the constant updating of teachers' professional knowledge, abilities and qualifications necessary for the provision of educational processes at a high scientific and methodological level, to ensure the continuous development of their professional competence and pedagogical skills on the basis of qualification requirements, curricula and programs.

To achieve this goal, continuous updating and development of professional knowledge, skills, qualifications of pedagogical personnel;

increasing the level of professional competence of teachers, which is necessary to ensure the quality of education in accordance with modern requirements;

Ensuring effective mastering of modern information and communication technologies and foreign languages by teaching staff; mastering innovative teaching technologies and advanced foreign experience;

It is required to organize activities and perform other tasks aimed at ensuring the effective integration of the educational process with science and practice.

The acquisition of highly professional skills of the teaching staff is carried out directly through the system of continuous education. Advanced training, which occupies a central place in the system of continuous education, allows to analyze the teacher's activities and give promising directions. Systematic improvement of professional knowledge, abilities and qualifications of highly qualified pedagogical personnel is especially important in educating the youth of our country of harmonious people.

Cultural assimilation is the deep assimilation of national and universal values, cultural achievements, traditions and customs, their manifestation in professional activities. A teacher is not only a giver of knowledge, but also a key personality who shapes the cultural image of society. Therefore, providing teachers with the basis of cultural values in the training process is a great impetus to their personal and professional development.

Experience-based learning, on the other hand, is practice-oriented learning. Exchange of experience, cross-study, introduction of best practices in professional development are an effective tool in the formation of teachers' professional competencies. Experience gained in a cultural context, especially in a cultural context, can help the teacher develop approaches that are specific to the student's needs in the classroom.

The combination of cultural assimilation and experience strengthens the teacher's professional identity and shapes them to be a competitive professional committed to their national values and

at the same time aligned with global requirements. For example, professional development programs based on the rich historical heritage, literature, art and pedagogical experience of our people have a positive impact not only on the professional but also on the personal development of teachers.

In teaching young people, it is very necessary to have professional development, knowledge and good morals, and therefore to be responsible for education and upbringing. The essence, structure, problems and mechanisms of formation of the professional development of a professor-teacher should be scientifically studied. The rapid flow of modern life creates new problems for man, accordingly, new problems arise that need to be solved in order to live. Today, it is necessary for professional development, and teachers should be present in the entire education system of society.[7; 356, 368-b]

CONCLUSION

In conclusion, advanced training, advanced training and retraining of personnel (in Uzbekistan) is one of the types of continuous education system, the process of updating and deepening the professional knowledge and skills of specialists and executives working in all sectors of the national economy. It ensures that the competitive qualities of personnel, as well as knowledge and skills meet modern requirements. Advanced training and retraining is a process of scientific theoretical and practical training, which consists of each employee getting acquainted with the latest scientific achievements, innovations in his specialty, mastering them, studying new practical methods of work, advanced work experience. The period of advanced training and retraining is different for different specialists and managers, and is carried out once every 2-5 years, if necessary, for a shorter period of time.

Advanced training and retraining are carried out at universities, advanced training institutes and training centers with the right to professional retraining. This process can be detached, partially separated from production, and inseparable. Its form is determined by the Educational Institution taking into account the complexity of the educational program and in accordance with the needs of the orderer on the basis of the contract concluded with him. The terms of advanced training and retraining are different and are determined in accordance with the goals and objectives set in each case.

An educational institution of advanced training and retraining creates the necessary conditions for students to master educational programs through the targeted organization of the educational process, the use of the form, methods, technology of education. These programs are developed, approved and implemented by advanced training educational institutions, taking into account the needs of the customer, as well as state requirements for the content of additional professional education programs. The process of professional development and retraining of specialists ends with final state certification.

The certification procedure is determined by the relevant state education management bodies. Students who have fulfilled all the requirements of the curriculum and have successfully passed the final state certification receive a diploma or certificate of advanced training and retraining of the established sample. The procedure for advanced training and retraining of personnel is determined by the Cabinet of Ministers of the Republic of Uzbekistan. Combined use of cultural assimilation and experience in teacher training will increase the quality and effectiveness of education, create the basis for educating the younger generation in a healthy spirit of spirituality.

That is why deep integration of cultural content and the widespread introduction of experience-based methodological approaches in teacher training programs become relevant.

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