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For more information contact: [editor@gospodarkainnowacje.pl](mailto:editor@gospodarkainnowacje.pl)

## TALABALARDA KASBIY-MADANIYAT KO'NIKMALARINI RIVOJLANTIRISHNING DIDAKTIK IMKONIYATLARI

Shomurodov Jamshid Olimboy o'g'li<sup>1</sup>, Shamsiddinova Jadira Aslbek qizi<sup>2</sup>

<sup>1</sup> Oriental universiteti Uzlaksiz ta'lim pedagogikasi kafedrasida dotsent v.b., p.f.f.d., PhD

<sup>2</sup> Pedagogika va psixologiya yo'nalishi 4-bosqich talabasi

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### Abstract

Maqolada talabalarda kasbiy-madaniyat ko'nikmalarini rivojlantirishning didaktik imkoniyatlari, talabaning kasbiy faoliyatda madaniyatli muloqot olib borish, kasbiy etika me'yorlariga rioya qilish, professional munosabatlarni tashkil etish hamda mas'uliyatli xulq-atvorni namoyon etish qobiliyatlari majmui sifatida talqin qilingan. Shuningdek, interfaol va amaliy metodlardan foydalanish, amaliyotga yo'naltirilgan mashg'ulotlar hamda refleksiv yondashuvning kasbiy-madaniyat ko'nikmalarini rivojlantirishdagi ahamiyati yoritilgan.

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**Introduction.** In today's globalization environment, the higher education system faces an important task not only to train highly qualified specialists, but also to form their behavior in professional activities based on cultural, ethical and communicative norms. The requirements of the modern labor market require a specialist not only to have professional knowledge and skills, but also to have a professional culture, that is, social responsibility, cultural communication, professional ethics and commitment to universal human values in the process of professional activity.

The problem of developing professional and cultural skills in students is being studied in pedagogical science inextricably linked with the professional maturity of the individual, the competency-based approach and the quality of education. Professional and cultural skills are an important factor determining the level of a student's preparation for professional activity, which reflects the ability to effectively apply professional knowledge in practice, to organize professional relations in a cultural way, and to adapt to the professional environment. Therefore, the formation of these skills in the process of higher education requires a scientific analysis of didactic opportunities.

Although existing scientific research covers issues of professional competence, professional culture, and cultural-axiological approach, the issue of systematically and comprehensively revealing the didactic potential of developing professional-cultural skills in students has not been sufficiently studied. In particular, determining the didactic potential of educational content, teaching methods, and pedagogical

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technologies in the formation of professional-cultural skills remains an urgent scientific problem.

**Literature analysis and methodology.** The concept of professional culture is interpreted in the encyclopedia of pedagogy as "a term that describes a social phenomenon that can arouse pleasure in others, things created from the products of a person's skilled actions or labor activities based on the knowledge and experience they have acquired"[5].

In modern Uzbek pedagogy, the concept of professional culture has been interpreted by many scholars as an important quality that determines the professional maturity of a teacher and specialist. This concept is mainly explained in close connection with pedagogical skills, professional ethics, professional spirituality, and professional behavior. In R.Mavlonova's research, professional culture is interpreted as a combination of the general and professional culture of the pedagogical personality. The scientist notes that professional culture is manifested in the teacher's cultural organization of pedagogical activity, adherence to ethical standards in the educational process, and effective communication with students. In this approach, professional culture is considered an integral component of pedagogical skills[4].

N. Saidahmedov in his research explains professional culture in close connection with pedagogical technology and pedagogical skills. In his opinion, the professional culture of a modern teacher is not limited only to ethical behavior, but also includes the ability to design the teaching process on a scientific basis and apply innovative approaches in a cultural way [6].

N.Azizkhojeyeva, covering the issues of pedagogical technology and training future teachers, interprets professional culture as inextricably linked with the professional competence of the teacher. In the scientist's approach, professional culture is manifested as the integration of knowledge, skills, qualifications and personal qualities[1].

R.Jorayev and D.Mahkamova interpret professional culture within the framework of pedagogical deontology as a system of norms, rules and professional behavior that must be followed in professional activities. In their opinion, professional culture is expressed in the teacher's awareness of professional duty and a responsible approach to it [2].

N.Teshayev, relying on the concept of "professional spirituality", interprets professional culture as a combination of universal moral values and special moral requirements specific to a particular profession. In his approach, professional culture is manifested in the unity of a person's inner beliefs and professional behavior [7].

**Creative ability.** Professional culture is understood as the nature of the interaction between the content of professional culture and the profession. The content of professional culture includes:

- professional consciousness,
- professional activity,
- relationships in professional activity.

Professional culture has a positive impact on the formation of students as future teachers. To achieve this result, students need to constantly improve their moral qualities, continue the traditions of teacher-student, and acquire professional knowledge and skills that meet the requirements of the times. The role of professors, teachers, and parents in the implementation of such important tasks for students is invaluable. Professional culture is one of the most important personal qualities of a specialist, ensuring that the process of engaging in professional activities is interesting, effective and modern, requiring them to operate at the level of world demand. Professional culture is the organization of all forms of the educational process in the most convenient and effective way, directing them towards the goals of personal development, forming students' worldview and abilities, and instilling in them a tendency to activities necessary for society.

Professional culture as a holistic system consists of the following components:

- the pedagogical personality must have humanistic qualities, values, and the highest goal in pedagogical processes must be aimed at raising a harmonious generation;
- excellent knowledge of specialized disciplines, pedagogy and psychology;
- pedagogical skills (propensity for communication, diligence, ability to imagine the future, professional independence, rapid perception of sensory information, the art of reading faces);
- mastery of pedagogical techniques, that is, it is important to have such skills as self-management, interaction, and teamwork.

Each teacher should have his own individual pedagogical system, that is, his own methodology. Along

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with this, the future teacher should be highly skilled, have refined taste, be observant, have a culture of speech, be able to love children, and have educational qualities.

**Methods and techniques of our research.** The development of professional and cultural skills in students is one of the important tasks of the higher education process, and this process, first of all, requires the rational use of didactic opportunities in education. Didactic opportunities are understood as the content of education, teaching methods, forms, tools, and the potential of the pedagogical environment to form professional and cultural skills. First of all, the content of education is the main didactic factor in the development of professional and cultural skills. The inclusion of issues such as professional ethics, communication culture, professional responsibility, teamwork, and professional behavior in the content of academic subjects allows for the cultural preparation of students for professional activities. When theoretical knowledge is linked to real professional situations, professional and cultural skills are consciously formed in students.

Teaching methods also have an important didactic potential in developing professional and cultural skills in students. In particular, interactive methods - discussion, debate, case study, role-playing games, analysis of problem situations, project activities - develop professional communication, responsible decision-making, and ethical behavior skills in students[3]. Such methods, along with increasing the student's activity, teach him to behave correctly in professional situations. In addition, educational forms are also important in the development of professional and cultural skills. Along with classroom lessons, practical classes, seminars, and the mentor-student system serve to ensure the student's adaptation to the real professional environment. It is in the process of practical activity that the student acquires professional culture not as a theoretical concept, but as a personal experience. In turn, educational tools and pedagogical technologies also expand the scope of didactic opportunities. Through information and communication technologies, multimedia materials, electronic resources, and video materials, examples of professional behavior are shown and students' ideas about professional and cultural issues are formed. These tools create the opportunity to master exemplary models of professional culture in a visual and practical way.

**Research results and their discussion.** When a healthy spiritual and moral environment, mutual respect, cooperation and academic culture prevail in a higher educational institution, professional culture is naturally formed in students. The teacher's personal example, pedagogical culture and adherence to professional ethics serve as a direct didactic tool for the student. Practical and methodological approaches to the development of such professional and cultural skills serve to increase the student's level of preparation for real professional activity. This process is aimed at combining theoretical knowledge with practice, enriching the student's personal experience and consciously forming professional behavior. In these processes, the correct organization of practical exercises, during the lesson processes, students are offered real situations that occur in professional activities and are taught to solve them based on cultural and ethical standards. In this, not only the student's level of knowledge is developed, but also his professional communication culture, sense of responsibility and ability to work in a team. Analysis of problem situations and professional situations is of important methodological importance in the formation of professional and cultural skills. Tasks based on various professional situations encourage the student to think independently and rely on moral and cultural criteria in decision-making. In this process, the student learns professional culture not as a theoretical concept, but as a form of practical behavior. Also, role-playing games in the process of practical training are one of the effective methods for developing professional and cultural skills. In such training, the student performs various professional roles and practices the skills of professional communication, service culture and compliance with professional ethics. Role-playing games serve to form such personal qualities in the student as empathy, patience and mutual respect.

In addition, the use of reflexive methods is also an important practical and methodological aspect. After the training, students analyze their own activities, evaluate their own behavior and draw conclusions, which serves the sustainable formation of professional and cultural skills. Reflection increases the student's self-awareness and desire for professional growth. If during training, students' skills such as professional communication culture, ethical behavior, and teamwork are assessed based on clear criteria, as a result, students develop a need to work on themselves and improve their professional culture.

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**Conclusion.** The development of professional and cultural skills in students is one of the important tasks of the modern higher education system. Professional and cultural skills determine the level of a student's preparation for professional activity and are manifested in his professional behavior, communication culture, professional responsibility and adherence to moral values. Therefore, the formation of these skills requires the effective use of didactic opportunities in the educational process. The harmony of educational content, teaching methods, educational forms, tools and pedagogical environment is of decisive importance in the development of professional and cultural skills in students. Incorporating elements of professional ethics, communication culture and professional behavior into the content of academic subjects, and using interactive and practical methods serve to increase the professional and cultural readiness of students.

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