

## THE IMPORTANCE OF DEVELOPING THE DEONTOLOGICAL COMPETENCE OF FUTURE TEACHERS IN MODERN EDUCATION

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**Abstract:** *This article is written about the importance of developing deontological skills of future teachers in modern education. Successful professional activity of a modern teacher requires a high level of competence, including professional behavior. From this point of view, deontological training of future teachers is understood as a goal-directed process of preparing the subject to implement normative behavior in professional activity. Thus, the role of deontological training in developing professional competence and improving the quality of professional training of teachers is insufficiently evaluated.*

**Keywords:** *deontological training, development of competence, education system, pedagogical etiquette, duty in the management system, normative behavior, principles of vocational education, professional skills.*

### **Introduction:**

One of the broadest spheres of human activity in today's modern society is the sphere of education. It is expressed in the thoughts of the President of the Republic of Uzbekistan Sh. Mirziyoyev that "The cornerstone of development and the force that makes the country powerful and the nation great are science, education and training." That is why a lot of effort and resources are being directed to the comprehensive development of the education system and the training of qualified personnel in Uzbekistan.

### **RESEARCH MATERIALS AND METHODOLOGY**

Successful professional activity of a modern teacher requires a high level of competence, including professional behavior. From this point of view, deontological training of future teachers is understood as a goal-directed process of preparing the subject to implement normative behavior in professional activities. Thus, the role of deontological training in developing professional competence and improving the quality of professional training of teachers is insufficiently evaluated.

The word deontology is widely used in professional ethics and represents the norms of ethics, behavior, legislation, court, pedagogue, builder, and the state administration system of the profession within each profession. Pedagogical etiquette, participation in group and public events will give positive results. In such an environment, mutual exchange of opinions, comparison of

personal opinions with views expressed by others, making sure of their correctness and truthfulness, creates an opportunity to further enrich existing knowledge. Organization of practical actions in order to improve professional skills, about a high level of sense of manners, ethics, duty and obligations in pedagogical activity and adherence to them. our pedagogic scientists Malla Ochilov, Kholboy Ibragimov, Dilnoz Roziyeva, Begzod Khodjayev, Oynisa Musurmova and others expressed their opinions about teaching, its profession, its difficulties, as well as the qualities that should be reflected in a teacher's personality. "A person who does not understand the essence of the pedagogical process and does not have deep respect for the child will not have an opinion that ensures the effectiveness of education and human maturity," O. Musurmonova says in her pedagogical comments.

Based on the analysis of socio-cultural laws of the development of society, in the historiography of deontology in special pedagogy, teacher education (general, special, professional) can be distinguished into three periods of its formation: hidden, explicit and institutional.

The modern, institutional stage of the development of deontology in pedagogy is characterized by the need to create a comprehensive concept of deontological training of professors and teachers, to define methodological bases of learning and to provide organizational and methodological support. The deontological training of teachers is considered as an integrated system that includes normative-legal and normative-personal components, the implementation of which includes the creation of an innovative educational environment, which will facilitate all aspects of the activity. allows you to combine their directions in accordance with common goals and objectives. The principles of professional education deontological training of future teachers are aimed at developing his deontological competence.

Deontological competence is considered as an integral subjective characteristic that determines the deontological preparation of a graduate for professional pedagogical activity, the level of knowledge and methods of activity necessary for making effective decisions in deontologically determined situations of professional interaction. The methodological basis of the study of deontological preparation at the philosophical level is a dialectical approach; at the general scientific level - constructivist, systematic and active approaches; on a strictly scientific level - axiological, competence-based, person-oriented and acmeological approaches; at the technological level - the main content of the concept of modeling deontological preparation is reflected in its general rules.

We found it permissible to exchange ideas with pedagogues regarding the duty and obligation of today's teacher. We believe that every specialist, be it a medical worker, a builder or a pedagogue, should have his own duty, obligation, and manners. Well, we all know social concepts such as duty, manners, and ethics. Today, the science of "Deontology", which has entered the society, is not new for us. The word "deontology" means deontos - "condition", "duty", logos - "doctrine", the English philosopher Dj. Bentham scientifically based this concept. In his work "Deontology of Science of Morality" scientific ideas about deontology, i.e., human morality and ethics are described. Later, the ideas of "deontology" recommended by Dj. Bentham were

developed by the German philosopher I. Kant, who defined deontology as "ethics is the ethics of duty and obligation." At first, the word deontology was interpreted in a narrow sense as a person's trust in God, and later it was used in a broader sense, expressing a person's obligations. Today in our republic, many of our pedagogues, teachers and trainers, like medical workers, fulfill their duties with high competence level with devotion and responsibility towards their profession.

Deontological culture helps to create multifaceted relationships and problems, provides self-awareness and self-improvement by taking advantage of pedagogical experiences that have created opportunities. F.N. Gonobolin, N.V. Kozmin, A.I. Sherbakov, A.A. Slastenin and others conducted research on the problems of deontological culture. In these studies, various qualities and indicators of pedagogical activity are studied, and through pedagogical activity, they understand the level of pedagogical culture of the teacher, its content and essence. E.A. Grishin expresses the pedagogical culture and shows the following professional qualities of the teacher: - general knowledge; - to know one's subject; - continuous development of pedagogical knowledge and skills; - love the teaching profession; - humanity, truthfulness and demandingness; - vigilance, attentiveness and politeness.

V.A. Slastelin considers the following as integral indicators of pedagogical culture: - feeling the honor and pride of the specialty; - the level of preparation for pedagogical activity as a form of service to society. V.A. Kahn-Kapin introduces the following into the system of pedagogical activity culture: Creative individuality - intuition, insight, manners, intuition. V.A. Kan-Kapin considers pedagogical activity as a creative process. He includes pedagogical skill in pedagogical skills and considers it a part of pedagogical culture. V.I. Pisarenko points out the following as important organizers of pedagogical culture: - intelligence; - breadth of knowledge; - depth of professional knowledge; - the ability to find a way in the flow of scientific and social information; - ability to use knowledge and skills in pedagogical activities. Studying the problems of deontological culture. This makes it possible to distinguish the following organizational parts of the system.

### **RESEARCH RESULTS AND DISCUSSION**

Personal professional pedagogical direction of the teacher. It is an element that makes up the component system. It will consist of a set of solid reasons aimed at humanizing the pedagogical activity through his interests, abilities, confidence, ideas of the pedagogical process #1 2022 31. The personal professional pedagogical direction of the teacher in organizing the pedagogical process includes the following. Ideas (a broad view of pedagogical tasks, pedagogical thinking, development, engaging in self-development, achieving professionalism in pedagogical interactions) Interests (interest in science, improvement of psychological and pedagogical knowledge, training of teachers raising the level of education and general spiritual culture) Valuable directions (acquiring higher knowledge, educating, activating students in the teacher and development processes) Reasons and goals are based on the talent for pedagogical activity.

### **CONCLUSION**

The reasons are expressed by the pedagogue's conscious pursuit of pedagogical activity.

To sum up, in today's process of globalization, professors and teachers are making their

contribution in educating our youth to be enlightened, highly spiritual, worthy of national values. It is necessary not only in universities, but also in all educational centers to establish a deeper teaching of the moral aspects of the culture of behavior and the art of speech, and to increase the contribution of social and humanitarian sciences in this regard. Our people always respect and honor the work of teachers. Because most of the teachers deeply feel their duty and commitment and selflessly actively participate in the education of the youth who are the future of our nation.

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