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THE IMPORTANCE OF DEVELOPING DEONTOLOGICAL QUALIFICATIONS OF THE STUDENTS OF MEDICAL INSTITUTES

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Abstract: *This article informs that the organization of practical actions on the path to improving professional skills is reflected on a high level of perception and observance of etiquette, morality, duty and obligations in pedagogical activity.*

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

INTRODUCTION

In today's modern society, one of the most extensive areas of human activity is the field of Education. President Of The Republic Of Uzbekistan Sh.Mirziyoyev finds expression in his views that "both the cornerstone of development and the power that makes the country powerful and the nation great are science, education and education." Therefore, a lot of effort and funds are being directed to the complex development of the educational system in Uzbekistan, the training of qualified personnel.

The successful professional activity of a modern teacher requires a high level of competence, including in matters of professional behavior. Viewed from this point of view, the deontological training

of future teachers is understood as a purposefully controlled process of preparing the subject for the implementation of normative behavior in professional activities. Thus, the role of deontological training in the development of professional competence and improving the quality of professional training of teachers is not adequately assessed.

MAIN PART

The word deontology is widely used in professional ethics and represents the norms of etiquette, morality, legislation, Court, educator, builder, and duty, decency in the system of Public Administration of the profession within each profession. Participation in pedagogical etiquette, in the occupation of duty, in Group and public events gives positive results. In such an environment, mutual exchange of ideas, comparison of personal reflections with views expressed by others, confidence in their correctness, validity, provide an opportunity to further enrich existing knowledge. The organization of practical actions on the path to improving professional skills about a high level of sense and observance of etiquette, morality, duty and obligations in pedagogical activity, Eastern thinkers Abu Nasr Farabi, Abu Raykhan Beruniy, Abu Ali ibn Sino, Alisher Navoi, Abdullah Avlani, modern pedagogical scientists Malla Ochilov, Kholboy Ibragimov, Dilnozdiyeva, Begzod Khodjayev, Oynisa Musurmova and others teaching, profession, its hardships, as well as qualities that are necessary to reflect in the personality of a teacher those who have expressed their views. O.Musurmonova notes in her pedagogical reflections "A person who does not understand the essence of the pedagogical process, who is not in deep respect for the child, will not have an opinion that ensures the effectiveness of education and human maturity".

Based on the analysis of the socio-cultural laws of the development of society, in the historiography of deontology in special pedagogy, Teacher Education (General, Special, professional) can be distinguished three periods of its formation: latent, concrete and institutional.

The modern, institutional stage of the development of deontology in pedagogy is characterized by the need to create a holistic concept of deontological preparation of the teaching staff, determine the methodological foundations of learning and provide organizational and methodological support. Deontological training of teachers is considered as a holistic system, which includes normative-legal and normative-personal components, the implementation of which involves the creation of an innovative educational environment, which allows you to combine all areas of activity in accordance with common goals and objectives. Principles of professional education the deontological training of future teachers is aimed at developing its deontological qualification.

Deontological competence is considered as an indispensable subjective property that determines the deontological preparation of a graduate for professional pedagogical activity, the level of knowledge necessary for effective decision-making in deontologically defined situations of professional interaction and the methods of activity. Methodological foundations for the study of deontological training at the philosophical level-a dialectical approach; at the general scientific level - constructivist, systematic and active approaches; on a clear scientific level-axiological, competence-based, personality-oriented and acmeological approaches; on a technological level-the main content of the concept of modeling deontological preparation is reflected in its general rules.

CONCLUSION

In conclusion we can say that in the process of globalization today, professor teachers contribute to the education of our young people in every way enlightened, highly motivated, worthy of national values. It is necessary to establish a more thoughtful teaching of the culture of treatment, the moral aspects of the art of speech, to increase the contribution of the socio-Humanities in this regard, not only in universities, but also in all branches of science. Our people constantly respect, ardor the work of teachers. Because many of the teachers deeply feel their duty, commitment and selflessly actively participate in the education of young people who are the future of our people.

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