



PROFESSIONAL DEVELOPMENT OF FUTURE TEACHERS BASED ON THE DEONTOLOGICAL APPROACH

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Abstract

The article describes the deontological aspects of the professional development of future teachers related to culture, professional qualities, competence and socialization. The author pays special attention to the content analysis of general deontological issues that are important for the processes of professional development.

Keywords: future teacher, professional formation, professional ethics, socialization, culture, quality, integration, deontology.

Introduction

In recent years, much attention has been paid to improving the legal framework for the organization of the educational process in the Education system, including in Higher Education Institutions. In particular, the new version of the Law of the Republic of Uzbekistan "On Education" stipulates that the main principles of state policy in the field of education are non-discrimination in the field of education, equal opportunities for education. the inculcation of national and universal values in education and upbringing, the humane and democratic nature of education and upbringing.

Resolution of the President of the Republic of Uzbekistan June 5, 2018 PQ-3775 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the ongoing comprehensive reforms in the country" organization of systematic work to increase the participation and initiative of higher education institutions in comprehensive reforms; important tasks such as ensuring that the changes in the life of the state and society, as well as the content and essence of the ongoing reforms are brought to the attention of the general public by higher education institutions through television and other media. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated to December 31, 2019 No. 1059 "On additional measures to increase the effectiveness of spiritual and educational work" No. PP-4307 of May 3, 2019 Approval of the Concept of Spiritual Education and Measures for its Implementation to fight, to strengthen





ideological immunity in society, to closely assist the activities of state and public organizations in this area.”

It should be noted that the Resolution of the President of the Republic of Uzbekistan dated March 26, 2021 No PP-5040 "On measures to radically improve the system of spiritual and educational work" - It is emphasized that there is no integrated system in the organization of educational processes, insufficient organizational, practical and research work is carried out to protect our people, especially youth, from spiritual threats. and the organization of educational work on a scientific basis, increasing the effectiveness of scientific and methodological research in the field. This requires clarifying the deontological aspects of the professional development of future teachers.

The term "deontology" (Greek deontos - "appropriate", logos - "teaching") was introduced in the early nineteenth century by the English philosopher I. Bentham as a term denoting the science of human professional ethics. The term "deontology" is used in pedagogical, psychological, medical, legal and many other areas of professional activity. Pedagogical deontology studies and develops ethical rules and norms in the field of teacher professional activity.

But as K.M. Levitan points out, professional ethics are always historical and unique and are developed by people in accordance with the conditions and requirements of real life and activity.

The essence of the current stage of human history is characterized by the fact that social culture is once again undergoing a historical test under the influence of the problems posed by modern civilization and development. At the same time, given the crucial role of technological development in the development of society, which accelerates the social process, it can be called a man-made civilization. The basis of such a civilization is built on a certain system of values.

If a society wants to find a way out of the socio-ideological and economic crisis, it must be reflected not as a new form of man-made civilization, but as the end of a new stage of development. Such a development of society is the main idea of the person-centered humanitarian paradigm, which takes into account the important factors of social life. V.V. Kraevsky, E.A. Kryukova, V.V. Serikov have conducted research on ways to decide on a new approach to the educational process and their essence. The main task of professional pedagogical education in their work is not only to equip the teacher with existing scientific knowledge, but also to help him to define his position as an individual, to understand himself, to form his attitude to the social environment. as a tool. Learners need to be empowered to defend their opinions, to avoid ambiguity and authoritarianism.





The paradigm of pedagogical activity based on the principle of humanity is based on the following criteria: awareness of the basics of national and world culture and their essence; based on the ideas of national independence in the organization of the process of education and upbringing; relying on and improving an individual's ability to develop themselves and learn independently; to ensure that teachers and students work together in the process of professional development of teachers; the fundamental nature of pedagogical education, that is, the acquisition by students of invariant knowledge that provides the basis for the creative development of the individual in a changing environment; formation of education that can fully meet the emerging and constantly changing needs of the labor market and social processes; training of flexible professionals on this basis; continuity of education, the creation and development of a system of vocational education programs that ensure the outcome of each stage of the educational process, the teaching of a particular program at one or another stage of education or continuing education in another type of educational institution be able to receive; the equivalence of education, i.e. its level of compliance with the state educational standard, national culture and mentality, as well as international standards.

Theoretical analysis of scientific evidence, their generalization and systematization, as well as the study of best pedagogical practices allow to identify deontological aspects that are important in the process of professional formation of future teachers. These include: the compatibility of the requirements for the professional development of future teachers with the needs of educational institutions and society; the dependence of professional development on education and socio-cultural environment; the practice of reflexive management of the implementation of this process.

Achieving a high level of professional development of future teachers requires the following: the level of professional and personal formation of a teacher depends on the effectiveness of the pedagogical system, which sheds light on the general nature of the process; the organizational management of the teacher's professional development processes will be purposefully improved.

Reflexive management requires the maximum consideration of the characteristics of the process, which is organized for a specific purpose, as well as the coordination of each effect with the laws manifested in its content.

Professional ethics plays an important role in training highly qualified specialists in higher education. In a broad sense, professional ethics, on the one hand, reflects the process of professional formation and development of the individual, on the other hand, the process of mastering the spiritual and moral experience, values, norms of





professional behavior, which are important in future pedagogical activity makes. Therefore, for an in-depth analysis of the concept of "professional ethical competence" it is necessary to study its two components: "professional formation" and "socialization".

According to N.A. Muslimov, professional formation is one of the most important aspects of personal development, which reflects the needs and interests of the individual only in connection with the choice of work and professional activity (general development is the expression of the whole set of needs, his system of relations reaches).

O.K. Tolipov emphasizes the importance of the acquisition of the following professional and pedagogical skills in the professional formation of future teachers of labor education: 1) the formation of the personality of students; 2) formation of educational and professional activity of students; 3) formation of a person's professional orientation;

4) choice of forms and methods of education; 5) pedagogical directing; 6) analysis of various non-standard pedagogical situations; 7) generalization of advanced pedagogical experience; 8) engineering-technical (general engineering, constructive-technical, organizational-technological and special).

N.M. Egamberdieva suggests the use of the concept of "professional maturity" in terms of personal and professional socialization of students and interprets its essence as follows: it will be necessary for the student to be identified and accepted, to understand himself as a subject of this activity, to develop his professional development, as well as to plan his goals based on his career and to have ways to achieve them.

According to A.V. Vrishin, in the development of vocational education in connection with the transition to a multi-stage system of professional training of future teachers (bachelor, master) from a technocratic paradigm of vocational education to a socially and personally oriented model transition directions have been identified.

A.V. Reprinsev emphasizes that the main ideas of professional education of a teacher in the formation of his professional and pedagogical culture is that the teacher is not only a subject of culture, but also an object, it not only forms the culture of the new generation, but also the product of this process. emphasizes.

At present, the problem of developing the professional competence of future teachers is of particular importance.

By competence, A.A. Dubasenyuk understands the system of special abilities of an individual that allows him to effectively solve problems that arise in real life situations. A high level of competence is seen as initiative, organizational skills, and the ability to



evaluate the consequences of one's actions. In general, the concept of competence in education should be considered as a description of a person who represents the successful adaptation of the younger generation to modern society.

The main task of professional pedagogy is to determine the nature of the processes that determine the professional formation of the individual. To what extent the knowledge of the essence of these processes is one of the important aspects of human activity, which determines the biological and social survival and its development - determines the level of successful implementation of the education of the younger generation.

The professional formation of future teachers is an open, self-developing system of socio-economic, psychological-pedagogical, technological and specialized knowledge, which is constantly changing content, based on the requirements of the time and the results of research. content is enriched.

An analysis of the scientific literature shows that professional formation can be reflected in the following ways: on the basis of the process scheme (in the form of periods, stages, sequences of degrees over time); as a structure of activity (in the form of a set of tools and methods, where the interaction is interpreted according to the purpose, not over time).

The deontological aspects of the professional development of future teachers are also directly related to socialization, which requires attention to the sociological and socio-psychological aspects of the issue. The sociological direction is related to the acquisition of certain social characteristics in order to enter the socialization of the individual into the system of social relations, while the socio-psychological direction refers to the process of assimilation of social norms and cultural values in ontology.

N. Smelzer, an American sociologist, defines socialization as "the process of forming skills and social institutions appropriate to a social role."

The American sociologist F. Giddings has a psychological basis in the formation of the social organism as an exception. According to him, the interaction takes place through a mechanism of trust and imitation, in which common values are formed. Under the influence of society, the individual develops group attitudes, identity.

According to the French sociologist E. Durheim, the process of interaction between the individual and society is based on two different human natures. On the one hand, it is a set of mental states that define the individual, and on the other hand, it promotes the set of ideas, feelings and habits of their ancestors. Therefore, the socialization of the younger generation in society should have a purposeful character.

Any professional activity is carried out on the basis of a system of formation of the necessary professional qualities. It follows that any activity requires a set of defined





qualities. Necessary professional quality is an individual characteristic of the subject of activity, which is sufficient and necessary to carry it out at the level of established norms. In the task of the profession can appear not only the individual psyche, but also the psyche - somatic, biological, morphological, typological, neurodynamic features. In addition, as a group of individual qualities that characterize the structure of professional maturity, the following can be defined as: absolutely necessary professional qualities - a characteristic necessary for the performance of intermediate activities; important professional qualities that determine the ability to achieve high and quality performance; motivational readiness to carry out this or that activity; professional qualities with opposite indicators - features that offer a minimal level of their development or appear as a contradictory indicator in one or another activity.

According to NM Egamberdieva, the pedagogical culture of a teacher requires the presence of the following professionally important personality traits: personality orientation: faith, social activism, the presence of a sense of citizenship; professional and moral qualities: humanity, community, justice, kindness, honesty, sincerity, exactingness, kindness and respect for children, nobility, impartiality; attitude to pedagogical work: conscientiousness, sense of responsibility, dedication, dedication and satisfaction with one's pedagogical activity, the ability to turn it into the meaning of life; interests and spiritual needs: cognitive activity, breadth and depth of thinking, aesthetic culture, diversity of interests and spiritual needs, availability of favorite creative work, appearance and speech culture.

In this sense, the formation of professional competence of future teachers has a special place among the complex problems of teacher training. Especially at the current stage of reforms related to the modernization of education, the problem of adaptation to professional pedagogical activity is becoming more apparent. Practical, psychological, methodological, research types of future teachers are enriched by the formation of professional competence of the teacher.

The activity of the future teacher in relation to spiritual culture is characterized by the depth of the individual's relationship to the social being, and it represents a complex system of spiritual behavior of social significance.

Determining the interplay between a person's spiritual culture and the notions of individuality helps to understand the relationship between upbringing and development in a pedagogical interpretation. The mechanism of assimilation of social experience, which underlies this professional formation, will be considered. The development of professional ethics in future teachers implies the development of a system of human values.





In short, the internalization of professional ethics (internal perception by the individual) makes it possible to separate the social aspects and accept them as the most promising model of education that combines them with the factors of individuality. Based on this, the following general deontological aspects of professional formation can be distinguished: professional-ethical knowledge; professional-ethical, socio-cultural relations, assessments; professional-ethical, socio-cultural experiences; moral and volitional aspirations; selection of goals and means based on professional, ethical and cultural perspectives; improvement of professional and ethical practices; performing professional and ethical activities; designing the professional and ethical qualities of the person.

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