



## DEVELOPMENT OF PROFESSIONAL AND ETHICAL CULTURE OF YOUNG TEACHERS BASED ON THE COMPETENCE APPROACH

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### Abstract

The changes and transformations that are constantly taking place in the modern world inevitably affect the education system at all its levels. The scientific and pedagogical community of the Republic of Uzbekistan, supported by state programs, is intensively introducing new educational technologies and approaches to learning into the practice of education. One of these innovative approaches in recent years has become a competency-based approach, which has received universal recognition in many leading countries of the world. In this article, we examined the development of the professional and ethical culture of young teachers based on a competency-based approach.

**Keywords:** The scientific and pedagogical community, educational technologies and approaches, the practice of education, development, professional and ethical culture of young teachers, competency-based approach, professional competence.

### Introduction

When considering the features of the influence of modern changes in the field of education on the quality of teaching, on the professional competence of a teacher, it is necessary to dwell on the concept of "competence".

We separate the concepts of competence and competency. They are widely used in the context of evaluating the activities of a teacher or compiling his professional characteristics, however, the meaning of these terms in science interpreted ambiguously.

The systemic and structural changes taking place in the Russian educational system impose new requirements on the professional competence of teachers and on the management of professional education. Recently, the problem of professional competence of teachers has been in the focus of attention of researchers. This fact is a recognition that professional competence plays a leading role in pedagogical activity.

Such researchers as V.N. Volkov, S.G. Vershlovsky, I.V. Grishina, N.V. Kuzmina, A.V. Serikov, A. V. Khutorskoy, O.N. Yarygin, etc studied the issues of pedagogical competence of the professional and ethical culture of young teachers. In the studies





and publications of these and other scientists, the solution of our problem is considered.

Researchers L.S. Vygotsky and A.N. Leontiev consider the development of professional and ethical culture of young teachers based on a competency-based approach as the assimilation of a certain amount of knowledge and the formation of personal behavior characteristic of representatives of this profession, motivation for the further development of professionalism. The views of Western psychologists on the issues of the professional and ethical culture of young teachers because of a competency-based approach are interesting. For example, F. Parson, one of the founders of the differential diagnostic trend in psychology, believes "Each person, on the basis of one profession, forms a professional and ethical culture of the individual, which contributes to further its development and transformation from its activities i.e. professions".

A competency-based approach to the development of the professional and ethical culture of young teachers of vocational training in higher education should include the main didactic components: goals, approaches, principles, innovative content, didactic requirements, evaluation of results; determine the target (educational, teaching and developing) and operational (educational, methodological, organizational, diagnostic, manufacturing and technological, research, creative, etc.) functions of the teacher's professional activity.

The expediency of developing a model of professional and ethical culture training of a teacher of vocational training based on a competency-based approach in higher education within the framework of pedagogical theories of creative learning, constructive pedagogy, which are the structural basis for ensuring the quality of training of a future specialist, has been experimentally confirmed by scientists and researchers.

A vocational education teacher, as a generalist whose activity is socially and economically significant for all sectors of the industrial complex, must have a high level of key and universal competencies, a creative and innovative focus in his professional activities, a high level of ethics, moral qualities and a strong creative life position, i.e. have a sufficient level of professional and ethical training for the profession, which is a basic condition for economic stability, independence and competitiveness of Uzbekistan.

According to Russian and Uzbek researchers, the professional-ethical and cultural component in the professional readiness of the future teacher, which is one of the factors of effective professional pedagogical activity and includes: 2) an executive component containing professionally significant qualities and a set of professional



knowledge, skills, abilities; 3) a volitional component that characterizes the ability to control one's behavior, actions in various professional and pedagogical situations, to exercise self-control; 4) orientational, including knowledge about the chosen profession, functional features and conditions of activity, requirements for the individual, the nature of establishing relationships in teams, the culture of pedagogical communication.

The named structural components of professional and ethical readiness reveal a direct connection with the professional culture of the teacher, the indicators of which, according to E. F. Zeer, I. F. Isaev, V. A. Nurmatova, are: pedagogical literacy and responsibility, a set of theoretical and practical knowledge, experience of their implementation in professional activities based on a system of values and moral guidelines. The content of professional culture is considered in the context of culturological, axiological and activity approaches, which allows us to distinguish five basic components in it - cognitive, emotional and value, professional and personal, activity, reflective and evaluative.

Thus, the current situation in the development of the professional and ethical culture of young teachers on the basis of a competency-based approach has actualized the need for a comprehensive study of the "professional competence of a teacher".

The professional standard of the "Pedagogue" assumes that each teacher should have 18 skills: to master the "methods of organizing trips", "museum pedagogy", to be able to build an educational and educational process in the educational, gaming, labor, sports, artistic fields, taking into account their individualities and be able to develop "emotional-valuable sphere" of the child.

Numerous conferences are currently being held on the development of the professional and ethical culture of young teachers, as well as the introduction of professional standards in education. So in March 2021, at the Samarkand International Educational Forum, one of the sections "Professional and ethical culture of young teachers as new management tools in the education system" was devoted to research on this topic. This fact indicates the prospects of studying this problem in modern pedagogy, its significant importance in solving the issues of modernizing domestic education, as well as the need for its further development.

Systemic and structural changes taking place in the Uzbek education system require an increase in the professional competence of teachers. These changes are very numerous, but there are those that directly affect the formation of a set of pedagogical competencies, namely:

- Accreditation and attestation requirements are presented to educational organizations and teachers, respectively;





- General complication of methodological support;
- The need to intensify scientific activity;
- Transformation of vertical and horizontal links between educational organizations;
- Development of an inclusive educational space;
- The general evolution of pedagogical and methodological thought towards the application of a system-activity approach.

Consequently, the development of professional and ethical culture of young teachers based on a competency-based approach is by no means an abstract concept; its content should be as specific as possible.

V. A. Nurmatova proposes gradually form the professional and ethical culture of young teachers because of a competency-based approach, i.e. professional, ethical and cultural competence of teachers in pedagogical universities and colleges, as well as in the process of retraining and advanced training of teaching staff.

All of the above personality components retain their importance for the formation of the personality of a modern teacher, so we want to pay attention to the special importance that pedagogical ethics acquires in the constantly changing conditions of pedagogical interaction, the modern realities of the functioning of the domestic education system, and most importantly, in connection with the natural change in requirements society and the state to the teacher and the results of his pedagogical activity.

We believe that since pedagogical ethics is an important and integral component of a teacher's professional characteristics, its formation in students-future teachers becomes an important pedagogical task, the solution of which is possible both in the educational process and within the organization of students' extracurricular activities. Of particular importance for solving this problem is, firstly, the study by students of the disciplines of the professional and psychological-pedagogical block, in the content of which a significant place is given to the psychology of the teacher's personality and the ethical standards of the relationship between participants in the educational process; secondly, the assimilation of knowledge about the norms of morality accepted in modern Russian society, about the behavior corresponding to them, about the business style in clothes and the norms of speech etiquette; thirdly, the development in students of such personal qualities as sociability, responsibility, respect for the personality and culture of other peoples, empathy, nobility and self-control; fourthly, the inclusion of students in research activities and encouragement to participate in a variety of educational activities at the departmental, institute and university level.





Starting from the first year, students of pedagogical profiles of training in psychology classes learn to project the theoretical knowledge they receive onto life's psychologically difficult circumstances; analyze emerging problems from a psychological position; learn to tactfully manage not only their own behavior, but also the activities of others; be kind to the problems and questions that arise in the course of interaction with each other; competently find a way out of difficult problem situations.

During practical classes in pedagogy, students engage in business games, "harmony lessons", perform training exercises that help solve ethically significant problematic issues, analyze various pedagogical situations, and solve pedagogical problems. This contributes to the consolidation of students' skills of introspection, self-control, the development of the ability to adequate self-expression, building trusting communication with colleagues, as well as the formation of such important qualities for interpersonal communication as tact, observation, sincerity, energy, openness, the ability to listen, convince, etc. These skills and abilities are the basis for building relationships with classmates, strangers and, most importantly, with students at school.

A key role in the development of the professional and ethical culture of young teachers is played by the discipline "Professional Ethics", which provides not only the study of the theoretical foundations of professional and pedagogical ethics (in terms of its tasks, principles, types, etc.), but also the analysis of relevant regulatory documents: code of professional ethics of a teacher, code of ethics of a teacher, code of honor and service of a teacher, professional code of ethics and service behavior of a teacher, etc. Regulatory documents created by the professional environment should demonstrate to students the obligation to comply with ethical norms and rules of conduct in order to enter the professional community and in general for professional development. Thus, the process of formation and development of the professional and ethical culture of young teachers on the basis of a competency-based approach is purposeful and carried out at all stages of pedagogical activity.

The analysis of recent publications, the study showed that at present the problem of developing the professional and ethical culture of young teachers based on a competency-based approach and managing the professional growth of a teacher is in the focus of researchers.



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