

PEDAGOGICAL FEATURES OF DEVELOPING DEONTOLOGICAL COMPETENCE OF FUTURE TEACHERS OF THE SUBJECT "EDUCATION"

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Abstract: The article deals with the development of deontological competence of future teachers of the subject "Education".

Key words: deontological competence, pedagogy, will, education, humanism, morality, humanism, professionalism.

The education system in the Republic of Uzbekistan is developing at an intensive pace in accordance with the socio-economic development of society. Deontological competence of future teachers of the subject "Education" is of particular interest in pedagogical science, since today it is very important to comprehensively develop each student in accordance with the requirements of the time.

Deontological competence of future teachers is associated with an integral subjective characteristic that determines the level of theoretical, practical and personal readiness for pedagogical activity in the field of education.

A comprehensive analysis and definition of the essence of the term deontological competence of future teachers of the subject "Education" is updated by the demand for new approaches to the development of the education system, the importance of introducing norms of professional behavior into the practice of future teachers - a key subject that ensures the quality of education of students with the development of the theory and practice of developing deontological competence in future teachers of the subject "Education". Based on the analysis of regulatory documents and scientific research, we have identified the socio-cultural aspects of studying the deontological competence of a future teacher of the subject "Education": regulatory and legal and value-semantic. In state documents defining the priority areas of education development in the country, it is shown that the regulatory and legal aspect is due to the processes of humanization and integration of education as a resource for the modernization of society. It determines the social focus of the state, the development and implementation of new educational concepts.

The principle of humanism is based on the fact that each future teacher of the subject "Education" is of great value to us, the development of the future generation depends on his level of knowledge, intelligence, creative approach, creativity in the performance of professional duties.

Based on this, we have attempted to build a plan of our actions based on modern trends in the development of education. Since pedagogically sound and ensuring high quality of education forms, methods of teaching and upbringing, legal, moral and ethical standards are based on pedagogical features. The content of education is determined by the State Educational Standards of Higher Education, which note that a future teacher should not only have general professional competencies, but also be ready for social interaction, cooperation, have a professional value worldview and broadcast it to the socio-cultural environment.

The practical implementation of these competencies is impossible without the future

teacher mastering deontological knowledge and methods of activity - it is the formation of deontological competence that ensures the fulfillment of the requirements of regulatory documents governing the activities of a teacher. An important document recording the professional requirements for the activities of a future teacher.

This framework standard contributes to the initiation of pedagogical creativity. This standard takes into account the need for the future teacher of the subject "Education" to work with children, the development of clear rules of behavior in students and compliance with legal and moral standards by the future teacher himself. The change in the content of training of future teachers in terms of developing their readiness to comply with professional norms and requirements - deontological competence is aimed at developing future teachers' life, social, educational competencies, civic worldview, spiritual, moral and socio-cultural values, which presupposes the possession of these important personal characteristics by the future teacher.

An analysis of international legislative initiatives shows that the implementation of humanistic approaches to the development of national education was significantly influenced by the "Convention on the Rights of the Child" (UN, 1989), the Concept of International Education until 2030 (UNESCO, 2021) and other documents. At the same time, national and foreign researchers are unanimous in their opinion that, highlighting the main tasks of implementing the requirements of these international acts: the task of understanding the socio-cultural significance of education and the task of improving the level of training of future teachers, which also indicates the need to change approaches to training future teachers, the need for them to have not only knowledge of national and international acts and documents, but also the readiness to follow their standards, to implement them in society.

The analysis of the normative and legal aspect of deontological competence showed that new concepts of education reflected in state documents require the training of future teachers of the subject "Education" who possess psychological and pedagogical knowledge, skills and abilities in the field of education, and made it possible to identify the normative and legal component of deontological competence.

The value-semantic aspect of the study of deontological competence presupposes the connection between education, culture, science and society, the search for new value-based and practice-oriented approaches to the organization of education that will contribute to the self-development and self-realization of future teachers, the cultivation of universal human, civic, personal and professional value qualities and norms of professional behavior. This aspect is determined by the development of the theory and practice of higher pedagogical education. The development of the education system is associated with a gradual transition from the continuity of all levels of education to a holistic, comprehensively integrated education, which presupposes joint responsibility of the teacher and student for its process and result, readiness to make decisions in continuously changing social, cultural, educational and professional situations.

It should be taken into account that modern pedagogical education is focused on memorizing ready-made knowledge; orientation towards the comprehensive development of the future teacher of the subject "Education", problem-based learning, strengthening the practical focus of education, expanding the activity component in the content and forms of organizing education.

The professional activity of the future teacher of the subject "Education" has an integrative nature and moral professional potential, since it is a specific type of not only pedagogical, but also social activity, and its essence lies in the activity and implementation of a humane attitude towards students in the socio-cultural environment. The future teacher of the subject "Education"

as the leading subject of education organizes the process of pedagogical assistance, possessing a professional worldview and readiness for socio-cultural interaction based on values and norms of professional behavior, which naturally predetermines the need to develop normative behavior in future teachers and allows us to talk about the importance of developing their deontological competence.

Our analysis showed the presence of multivariate theoretical approaches to considering the problem of value qualities and professionalism of a teacher. This issue was studied from the standpoint of developing the professional worldview of future teachers.

In all cases, the development of value foundations of professional behavior and value personal and professional qualities of the future teacher was defined as a necessary component of the development of the readiness of the future teacher of the subject "Education" for professional activity in education, which made it possible to identify the personal and professional component of deontological competence, which is based on the axiologization of the professional activity of the future teacher of the subject "Education". An important conceptual basis for defining the essence of the concept of "deontological competence of future teachers of the subject "Education" was the competence-based approach.

It is shown that this approach forms the basis of the value-based humanistic paradigm of education and serves the purposes of ensuring the quality of education. The competence-based approach assumes the development of a set of interrelated qualities in a future teacher of the subject "Education", determined by the substantive component of professional activity (a set of professional knowledge) and the procedural component of professional activity (a set of professional knowledge, abilities, skills and methods of activity).

We consider competence as the level of preparedness for activity in a certain area, the degree of mastery of knowledge, methods of activity necessary for making effective decisions.

In studies devoted to the competence-based approach, it is proven that competencies, in comparison with the goals of education, have a more practice-oriented nature, the need to identify universal, key, supra-subject, meta-level, objective competencies that determine the essence of professional activity is substantiated.

Competencies of universal significance are understood as the personal goals of the subject of education and the personal meanings of his education. These competencies are manifested as a personally conscious system of knowledge, skills and abilities that has entered into subjective experience and has a personal meaning, which has universal significance, presupposes the ability to understand, accept and adjust the values of students in professional interaction and can be used in various types of professional activity.

Thus, the deontological competence of the future teacher of the subject "Education" is of a universal nature and covers all types of professional activity of the teacher in deontologically oriented situations of professional interaction and is considered a meta-level, universal competence.

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