

Some Issues of Development of Deontological Culture of Future Teachers

Dilafroz Kenjabayeva

Lecturer Department of Interfaculty Foreign Languages, Termez State University, Termez, Uzbekistan

ABSTRACT

This article is devoted to the problem of pedagogical deontology, responsibilities, duty and professional competence of future teachers, the features and prospects of the development of deontological education are discussed.

KEYWORDS: *pedagogical deontology, duty, professional competence, social competence, norms of behavior*

How to cite this paper: Dilafroz Kenjabayeva "Some Issues of Development of Deontological Culture of Future Teachers" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-5 | Issue-6, October 2021, pp.1888-1890, URL: www.ijtsrd.com/papers/ijtsrd47738.pdf



Copyright © 2021 by author (s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



INTRODUCTION

The individual is a complex autonomous system, characterized by direction, positive activity and will to cooperate, self-determination in human values, recognition of the importance of his individuality, always striving for self-realization. But if for various subjective and objective reasons it is impossible to understand and express oneself through spirituality and creation, they can be replaced by self-expression through deviant behavior.

Of course, antisocial behavior is a consequence of a person's impaired spiritual development. Radical changes in the development of the economic sector, the intensification of social differentiation and socio-cultural deformation of society have had an adverse effect on the socialization of the younger generation. A rethinking of many previous values and the lack of new ideals leads to the spiritual destruction and lack of spirituality of adolescents, their aggression, and a decline in their level of culture.

One of the main reasons for this situation is the low professional culture of teachers, lack of pedagogical tactics and failure to perform their professional duties,

ignorance of the individual characteristics of adolescents. At the same time, children in transition need real help in solving problems and difficulties that arise, and the role of an active mediator in the "adolescent-society" system should be acquired by teachers through an effective communication system and creative activity. In this situation, the most important problem is that future teachers are not deontologically ready to work with children with deviant behavior, and their solution helps to develop a sense of professional duty. This problem is very topical and it seems possible to solve it in a specially organized pedagogical process of higher education. Thus, knowing the methodology of the science of deontology, its connection with the basic concepts of pedagogy, psychology, philosophy increases, because deontology as a science considers man, first of all, through objective concepts such as consciousness, self-awareness.

In this sense, the works devoted to the general issues of socialization of children, adequately covered in the psychological and pedagogical literature, are of

constant importance for studying the deontological readiness of future teachers to work with children with deviant behavior.

ANALYSIS OF THE RELEVANT LITERATURE

Psychological and pedagogical causes of deviant behavior GA Jakupova, EV Zmanovskaya, IS Kon, MS Kerimbaeva, AE Lichko, AS Makarenko, VS Mukhina, VT Stepanova, A.N.Teslenko, G.A. Umanova, V.I. Considered in the works of Cherednichenko et al. Issues related to the formation of professional qualities of a teacher B.A. Abdikarimov, K.M.Aringazin, G.K.Axmetova, Z.A.Isaeva, M.A .Kudayqulov, G.A. It has been studied in the works of Umanova et al.

The least studied area in pedagogy is the issue of pedagogical deontology, and we have found that research on the problem of deontological preparation of future teachers to work with children with deviant behavior is extremely insufficient.

Thus, in accordance with various philosophical and pedagogical views on the general rules of education, prevention and correction of deviant behavior, it is necessary to form the deontological readiness of future teachers to work with children with deviant behavior.

ANALYSIS AND RESULTS

An analysis of the concept of pedagogical deontology has made it possible to reveal its configuration with philosophical categories such as morality, ethics, and duty. At the same time, among them, the main focus is on the concept of professional duty, which is interpreted by the teacher as a system of ethical requirements that determines the effective performance of professional activities. The ethical aspects of this phenomenon define common points of contact with the concepts of morality and ethics. Each of the above concepts is a topic studied in separate scientific fields

In terms of professional training, this problem requires the formation of deontological readiness of future teachers to work with children with deviant behavior.

The tasks of pedagogical deontology are not only to reveal the meaning of the teacher's professional duty, responsibility for the results of professional activity, to define the system of norms and requirements for teachers in the process of relations with students, their parents, colleagues.

The teacher's behavior is based on the culture of professional thinking, the ability to organize their work on a scientific basis, the ability to communicate,

critically evaluate and improve professional experience, analyze their capabilities, make the right decisions, create a comfortable psychological environment in the team, etc. The peculiarity of professional behavior is determined not only by the fact that the teacher has problems such as raising the prestige of his profession, the organization and conduct of various experiments, professional training.

The adolescent tries to evaluate his or her own actions by comparing himself or herself to his or her peers and their actions. For these and many other reasons, it is natural for a teenager to free himself or herself from the care and supervision of relatives, teachers, and other caregivers. Often this desire leads to a denial of the spiritual values and living standards of the older generation.

We note that deviant behaviors are of a complex nature because they are the most complex and the various factors that interact: the manifestation of 'anomie', i.e.. inconsistency between the goals set by society and the means offered to achieve them; the existence of social inequality in society; violation of age-appropriate social norms and rules of conduct specific to micro-social relations; a peculiar combination of character traits, and so on.

CONCLUSIONS AND SUGGESTIONS

The study of scientific psychological and pedagogical literature on the effectiveness of professional training of future teachers to work with children with deviant behavior allowed to reveal the essence of deontological training of future teachers to work with children with deviant behavior and highlight its motivational, meaningful and technological components;

to reveal the essence and structure of the deontological preparation of future teachers to work with children with deviant behavior, to determine the criteria and indicators, as well as to describe the level of formation of the necessary training;

determining the level of formation of targeted training in the development of the necessary diagnostic techniques can be objective, which implies the study of all components of the personality of future teachers who are deontologically ready to work with children with deviant behavior;

the methodology we have developed allows us to determine the initial state of the required preparation, the analysis of which, in addition to identifying the theoretical foundations of the problem under study, allows us to substantiate and systematize the pedagogical conditions. deontological readiness of future teachers to work with children with deviant behavior;

the reliability of the developed pedagogical conditions is estimated by selecting interrelated methodological approaches and general pedagogical principles that will help future teachers to consistently organize theoretical, practical and psychological training to work with children with deviant behavior;

The introduction of these pedagogical conditions allows to confirm that the desired level of readiness is closely related to the level of formation of motivational, meaningful and technological components of teachers who are deontologically ready to work with children with deviant behavior.

The results of the experiment showed that the most favorable conditions for the formation of deontological readiness of future teachers to work with children with deviant behavior were created during the study of a special course "Deontological basis of working with children with deviant behavior."

The results of the study confirm our hypothesis about the need to shape the deontological readiness of future teachers to work with children with deviant behavior. Based on the data obtained, we developed the following recommendations:

in theoretical courses on psychological and pedagogical sciences it is expedient to make additions on bases of pedagogical deontology, deviant behavioral features, psychological and pedagogical preconditions of deviation and its diagnosis;

Introduce into the professional training process a special seminar "Fundamentals of shaping the deontological readiness of future teachers to work with children with deviant behavior" (for university teachers) and a special course "Deontological basis of working with children with deviant behavior." for students;

conducting scientific-methodological seminars and conferences on the formation of deontological readiness of teachers to work with children with deviant behavior, as well as the problems of deviation;

to apply in practice the organization of scientific research of future teachers on the problems of prevention and correction of suffocation.

The research does not seem to be a complete solution to all aspects of the problem under consideration, its further theoretical and practical development can be continued by considering issues related to preschool, primary school, student age and other aspects. deontological training of future specialists in the "person-to-person" system.

List of used literature:

- [1] Karaxanova, G. A. Formation of deontologicheskoy kultury uchitelya v sisteme nepreryvnogo professionalnogo obrazovaniya. Author's abstract diss. . . na soiskanie uchenoy stepeni doktora pedagogicheskix nauk. M., 2007.
- [2] Kuzmina, N. V. Professionalism pedagogicheskoy deyatel'nosti. [Text] / Kuzmina N. V., Rean A. A. - SPb., 1993.
- [3] Kenjabaev AE, Kenjaboeva DA, Pedagogical deontology1 and teacher professional competence. Modern Education / 2021, 4 (101).
- [4] Levitan, K. M. Pedagogicheskaya deontologiya [Text] / K. M. Levitan. - Ekaterinburg, Izd-vo: «Delovaya kniga», 1999. - 192p.
- [5] Alex More. Teaching and learning. Pedagogy. Curriculum and culture. 2004, 146 pages
- [6] Elkonin B. D. "Understanding the competence of the position of developmental training". Moscow. 2002.
- [7] Oreshkina M. E.. Deontology in professional speech therapy. Abstract diss. na soiskanie uchenoy stepeni kand. ped. science. M., 2007.
- [8] Ryskeldieva L. T. Deontologiya v istorii filosofii [Text] / L. T. Rys - came. - Simferopol: Tavriya, 2004. - 384 p.