

FORMATION OF DEONTOLOGICAL COMPETENCE IN PREPARING UNIVERSITY STUDENTS FOR PEDAGOGICAL ACTIVITY

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ABSTRACT

The article examines the methodological, methodological and organizational-pedagogical conditions for the formation of deontological competence in the process of preparing university students for teaching activities. Also, the article outlines the structure and content of deontological competence, organizational forms, types and methods of training in the classroom and outside the classroom in the formation of deontological competence.

Keywords: deontology, deontological competence, structure of deontological competence, formation of deontological competence, lecture-conference, binary lecture, qualified teaching practice.

INTRODUCTION

Today, in the higher educational institutions of our republic, attention is being paid to the formation of deontological competence aimed at the implementation of the educational process on the basis of professional duty and ethical standards.

In the articles related to Chapter 5 of the Law of the Republic of Uzbekistan "On Education" "...persons with spiritual and moral qualities have the right to engage in pedagogical activity" and "pedagogical staff are prohibited from committing actions contrary to moral and ethical norms in the implementation of pedagogical activity" [1] is marked as.

Deontological (Greek deontos - duty, logos - doctrine) competence of a teacher - defines the main rules of conscious moral behavior in accordance with professional pedagogical standards, manifested in life and professional principles, mental state, behavior and qualities of a teacher. In her research, teacher-researcher G. Kertaeva explains deontological competence as follows: "professional competence is defined as the level of development, the priority of values, mastering and following the norms of pedagogical ethics, rules of social life, the Constitution and other legal documents" [3].

The well-known pedagogue-scientist O. Musurmonova emphasized the importance of deontological competence and said that "a person who does not understand the essence of the pedagogical process and does not have deep respect for the child will not have an opinion that ensures the effectiveness of education and human maturity" [4].

Therefore, as a result of the analysis of pedagogical literature, the following explanation can be made, that is, the deontological competence of a teacher is the ability to implement the educational process in accordance with the requirements of professional duty, determine the level of development of professional competence and influence the effectiveness of education. In the formation of deontological competence, it is important to carry out the structure and content of deontological competence in connection with personal characteristics. In particular, deontological competence is motivational (direction to self, communication, activity); cognitive-

deontological (self-education, responsibility, sense of responsibility, self-improvement), reflexive (self-control in communication and activity); organizational-communicative (behaving freely in a team, being able to defend one's opinion, initiative) has a structure and content.

Formation of deontological competence in the preparation of university students for pedagogical activities through the educational subjects and types of activities specified in the curriculum of the undergraduate education, that is, in lectures and seminars on "General pedagogy and psychology" and "Methodology of teaching specialized subjects", independent work performed in independent education and qualified pedagogical practice is carried out in the process.

Use of introduction-lecture for formation of deontological competence in students in lectures. Introductory lecture provides opportunities for encouraging students to develop deontological qualities, development perspectives and practical applications.

Also, the lecture-conference type is used in the form of answering the students' questions on the topic. In such a situation, a controversial situation arises between the student and the professor, an opportunity is created to reveal the scope of the student's personal experience and interests.

Binary (binary) - type of lecture, it is assumed that a professor-teacher and a teacher of general secondary education conduct the training together (online participation is also possible). Questions about specific situations are analyzed between lecturers and students, the development of students' cognitive activity is achieved [3].

Open lectures - classes in the form of lectures in the form of lectures of students, as well as professors-teachers, scientists and specialists, are open lectures. Honorary pedagogues who have worked in pedagogical activities for many years and well-known pedagogues-scientists will be invited to the open lecture session, and they will discuss the duties and responsibilities and ethical aspects of the pedagogic profession.

Pedagogical practice is an important form of deontological competence formation in the process of preparing university students for pedagogical activities.

Pedagogical practice is a form of educational process that develops professional competence in students, forms duties and responsibilities for pedagogical activity, and tests professional preparation.

The analysis of pedagogical literature shows that it is necessary to implement systematic, active, competent and integrative approaches to form deontological competence in the process of conducting pedagogical practice [5].

A systematic approach means that pedagogical practice consists of separate elements, such as getting to know the educational organization as a whole system, performing the task of a subject teacher, conducting educational work with students, learning the duties of the class leader, and working with parents.

The active approach is to engage students in various pedagogical activities during the pedagogical practice, i.e., entering and observing lessons, making lesson plans, holding test lessons, organizing extracurricular activities, i.e. applying the knowledge, skills and abilities acquired in the university auditorium in pedagogical activities in order to gain experience. consists of content.

Competency approach assumes that in the process of pedagogical practice, the student should acquire a set of competencies necessary for future pedagogical work. These are social-pedagogical, educational, research, communicative, informational-technological and spiritual-cultural competencies.

Another important approach to the formation of deontological competence in students in the process of pedagogical practice is the implementation of an integrative approach. Formation of pedagogical skills and competences is the process of developing and improving simple pedagogical methods.

Therefore, in the process of properly organized pedagogical practice, students communicate with students and monitor their activities, directly get acquainted with the educational organization system of the educational organization, the acquisition of professional and personal qualities, such as the basic skills of the teacher, is considered the main factor in the formation of deontological competence.

In short, the formation of deontological competence in the process of preparing university students for pedagogical activity is a complex and multifaceted process. The successful and effective result of this process depends on the correct selection and application of optimal methods, tools and forms of theoretical and practical knowledge, skills and competences.

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