

## FORMATION OF DEONTOLOGICAL COMPETENCE AMONG FUTURE TEACHERS

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### ABSTRACT

An important condition for increasing the effectiveness of the interaction of teachers with maladapted students is the strengthening of the deontological orientation of pedagogical activity, which determines the relevance of the problem of developing the deontological readiness of future teachers to interact with maladapted adolescents of various categories (students with special needs of psychophysical development, gifted adolescents, students in dysfunctional, socially unprotected and dysfunctional families left without parental care, orphans, teenagers with deviant behavior, foreign students, etc.).

**Keywords:** deontological readiness, structure of readiness, deontological readiness to interact with maladjusted adolescents, components.

### INTRODUCTION

The problem of developing the deontological readiness of educators, being at the intersection of philosophy, pedagogy, sociology, axiology, psychology, acmeology, is one of the components of a more general problem - the problem of improving and harmonizing the spiritual and moral state of society. The deontological readiness of the future teacher characterizes the level of development of his professional competence, the priority of value orientations, the degree of assimilation and compliance with the norms of pedagogical ethics, deontology, rules of social life, the Constitution and other legislative acts. Deontological aspects of pedagogical activity have their own specific features, which are determined by the nature and state of the object of pedagogical activity, the social status of the participants in the pedagogical process.

### MATERIALS AND METHODS

The sense of professional and pedagogical duty is especially relevant when working with maladjusted adolescents, because This category of students is the most vulnerable and traumatized morally and spiritually. In light of the stated positions, the importance of developing the future teacher's deontological readiness to interact with maladjusted teenagers increases as a special motivational and regulatory mechanism for harmonizing interaction, forming a moral "core" of the teacher's behavioral patterns, and personal responsibility for the effectiveness of communication [1].

The personality of a teenager as a complex autonomous system, distinguished by direction, will to activity and cooperation, self-determination in human values, recognition of the

importance of one's individuality, always gravitates towards self-realization. But if self-realization and self-actualization through love, spirituality and creativity are impossible for all sorts of subjective and objective reasons, they can be replaced by self-expression caused by maladaptive factors, even deviant behavior. Practice shows that the maladjustment of adolescents is directly dependent on unconstructive interaction in society, negative relationships with teachers and peers. Research by T.D. Molodtsova [1] revealed the following pattern in the quality of interaction between a teacher and teenagers: the more pronounced the degree of negative attitudes of minors towards school, family, peers, teachers, informal communication, the more severe the degree of maladjustment. According to A.V. Yashchuk [2], the patterns of overcoming maladjustment in the practice of school work identified in pedagogical science are not used enough, finding manifestations in conflicting, emotionally intense relationships in the "teacher - maladjusted teenager" system.

## RESULTS AND DISCUSSION

Since the successful implementation of pedagogical interaction, incl. and with maladapted adolescents, is determined not only by the mastery of pedagogical technology and pedagogical equipment, but also by the level of professional development of the teacher's holistic personality, his professional culture, it is advisable to highlight a certain "metacomponent" of pedagogical activity - deontological, which is expressed in the process of various types of pedagogical interaction and which is based on the formation of other hierarchically interconnected "metacomponents": deontological orientation, deontological competence and, ultimately, the deontological readiness of the teacher's personality.

Despite some differences in views, researchers are unanimous in the following: the deontological readiness of a teacher is predetermined by the content of the norms of professional ethics, the moral imperative, moral ideals, and humanistic values of pedagogical activity; it is based on a certain understanding of duty and what is proper in professional activity.

Considering the deontological readiness of future teachers to interact with maladjusted adolescents, we believe that, on the one hand, it is a component of professional pedagogical readiness, on the other hand, it is a necessary condition for rapid adaptation to the real situation, a prerequisite for successful professional interaction with various categories of maladjusted adolescents. In our opinion, the deontological readiness of future teachers to interact with maladjusted adolescents is a dominant characteristic of professional pedagogical orientation, as well as the teacher's ability to reflect on the results of professional communication.

The main manifestations of the deontological readiness of future teachers to interact with maladjusted adolescents are conscience, the individual's ability to exercise moral self-control, faith in the student, resilience and tolerance of the teacher, a high level of pedagogical love for children, fulfillment of professional duty and deontological norms in the system of interaction. In this regard, deontological norms act as guidelines and limiters of pedagogical influences in specific pedagogical situations, ensuring the fulfillment of the requirements of the professional standard in terms of pedagogical duty and responsibility for the results of activities. Displaying regulatory requirements and professional norms in the mind allows the teacher to

more fully and adequately perceive pedagogical reality, navigate it, develop strategies and tactics for working with maladapted adolescents, plans and goals of interaction, consciously regulate their behavior in conflict or situations. problematic situations. These rules and regulations are both a condition, a product, and a means of effective pedagogical interaction with maladjusted adolescents [3].

When determining the functional content of a teacher's deontological readiness to interact with maladjusted adolescents, it is necessary to emphasize the traditionally identified functions in the phenomenon of readiness (adaptive, gnostic, integrative, prognostic, value-oriented, self-regulation function) with the introduction of special content into them, determined by the specificity (heterogeneity) of the educational space, as well as specific functions (perceptual-diagnostic and motivating-emotive, intentional).

In order to analyze the structural components of a teacher's deontological readiness to interact with maladjusted adolescents, it is necessary to analyze the structure of the teacher's readiness for professional activity. A number of authors identify various components of the teacher's personality structure and the corresponding components of the structure of pedagogical activity [4].

### CONCLUSION

Based on the analysis of psychological and pedagogical research, the conceptual provisions of pedagogical deontology, we have clarified the definition of "deontological readiness of the teacher to interact with maladapted adolescents" as follows: this is an integral education that characterizes the active-active state of the teacher's personality, manifested in the general ability to independently and successful activity in a real specific situation, which presupposes the formation of professional knowledge, abilities and skills necessary for building effective interaction with maladjusted adolescents of various categories (with characteristics of psychophysical development, foreigners, gifted students, with various forms of deviant behavior, being brought up in socially disadvantaged families, etc.), due to the teacher taking into account the specific characteristics of students and the compliance of his behavior with the requirements and norms of pedagogical deontology.

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