

MECHANISMS FOR DEVELOPING DEONTOLOGICAL COMPETENCIES IN STUDENTS OF GENERAL SECONDARY EDUCATION SCHOOLS

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Abstract: *This article analyzes the interrelationship between personal and professional qualities in the formation of deontological competence from a psychological and pedagogical perspective. The study highlights the role of responsibility, empathy, professional duty, moral values, communication culture, and reflective abilities in the development of deontological competence among teachers. Furthermore, the mechanisms of interaction between personal traits and professional competencies of future primary school teachers are substantiated. The findings contribute to improving the psychological and pedagogical foundations for the formation of deontological competence in teacher education.*

Keywords: *Deontological competence, pedagogical deontology, personal qualities, professional qualities, professional duty, pedagogical ethics, empathy, responsibility, reflection, pedagogical communication, professional competence, future primary school teacher, psychological and pedagogical analysis.*

Today, the issue of the harmonious development of a teacher's professional and personal qualities is becoming increasingly relevant in the education system. In particular, the formation of deontological competence occupies an important place in the process of training future primary school teachers. This is because, at the primary education stage, the teacher acts not only as a provider of knowledge but also as a moral role model.

In the educational and upbringing process, perfect professionalism alone is currently not sufficient for future primary school teachers; they also need deontological competence and psychological readiness. The general deontological norm in the relationship between the future teacher and the pupil is an individual approach to the pupil at all stages. Such an approach to a person requires taking into account their psychology, personal characteristics, and attitude toward them. A teacher must not harm the educational process or the pupil through their actions. In order not to harm pupils during the teaching process, a future teacher must know and learn many things, constantly study, master everything new, and adopt the experience of colleagues.

Pupils expect from their teachers not only professionally grounded actions but also the manifestation of personal qualities that inspire confidence, relieve psychological tension, and enhance a positive mood. Therefore, a future primary school teacher cannot perform professional duties automatically. Such an approach may lead to the deterioration of relationships with pupils and the disruption of psychological contact with them.

In this regard, the diversity of the future primary school teacher's activity imposes special requirements on their professional training. The need to improve the quality of professional training of future primary school teachers requires solving a number of important issues: what tasks a higher education institution graduate will solve, what the goals of their professional activity are, what they should know and be able to do, and so on.

Today, the requirements placed on future primary school teachers are determined by sociocultural conditions and the directions of development of the unified system of the educational process.

Ensuring the high quality of future primary school teachers' professional activity requires managers and organizers of their training to implement organizational, educational, and upbringing measures aimed at forming their professional competence, including deontological competence.

The functions of future primary school teachers are changing significantly with the introduction of new modern digital technologies into their activities. At the same time, achieving results in education and upbringing is ensured by the qualifications and personal qualities of future primary school teachers.

There are many objective and subjective situations in the activity of future primary school teachers that significantly complicate it and reduce its effectiveness. First of all, it is necessary to emphasize the contradictions between practical requirements and the level of staff professionalism, especially when these requirements occur at the limit of, or exceed, the capabilities of the subjects of professional activity. A significant increase in pedagogical workload on the intellectual, emotional, and volitional spheres of future primary school teachers leads to the emergence of negative mental states, which reduce the efficiency and effectiveness of activity. In addition, the following should be noted:

- the constant influence of various factors, including economic, organizational, psychological, social, environmental, and other factors;
- the emergence of pedagogical situations that significantly complicate the future teacher's activity and, first of all, increase demands on their professionalism.

The professional activity of future primary school teachers presupposes that they possess special competencies related to responsibility for pupils' education and upbringing. Responsible and difficult work in the professional sphere has increased the requirements placed on future teachers. At the same time, the main important socio-psychological characteristic of every future primary school teacher is their professionalism, including both activity-related and personal aspects.

The word "professionalism" is used in different meanings. When we say, "This work requires professionalism," we mean the regulatory requirements of the profession for the personality of the individual. Here, professionalism is a set of personal characteristics necessary for the successful performance of work.

In another sense, the word means that “professionalism is inherent in a person.” Here, we are talking about the presence in a person of the necessary set of mental qualities and about professionalism becoming an internal characteristic of the individual’s personality. Such an understanding means “the real professionalism of a particular person.”

In general, professionalism is determined by the following:

- high productivity or effectiveness of activity;
- a high level of qualification and professional skills;
- high accuracy and reliability;
- high organizational ability;
- low dependence on external factors as a form of mediation;
- possession of modern content and modern means for solving professional tasks;
- stability of high-quality indicators;
- the possibility of developing the subject of labor as a specialist;
- orientation toward achieving socially significant goals.

This content of professional activity is both its indicators and its criteria. The criteria of professional mastery are important for studying normative, objective, subjective, effective, procedural, individually variable, prognostic, creative, social activity, and competitiveness criteria.

A.K. Markova considers professionalism to be an integral characteristic of a person’s personality and activity. Accordingly, she regards a generally professional worker as someone who:

- masters professional norms in the motivational sphere, namely moral guidelines, motives, and spiritual values in the profession, follows them, and, in the operational sphere, masters the necessary professional knowledge, methods of action, professional techniques, methods and structure of professional thinking, professional self-awareness, and reflection techniques;
- performs work effectively and successfully, with high productivity, observing high standards and achieving mastery;
- is capable of setting professional goals, has an internal locus of control, independently constructs the scenario of their professional life, and is resistant to external obstacles and disturbances;
- independently identifies and develops their abilities and skills in the profession, is ready for constant professional self-transformation and self-development, strives to realize and strengthen their individuality, preserve their integrity, and feels satisfaction from self-realization in the profession;
- enriches professional experience with their original creative contribution;
- combines several types of professional competence, including special, social, personal, and others;
- contributes to increasing the social prestige of the profession in society and society’s interest in the results of labor in that profession;

- is able to compete with other specialists in their own and related fields.

Of course, not every future teacher fully possesses the entire set of professionalism indicators listed above. The signs of professionalism among future primary school teachers may manifest themselves in different combinations, which may be reflected in the individual profile of a specialist. At different levels of one's professionalism, effectiveness is often achieved by strengthening certain qualities. A general and necessary condition for a high level of professional mastery among future primary school teachers is the active creative activity of the individual, as well as the ability to adopt and implement optimal solutions to the most complex tasks arising in pedagogical situations.

A.A. Bodalev associates a high level of professionalism with the vivid development of abilities, knowledge in a particular field of activity, and non-standard mastery of the skills and abilities necessary for its successful implementation.

According to E.A. Klimov, the idea of professionalism should not be reduced only to the notion of a specialist's high level of mastery, possessing the highest knowledge, skills, and effectiveness in this field of activity. A professional should be viewed as a complex system possessing not only external functions but also necessary and, as a rule, complex and diverse internal functions, particularly mental ones. A person's personal and individual ideas about the surrounding world and about themselves arise in the context of the holistic image formed in that person at a given moment.

Professionalism is a specific qualitative characteristic of a person, but it is not limited to the framework of actual professional skill. This is confirmed by E.A. Klimov's model of professionalism, which reflects the close connection between a person's inner essence and their main socially significant characteristic - professionalism. A professional is not only a characteristic of professional activity indicators or the narrow framework of a profession but also a worldview, perception of the world, attitude, and the inner characteristics of the individual.

The professionalism of future primary school teachers is characterized by a harmonious combination of high professional mastery and ability at the level of professional skill. In the process of developing professional activity, when future primary school teachers move to a higher level of professionalism, there comes a stage of stable use of methods and means accumulated in professional experience to perform tasks at the level of high standards, which becomes the basis for the development of professional activity.

The conducted research allowed us to develop models of personal professionalism and identify the conditions for its effective development. Based on this, the professionalism of future primary school teachers can be represented as a system consisting of a number of interconnected subsystems.

The first subsystem is the subsystem of special pedagogical conditions. Attention is paid to the characteristics of such pedagogical conditions and the negative factors influencing them. It was established that pedagogical factors defining the working conditions of future primary school teachers as special have the following characteristics:

- an objective nature dependent on the subject of activity and its educational and upbringing possibilities;
- varying degrees of probability, ranging from well-predictable educational situations to accidental ones;
- situations and intensity differing in nature, including natural, biological, and social;
- the emergence of negatively expressed functional states in subjects;
- the presence of factors that make it difficult for future teachers to carry out professional activity, interaction, relationships, and communication.

The second subsystem is personal and includes everything that characterizes future primary school teachers as individuals, subjects of activity and professional activity, and as personalities in relationships, interactions, and communication.

In this system, the following set of components can be distinguished:

- the professional working capacity of future primary school teachers, including general activity abilities, educational, intellectual, communicative, organizational abilities, self-regulation abilities, and the ability to provide assistance in pedagogical situations;
- the competencies of future primary school teachers, including general cultural, personal, professional, and deontological competencies;
- professionally important personal qualities, including moral qualities such as compassion, kindness, diligence, selflessness, optimism, courage, determination, integrity, dignity, responsibility, care, and cooperation; aesthetic qualities such as neatness and cleanliness; intellectual qualities such as knowledge, observation, logic, and the desire to penetrate the essence of phenomena;
- the orientation of the individual, including the needs, motives, goals, and values of professional activity and professional achievements, as well as motivating reasons for focusing on self-realization and improvement in the professional training and activity of future primary school teachers;
- the cognitive and regulatory abilities of future primary school teachers, their psychological readiness, confidence in the ability to realize personal and professional potential, high responsibility, independence, and emotional stability.

Future primary school teachers must possess sufficient knowledge and skills, as well as confidence in planning, implementing, and evaluating the results of their actions in accordance with the needs of education, society, and the state.

The specific features of future primary school teachers' professional activity determine not only a number of requirements for personal qualities but also form a system of professional knowledge and skills. The presence of specific knowledge and skills related to professional activity determines the successful fulfillment of educational and upbringing tasks by future primary school teachers.

Future primary school teachers should:

- understand the importance and social essence of their profession and show constant interest in it;

STUDYING THE PROGRESS OF SCIENCE AND ITS SHORTCOMINGS

- have an idea of the modern world as a spiritual, cultural, and ecological value;
- be aware of their place in the modern state and society;
- know the foundations of the Constitution of the Republic of Uzbekistan, moral and legal norms regulating a person's attitude toward other people, society, and nature, and take them into account when solving professional tasks;
 - analyze and design their own activities and act independently under conditions of uncertainty;
 - be ready to show responsibility for the work performed and be able to solve problems in the field of professional activity independently and effectively;
 - be able to solve professional tasks in organizations of various organizational and legal forms;
 - be able to organize their work scientifically and be ready to use digital technologies;
 - be ready for continuous professional growth and the acquisition of new knowledge;
 - have a stable desire for self-improvement, including self-knowledge, self-control, self-esteem, self-regulation, and self-development;
 - have an understanding of a healthy lifestyle and possess skills of physical improvement;
 - be ready for positive cooperation and collaboration with colleagues and the public, know the theoretical foundations, and be able to apply appropriate norms of behavior in practice when performing professional functions.

These knowledge, skills, and competencies are formed in the process of training, retraining, and professional development of future primary school teachers, as well as through their continuous independent learning.

Taking into account the general requirements for future primary school teachers and the problems of this study, an analysis of the requirements for future primary school teachers in the deontological aspect was carried out. It was established that the norms of deontology, morality, aesthetics, and corporate ethics of future primary school teachers should serve as guidelines and restrictions for the application of professional knowledge, skills, and competencies in specific situations. On this basis, the formation of deontological competence is considered an important regulator of the success of professional activity and a sphere of application of the personal qualities of future primary school teachers as subjects of this activity.

Despite sufficient stability, the moral foundations of future primary school teachers' professional activity require clear representation in the process of their professional training, education, and upbringing. Ideas of good and evil, duty and honor, which have a universal character, determine the nature of applied professional ethics that define the deontological norms of future primary school teachers' professional activity. Professional ethics is one of the important means of regulating social relations arising in the process of teaching learners.

There is a viewpoint that professional deontology should be considered either as an integral part of morality or as a separate field of morality directly related to professional activity.

Professional ethics, having undergone a complex evolution in its development, has absorbed the most universal principles of professional activity formed in different periods and based on the norms of morality and ethics.

In the process of forming deontological competencies of future primary school teachers, the deontological principles of professional activity, based on clearly defined and approved principles of professional ethics and deontology, should be taken into account.

Table 1

Deontological Principles of the Professional Activity of Future Primary School Teachers

Deontological principles of professional activity	Characteristics of deontological
The principle of doing no harm	This principle links the teacher's teaching activity with the well-being of the pupil receiving education. At the same time, well-being acts as a multifaceted and integral concept that includes the sum of the most diverse aspects of "quality of life." Through teaching, the future teacher influences not only the pupil's condition and health but, more importantly, their self-perception, well-being, life plans, and the style and quality of their future life. The principle of doing no harm is directed at these aspects of human existence, since life cannot be reduced to the health or well-being of a biological organism; the main thing for a human being as a person is the achievement of life goals.
The principle of doing good	Caring for the maximum possible variant of the pupil's education, upbringing, and well-being is interpreted as the duty of the specialist. If the principle of doing no harm can be expressed in the form of a rule, then the principle of well-being should be expressed in three rules: "No one should cause harm or damage," "Everyone should prevent evil and harm,"

	“Everyone should refrain from evil and harm,” and “Everyone should do good and contribute to it.” This means that all three forms of promoting well-being include positive actions: preventing evil, refraining from it, and supporting good, whereas not causing evil implies only one action - not doing evil.
The principle of personal autonomy	This principle includes informing the future teacher about the pedagogical situation and its condition, taking into account forecasts of possible consequences, explaining the level of possible risk and expected outcomes, disclosing real alternatives, and granting the right to change the decision.

Based on these principles, the main moral, aesthetic, and deontological requirements for the professional activity of future primary school teachers are as follows:

- **humanism:** the actions of future primary school teachers should be directed only toward the interests of the pupil and should not cause unjustified harm that was not previously expected;
- **professionalism:** the actions of future primary school teachers in ensuring safety in pedagogical situations should be based on the achievements of science and practice;
- **scientific validity:** the actions carried out by future primary school teachers in pedagogical situations should be based on scientific achievements and should not be experimental in nature;
- **responsibility:** one of the most important moral and aesthetic requirements for the activity of future primary school teachers, since they must control their actions and foresee the consequences of their behavior toward third parties both morally and legally;
- **respect for the rights, freedoms, and dignity of persons** who may be psychologically traumatized or physically and mentally harmed by the actions of future primary school teachers.

Thus, based on the above, it can be concluded that the sphere of activity of future primary school teachers includes an important moral component, namely the moral foundations of professional activity. This component may determine the specific features of training and development of future primary school teachers as professionals and, accordingly, impose special requirements on the formation of their deontological competencies.

In the process of forming deontological competencies of future primary school teachers, the deontological principles of professional activity based on clearly defined and approved

principles of professional ethics and deontology should be taken into account. These are: the principle of doing no harm, the principle of doing good, and the principle of personal autonomy.

In the process of forming deontological competence, personal and professional qualities appear as an interconnected and mutually complementary system. Their harmonious development ensures the professional maturity of future primary school teachers. This, in turn, has a positive impact on the quality of education and the development of the pupil's personality.

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