



INNOVATIVE TECHNOLOGY OF DEONTOLOGICAL COMPETENCE FORMATION IN FUTURE FOREIGN LANGUAGE TEACHERS

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Article history:	Abstract:
Received: 3 rd August 2022 Accepted: 3 rd September 2022 Published: 7 th October 2022	This article is written about the innovative technology of formation of deontological competence in future foreign language teachers. The state policy in the field of education in our country is recognized as one of the priority directions for social development. In recent years, great attention has been paid to the improvement of the legal basis of the organization of educational processes in the educational system, including higher educational institutions, therefore, the development of deontological competence in future teachers is an urgent pedagogical problem in our work. we learned.

Keywords: Teacher, Deontological, Competence, Technology, Education, Social, Education

INTRODUCTION.

Article 4 of the Law of the Republic of Uzbekistan "On Education" recognizes the priority of education as the main principles of the state policy in the field of education, does not allow discrimination in the field of education, provision of equal opportunities, humane, democratic nature of education and training, guaranteed social protection of pedagogues in society, openness and transparency in the field of educational activities, etc. determines the importance of relationships based on general social norms and rules[2].

Also, the Resolution of the President of the Republic of Uzbekistan No. PQ-3907 of August 14, 2018 "Measures to bring up the moral, moral and physical maturity of young people and raise the quality of their education system to a new level" "Regarding" further improvement of work on education of the young generation, raising the quality of education to a new level in terms of content, increasing the prestige of the teaching profession, educating young people to be morally, morally and physically perfect, educating them - to raise selfless and patriotic young people with a high morale, a firm life position, a broad outlook on raising the education system to a new level in terms of quality; priority tasks such as increasing the value and influence of pedagogues, strengthening their material, moral and social protection, justify the relevance of our research work on the topic "Technology for the development of deontological competence in future foreign language teachers".

LITERATURE REVIEW.

As part of our research, the analysis of foreign scientific research on the study of the genesis of deontological knowledge made it possible to determine the characteristics of deontology as a science of professional behavior (Y.A. Komensky, G.P. Medvedeva, I. Kant, G. F. Gauss, P. P. Blonsky, B. G. Ananeva, L. S. Vygotsky , B.G. Ananyev, K.M. Levitan).

The basis for the development of pedagogical deontology in medieval feudal Europe was the rules of religious philosophy, and as a result, it did not have a clear humanitarian content. John Amos Comenius, who foresaw and adopted the humanistic ideas of the Renaissance, believed that the status of a teacher and his position determine his professional duties and behavior. Y. A. Komensky developed the ideas of pedagogical realism, critically evaluated the scholastic experience of the medieval school, laid the foundation for the new content of school education. In his classic work "Great Didactics", the author distinguishes the main qualities that form the basis of a teacher and any knowledgeable person: morality, virtue, knowledge, piety and religiosity[5].

Y. A. Komensky's didactic ideas touch on almost all current issues that are the subject of modern pedagogy. The problem of moral education in a person, in his opinion, is the most important issue that is directly related to the society and the individual's attitude to education, and the foundations for the development of morality in a person should be laid in the education process.

According to G. P. Medvedeva, the correct understanding of the essence of goodness is determined between the ideas of happiness and pleasure, goodness and benefit. Also, the philosopher draws attention to the fact that the behavior of any person should be regulated, because under certain conditions, the pleasure experienced by one person can cause suffering to other people.

I. Kant stated that human freedom depends on moral standards and correct behavior, i.e. strict adherence to the moral law allows a person to be free, based on the axiology of the relationship to the individual as a value, in which emphasizes the importance of individuality.

Philosophical foundations of professional ethics and morality are revealed in the works of G. Gotsis and Z. Cortezi, and the authors say that the theory of deontology corresponds to I. Kant's moral theory according to its value content, and humanity, duty are its main values. , respect, responsibility, justice and honesty are highlighted.

According to G. F. Gauss, deontology studies "moral ethics" and directs the individual's activities to comply with moral rules. The researcher emphasizes that the categories of deontology, such as justice, duty, respect for individual rights, honesty and equality, act not only as moral standards and requirements, but also as moral goals of human activity, that is, they have institutional and final importance.

Russian scientist K.M. Levitan describes the current state of deontology as follows: "Deontology examines the problems of professional duty, obligation and correct behavior in the system of various relationships, the object of the specialist's professional activity, society, state, law, other citizens as carriers of public opinion, It is an interdisciplinary science that studies the attitude towards oneself[7].

Theoretical analyzes show that the development process of deontology in foreign countries was positive and progressive, that is, the development of deontological principles that created the professional legal basis of specialists was significantly influenced by international regulatory documents: the Universal Declaration of Human Rights (UN, 1948), the psychologist's ethical (USA, 1953), Social Work Ethics: Principles and Standards (Norway, 1994) and Code of Conduct for Law Enforcement Officials (UN, 1979).

ANALYSIS AND RESULTS.

For the first time, the concept of "deontology" (Greek. Deontos - "condition", "duty", logos - "doctrine") was introduced in the first half of the 19th century by the English historian, philosopher and jurist J. Bentham in his fundamental work on the theory of ethics ("Deontology or the science of ethics") is scientifically justified. The author understood deontology as a "proper and appropriate science" that reveals the foundations of morality, the forms of manifestation of duty, the general social norms and rules that are manifested in the content of social laws and requirements, as well as human behavior. [16] . Later, the ideas in the science of "deontology" were developed by the German philosopher I. Kant, and the concept of deontology was defined as "ethics is the ethics of duty and obligation."

We paid special attention to the analysis of concepts such as "deontology", "deontological preparation", "deontological self-awareness" in order to justify the relevance of developing deontological competence in future foreign language teachers.

In the dictionary of the latest philosophy, "deontology" (from the Greek deo - necessary and logos - education) is considered as a branch of moral theory that studies issues related to the concept of duty.

In the dictionary of ethics, the concept of deontology is defined as a branch of ethics related to duty and common reason (all things that express moral requirements in the form of instructions).

In his studies, K.M. Levitan defines the concept of deontology as follows: "Deontology is the science of the development and activity of a normative-directive institution, which is a system of norms and rules of professional behavior of workers, historically established in society includes standards, the basis of which are moral values"[1].

Deontology studies not only the ways to solve the problem of professional duty, but also the formation of ethics in the process of professional activity, measures and forms of responsibility of employees for the quality of their professional activity, forms of observing and keeping professional secrets, methods of eliminating stressful professional situations. is enough

YG Yakubson, the author of several works on professional ethics, defines professional ethics as follows: "Professional ethics consists of a set of moral standards, concepts, values and ideals characteristic of certain professions in a certain society."

Professor Malla Ochilov describes the ethical norms of the profession as follows: "There are ethical norms and requirements that apply to people engaged in a certain field of activity. Such ethics are called profession (professional) ethics. There is a certain relationship between the prevailing morality and professional ethics in every society. This is the relationship between generality and particularity. "Professional ethics embodies, clarifies and develops the rules and shortcomings of universal moral theory."

According to the analysis of scientific-theoretical literature, it is emphasized in the works of professional ethics theorists that professional ethics are inextricably linked with universal ethics. Also, professional ethics reflects ethical guidelines that express the diversity of the level of ethical requirements in professional groups. Differences in the level of development of the moral consciousness of different professions are preserved even in the conditions of the society based on the market economy, and it is observed that there are differences in the level of moral requirements for people of different professions[9].

From the above, we can conclude that the concept of deontology is related to the theory of ethics in professional activity, and on the basis of historically established standards in society, it expresses moral values related to social norms, norms and the manifestation of a sense of duty in an individual.

Professor O. Musurmonova, Doctor of Pedagogical Sciences, gives the following points about the concept of "deontology". "The word 'deontology', which has entered the education system today, is not new for us. In the past

historical centuries, every professional served his purpose and duty faithfully. The teacher communicated within the framework of decency and morality, fulfilling his duty to his student. "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," the scientist says. From this point of view, we consider it necessary to pay attention to the genesis of the concept of "deontology".

As part of our research work, it is important to analyze the main requirements of society for the behavior and qualities of a teacher within the chronology of the formation and development of deontology in future foreign language teachers. In particular, views on the norms of human behavior related to certain professional activities have been developed since ancient times in connection with the content of the philosophical teaching of ethics (Aristotle, Quintilian, Plato, Socrates, Seneca, etc.). With the development of the basic ideas about the duty of man and society (I. Kant) as a value of the moral law and the highest moral order in critical philosophy, as well as with the formation of social rules and norms that regulate human activity in religious teachings such as Buddhism, Islam, Judaism and Christianity. the semantic content of deontological concepts was developing[11].

In the content of the works of Eastern thinkers, views on the issues of morality, duty, responsibility, and personal perfection have been put forward. Abu Nasr Farabi, Abu Rayhan Beruni, Abu Ali ibn Sina, Yusuf Khos Hajib, Alisher Navai and other scholars have expressed their opinions about morals, manners, conscience, and duty, which express the deontological content in their works, and these views are a future foreign language. in the development of deontological competence among teachers, first of all, it is important to determine the scope of the concept of deontology.

The encyclopedist A.N. Farabi describes how morally clean every person who wants to learn theoretical knowledge should be in his treatise "What you need to know before studying philosophy". "Before studying philosophy, you should cleanse yourself of passions in such a way that you have not only wrong feelings such as domesticity and sensuality, but a passion for perfection."

In the content of Abu Rayhan Beruni's works, we can find deontological views that express the content of morality. Allama tells the seekers of knowledge the need to protect the heart from bad vices, situations that cannot be perceived by a person, rigid customs, greed, vain competition, greed, and fame.

The thinker Yusuf Khos Hajib explains his moral views based on practice in the work "Kutadgu Bilig". The full disclosure of the nature of the moral qualities put forward in the work shows how deeply the scientist knows the issues of education and morals, and humanity, honesty, correctness, purity, love, loyalty, compassion are recognized by scholars. , kindness, honesty, justice, trust, loyalty, politeness, sweetness, generosity, bravery, diligence, humility, respect and reverence, entrepreneurship, intelligence, honesty, goodness are glorified, the positive and negative aspects of virtues The bad consequences of the feature are clearly explained by means of examples.

In the content of Alisher Navoi's works, issues of ethics are highlighted, and these thoughts serve to clarify the content of the future foreign language teacher's professional behavior. The thinker considers decency to be the most important criterion of morality. Being polite and moral helps a person to gain a certain status and respect among the people around him. Also, the scholar talks about the spiritual and moral qualities characteristic of a person and gives a definition of each of these qualities. It includes qualities such as contentment, patience, modesty (adab), love for others, loyalty in love, generosity, diligence, kindness, kindness, gentleness (hilm) among positive qualities, and these qualities are the future foreigner. is considered important in the development of deontological competence in language teachers[10].

On the basis of the theoretical analysis of the opinions of the scholars of the East mentioned above, we can conclude that today a future teacher should be able to cleanse himself of ambitions, constantly develop his moral qualities, be strict and serious in dealings, humane, truthful, have qualities such as kindness, love, kindness, honesty, justice, trust, loyalty, politeness, sweetness, generosity, bravery, diligence, humility, respect and reverence, entrepreneurship, intelligence, honesty, goodness should be. These qualities, manifested in the form of a person, are considered relevant in clarifying the content of deontological competence of future foreign language teachers.

CONCLUSION/RECOMMENDATIONS.

Summarizing the above, we can conclude that deontology is not only the formal implementation of professional obligations of a specialist, but also the appropriate behavior of a specialist, which includes strict performance in the most effective way for a specific situation.

The analysis of historical sources, pedagogical works of researchers and thinkers made it possible to determine the content of the basic requirements of the society for the behavior and qualities of the teacher in the formation and development of deontology, and based on scientific and theoretical analysis, we explain the content of the concept of deontology as follows: the concept of deontology is a specific professional human reflects his views on the norms of behavior related to the activity, expresses such qualities as professional duty, commitment, humanity, truthfulness, correctness, justice, trust, politeness, respect and reverence, honesty, being moral .

One of the important concepts related to the analysis of the pedagogical and psychological features of the development of deontological competence in future foreign language teachers is the concept of "professional training", which is the existing knowledge necessary for the teacher to fulfill his professional duties in accordance with deontological principles. it is also a state of awareness level of knowledge, skills and competences. From this point of view, we will focus on the analysis of the concept of professional training below:

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