



MODERN TEACHER'S DEONTOLOGY AND COMPETENCE

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Article history:	Abstract:
Received: 3 rd August 2022 Accepted: 3 rd September 2022 Published: 7 th October 2022	The article discusses the essence, categories and principles of the science of pedagogic deontology.
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INTRODUCTION. The President of the Republic of Uzbekistan, Sh.M. Mirziyoyev, is paying great attention to all the professors and teachers who are actively participating in the education of the perfect generation in our country. During the years of independence, a number of decisions were made in the Republic of Uzbekistan regarding the support of qualified teachers, popularization of their experience, development of general education schools, vocational schools and higher education system.

In the development strategy of the Republic of Uzbekistan for 2022-26, a lot of money has been allocated to pay attention to continuous education and strengthen their material equipment. Today's professor teacher has a regular educational influence on pupils and students by inculcating the tasks of universal and national moral education of the subject he teaches. "The qualities that determine the moral image of the citizens of our country, such as patriotism, humanitarianism, national pride, and internationalism, are instilled in the students through the teacher. That is why, first of all, it is necessary for the teacher to thoroughly master universal and national values, to be a personal example in practical work." A teacher should be a person who objectively fulfills the needs of the pedagogical process, who has the responsibility and duty of teaching ethics typical of pedagogues.

THE GOAL. We considered it inappropriate to discuss with today's teacher about the reforms in the field of education carried out by the government of the Republic of Uzbekistan, how much attention is paid to the modern education system. We want to get answers to the questions: "Does today's pedagogue show his morals and duty in social life?" So, we would like to express our thoughts based on the doctrine of "Deontology", which demonstrates the teacher's duty and mission in front of the society and the people. The term deontology (derived from the Greek "deontos" suitable, worthy "logos" doctrine) originated as a definition of a person's professional ethics and was introduced by the English philosopher J. Bentham at the beginning of the 12th century.

The concept of deontology can be applied to any field of professional activity: pedagogical, psychological, medical, legal and other fields. Pedagogical deontology studies and develops rules and norms in the field of professional activity of a pedagogue. Russian pedagogue K. M. Levitan said that "professional behavior norms are always historical and specific, and are developed by people in accordance with the conditions and requirements of real life and activity.

Deontology studies the following historical examples in clarifying perceptions of the role of the pedagogue in society and human development, requirements for the pedagogue and his professional behavior.

Setting a scientific problem. Aristotle ("Politics of Athens") teachers should train young people physically, J. J. Rousseau (XVIII) the main force of development is consciousness, intelligence, science, education. A teacher should be above morally and morally in society.

As a continuation of the opinions expressed by foreign scientists in the field of deontology, Uzbek scientists also expressed their opinions about the pedagogue, manners, and the fulfillment of duty, including professor M. Ochilov expressing his opinion about the duty of a teacher as follows: "O A teacher considers his duty in the field of education to the young generation not a duty imposed by force, but the meaning of his life is a call of faith and conscience. Fulfilling one's civic duty requires taking care of the great future of the entire nation and the state of Uzbekistan. The norms of teacher etiquette should become the personal opinion, moral virtues and beliefs of each teacher. Ethical beliefs and qualities of the teacher are visible in the process of teaching, in educational work, in dealing with teachers, parents and other people, in daily life, in having a moral influence with his personal example. The main qualities of the teacher's ethics correspond to the concept of universal and national moral virtue. Ethical qualities such as humanity, patriotism, national pride, duty, dignity, responsibility, conscience, honesty, truthfulness, purity, demandingness are analyzed in the manner of a teacher with pedagogical activity.

Aspects such as the teacher's duty, responsibility and professional ethics are also reflected in the law on the national program "On Education". Chapter 5, Article 44 of the Law "On Education" states the right of those engaged in pedagogical activities: has the right to engage in".

ANALYSIS AND RESULTS.: On the basis of writing this article, I would like to give scientific and theoretical information about pedagogical deontology as a science, its main category and principles, and how important they are for today's pedagogues. The main categories and principles of pedagogical deontology are expressed by many pedagogical scientists in their research, one of them K.M. Levitan explains the following: "One of the main categories of deontology is the category of "Ethics". Historically determined form of social consciousness is a social institution that governs the behavior of people in all spheres of social life. It is based on the generally accepted normative requirements established historically, how a person should behave in a specific society.

Duty is one of the main categories of deontology, in which moral situations become a person's personal duty.

In a broad sense, walking is self-expression of a person. In the narrow sense, the expression of non-verbal actions is a special form of human activity in the socio-psychological sense.

Behavior is the manifestation of character, abilities and human role.

Character is an individual style of action, with the help of which one or another motive of individuality is achieved. Character determines the tactics of human behavior, based on which he achieves his motives."

Ability is a characteristic of a person, it is success in performing activities without cost (without effort). A.K. Markova stated that "the process of development of human abilities is the process of human development." Researchers G.A. Karakhanova, G.M. Kertayeva and others conducted research on the principles of "pedagogical deontology" and expressed their opinions:

1. The principle of supporting the full development of the teacher in accordance with his nature implies the continuous improvement of the teacher's level of competence, the study of the psychology of each student in order to arouse the child's interest in learning. implements the ideas of increasing cognitive activity and developing education.
2. The principle of justice, according to which the teacher should evaluate himself and all participants of the educational process in proportion to their real services and efforts.
3. The principle of having a beneficial effect on the student's physical and mental health without harming it. This principle implies that the teacher respects each student, pupil, colleague, taking into account his individual characteristics, replaces communication with his attitude, the ability to look at the situation from his own position, as well as the ability to find his own task.

Having studied and analyzed the categories and principles of deontology mentioned above by today's pedagogue, I would like to address one general question to my colleagues.

Dear pedagogue, what problems do you think pedagogical deontology will face in the middle of the third millennium? Based on the recommended scientific theoretical ideas, under the leadership of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev, fundamental reforms in the field of education in our republic are precisely in the action strategy for the further development of the Republic of Uzbekistan: "Further development of the continuous education system, quality education to increase the possibilities of services, to continue the policy of training highly qualified personnel in line with the modern needs of the labor market" problems of development of the education and science sphere are cross-referenced. In the 60s and 70s of the last century, "competency approach" entered education as a new research approach, research direction. Competence is a Latin word "Compete" which means "compete", "worthy", "worthy" or "knowledge" in a field.

"Competence-knowledge, suitability for the profession, competence, experience, instilling in leadership activities. Competence is the range of issues that a person knows very well or is aware of," the Russian psychologist defines.

CONCLUSION/RECOMMENDATIONS: From the above-mentioned deontology, competence and theoretical ideas about competence, it means the content of the requirements for the person of today's teacher. These theoretical ideas are manifested in the following qualities of a modern teacher in the image of a modern teacher, and they represent the pedagogical duties, tasks and responsibilities.

1. The teacher should have a deep understanding of the changes in the life of the society, the contents of the social reforms being carried out, and in this regard, the student should provide the right and reasonable information.
2. A modern teacher should be aware of the news and achievements of science, technology, technology;
3. A teacher should have a deep intellectual potential in his specialty, be creative on his own.
4. A modern teacher should have deep knowledge of the subjects of pedagogy, psychology, pedagogical technology, pedagogical skills, deontological competence and organize the educational process in modern ways.
5. A teacher should have creative, initiative, organizational skills.
6. Today, a teacher should have a modern image and be an example to his students.
7. The deontological preparation of the teacher increases the effectiveness of the educational process.
8. Educators organize their activities on a deontological basis and rely on their own competence to educate a well-rounded generation.

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