

PEDAGOGICAL DEONTOLOGY

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Salieva N.S

*lecturer, Fergana Medical Institute of Public Health,
Uzbekistan, Fergana city*

Annotation: *this article examines the concept of pedagogical deontology. Pedagogical deontology has been shown to be a new scientific direction along with professional deontologies such as legal, engineering, psychological, etc.*

Keywords: *pedagogy, deontology, competence, professional ethics.*

Annotatsiya: *ushbu maqolada pedagogik deontologiya tushunchasi ko'rib chiqilgan. Pedagogik deontologiya huquqiy, muhandislik, psixologik va boshqalar kabi professional deontologiyalar bilan bir qatorda yangi ilmiy yo'nalish ekanligi ko'rsatildi.*

Kalit so'zlar: *pedagogika, deontologiya, kompetentsiya, kasbiy etika.*

INTRODUCTION

As you know, any science, due to the improvement of its subject area, is characterized by the process of differentiation. This is, first of all, in every scientific field: medicine, pedagogy, psychology, sociology, etc. This process is also characteristic of deontology. Here we can say the following: the development of society is determined not only by professional knowledge, skills and qualifications, but also by the level of training of highly qualified specialists who have the habit of improving themselves and using innovations in any process during further activity.

For this reason, the higher education institutions, which prepare students for professional activities, are faced with a number of tasks. It is understood that success at work is ensured not only by the ability to master modern technologies, but also the level of development of the educational component, a sense of responsibility, it will be necessary to find optimal opportunities in a situation that is constantly changing when deciding the professional training of students.

The increase in requirements for students reflects the fulfillment of professional duty, which, along with many components of its professional competencies, directly depends on the quality of the educational environment. In it, not only training is carried out, but also Development, upbringing, personality formation, etc. However, the study of the possibilities of compliance with the requirements of Professional Ethics in modern conditions is one of the problems of pedagogical education. Duty is the sphere of relevant requirements, the basis of the principles of moral behavior, which are formed as the consciousness of their duties to students and society as a whole.

This problem of pedagogical duty is closely related to the measure of responsibility and its boundaries, and depends on the quality of education in its content and technological aspects. Professional ethics has a number of general and specific characteristics. One of them concerns the inequality of the parties in the field of interaction of these parties. In ethics and deontology, we can cite the following explanation: ethics and deontology are overlapping but overlapping concepts, as interpreted in various scientific literature.

The term "deontology" was introduced to science by the English explorer Hieremie Benthamom in the 19th century. When we look at the literature on the topic of deontology, it can be clearly seen that the science of the foundations of deontology was laid long ago and is now widely developed in medicine. Pedagogical deontology is a new scientific direction, along with professional deontologies such as legal, Engineering, Psychological, etc.

Pedagogical deontology is the science of behavior in accordance with professional duty. Professions associated with the "man-man" system affect the inner world of a person, form his personal qualities, create conditions for the development of natural inclinations. Therefore, we can say that each specialty has its own professional ethics, its own deontological appearance. Consequently, pedagogical ethics is engaged in the formation of these moral norms, values, as well as requirements inherent in pedagogical activity, and it can be said that pedagogical deontology is engaged in their realization and implementation into practice.

The subject of pedagogical deontology includes the study of the process of practically mastering and guiding the educator by a system of moral standards that determine his professional behavior. At the same time, it should be noted that the behavior of an educator is determined not only by the knowledge of social norms (norms of morality, norms of customs, norms of law, etc.), as well as these social and primarily professional values (in connection with legal, moral, aesthetic, etc.) are protected by these norms. For example, a teacher is characterized by pedagogical ethics, which represents a set of moral norms, values, ideals that arise as a result of an objective need to adapt the actions of a teacher to the nature of pedagogical activity and determine the teacher's attitude to his professional duty. Pedagogical deontology, like any science, performs certain functions:

- *scientific-theoretical, studying the essence of the professional duty of the teacher, his deontological training, the education of deontological qualities, etc;*

- *axiological function, which includes the study and formation of value orientations of teachers as stable norms of moral consciousness and behavior;*

- *constructive and technical, ensuring the development of a mechanism for the implementation of professional duty by teachers, creating a favorable moral and psychological environment during the teacher's interaction with all participants in the pedagogical process, Ways and forms of promoting its harmonious development, without harming the physical condition of the student, and mental health;*

-study of the prospects for the development of prognostic, pedagogical deontology, its individual directions (deontological readiness of the teacher to work with children with deviant behavior, deontological readiness for the formation of the teacher.

In the theoretical analysis of literary sources, the teacher shows a special sharpness of moral problems within the framework of pedagogical deontology, which studies normalized and non-formalized norms of behavior. Current issues of the development of instructions and principles of professional behavior of the teacher are indicated in the research carried out in this area.

This leads to the need to solve contradictions in the system of pedagogical ethics, as well as the creation of new research in pedagogical deontology, where ethical aspects and pedagogical personal mechanisms are studied that ensure the moral activity of a specialist person throughout his professional career.

The implementation of the process of forming the pedagogical deontology of the student should be carried out through modeling, development and implementation through the educational process. In this case, it will be necessary to consider all approaches to managing the quality of Education. To prepare pedagogical personnel, it is necessary to take into account a systematic approach to solving the problems of training and upbringing, based on the interested interaction of the subjects of the pedagogical process. The main principle of the systematic approach is integrity, which serves as the most important condition for the existence of the educational process.

CONCLUSION

In addition to education, there is an educational process, i.e. targeted activity for the formation of a person in accordance with socially accepted norms. Professional norms are standards of professional behavior and activity established in various regulatory documents. One of the tasks of teachers is to stop norms from being requirements, but to ensure that they become their own beliefs. Each specific deontological discipline consists of two components: the first belongs to the normative documents of professional activity and behavior, the second is considered differently and has an interdisciplinary connection.

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