



Deontological Foundations of Spiritual Outlook in Teachers

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Annotation: This article describes the deontological foundations and essence of the spiritual outlook of teachers, as well as the characteristics that should be developed in the personality of the teacher.

Key words: Deontology, deontological foundations, spirituality, spiritual outlook, education, pedagogue, professional activity, professional competence.

Introduction. The fundamental reforms carried out in the Republic of Uzbekistan created favorable conditions for the selection of a specific socio-political and economic development path in society, the formation of a system of continuing education that complies with world education standards. Public policy, conducted in the field of education and aimed at a specific goal, was recognized as one of the priorities that ensure the development of a social society. Among the important activities carried out in this direction, the tasks of forming a new generation of specialists, raising a spiritually-morally mature, independent worldview, a creative thinker, a rich national heritage, as well as a harmonious personality devoted to Universal and national values are established.[P. 1,7

Decree of the president of the Republic of Uzbekistan on approval of the concept of development of the higher education system until 2030 PF-4947 of February 7, 2017 “on the strategy of further development of the Republic of Uzbekistan”, PF-5847 of October 8, 2019 “on approval of the concept of development of the higher education system until April 3, 2019 PQ 3907 “on moral and physical, Large-scale work is being carried out on the basis of PQ 4307 on additional measures to improve the effectiveness of spiritual work.

Main part. Initially, the word deontology was interpreted in a narrow sense as the belief of Man In God, and later in a broad sense as a concept that expresses the obligations of man. Today, "deontology" is a science that teaches norms and rules of behavior at the level of demand by a person. The word deontology is widely used in professional ethics and represents the norms of etiquette, manners, legislation, Court, educator, builder, as well as duty and etiquette in the system of Public Administration of the profession within each profession. Participation in pedagogical etiquette, in the occupation of duty, in Group and public events gives positive results. In such an environment, mutual exchange of ideas comparing personal reflections with views expressed by others-making sure of their correctness, veracity-provides an opportunity to further enrich existing knowledge. Issues of introduction of modern forms of Organization of the educational process taking into account the experience of advanced domestic and foreign educational institutions and constant updating of its content, with an emphasis on the relevance of pedagogical professiogram (professional classification) should reflect the following qualities inherent in future educators:[P. 3,34-35]

- personal qualities (love of children, love of them, hard work, activity in public affairs, etc.);
- possession of professional-specific knowledge (by the essence of the educational and educational process of its

his understanding of goals and objectives, knowledge of the basics of psychology, the basics of young psychology and pedagogical psychology, etc.);



– qualities inherent in his profession (acquisition of methodological knowledge of modern pedagogy, observation, distribution of attention, development of pedagogical fantasy, pedagogical tactics, etc.);

- personal-pedagogical endurance (selection of the necessary materials for training able to receive, manage the cognitive activity of students, plan educational goals, access to communication (communicativity) skills (know how to attract children ,know how to restore purposeful pedagogical relationships with children and parents, know how to communicate with children and parents from the outside

– their creative qualities (striving to improve pedagogical skills, developing a program for educating students and the ability to implement it) explain the concept of “upbringing of the pedagogical profession”: “the result is the acquisition of professional values and ideals by the future educator, the expansion of his spiritual needs and interests, motives of social value, enrichment of emotional, moral and aesthetic feelings, empathetic abilities, practical pedagogical, is an evolutionary dialectical movement aimed at the goal of forming personality traits, such as the acquisition of the experience of self-reflection”.

[4, 119-281.] Pedagogical specialty – a type of activity within the framework of this profession, which characterizes the sum of knowledge, skills and qualifications acquired as a result of education, and ensures the solution of certain professional and pedagogical tasks in accordance with their setting and mastering qualifications, in addition to the psyche-somatic, biological, morphological, typological, neurodynamic characteristics can also occur. In addition, the scientist also defines a group of individual qualities that represent the structure of professional maturity absolute professional essential qualities:

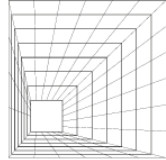
- a necessary feature to perform an activity at an average level;
- important professionally necessary qualities that determine the possibility of achieving high and quality indicators of activity in oneself;
- motivational readiness to carry out one or another activity;

The pedagogical culture of the teacher assumes the existence of the following professionally significant personality qualities:

- 1) orientation to personality: belief, social activism, presence of civic feeling;
- 2) professional and moral qualities: humanity, communalism, justice, kindness, truthfulness, sincerity, exactingness, kindness and respect for children, Highness, self-objectivity;
- 3) attitude to pedagogical labor: conscientiousness, a sense of responsibility, dedication, the ability to be given and satisfied with his pedagogical activity, the ability to turn it into the meaning of his life;
- 4) interests and spiritual needs: activity on knowledge, breadth and depth of thought, aesthetic culture, versatility of interests and spiritual needs, availability of the creative work you like, appearance and culture of speech
- 5) psychological description reflecting competence in this type of activity;
- 6) psychological and pedagogical on the development of pedagogical activity as a person adjectives;
- 7) psychological and pedagogical qualities aimed at composing a personal-professional image.

In short, the most priority aspect of our reforms is the formation of individuals who are independent and free-thinking, consciously participate in the socio-political life of society, actively influence social processes, responsible for the fate of the country, family.

Our aspirations also led us to reform the education management system based on the principles of democracy, decentralization and humanity. In particular, the expansion of their rights and independence in the organization of the financial and economic activities and educational process of the educational institution consists in the introduction of Effective Public Management in the educational institution through the creation of supervisory boards. After



all, there are many factors that determine that tomorrow, our future will be brighter, the reasons are bisyor. But none of them is as important as raising a harmonious generation. And it is up to the teachers to do this. Great-great-grandfather Abdullah Avlani said, " Is it not a school under the wise, at the beginning of the nation, that shines and shines?... ", which is not without reason.[5, 246-b

From the above points, they classify the professional qualities of future educators into three main groups:

The qualities of the first group include the requirements that affect psychic processes in professional activity (perception, memory, imagination, thinking), psychic States (fatigue, apathy, stress, depression), attention as a state of consciousness, emotional (indifference, restraint), and volitional (stability, lethargy, irritability).

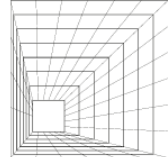
The second group includes psychoanalytic qualities: self-control, self-criticism, being able to assess one's own behavior, in addition to qualities of stability: physical fitness, being able to control one's own emotions, being able to listen to oneself.

The third group includes communicativeness (access to effective communication with people), empathy (pain with people, complicity in their grief), visualization (the appearance of a person), tactility of speech (ability to listen to thoughts and convince others of their word). It was convinced that the following can be included in the list of important pedagogical conditions that contribute to the formation of professional qualities of future teachers: means human development and orientation towards solving promising problems of training pedagogical personnel.

As the final goal of the formation of professional qualities of the future teacher, attention is paid to:

- the main focus in the professional-pedagogical training of the future teacher is training focuses on the formation of science on the basis of its tools, content of pedagogical activity and personal capabilities of the student;
- the content of professional and pedagogical activity, its tasks are based on the fact that it is able to achieve personal activity with a holistic picture of the problems solved in this process and the difficulties that may arise;
- the preparation of the future teacher from a psychopedagogical point of view is aimed at a specific goal, that is, at the structure and content of pedagogical and psychological knowledge determined by the specificity of the pedagogical activity established in the educational institution;
- the results expected and achievable from the professional-pedagogical activity of the future teacher are the personality of the student, his orientation (requirements, interest, valuable direction, work, consciousness, reasons); level of education (knowledge, qualifications, skills, -the desire and skill to constantly enrich their knowledge); the state of upbringing (in spiritual, aesthetic, physical, labor, etc.); socialization (readiness to organize active professional and social activities, continuing to receive knowledge, adopting social and valuable rules); culturality (able to accept socio-cultural values, intellectual, economic, environmental, cultural, mental and physical culture of Labor, the content of relations and behavior). The highest level of expected results is the professional qualification of the teacher.

Based on the process of designing the content of the professional and pedagogical training of the future teacher, mutually logical stages are expressed, which include the period from determining the final goal to designing its final result. It is from such tasks that each higher educational institution establishes close cooperation with the world's leading scientific and educational institutions, widely introduces advanced pedagogical technologies, educational programs and educational and methodological materials based on international educational standards to the educational process, actively attracts highly qualified teachers and



scientists from foreign partner educational institutions to educational and pedagogical activities, master classes, training courses. The introduction of Education, Science, production and inter-sectoral integration using the experience of foreign countries to ensure the implementation of the decision is one of the pressing issues.

Theoretical foundations, principles, integration of educational subjects approach, integration directions, integrative applications, integrative lesson, practical results aimed at the solution of pedagogical problems, such as the creation of a tactile course model, remain pending. To find a way to solve this problem, we look at the work experience of foreign countries. Continuous scientific and production practice of teachers complexes are organized in the form of production labor, which is carried out in the design bureaus, Department, laboratory and other areas of the scientific production component. Such complexes serve to purposefully train specialists

Conclusion. From the noted points, it can be concluded that today it is difficult for a teacher-educator to become the owner of high human qualities, professional behavior, pedagogical skills and pedagogical Ethics in his specialty. Therefore, the need to provide information in higher pedagogical educational schools in the areas of pedagogy, psychology, methodological Sciences, as well as to provide them with information on professional behavior, pedagogical deontology and competence, teaching and educational ethics is becoming a requirement of the period.

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