

§1.5. DEVELOPMENT OF PEDAGOGICAL DEONTOLOGY AND COMPETENCE IN UZBEKISTAN

Throughout the teaching process, the teacher has a systematic educational impact on students by incorporating the universal and national moral education objectives of the subject he or she teaches.

The role of teachers in instilling in the youth of our country such qualities as patriotism, humanism, diligence, which define the spiritual and moral image, is invaluable. Therefore, first of all, it is necessary to create a wide range of opportunities for teachers to fully master our universal and national values, and to set an example to society through their activities.

Many professionals working in various fields of society are faithfully fulfilling their duties and responsibilities to the Motherland, the people and society. In particular, in a period of concern for the peoples of the world in 2020, extensive work is being done to strengthen the civic position of pedagogical professionals in the development of pedagogical deontology and competence in today's pedagogical activity, the commitment of each profession to its profession, its commitment to the Fatherland and the people . was carried out. The relevant articles of the Law on Education, adopted on September 23, 2020, on the professional duties of teachers and their role in the education system .

Pedagogical deontology and competence in Uzbekistan , the thinkers of the East, who have a worthy place in the history of science and culture, have also made a unique contribution to the development of science with their ideological views.

These great thinkers, in their works on various sciences, developed the scientific and philosophical foundations of spiritual and cultural values. In their works, they expressed the power and nationalism of the experience gained by our ancestors in the field of education over the centuries. In the late 19th and early 20th centuries, well-known representatives of the Jadid movement in Turkestan, such as Mahmudkhoja Behbudi, Abdurauf Fitrat, Munavvarqori Abdurashidkhonov, Sadridin Aini, Abdulla Avloni, Hamza Khakimzoda, Abdulla Qodiri, Abdulhamid Cholpon, and Elbek. They initiated the development of social consciousness in Turkestan, promoting the idea of enlightenment and the need to reform education. Scholars and poets who continued their enlightenment views: Qori Niyazi, Siddiq Rajabov, Shorasul Zunnun, Gafur Gulom, Oybek, Hamid Olimjon, Maqsur Shaykhzoda, Zulfiya His views on education are reflected. Our modern pedagogical scientists Malla Ochilov, O.Rozikov, K.Zaripov, H.Ibragimov, BQKhodjayev, BRAdizov, Sh.Sh.Olimov. Dilnoz Rozieva, Oynisa Musurmonova, Begzod Khodjaev and others shared their views on the teaching profession, pedagogical culture, pedagogical skills, its difficulties, as well as the qualities that need to be reflected in the personality of a teacher.

"A person who does not understand the essence of the pedagogical process, who does not have a deep respect for the child, will not have an idea that will ensure the effectiveness of education and human development ³," said O. Musurmonova in her pedagogical comments.

From the development of human society, it is known that the virtues of kindness, honesty, courage, humility, honesty, patriotism, and diligence have always been respected. Human activity is based on the ethical requirements of those who work in a particular field. Teaching is one of the most prestigious professions in the country. Our people always respect the work of teachers. Because many teachers are deeply aware of

³O.Musurmonova. General pedagogy. Tashkent. "Uzkitob Trade Publishing House", 2020, P. 61.

their duties and responsibilities and are actively involved in educating young people who are the future of our people. Norms of teacher etiquette should become the personal opinion, moral character and beliefs of each teacher. Ethical beliefs and qualities are reflected in a teacher's teaching, in his or her teaching, in his or her interactions with students, parents, and others, and in his or her personal influence on daily life. The basic qualities of teacher etiquette correspond to the concepts of universal and national moral character. Ethical qualities such as humanity, patriotism, national pride, duty, dignity, responsibility, conscience, honesty, integrity, purity, demanding are analyzed in pedagogical ethics. Professor M. Ochilov also comments on the duty of a teacher: "A teacher considers his duty in the field of education of the younger generation not as an obligation imposed by force, but as a meaning of his life, a call of faith and conscience. A sense of civic duty requires that the entire nation and the state of Uzbekistan care about the great future ⁴."

Aspects such as the duties, responsibilities and professional ethics of teachers are reflected in our national curriculum and in our Law on Education. "The status of teachers is recognized by society and the state. Teachers will be provided with social support, organizational and legal conditions will be created for them to carry out their professional activities, enhance their social status and prestige, as well as guarantees for the exercise of their rights and legitimate interests" (Chapter 5, Article 45). The law also provides for the following rights of teachers:

- to protect one's honor, dignity and business reputation;
- development of author's programs within the curriculum;
- free choice and use of modern pedagogical forms of teaching, educational tools and methods;
- free use of information resource centers for training and methodological guidance;
- It is also suggested that educators may have other rights under the law.

The Action Strategy for the Further Development of the Republic of Uzbekistan states: "Further development of the system of continuing education, capacity building of quality educational services, continuation of the policy of training highly qualified specialists in line with modern needs of the labor market" ⁵, development of education and science. Alisher Navoi, a great scholar of his time, also wrote in his "didactic work" "Mahbub ul-qulub": The ignorant fanatic criticized the ignorant teachers and said that the best teacher should be "an angelic person, that is, one who is pure-hearted, pure-hearted, honest, polite, and reflects the manners of good people."

In the 1960s and 1970s, a number of reforms were introduced in education, and the "competency approach" emerged as a new area of research. Competence is a Latin word meaning "compete" - I enter, I am worthy, I deserve, or knowledge, experience in a field. This means that a person has a holistic knowledge and experience in a particular field.

⁴Ochilov M. The teacher is the architect of the heart. - T.: "Teacher", 2001. 38 p.

⁵Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No PF-4947 "On the Strategy of actions for further development of the Republic of Uzbekistan". - <https://lex.uz/docs/3107036>

⁶A.Navoiy. "Mahbub ul-qulub" Fifteen volumes. - Tashkent. Fiction Publishing House, 1966 13 vol. P. 192-193

"Competence - knowledge, professionalism, qualification, experience, integration into leadership activities." "Competence is a range of issues that a person knows or is well aware of," ⁷said Russian psychologist BDEL'konin.

"Competence is the scope of one's duties and rights," ⁸said SIOzhegov. In general, the terms "competence" and "competence" are not analyzed in the same way by pedagogical scientists. Competency-oriented education The general meaning of the term "competence" was proposed by the American linguist M. Chomsky (1956) proposed by the University of Massachusetts. At the Council of Europe Symposium in Bern (1996), it was noted that "competence" is included in the list of concepts such as ability.

Alex Moore co-founded the concept of multifaceted ability, which is consistent with the concept of competence: "Multifaceted ability is the ability of different people to learn different things in different ways or by the same person in different ways ⁹."

Today, the words "competence" and "competence" are widely used in the teaching process. The meaning and essence of these terms are interpreted differently by educators, psychologists, methodologists.

CIS scientists Yu.K.Babansky, MNSkatkin, NVKuzmina, VASlastyonin in their research promote the training of future teachers, "effective teacher" technology and general didactic approaches to its content. Uzbek pedagogical scientists NSSaidahmedov, Sh.S.Sharipov, in particular, O.Musurmanova explain: "Humanization of education in educational institutions and the use of modern pedagogical and information technologies in the educational process, the competence of teachers in continuing education and the didactic requirements for it."

Today, the concept of "competence", according to O. Musurmonova, means a set of laws, requirements, rules, duties, duties and responsibilities, as well as personal deontological norms necessary for a professional.

"Competence" is related to personal practice and is the ability to demonstrate the norms of competence in practice based on creativity from the requirements of society ¹⁰.

The main tasks of the teacher and the requirements for his personality, to ensure the success of reforms in the education system of the Republic, as well as the moral image and professional skills of teachers, educators, production masters working in educational institutions depends on.

Thus, foreign thinkers have stated in their works that there are a number of important qualities of a teacher. These include:

- The teacher is well-rounded, distinguished from other professions by his high qualities and feelings,
- Individual work with those who are lagging behind in mastering the periods, the magic of attracting the attention of students,
- work independently and improve their skills. Such as pedagogical ability and manners.

It is worth noting that many commentators on the teaching profession, analyzed by Eastern and Western thinkers, can raise education to a higher level by improving the idea of the ancestors.

In order to ensure the effectiveness of pedagogical processes, teachers need to plan, design, model pedagogical processes in a clearly defined direction, coordinate the

⁷ Elkonin B.D. Ponyatie kompetentnosti pozitsiyarazvivayushchego obucheniya. - Moscow. 2002.

⁸ Ojegov S.I. Dictionary of Russian language. - Moscow: "Russkiy yazyk", 1999. 248 p.

⁹ Alex Moore. Teaching learning. Pedagogy. Curriculum and culture. 2014, p. 146.

¹⁰ Musurmonova O. Pedagogical technologies - education efficiency omili. - T.: "Youth publishing house", 2020, 44 p.

activities of students and ensure their activity, methods, techniques and principles of managing the pedagogical process on a case-by-case basis. It is necessary to know the technologies and on the basis of them to organize innovative activities aimed at the approaches of the subjects of the pedagogical process to the activities as a complex pedagogical system. At the same time, the main focus is on teachers, the organizers of the educational process. One of the unique features of the pedagogical profession is that teachers are required to constantly replenish their knowledge, skills and abilities. A modern pedagogue should be an entrepreneurial educator, a positive active participant in spiritual and ideological work, a profound knowledge of the subject he teaches, a person who artistically teaches science to the younger generation. Improving the skills of teachers and retraining them in the current period of rapid development of science - first of all, their thorough mastery of modern information technologies, the development of scientific and methodological skills in this area, the acquisition of scientific and technical information and educational literature. It is necessary to study and create favorable conditions for the continuous improvement of professional skills, abilities and knowledge of the teacher, a process that is fully implemented in professional development courses.

In the formation of basic concepts, interests, needs and abilities, personal qualities of students, the teacher actively explores the complex aspects of the organization of the pedagogical process on a scientific basis, and thus strives to achieve the desired goal and improve skills. as a result, they must apply the skills they have learned to improve the pedagogical process, and develop a variety of measures to help increase pedagogical effectiveness . Taking into account the following problems in the organization of pedagogical processes on a scientific basis and finding their positive solutions serves as one of the main indicators of effectiveness in teaching:

- Factors influencing the activity of pedagogical processes, the inconsistency between the pace of introduction of innovations and the complexity of their interests, needs and initial concepts, opportunities and concepts that need to be mastered and the need to take them into account;
- Contradictions between the level of formation of personal qualities and professional abilities of teachers and the modern requirements for educational institutions;
- Incompatibility between the emerging initiatives in the education system and the introduction of existing and emerging innovations and scientific methodological teachings;
- Lack of approaches and technologies for the formation of the integrative nature of the educational institution.

The effectiveness of the organization of pedagogical processes is the effectiveness of the educational process, organized on the basis of management laws, methods and techniques, as well as management activities based on innovative technologies. The effectiveness of pedagogical processes is the effectiveness of the educational process, which is the basis of this process, because the innovations and innovations and the innovation process have a specific purpose, namely, the development of knowledge, skills and abilities of participants in the educational process. will be aimed at improving.

The effectiveness of pedagogical processes is determined by the development of knowledge, skills and abilities of participants in the educational process, the growth of the level of mastery indicators. In short, pedagogical culture and competence are the concepts that play a key role in the activities of the teacher and serve to determine the moral qualities of the teacher in the educational process.