

IMPORTANCE OF PEDAGOGICAL ETHICS IN EDUCATION

Gulnora Ziyadullayevna Narkuziyeva

Teacher, Chirchik State Pedagogical Institute

ABSTRACT

It is obvious that, among all types of human activity, one of the most important is pedagogical activities that ensure the transfer from generation to generation of the accumulated spiritual and practical experience. Epochs, social formations, worldviews change, old ones are destroyed and new value systems are formed professions die and are born, but just as much as humanity will exist, the work of a teacher will also be in demand. For decades pedagogical ethics possesses its own role in education. Therefore, this paper purposes to explore importance of pedagogical ethics and its peculiarities.

Keywords: Pedagogy, ethics, education, teacher, ethical competence.

The work of a teacher involves not only a certain stock of knowledge, professional experience and motivation. Its moral and ethical component has no less influence on the quality and effectiveness of pedagogical activity. The need for ethical regulation of pedagogical activity is especially important at the present stage of education development. Solving the tasks facing Russia of ensuring the innovative nature of basic education; modernization of educational institutions as instruments of social development; creation of a modern system of continuous education, training and retraining of professional personnel; the formation of mechanisms for assessing the quality and demand for educational services is impossible without rethinking the role of the teacher in the educational process and the requirements that society places on his personality.

Pedagogical ethics is one of the most developed areas of professional ethics. According to some experts, its elements "appeared along with the emergence of pedagogical activity as a special social function". During the existence of civilization, pedagogical morality has evolved significantly, and today it is interpreted as "a set of norms and rules of the teacher's behavior, ensuring the moral character of pedagogical activity and the relationships caused by it; a science that studies the origin and nature, structure, functions and features of the manifestation of morality in pedagogical activity; professional morality of a teacher".

In other words, if earlier the teacher's ethics was considered as a desirable model of his behavior in relations with students, today the main trend is not only the teacher's understanding of the moral foundations of the profession, but also his ability to meet the requirements that are imposed on the personality of a teacher, teacher, mentor by modern society.

For the first time this issue was voiced in the UNESCO Recommendation "On the Status of Teachers", adopted on 05.10.1966 by the Special Intergovernmental Conference on the Status of Teachers. The Recommendations emphasized that: "The modern teacher is a person serving the community, which requires deep knowledge and special skills from him, acquired and supported by hard learning and research activities throughout his life; it also requires a sense of personal responsibility of the teacher and institution for the education and well-being of students and society as a whole, and compliance with high professional standards". In accordance with the same document, any teaching activity should be carried out in full compliance with ethical and professional standards and should be aimed, if possible, at solving modern problems facing society, as well as ensuring the preservation of the historical and cultural heritage of the world. Some of the proposed standards of ethical nature UNESCO recommended considering "as a basis for the development of a code of ethics for the teaching profession".

In addition, At the Third International Congress of the World Organization of Teachers and Teachers (Education International), held on July 25-29, 2001 in Yomtien, Thailand, the "Declaration of Professional Ethics of the World Organization of Teachers and Teachers" was adopted, covering a wide range of issues, including the obligations of teachers and teachers before the profession (justifying public trust and respect of society, increasing the prestige of the profession, maintaining a high level of professional knowledge and skills); in front of students (respect for the rights of children, recognition of their personal uniqueness, consideration of the needs of each student, protection of their interests, care and confidentiality, etc.); in front of colleagues and management (maintaining a supportive atmosphere in the teaching staff where they work, mutual assistance, respect, etc.); before the parents of students (recognition of the rights of parents to receive advice and full information about the successes and problems of their children, respect for parents, encouragement of their participation in the education of the child).

Analysis of international documents allows us to conclude that the trend towards standardization of ethical norms is declared today at the highest level, and

the reason here is not at all a desire to turn any teacher into a “robot” fulfilling a certain set of requirements. The increasing complexity of the architecture of the educational space, the system of relationships of all its subjects poses fundamentally new tasks for the teacher. It is to help in solving them that the work on the development of ethical pedagogical standards, often defined as "ethical competence", is directed.

Furthermore, although ethical competence is not separated into a separate block of professional competencies, it is apparent that many of the characteristics included in the standard, such as compliance of the teacher's behavior and appearance with ethical norms; possession of pedagogical tact; delicacy in communication, culture of speech; benevolence; communicative competence both in communicating with students and with other participants in the pedagogical process (colleagues, managers and subordinates, parents); the ability to establish subject-subject relations; the ability to establish a relationship of cooperation with students, conduct a dialogue with them; the ability to resolve conflicts in the best way; compliance of the teacher's behavior and appearance with ethical standards and others, correspond precisely to ethical standards.

Over the past decade, many well-known Russian specialists have proposed to single out the "ethical competence" of a teacher in a special block of professional standards. Such proposals were made, for example, by I.A. Winter, which argued that a teacher should be a role model, have good manners, education, competence, culture of behavior and pedagogical communication, in other words, as a subject of pedagogical activity, a teacher should have a certain set of professional, psychological and moral qualities. Besides that, L. M. Sharova considered the structure of the teacher's professional competence as a professional-ethical model including: a block of professional-subject and ethical knowledge; block of professional and pedagogical skills; block of psychological knowledge about professional positions of a teacher; psychological and ethical block of knowledge about the moral and psychological qualities of a teacher and his professional ethics .

In this regard, it is extremely important to provide support in the field of implementation of professional standards and the development of ethical codes of pedagogical activity at the regional and municipal levels, developing model ethical codes for various groups of educational institutions (preschool, general, additional education), as well as providing methodological assistance to educational workers. Such a practice would make it possible to generalize the accumulated experience and

introduce the most successful developments into the practice of all educational institutions.

REFERENCES

1. Grebennikova V.M. Ethics of pedagogical activity. Krasnodar, 2013.
2. Grebennikova V.M., Nikitina N.I. Continuing education as a cultural and historical problem // Problems of Philosophy. - 2014. - No. 4. - P. 79–83
3. Final report. World Education Forum. Dakar. 2000 Official site of UNESCO. URL: <http://www.unesco.org/new/en/education/worldwide/>
4. Zimnyaya I.A. Pedagogical psychology. M.: Logos, 2004
5. Sharova L.M. Formation of the professional and ethical culture of the future teacher in the process of pedagogical communication. Bryansk, 2004.
6. Makhmudov, K., & Djumanova, B. (2020). Practical techniques for cultural -based language teaching in the classroom. *Young Scientist*, 26(316), 301-303.
7. Khodjamkulov, U., Makhmudov, K., & Shofkorov, A. (2020). The Issue of Spiritual and Patriotic Education of Young Generation in the Scientific, Political and Literary Heritage of Central Asian Thinkers. *International Journal of Psychosocial Rehabilitation*, 24(05), 6694-6701.
8. Narkuzieva, G. (2020). MODERN TRENDS IN EDUCATIONAL PSYCHOLOGY AND PSYCHOLOGY OF EDUCATION. *Science and Education*, 1(Special Issue 2), 99-102.
9. Накузиева, Г. З. (2019). Смешанное обучение русскому языку как иностранному. *Молодой ученый*, (9), 200-202.
10. Зиядуллаевна, Н. Г., & Тахировна, М. Т. (2020). Обучение студентов к инновационной педагогической деятельности на основе кластера. *Суз санъати*, (3).
11. Ametovna, Y. T. (2021). FEATURES OF THE METHODOLOGY OF TEACHING RUSSIAN AS A FOREIGN UNIVERSITY. *International Engineering Journal For Research & Development*, 6(ICDSIIL), 3-3.
12. Юлдашева, Т. А. (2021). МЕТОДЫ ИССЛЕДОВАНИЯ В МЕТОДИКЕ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА. *Academic research in educational sciences*, 2(2).