

PEDAGOGICAL ETHICS OF FUTURE TEACHERS AS A CONSTITUENT
ELEMENT OF PROFESSIONAL CHARACTERISTICS

Khusanova Barchinoy

Mirzanova Gulnaz

Navoi State Pedagogical Institute

English Language and Literature Faculty Students

Scientific advisor: Mamura Burkhanova

Abstract: *The essay discusses the value of pedagogical ethics and the elements that make it up. Professional Activity of a Teacher; Analysis of the Key Elements of the Professional Characteristics of a Teacher, including Professional Orientation, Professional Readiness, Culture, Competence, Literacy, Self-Realization, Formation, and Responsibility; Defined Conditions from the Perspective of the Importance of Pedagogical Ethics for Students of Pedagogical Specialties in their Professional Development; Described the Conditions of the Professional Activity of a Teacher; Professional Activity of a Teacher; Analysis of the Key Elements of The authors outline the interactive learning strategies employed in psychopedagogical units and vocational topic study. These are helpful in successfully addressing issues with pedagogical ethics forming among pupils.*

Keywords: *ethics, pedagogical ethics, professional competence, readiness, selfrealization.*

Аннотация: *В эссе рассматривается значение педагогической этики и элементы которые ее составляют. Профессиональная деятельность учителя; анализ основных элементов профессиональной. Характеристики учителя, включая профессиональную ориентацию, профессиональную готовность, Культура, Компетентность, Грамотность, Самореализация, Формирование, и Ответственность; определены условия с точки зрения важности. Педагогическая этика для студентов педагогических специальностей в их профессиональном развитии; Описаны условия с точки зрения важности педагогической этики для студентов педагогических специальностей. Описаны условия профессиональной деятельности учителя; Профессиональная деятельность учителя; Анализ ключевых элементов Авторы описывают интерактивные стратегии обучения, используемые в психолого-педагогических блоках и изучении профессиональных тем. Они помогают успешно решать вопросы формирования педагогической этики у учащихся.*

Ключевые слова: *этика, педагогическая этика, профессиональная компетентность, готовность, самореализация*

One of the ongoing issues in pedagogical science and practice is the issue of a teacher's personality as a professional trait.

One of the ongoing issues in pedagogical science and practice is the issue of the teacher's professional characteristics. Numerous sources confirm this to be true.

Numerous variations of teacher profессиograms created by theorists and practitioners (Boldyrev [3], E. N. Ilyin [7], K. K. Platonov [12], etc.) attest to this fact and to the importance of the teacher and his educational activity.

Analysis of several authors' approaches on the character based on universally recognized scientific theory.

A teacher's professional character-professional feature includes, according to a review of generally recognized scientific theory and specific writers' methods, The ethical component in professional readiness, which is one of the components of effective professional pedagogical activity and includes: 1) motivational component, reflecting a positive attitude toward activity and desire to carry out the chosen type of activity, and 2) executive component, containing professionally significant qualities and a set of professional behaviors, is difficult to integrate, according to T.

N. Banshchikova, S. V. Puteyeva, V. A. Slastenin, and other researchers. [2; These structural elements of professional preparedness show a clear connection to the teacher's professional culture, which, according to. F. Zeer, I.F. Isaev, and V.A. Slastenin, has the following indicators: responsibility and pedagogical literacy .

On the basis of a system of values and moral orientations, teachers must possess pedagogical literacy, responsibility, the entirety of their theoretical and practical knowledge, as well as the experience of putting such knowledge into practice in professional activity. The professional culture's substance is taken into account in the context of cultural In the context of cultural, axiological, and activity approaches, the professional culture's substance is taken into consideration.

the following fundamental elements [5; 8; 14]: cognitive, emotional-valuable, professional and personal, action, reflexive, and evaluative.

Every one of the aforementioned personality traits Pedagogical ethics was and is a topic of scientific interest for many scholars (V.I. Andreev [1], DA Belukhin [4], T.V. Mishatkina [10], A.B. Sarieva [15] and others). For an indefinite period In particular, the issue of professional ethics education among students of pedagogy

N.Eliseeva [6], OS Partz [11]. It is taken up in the works of И as an element of professional and pedagogical culture. F.Isaev [8], VA Slastenin, NI Filippenko [14] et al Educational ethics is traditionally understood as a system of norms and codes of conduct Educational ethics is traditionally understood as a system of norms and codes of conduct for a teacher. Educational ethics is traditionally understood as a system of norms and codes of conduct for teachers. [16] . In this sense, pedagogical ethics is closely linked to the teacher's professional culture. In this sense, pedagogical ethics is closely linked to the professional culture of the teacher and is formed in the process of his professional development, which, as E.F. Like E.F. Seeyer, ethics includes the entire development process of a person from the beginning of their professional activity to its conclusion [5, p. 68]. T. N.

Banshchikova and C. V. Puteeva considers a person's professional education as a development process, from the effort to realize one's creative and potential abilities, to understand one's vocation, to the formation of professionalism. The authors argue that career development is achieved through the development of the individual's selfawareness and professional self-fulfillment. According to the authors, the following components are

suggested as components of professional self-realization: a) professional self-determination, b) individual career choice, c) professional and personal growth, d) development of professional competence, and e) knowledge of pedagogical ethics [2]. We accept that since educational morals is an critical and indispensably of a teacher's proficient characteristic, its arrangement in understudies - of instructors is an critical educational assignment, which can be fathomed by The assignment can be unraveled both within the learning prepare and in extracurricular activities. The uncommon significance for understanding this issue is, firstly, the ponder by understudies the disciplines of proficient and psychological-pedagogical square, the substance of which gives a critical put to the questions of the brain research of the teacher's identity and moral standards The moment is digestion of information almost the standards of the relationship between members within the instructive prepare. Secondly, the securing of information about the benchmarks of morals and ethics acknowledged within the cutting edge Russian society and the behaviour proper behavior, trade clothing fashion and measures of discourse behavior acknowledged within the present day Russian society;thirdly Advancement of individual qualities such as capacity to communicate, duty, respect for the identity and culture of other people groups, compassion, respectability and self-control; c- Fourthly, to incorporate understudies in inquire about exercises and energize them to Fourthly, counting understudies in inquire about exercises and empowering them to take part in different instructive exercises at the division and founded levels. Fourthly, counting understudies in investigate and improvement exercises and empowering them to take part in different instructive exercises at the division, founded and college level. Beginning in their first year, psychology students with pedagogical profiles

In psychology lessons, students learn to apply their theoretical understanding to psychologically complicated situations and to analyze issues that arise from a psychological perspective.

They learn how to evaluate issues from a psychological perspective, to politely control both their own and other people's behavior, to be courteous to people, and to act in a loving and helpful manner.

Manage their own behavior as well as the actions and conduct of others; respond to issues and queries that emerge during cooperative interaction with one another in a friendly manner attitude regarding issues and inquiries that develop while cooperation with one another as developing crucial interpersonal qualities including tactfulness, observation, genuineness, active observation, open-mindedness, listening, persuasiveness, etc. Relationship-building starts with these abilities.

These abilities serve as the foundation for forging bonds with friends, strangers, and most importantly, one another.

The fact that they serve as the cornerstone for forming bonds with coworkers, complete strangers, and most significantly, fellow students at school, makes them the most significant. The discipline of "Professional Ethics" is crucial in the development of the pedagogical ethics of aspiring teachers.

The field of "Professional Ethics" is crucial in the formation of pedagogical ethics for aspiring teachers because it offers not only the study of theoretical

The field of "Professional Ethics" offers not only the study of the theoretical underpinnings of professional and pedagogical ethics (in terms of its objectives, principles, types, etc.), but also an analysis of the pertinent normative documents: the teacher's code of professional ethics, the teacher's code of ethics, the teacher's code of honor and service, the professional code of ethics, and official conduct of a teacher, among others. The regulatory framework produced the following normative documents: The guidelines should show the students that following ethical standards and rules of conduct is necessary for both entering the professional world and, more broadly, for their professional development.

for general professional growth Students gain a systematic understanding of basic norms of behavior, morals, and ethics not only while studying special disciplines, but also through extracurricular activities.

Students gain a systematic understanding of the major norms of behavior and morals not only while studying specific disciplines, but also outside of the classroom time. Student involvement in extracurricular and scholarly research activities that do not take place in class is particularly effective (performance at conferences, Olympiads, round tables, debates, intellectual games, etc.)

Students are able to participate in research and development activities (conferences, Olympiads, round tables, debates, intellectual games, master classes, etc.). Students at the Federal State Budgetary Educational Institution of Higher Professional Education Nosov Moscow, for example. Technical University participates actively in student scientific conferences titled "Students and Science."

Science and the student", mental games "What, where, and when?"

Olympiads, various Russian and regional competitions, such as "Sight young," "Chelyabinsk region - that's us!" and so on. Students gain relevant skills by participating in scientific events.

They participate in scientific activities, master corresponding research skills, develop leadership skills, and learn to present their ideas and problems to an audience.

They learn how to act in front of an audience, analyze their own and others' activities, and analyze their own and others' work. Motivation of students is a special area of responsibility, if not responsibility, then close attention of university teachers.

If you have a special area of responsibility, If not a responsibility, then motivation of students to actively (voluntarily and consciously) participate in the educational process is a special focus of university teachers.

Participation (voluntarily and consciously) in various educational activities of the department, institute, university, city, and regional level events ("First graders' parade," "Victory Day," "Schoolchildren's Day," "Art education for the Future").

"First-Graders Parade," "Victory Day," "Environmental Trail," and so on). The conventional (over)

The annual contest "Dare - you are clever and talented!" is a 20-year-old Pedagogical Department tradition, with a different theme each year. As a result, the 2017 competition was their recognition of the social role that students play in the higher educational establishment. It is noteworthy, in our opinion, that 5% of students assessed the level of general culture level, 65% gave a higher than average level, and 40% gave an average level. There is no low level of

general culture, according to students' selfevaluation. When asked who had the greatest influence on the development of their professional and pedagogical culture,

The responses to the question of who had the most influence on development, Their professional and educational culture was as follows: 22% of respondents named their mothers (parents), while 32% named their teachers.

Twenty-two percent of those polled pointed to their mother (parents); 32% pointed to school teachers (elementary school teacher, subject teacher, principal); 46% of the students were the teachers (93% of respondents said they had a high level of culture, and 7% said they had an above-average level). The above data and statistical calculation support our position: The conditions (psychological, personnel, information) purposefully created for students at the university have a significant influence on the development of pedagogical ethics of future teachers, which on the whole ensures

The circumstances (psychological, Personnel, information, and so on) that are purposefully created at the university have a significant impact on the development of future teachers' pedagogical ethics. Conclusion. Students highlight one of the indicators for assessing the level of development of pedagogical ethics.

The ability to apply knowledge in practice; the development of self-control and selfmonitoring skills; mastery of speech culture and ability to dress according to control; mastery of speech culture and ability to dress according to situation; moral and emotional upbringing and the development of pedagogical abilities are among the indicators for assessing the level of development of pedagogical ethics.

Thus, we believe that a significant impact on the development of pedagogical ethics for future teachers is influenced by the educational space and microclimate in the university, personal example of the teachers, study of the professional-pedagogical disciplines, compliance with the educational space, university climate, teachers' personal example, study of pedagogical disciplines, adherence to professional standards

Students' ability to apply what they learn in research and development, cultural and leisure activities, and in school, particularly in the workplace school.

The culture of inter-ethnic communication was the main focus of the 2017 contest. It should be emphasized that the primary goal of such events is to introduce students to the traditions and values of the country.

The main goal of such events is to familiarize students with the traditions and values culture of their own and other peoples, fostering a sense of pride for their city, city, and country, and developing such personal qualities as responsibility, activity, and pedagogical culture that are important for a teacher. Participation in departmental events is an important training opportunity during which students must demonstrate their abilities.

Participation in traditional department activities is an important training opportunity for students.(Or acquire) ethical personal qualities such as communication, responsibility, and respect for the collective cause and the people with whom they must interact.

people with whom they must interact At the end of such activities, it is critical to emphasize the role of professional ethics.

At the conclusion of such events, it is critical to recognize the role of professional ethics in achieving results that can be both positive and negative.

The role of professional ethics in achieving outcomes that may be both positive and negative. We conducted the ascertaining experiment among students of the Institute of Humanitarian Education Nosov Moscow State Technical University as part of the study of the level of development of pedagogical culture. The sample included 144 people, including Bachelors, 2nd, 3rd, and 4th year students, as well as 1st, 2nd, and 3rd year Master degree students. The students were asked to respond to questions centered on professional and pedagogical ethics, as well as teacher culture.

Teacher culture and pedagogical ethics Their professional culture's level of development was

Thirty-three percent of students rated their professional culture as average, 20% as above average, and 7% as below average.

7% of students scored below average. None of the students considered themselves to have a high or low professional culture. We believe that these indicators are adequate and attest to the students' informed choice of a future profession as well as

REFERENCES:

1. Professional'naya kul'tura uchitelya / sost. V. A. Slastenin, N. I. Filippenko. Moscow : Prosveshchenie. 2003. 22 p.
2. Sarieva A. B. Ponyatie o pedagogicheskoi etike i ee zadachi // Aktual'nye voprosy sovremennoi pedagogiki: materialy II Mezhdunar. nauch. konf. (g. Ufa, iyul' 2012 g.). Ufa : Leto, 2012. pp. 21-24
3. Entsiklopedicheskii slovar' / gl. red. A. M. Prokhorov. Moscow: Sov. entsiklopediya, 1983. 4.1600 p. Andreev V. I. Pedagogicheskaya etika: innovatsionnyi kurs dlya npravstvennogo samo-razvitiya. Kazan' : TsIT, 2003, 272 p.
5. Bانشchikova T. N., Puteeva S. V. Professional'naya gotovnost' pedagoga k upravleniyu pedagogicheskim protsessom / Vestnik Severo-Kavkazskogo federal'nogo universiteta, gl. red. V. N. Parakhina. 2005, no 2 (14), pp. 36-42.
6. Boldyrev N. I. metodika raboty klassnogo rukovoditelya : uch. posobie. Moscow : Prosveshchenie, 2008. 172 p.
7. Belukhin D. A. Pedagogicheskaya etika: zhelaemoe i deistvitel'noe. Moscow : MPSI, 2007. 123 p.
8. Zeer E. F. Pavlova A.M., Sadovnikova N.O. Proforientologiya: teoriya i praktika : ucheb. posobie dlya vysshei shkoly. M. : Akademicheskii proekt; Ekaterinburg : Delovaya kniga, 2006. 192 p.
9. Eliseeva Yu. N. Printsipy i tsemnosti etiki v pedagogicheskoi deyatelnosti, Molodoi uchenyi, 2016, no 3. pp. 14-18.
10. Il'in E. N. Put' k ucheniku : kniga dlya uchitelya. Moscow : Prosveshchenie, 1988. 224 p.
11. Isaev I. F. Professional'no-pedagogicheskaya kul'tura prepodavatelya. Moscow : Akademiya, 2002.

12.Korneeva L. N. Samootsenka kak mekhanizm samoregulyatsii professional'noi deyatel'nosti //

Vestnik Leningradskogo universiteta. 1999. no 27. pp. 4-7.

13.Mishatkina T. V. Pedagogicheskaya etika: ucheb. posobie. Rostov n/Donu : Feniks. 2004. 304 p.

14.Parts O. S. Izuchenie professional'noi etiki v pedagogicheskom vuze: poiski nrvstvennoi osnovy,

Mir nauki : Internet zhurn. 2016. T. 4. N 5. <http://www.mir-nauki.com/pdf> (data obrashcheniya: 02.10.2017).

15.Platonov K. K. Problemy sposobnostei. Moscow : Izd-vo Nauka. 2001. 312 p.

16.Puteeva S. V. Formirovanie porfessional'noi gotovnosti studentov zaochnoi formy obucheniya k

pedagogicheskoi deyatel'nosti : avto-ref. diss. ... kand. ped. nauk; Stavropol'skii gos. un-t. Stavropol', 2006.