



## MECHANISMS OF FORMATION OF PROFESSIONAL RESPONSIBILITY AND ETHICS IN STUDENTS IN THE PROCESS OF PEDAGOGICAL AND QUALIFICATION PRACTICE

Nasiba J. Abdullaeva

Department Of General Pedagogy Associate Professor, Candidate Of Pedagogical Sciences

Andijan State University, Uzbekistan

**ABSTRACT:** - This article analyzes the problem of professional responsibility of students, the specific aspects of achieving the formation of professional culture and pedagogical responsibility in the training of future teachers in the process of qualification and pedagogical practice. It also reveals the importance of the process by which future teachers realize the importance of social responsibilities and develop a sense of direct responsibility for their implementation.

**KEYWORDS:** Responsibility, pedagogical responsibility, professional responsibility, norm of creativity, ethics, professional ethics, pedagogical ethics, social norm, pedagogical ethics.

### INTRODUCTION

The problem of responsibility formation is one of the current and insufficiently studied issues of higher pedagogical education as one of the important features necessary for an individual. Its urgency is the need for direct responsibility for the modern, socio-economic development of the country, the changes taking place at various stages of society, especially in the implementation of reforms in

the field of education. Observations have shown that students have a low level of responsibility and do not fully understand its essence. Therefore, they cannot take a purposeful approach to solving their life problems. It is clear from this that the problem of forming a sense of responsibility in students is one of the most important issues for society and future professionals.

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## The main results and findings

Pedagogical education at each stage is aimed at the systematic organization of the personal characteristics, norms of creativity, activities of the future teacher, their acquisition of full professional knowledge, skills and abilities in the learning process. As a result of these approaches, the methods used during the internship prepare future teachers to be creative, free, independent, active, as well as to form pedagogical culture and pedagogical ethics, to analyze their pedagogical activity and to feel responsible and accountable for its results.

Pedagogical professional ethics – learns and applies the moral norms, principles and qualities of each profession. The demand of the educator for the ethics of the society, based on the needs, requires a high culture approach to professional activity in the educational process. Ethical norms in society do not stand still, it is a social phenomenon with changing characteristics.

Over the years, the renewal and development in all areas, in turn, imposes certain social functions on different professions, as well as requires a new approach to their implementation. Accordingly, different professions tend to perform social duties. As a result, these duties and responsibilities are reflected in ethical norms. It is the product of continuous labor activity, in which an ethical evaluation takes place, as a result of which the individual begins to approach the process responsibly.

According to the above evaluation factor, there are several types depending on the role and responsibilities of different professions in social life:

teacher-pedagogy ethics; in the field of medicine - medical ethics; according to the field of art - artist ethics and so on.

The teaching profession is one of the professions that play a special role in the development of society. As a result of our research, we have suggested that professional ethics is manifested through:

- The teacher should be aware of the latest developments in their field, arm students with them and show them how to use them in practice;
- Educate students on the basis of modern interactive methods, to be demanding and responsible, to be in their hearts and, in turn, to love and educate them;
- have a strong mind, clearly communicate it to students, work on themselves, be able to constantly motivate students to learn;
- to control the behavior of the teacher in the society in accordance with the requirements of the teacher, to be an example to his students.

In higher pedagogical education, special attention should be paid to the formation of professional ethics of future teachers, and in achieving this, the teacher should have a deep understanding of the role of professional ethics in public life. Qualitative pedagogical responsibility and professional ethics by instilling in them the responsibility to educate the next generation, to teach them modern knowledge, to direct them to the profession, and on this basis to cultivate such qualities as diligence, humanity, virtues, respect for universal values, love of country. is formed. Awareness of the importance of social responsibilities of future teachers awakens a sense of direct responsibility for their implementation. Feeling the responsibility of one's profession, the sense of responsibility is a pedagogical profession ethics is a product.

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Thus, since the formation of pedagogical responsibility in future teachers is associated with the process of self-assessment in them, the student will pay attention to their activities through self-assessment, pedagogical ethics and responsibility are formed at the level of demand and norms. They have the ability to actively apply the acquired knowledge and professional experience in practice.

Pedagogical ethics is reflected in the teacher's subtlety, the relationship of aesthetic consciousness in pedagogical activity. Ethical education is clearly visible in the work of the teacher, that is, the orderliness, accuracy of things, the ability to plan their professional activities responsibly, the relationship with students, the educational process.

Teaching requires being in a certain normative pattern throughout the life of that profession. For example, a teacher may not be able to behave freely, given that he sees his students in public places, and will have to act in terms of his position as required. Today, it is obvious that the neglect of these issues by teachers also tarnishes the reputation of teachers and reduces the attractiveness of the profession. In our study, we also focused on the issue of its formation, as the formation of professional ethics in future teachers during the internship is one of the qualities that serve to increase the pedagogical responsibility.

During the period of pedagogical practice, it is expedient to analyze different situations, to conduct trainings aimed at increasing the professional responsibility of future teachers. In our opinion, such approaches play an important role in the formation of responsibility in students. Prospective teachers need to be taught to analyze the situation pedagogically, to work on their problems, to study the process that has

arisen and to find ways to overcome it. As the pedagogical situation is analyzed, not only an understanding of the ways to solve them, but also a responsible approach to solving problems and preventing the causes of them is formed in the teacher. In addition to the understanding and solution of problems by future teachers in the period of pedagogical practice, there is another important aspect - the implementation of this task. Here, the teacher thinks about the relationship between design skills and the modern type of pedagogical thinking with ways to achieve a goal. Artificially organized pedagogical situations are used to make the process visible to students. The possibility of direct and indirect observation of the preparation of future teachers for professional activity and the formation of their motivation to engage in this profession during the educational research led to the choice of the process of pedagogical practice.

Games are used as a method of education in the period of pedagogical practice. They shape ethical aspects in future teachers.

- Interest in the learning process has increased;
- independence and self-control developed;
- decision-making is formed;
- understood the responsibility for the status he holds.
- Interdisciplinary knowledge has expanded.
- Concepts leading to real pedagogical activity act as a bridge.

The use of games in the pedagogical process, along with the development of educational goals, also formed a sense of responsibility in students.

In our research, we focused on issues such as self-analysis, self-assessment, the need for

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self-improvement as a result of the formation of pedagogical culture and ethics, which are most important for them in preparing future teachers for responsible activities. Because every future teacher, combining the above features, understands and evaluates the essence of the pedagogical process, and tries to decide which step is successful, which is the opposite, based on their experience and intuition. This requires him to be responsible. The higher the level of self-analysis, the higher the level of responsibility in the individual. The formation of self-assessment in future teachers begins with the period of pedagogical practice. The reason for this conclusion is the result of the analysis of their pedagogical activity. The practitioner analyzes himself based on the trust and appreciation expressed to him by others, and a critical view of his work is formed.

Aspirations of future teachers to adapt to a qualitative and innovative approach are formed on the basis of understanding the conditions created for independent work and self-development during pedagogical practice.

"V.I. Andreev puts forward the following principles of self-development:

- The principle of pedagogical analysis aimed at determining their knowledge and skills;
- The principle of proper allocation of time in the implementation of the plan of self-education;
- The principle of a systematic approach to self-education.
- The principle of control over the effectiveness of self-education in receiving information" [1].

"The following theoretical and methodological approaches are put forward in the process of professional training of

future teachers: system-structural, planned-targeted, professional-activity, professional-personal" [2]. All approaches prepare the student to carry out active analytical work during the period of pedagogical practice, increase the sense of responsibility and improve the pedagogical culture.

In the process of, say, a planned-targeted approach, the future teacher learns to work on a plan for the implementation of the assigned task during the pedagogical practice. Acquires the ability to purposefully organize pedagogical activity. Realizing the essence of the lessons, the purposefulness and effectiveness of the methods used in them will enrich the professional knowledge and increase the pedagogical responsibility. Depending on how the students set the goal, it is possible to diagnose how the process is formed in them, the quality of work during the internship.

Studies have shown that the vast majority of students undergoing an internship initially have difficulty setting goals. Upon completion of the pedagogical practice, the result will be positive. It is obvious that during the internship the pedagogical responsibility increases to a certain extent, the student understands the essence of professional responsibility.

In our opinion, if students are given a comprehensive methodological knowledge on the organization of internships before the period of pedagogical practice, they will be ready for the internship and will be responsible for the internship. The importance of pedagogical practice in preparation for the teaching profession depends on the purposeful organization of knowledge in this area by the student.

Formation of pedagogical responsibility and preparation of students for practice during

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the educational activity is based on their active participation in all aspects of the academic semester.

Opinions in this regard were obtained from foreign scholars in the "V.V. Let us consider the example of the ideas put forward by Davydov. According to him, the following components are the methodological basis for increasing the pedagogical responsibility of students during the internship: motivation of the learning process; targeted activities; implementation of activities; monitoring and evaluation of their activities "[3]. The authors of the textbooks and teachers believe that the reason why students are not able to act independently and freely in the educational process and remain irresponsible. This is because while preparing future teachers for analytical activities and responsibility, the learning process should be fully focused on their independent and free thinking. Only then is responsibility formed in them as a personal and professional quality. In describing the stages, "Yu.D. Based on the recommendations of the machine on the development of pedagogical responsibility in students, we will consider the implementation of the educational process" [4].

#### ***Motivational phase:***

- a) choice of form of education by students;
- b) selection of the content of the course components;
- c) selection of textbooks;
- g) students choose special courses related to the internship period.

#### ***The target stage is performed depending on the level of complexity of the selected task:***

- a) minimum necessary;
- b) necessary and sufficient;

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c) highly important.

The recognized phase promotes concepts that allow students to identify ways to achieve a planned outcome. For this purpose, the following can be used: written, oral, individual and group assignments; discussion and practical lessons, independent preparation, colloquiums.

#### ***Control phase***

In the control phase, students gain knowledge about their knowledge control system.

- a) systematic, daily, long-term, monitoring of students in each class, through seminars and exams, final assessment;
- b) is a type of individual and collective supervision conducted only between sessions, which can be oral or written;

#### **CONCLUSION**

In short, the influence of the social environment is important in the formation of a sense of pedagogical responsibility in the student. The stages described above play a special role in the targeted, systematic implementation of the formation of professional responsibility in students in the pedagogical process and serve to improve the quality of pedagogical responsibility in future teachers.

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