



Pedagogical Basics of Deontological Approach and Legal Socialization

Raupova Munira Murodovna

DSc, Navoi State University, Uzbekistan

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Abstract: This article describes the requirements for the legal socialization of future teachers based on the deontological approach, the content and features of the deontological approach in professional development. Based on the concept of the deontological approach, the practical significance of the technology of legal socialization of future teachers is shown.

Keywords: Professional development, deontology, dental approach, legal socialization, duty, morality, value, cognitive-axiological, professional behavior, reflective criteria, cognitive, emotional, rational, reflective, axiological, functional components.

Introduction: In the concept of the development of higher education of the Republic of Uzbekistan, "increasing attention to the quality of humanitarian and pedagogical personnel training, revising and improving curricula and programs in pedagogical education directions and specialties based on advanced foreign experience, forming the skills of students studying in this direction to use modern pedagogical technologies in the educational process, improvement of pedagogical education infrastructure, supply of highly qualified professional pedagogic personnel" [3] was emphasized. This, in turn, creates a need for professional development of highly educated people who can independently make responsible decisions in a selected situation, active, constructive specialists, who have a developed sense of responsibility for the fate of the country.

Professional development-personal change in the process of mastering professional activity describes the individual unique path of a person from the beginning of the formation of ideas about the profession and professional intentions to the end of the professional biography. In the process of professional development, the following stages are distinguished: option

(formation of professional intentions and career choice), professional education and training, professional adaptation, primary and secondary professional training, which requires deontological training in the formation of professional skills and coaching.

Deontology (Greek *deontos* δέον - "right", *logos* - education) is the science of correct professional behavior of employees, professional and moral duties, studies the set of moral standards and principles of behavior of subjects of activity [10].

Development history of deontological approach I. Derived from Bentham's moral-social concept, where the issue between morality and law is explored. I. Bentham argues that the art of legislation and moral norms of behavior are nothing more than two sides of the same phenomenon. At the same time, deontology is defined as a field of knowledge in which morality is considered together with legal documents that regulate the behavior of representatives of certain professions. The deontological training of the teacher is a socio-pedagogical education formed in the system of continuous professional and pedagogical training. In essence, it is the result of morally oriented preparation of the teacher through the requirements of his professional and pedagogical duty, and is manifested in his behavior and professional activity. It is determined by the content of professional ethics standards, moral imperatives, moral ideals, humanitarian values of pedagogical activity in a multinational society.

It is known that improving future teachers' understanding of legal knowledge, values, and legal standards significantly activates future teachers' interest in knowledge, increases their self-confidence, will, and goodwill towards people. Later, these rights and the habit of following them naturally enter the life of the teaching profession and positively affect the outlook of a growing person, his attitude to the world and people, and serve to increase the teacher's sense of professional duty and responsibility. Because it allows to prove that the duty and responsibility of teaching is an important driving force of professional activity. "Duty" - the main category of deontology - is to turn moral requirements into personal qualities [6, c.416]. Compulsion (or internal motivation) to act in accordance with moral (including professional) requirements and norms, to build one's existence in accordance with them [7, C.14]. So, society's attitude to a person is expressed in moral requirements, and the duty of a person to society (and professional to the community) and the system of ethical requirements adopted in it. A person is an active bearer of certain moral obligations to society (professional community),

is aware of them, and implements them in his activities. "Obligation is a moral requirement that can act as a task assigned to a person" [8, c.64]. In other words, duty can be divided into objective and subjective components. The objective component of the duty is its content, which is determined by the specific characteristics of a person's social and professional roles. This content does not depend on the personal characteristics of the person, it is external to the person and acts as a duty in the human mind, its fulfillment is necessary.

The subjective component of duty is the result of a person's knowledge of the requirements imposed on him by society, professional community, group, and the individual. This component depends on the personal characteristics of a person, it reflects the level of social and moral development of a person, the level and depth of his understanding of his tasks, the level of awareness of the reality of participation in a certain society.

It is known that the observance of obligations preserves the ionic volitional activity, which carries out motivational-value choice, voluntary actions and even self-compulsion, when the motives of the individual do not match with the moral requirements and considerations of the duty. At the same time, as mentioned by I. Bentham, the fulfillment of duty can become one of the sources of pleasure ("feeling of fulfillment", satisfaction), if it benefits others, it is important for the common good [9. C.224]. In other words, the imperative of duty does not (although I do not exclude) suppress the individual. Because a person's attitude to moral requirements and duties is largely expressed in the person's moral qualities and responsibility mechanism and behavior that corresponds (or does not correspond) to moral (professional) requirements and duty considerations.

As a result of the theoretical analysis of the works of local and foreign authors devoted to the problem of deontological training of future teachers, we found out that the important features of deontological preparation of future teachers for their future professional activities are the integrative systematic-structural education of a person that reflects the ability to make adequate decisions in situations of moral and behavioral dilemmas. In this case, the legal socialization of future teachers as a systematic structure includes such components of deontological training that in their interdependence ensure the spiritual and moral stability of the teacher, to be responsible for the results of his work, to fulfill his duty and to maintain his honor as a representative of the relevant professional group. In this regard, it was concluded that it is necessary to develop the local-modular level technology of legal socialization of future teachers based on the deontological approach. Criteria of the deontological

approach in the development of technology (cognitive-axiological, professional-behavioral, reflexive criteria) and manifestation components (cognitive, axiological, emotional, reflexive, rational, functional) and methods of their implementation in the activities of the teaching profession and deontological qualities of their personality ; moral reflection, spiritual and moral stability, reliability, responsibility, socially significant values and motives, moral feelings were taken as a basis.

Based on the deontological approach, the classification features of the technology of legal socialization of future teachers were determined as follows: level of application and description:

- 1) mesatechnology with a description of application at the local level; philosophical basis: anthropocentric, scientific, dialogical;
- 2) methodological approach: person-oriented, value-oriented approach, competence approach;
- 3) leading factors of development: sociogenic, psychogenic;
- 4) scientific concept of mastering experience: associative-reflexive, behavioral, developmental;
- 5) according to personal structures; information (development of legal knowledge and skills), operative (formation of methods of mental action), emotional-artistic and emotional-ethical (development of the field of aesthetic and moral relations), self-development (mechanisms of personal self-improvement), practical (development of an effective practical field);
- 6) according to the nature of the content and structure: teaching and upbringing, professionally oriented;
- 7) type of socio-pedagogical activity: educational (didactic), educational, developmental;
- 8) applied methods: reproductive, explanatory-illustrative, developmental, dialogical, communicative, creative information (computer) and others;
- 9) collective tools: handouts, videos on the topic, multimedia;
- 10) approach to the learner and description of educational interaction: person-oriented;
- 11) modernization of the existing traditional system: pedagogical technology based on methodical improvement of educational material and didactic restructuring;
- 12) according to the category of use: for students of a pedagogical higher education institution.

Targeting aspects of technology:

The goal orientation of technology in connection with the development of society is manifested in the following: development of field-building skills aimed at developing the "human quality" of the future specialist by activating value-semantic self-development, attitude and activity in the teaching profession based on the ideas of the humanitarian paradigm in higher education; from the point of view of an individual approach: learning the principles of humanism, consistency, value, dialogue; translation of the potential-moral into the real; learning to model and design the organization of the educational space, developing the skills of personal development in pedagogical activities and interactive provision of professional and ethical standards of behavior to the subject of the educational space.

Conceptual rules and principles of technology:

- development, consolidation and interlinking of theoretical professional knowledge and practical skills based on connecting the teacher's ethical and practical activities with the needs of professional behavior;
 - expanding the possibilities of succession of professional, higher and post-higher vocational education and its impact on the process of forming the deontological qualities of the teacher, helping to effectively develop their deontological preparation;
 - formation of teachers of the highest form of deontological direction of the person, including professional skills, spiritual and moral qualities, and their implementation into professional behavior and professional activity;
- The legal socialization of future teachers is based on the principles of cooperation between teachers and students, effective joint activity, orientation to the development of deontological qualities of the future teacher within the framework of the concept of forming the deontological preparation of the teacher;
- humanization of education, formation of deontological thinking of students based on universal values (conscience, love, tolerance);
 - variability of training, possibility of a wide choice of programs implemented in the process of professional training, taking into account the personal abilities and interests of learners;
 - unity and integrity of cultural, psychological-pedagogical and special deontological training;
 - continuity of deontological education in pre-vocational, professional and post-university training stages;
 - adaptation of the future teacher to deontological education, ability to adapt to changing social conditions and labor market requirements based on high moral

qualities, legal knowledge and values, professional behavior formed in the teacher during professional training.

-the structure of the teacher's deontological preparation is based on moral and ideological relations and includes relations of axiological blocks:

A) targeted (directed to the teacher's professional behavior and spiritual and moral self-improvement) operative activity ("a set of tools of moral, practical and professional activity");

B) identification (spiritual values that exist as ego spheres - "I-conceptual", "Ethical I", "Ideological I").

It is worrying that the majority of students in higher educational institutions of pedagogy do not realize the importance of the teaching profession, its semantic and valuable essence, and its prognostic nature in terms of the maturity of the future generation. From this point of view, it is appropriate to study such a concept as "professional and moral self-awareness" of the subject of education. We consider this process as part of the future teacher's professional development, the criteria of the deontological approach and the component make him ready for professional and moral self-awareness. (See Figure 1).

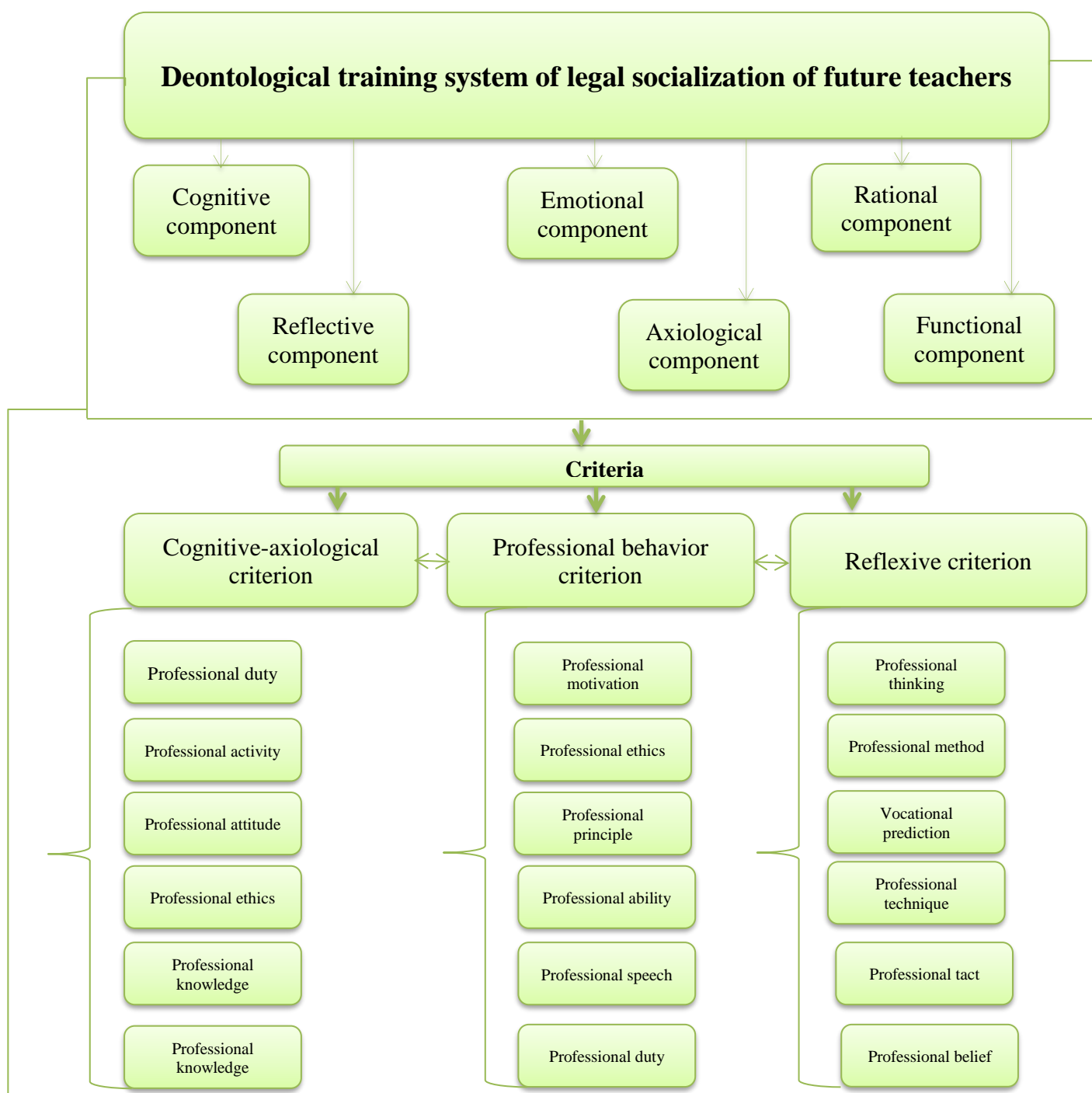


Figure 1. Deontological approach system in legal socialization of future teachers.

The cognitive component of technology is manifested at the following levels: a) at the cognitive-axiological level: the existence of a system of knowledge about the professional duty of the teacher, the ethics of professional relations with various subjects of pedagogical activity, b) in connection with professional behavior: understanding the motivation of the actions of the subjects of the pedagogical process, the teacher's professional ethics, professional culture and business ethics knowledge, v) in reflexive connection: reflecting the quality and content of knowledge on the legal regulation of the teaching profession;

2) axiological component: a) at the cognitive-axiological level: the development of the socially significant value system and the meaningful life directions of the teacher, the professional direction of his personality, the socially centered motives of work and professional career; b) in connection with professional behavior: the ability to establish communication based on moral and humanitarian principles, show courtesy, tolerance, humanity, c) in reflexive connection: knowledge of methods of professional and personal interaction with various subjects of pedagogical activity;

3) emotional component: a) at the cognitive-axiological level: moral and behavioral choice, conscience, duty, sense of honor and justice, emotional experiences related to the level of spiritual and moral stability of a person, b) in connection with professional behavior: moral and the ability to manage one's emotional state based on humanitarian principles, c) in reflexive connection: to have a system of individual methods and techniques for predicting the consequences of professional and personal interactions with various subjects of pedagogical activity;

4) reflexive component: a) at the cognitive-axiological level: the level of development of moral reflection, the ability to adequately evaluate strengths and weaknesses, the level of development of deontological characteristics of a person; b) in connection with professional behavior: ability to use thermal and behavioral reactions in difficult situations of professional activity; c) in reflexive dependence: level of deontological development of professional and personal interactions;

5) rational component: a) at the cognitive-axiological level: the ability to rationally assess situations of professional interaction, b) in relation to professional behavior: preparation for an adequate independent choice and voluntary actions to make a moral and ethical decision in situations of doubt; c) in reflexive connection: being able to predict professional and

personal interactions with various subjects of pedagogical activity;

6) functional component: a) at the cognitive-axiological level: high social and creative activity, initiative, the ability to take responsibility for the products of one's activity in front of society, other people, professional group and oneself, b) in connection with professional behavior: understanding the motivation of the actions of the subjects of the pedagogical process, in reflexive connection: the teacher has a system of practical individual methods and techniques.

The organizational aspect of the technology consists of a system of forms, methods and tools based on the deontological approach, and in this process, the cooperative activity of the teacher and the students plays an important role.

CONCLUSION

In conclusion, we can say that competent and detailed planning of mandatory and elective subjects aimed at professional training and legal socialization of future teachers based on the above methods and technologies and their subsequent methodical implementation, full implementation of the main processes of education, intensive learning of new knowledge by students and high provides legal socialization on the basis of mastery, education, subject and development of special skills. Based on the deontological approach, legal socialization of future teachers serves to develop personal and professional values of social importance, to strengthen moral standards of behavior, universal skills. The results of the application of this approach, methods and technologies undoubtedly allow connecting education with modern effective technologies, and these effects meet the state higher education standards.

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