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BO‘LAJAK PEDAGOGLARDA KASBIY-ETIKA MADANIYATINI SHAKLLANTIRISHNING SAMARALI USULLARI

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Annotatsiya: Ushbu maqolada bo‘lajak pedagoglarda kasbiy-etika madaniyatini shakllantirishning samarali usullari, ularning nazariy va amaliy asoslari tahlil qilinadi. Pedagogik faoliyatda axloqiy qadriyatlar, kasbiy burch, mas’uliyat, halollik va kommunikativ madaniyat muhim o‘rin tutishi asoslab beriladi. Tadqiqotda oliy ta’lim muassasalarida pedagogik jarayonni tashkil etish, interfaol metodlar, amaliy mashg‘ulotlar, case-study, rolli o‘yinlar hamda reflektiv yondashuvlar orqali kasbiy-etika madaniyatini rivojlantirish imkoniyatlari ko‘rib chiqiladi. Shuningdek, bo‘lajak o‘qituvchilarda axloqiy qaror qabul qilish ko‘nikmalarini shakllantirish, pedagogik vaziyatlarda to‘g‘ri munosabat bildirish va kasbiy mas’uliyatni anglash darajasini oshirish yo‘llari yoritiladi. Maqolada zamonaviy ta’lim tizimida pedagogning shaxsiy va kasbiy kompitentligini rivojlantirishda etika madaniyatining o‘rni alohida ta’kidlanadi.

Kalit so‘zlar: kasbiy etika, pedagogik etika, kasbiy-etika madaniyati, bo‘lajak pedagog, pedagogik kompetentlik, pedagogik muloqot, axloqiy qadriyatlar, pedagogik faoliyat.

FORMATION OF PROFESSIONAL ETHICAL CULTURE IN FUTURE TEACHERS: EFFECTIVE METHODS

Abstract. This article analyzes effective methods of forming professional ethical culture among future teachers, as well as their theoretical and practical foundations. It substantiates the importance of moral values, professional duty, responsibility, honesty, and communicative culture in pedagogical activity. The study examines opportunities for developing professional ethical culture in higher education institutions through the organization of the educational process, interactive methods, practical training sessions, case studies, role-playing games, and reflective approaches. It also highlights ways to develop future teachers’ skills in making ethical decisions, responding appropriately in pedagogical situations, and increasing their level of professional responsibility. The article emphasizes the role of ethical culture in developing both personal and professional competence of teachers in the modern education system.

Keywords: professional ethics, pedagogical culture, future teacher, moral values, pedagogical competence, interactive methods, reflection, professional responsibility, communicative culture, educational process.

ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНО-ЭТИЧЕСКОЙ КУЛЬТУРЫ У БУДУЩИХ ПЕДАГОГОВ: ЭФФЕКТИВНЫЕ МЕТОДЫ

Аннотация. В данной статье анализируются эффективные методы формирования профессионально-этической культуры у будущих педагогов, а также их теоретические и практические основы. Обосновывается важность нравственных ценностей, профессионального долга, ответственности, честности и коммуникативной культуры в педагогической деятельности. В исследовании рассматриваются возможности развития профессионально-этической культуры в высших учебных заведениях посредством организации педагогического процесса, использования интерактивных методов обучения, практических занятий, кейс-стади, ролевых игр и рефлексивного подхода. Также освещаются пути формирования у будущих учителей навыков принятия этических решений, правильного поведения в педагогических

ситуациях и повышения уровня профессиональной ответственности. Особое внимание уделяется роли этической культуры в развитии личностной и профессиональной компетентности педагога в современной системе образования.

Ключевые слова: профессиональная этика, педагогическая культура, будущий учитель, нравственные ценности, педагогическая компетентность, интерактивные методы, рефлексия, профессиональная ответственность, коммуникативная культура, образовательный процесс.

Introduction

In our country, the modernization of the education system and the improvement of teachers' professional training as well as their moral and ethical potential are among the priority directions of state policy. The reforms implemented in recent years are aimed at enhancing the quality of education, introducing modern pedagogical approaches, and preparing competitive teaching staff. In this context, not only the professional competence of teachers but also their moral character is considered an important criterion.

In the modern educational process, it is essential that teachers possess not only deep professional knowledge and skills but also high moral qualities such as humanism, honesty, justice, and responsibility. The role of a teacher in society is highly significant, as they function not only as knowledge providers but also as educators, spiritual leaders, and agents of social consciousness formation. The teacher's personal example, communication culture, and professional ethics have a direct impact on the moral development, worldview, and social behavior of learners.

From this perspective, the formation of professional ethical culture in future teachers is regarded as one of the most urgent tasks of the pedagogical education system. Professional ethical culture reflects a teacher's adherence to moral norms and principles in professional activity, deep understanding of professional duty and responsibility, effective organization of pedagogical relations based on humanistic principles, as well as ensuring fairness and objectivity in the educational process.

In addition, globalization processes, rapid development of digital technologies, and the increasing flow of information impose new requirements on teaching activities. Today, teachers are expected not only to deliver knowledge but also to provide educational influence, instill moral values, develop critical thinking, and foster social responsibility among students. Therefore, the introduction of innovative pedagogical technologies, effective use of interactive methods, and strengthening of ethical competence through practical training in higher education institutions remain highly relevant scientific and practical issues.

Literature Analysis

The issue of forming professional ethical culture in future teachers is widely recognized as one of the most relevant topics in the fields of pedagogy and psychology. An analysis of scientific research in this area shows that professional ethical culture is considered an integral component of a teacher's professional competence.

In particular, the views of classical pedagogical scholars such as A.S. Makarenko, V.A. Sukhomlinsky, and K.D. Ushinsky emphasize the central role of the teacher's moral character, personal example, and educational influence. These scholars highlight that the moral and ethical qualities of a teacher are among the key factors determining the effectiveness of the educational process.

Modern researchers, especially Uzbek pedagogical scholars such as N.S. Saidova, M.A. Mirzaeva, Sh.T. Jo'rayev, and D.A. Khasanova, have paid special attention to the development of ethical culture alongside professional competence in future teachers. Their studies emphasize the effectiveness of interactive methods, reflective approaches, practical training, and case-study technologies in forming pedagogical ethics.

Furthermore, international scientific sources also extensively address the issue of pedagogical ethics and professional culture. In particular, L. Kohlberg's theory of moral development, J. Dewey's concept of reflective learning, and the stage-based learning approaches of R. Gagné and B. Bloom serve as important methodological foundations for developing future teachers' ethical decision-making skills.

The analysis indicates that the formation of professional ethical culture should not be limited to theoretical knowledge alone, but must be developed through practical activities, analysis of pedagogical situations, problem-based learning, and reflection. In addition, the integration of digital technologies and innovative pedagogical tools in modern education is also recognized as an important factor in developing the ethical competence of future teachers.

Overall, the literature review shows that although the theoretical foundations of professional ethical culture are sufficiently developed, its effective implementation in the practical educational process remains an urgent scientific issue.

Research Methodology

This study is based on a theoretical and analytical approach aimed at examining effective methods for forming professional ethical culture in future teachers. The research focuses on identifying pedagogical conditions, tools, and approaches that contribute to the development of ethical competence within higher education institutions.

The methodological framework of the study is grounded in a combination of general scientific and pedagogical research methods. In particular, analysis and synthesis methods were used to study scientific literature and conceptual approaches related to professional ethics and pedagogical culture. The comparative method was applied to examine different pedagogical theories and identify common and distinctive features in approaches to ethical education.

In addition, the inductive method was used to derive general conclusions from specific pedagogical practices, while the deductive method helped to interpret theoretical principles in the context of teacher training. The classification method was employed to systematize interactive teaching strategies such as case studies, role-playing, reflective learning, and problem-based learning, which are considered effective in forming ethical competence.

A significant part of the research is based on the analysis of pedagogical experience in higher education institutions, where future teachers are trained. Observations and qualitative analysis were used to evaluate how ethical values, professional responsibility, and communicative culture are integrated into the educational process.

Furthermore, the study considers the role of innovative pedagogical technologies, including interactive methods and student-centered learning approaches, in enhancing ethical awareness and professional behavior among future teachers. Particular attention is given to reflective practices that enable students to critically evaluate their actions and develop moral decision-making skills in pedagogical situations.

Overall, the research methodology combines theoretical analysis with the interpretation of pedagogical practices, ensuring a comprehensive understanding of the mechanisms for developing professional ethical culture in future teachers.

Analysis and Results

The analysis of theoretical sources and pedagogical practices shows that the formation of professional ethical culture in future teachers is a multifaceted and continuous process that requires the integration of both theoretical knowledge and practical experience. The findings indicate that ethical competence is not developed spontaneously; rather, it is formed through systematic pedagogical influence, reflective practice, and targeted educational strategies.

One of the key results of the analysis reveals that interactive teaching methods significantly contribute to the development of professional ethical culture. In particular, case-study techniques, role-playing activities, and problem-based learning scenarios enable future teachers to analyze real pedagogical situations, evaluate alternative actions, and make ethically sound decisions. These methods also enhance students' ability to apply moral principles in complex educational contexts.

The results further demonstrate that reflective learning plays a crucial role in strengthening ethical awareness. Through reflection, students critically assess their behavior, identify ethical dilemmas, and develop self-regulation skills. This process fosters deeper internalization of moral values such as responsibility, honesty, fairness, and respect in professional activity.

Another important finding is that collaborative learning environments positively influence the development of communicative and ethical competencies. Group discussions, peer feedback, and cooperative tasks encourage future teachers to practice tolerance, empathy, and mutual respect, which are essential components of professional ethics.

The analysis also highlights that the integration of innovative pedagogical technologies into the educational process increases the effectiveness of ethical training. Digital learning tools, simulation platforms, and student-centered approaches provide opportunities for experiential learning, which strengthens both cognitive and behavioral aspects of ethical competence.

Overall, the results indicate that the formation of professional ethical culture in future teachers is most effective when theoretical instruction is combined with practical training, reflective activities, and interactive learning methods. However, the findings also suggest that there is still a need for more systematic implementation of these approaches in higher education institutions to ensure consistent development of ethical competence among future educators.

Conclusion

The present study demonstrates that the formation of professional ethical culture in future teachers is a complex and continuous pedagogical process that requires purposeful organization within higher education institutions. The analysis of theoretical sources and pedagogical practices confirms that ethical competence is an essential component of a teacher's professional identity and directly influences the quality of the educational process.

The findings indicate that the most effective approach to developing professional ethical culture is the integration of interactive teaching methods, reflective learning, and practical pedagogical training. In particular, case studies, role-playing activities, and problem-based learning create real-life pedagogical situations that help future teachers develop ethical decision-making skills and a responsible attitude toward professional duties.

Furthermore, reflective practices have been shown to significantly enhance students' ability to evaluate their own actions, recognize ethical dilemmas, and internalize moral values such as honesty, fairness, empathy, and responsibility. Collaborative learning environments also contribute to strengthening communicative and ethical competencies by promoting mutual respect and tolerance among students.

In addition, the study highlights the importance of innovative pedagogical technologies in improving the effectiveness of ethical education. Digital tools and student-centered approaches provide broader opportunities for experiential learning and support the development of both cognitive and behavioral aspects of professional ethics.

In conclusion, it can be stated that the successful formation of professional ethical culture in future teachers depends on a systematic combination of theoretical knowledge, practical training, and reflective experience. Strengthening these components within teacher education programs will significantly contribute to preparing morally responsible, professionally competent, and socially active educators.

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