

THE ROLE OF SOFT SKILLS IN THE DEVELOPMENT OF DEONTOLOGICAL COMPETENCE OF FUTURE EDUCATION TEACHERS

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Abstract

In the article, it is analyzed that pedagogical deontology represents a system of learning about certain ethical and moral laws for teachers. It also teaches the relationship between future education teachers and students, ethical principles implemented during the educational process, and how teachers should perform legal and moral management.

Keywords: deontological competence, soft skill, self-awareness, responsibility, professional behavior, tolerance, attitudes, beliefs.

Introduction

In the Republic of Uzbekistan, special responsibilities are assigned to the moral image, intellectual potential and professional skills of teaching staff. For example, in this regard, the President of the Republic of Uzbekistan

Sh.M.Mirziyoyev notes the following: “The most prestigious person in Uzbekistan should be a teacher” [1, 156-162]. From these thoughts, the content and essence of the demands placed on today’s teacher can be understood.

What should a modern teacher be like? After independence, this problem has attracted the attention of many scientists, intellectuals, and even parents. Methodical manuals and textbooks for teachers have started to be created, researches and scientific researches in this field continue even now. Today’s global changes, the daily development of science and technology and information and communication technologies require pedagogical skills, sharp will, pedagogical and psychological knowledge, deep knowledge of their subject and high thinking, political literacy, from the teacher of the 21st century. It requires a broad and thoughtful frame of mind.

Not only the mental state of other people, but also their future depends on the teacher’s work. Working with people, especially children, does not tolerate spontaneity or inertia. As soon as, self-awareness gets out of control, the teacher makes mistakes, often irreparable mistakes. In order to prevent their assignment, it is necessary to observe certain ethical requirements by teachers, and social control over their independent and conscious choice.

It is through this choice that the concept of “good or bad” can be relied upon. From this point of view, the characteristic of professional pedagogical activity is responsible for determining the level and direction of the teacher’s influence on another person (in this case, the student): good or bad, useful or harmful. Determining the limits of this responsibility, or more precisely, the limits of pedagogical intervention, is the task of pedagogical deontology.

METHOD AND METHODOLOGY

For example, in medical ethics, there are norms for obtaining the official (documented) consent of the patient for the implementation of medical intervention. If the mental activity of the patient is limited, then such an agreement is given by relatives or close people. Schoolchildren, especially preschoolers, always have a limited ability to understand and make responsible decisions. However, here the similarity between the pedagogical and medical effects is limited. The teacher does not have the ability to ask parents for permission for each specific case to raise the voice, ban or praise. But the results of the impact of such actions cannot be so insignificant that they cannot be counted with them. It follows that if the teacher’s freedom to make decisions is unlimited, then the level of his responsibility for the decisions made should be even higher. The teacher makes certain decisions on the basis of normative and legal documents regulating his professional activity. For example, the Law of the Republic of Uzbekistan

“On Education” dated September 23, 2020[2, 65], the Law “On the Status of the Pedagogue” consisting of 21 articles on February 1, 2024

[3, 29-34] pedagogues' rights, obligations, basic guarantees of their activity, remuneration commensurate with their work, incentives and social protection principles were determined. Pedagogical deontology is a set of moral, legal principles and rules that correspond to the honest and conscientious performance of the teacher's professional duty.

Consequently, in the context of our research the importance of methodology of deontological science, knowledge is growing and its relation with the basic concepts of pedagogy, psychology, philosophy, because deontology studies a human being primarily through such objective concepts as consciousness, self- consciousness, self-knowledge, and professional interaction, relationship, development.

In this connection it is necessary to disclose the essence of the concepts of “deontology” and “deontological competence of future education teachers” as important aspects of training students of pedagogical specialties.

An important (main) component of the deontological basis of a modern teacher lies in the moral duty requirements and soft skills imposed on him as a professionally trained specialist.

There is a growing movement in “positive psychology” - the study of happiness and well-being. Daniel Goleman is one of the leaders of this movement. He argues that the dominant emphasis on IQ should be tempered by an equal emphasis on EQ: emotional intelligence. Emotional intelligence means being able to understand and express personal feelings; being able to get along with other people, to communicate clearly and with empathy for the

listener; and responding positively and with sensitivity to new situations. These “soft skills” are now seen as crucial in productive relationships at home, in the workplace and in leadership[4, 26-32].

Deontology (Greek deontos – due to, proper, logos - study) is a part of ethics, which examines the issue of debt problems and generally adequate, that is all that expresses the demands of morality in the form of regulations. The term “deontology” was first introduced by the English philosopher - utilitarian I. Bentam, who used it to refer the theory of morality in general. However, later deontology was distinguished from axiology which is the doctrine of good and evil, then they used it to refer the science of professional duty and professional human behavior. If the subject of axiology is the nature of values, valuable person's attitude to the world, the subject matter of ethics is a debt problem, the moral requirements and standards of morality as a specific form of manifestation of social necessity [5, 76-82]. One of the features of the moral consciousness as a specific form of social consciousness is that it reflects objective social need, the needs of people, society and the historical development of special subjective form - in the form of ideas about the proper (that “should be”), determining how this representation corresponds to the actually existing. Moral consciousness assesses the phenomena of life from the point of view of how they are justified by virtue of its moral values. From the idea of necessity moral requirements are developed, imagining what actions people should do.

DISCUSSION

Concerning humans, these requirements come out as its duties: last ones in a generalized form of rules, applicable to all of them; they are formed in moral norms, commandments. All these ethical categories and are the subjects of a special part of ethics - deontology. The concept of “deontology” is equally applicable to any professional field - medical, educational, juridical, etc. Consequently, deontology is the science of duty, the moral duties of a man.

The founders of pedagogical deontology and deontological readiness of teachers are K.M. Kertayeva [6, 24] and K.D. Levitan [7, 81-85].

Educational deontology is considered by scientists and as science about teachers' professional behavior and professional ethics, guaranteeing confident relationship between participants of activity and communication. Educational deontology means teaching competence, tolerance for students and other people, their ideas, attitudes, beliefs, moral responsibilities for decisions in educational and training activities solutions.

RESULTS

Analysis of the concept of pedagogical deontology reveals its close connection with the philosophical categories such as morality, ethics and duty. Moreover, among them an emphasis is made on the concept of professional duty, which is interpreted as a system of moral demands, causing the effective implementation of teachers' professional activities. Moral aspects of this phenomenon are determined by the points of contact with the concepts of morality and ethics. Each of these concepts is the subject of scientific study of different

scientific branches. Thus, the concept of professional duty is in focus of deontological research.

Soft skills complement hard skills such as math, science, and technology, providing students with a well-rounded education that prepares them for success in various aspects of life. The impact of soft skills in education is undeniable, and nurturing them can create a brighter future for students as they transition into adulthood.

Soft skills are personal attributes that enable individuals to interact effectively with others, communicate ideas clearly, and navigate complex social situations. In the context of education, these skills comprise a range of abilities that are essential for academic success, as well as for building positive relationships, managing emotions, and resolving conflicts.

Unlike hard skills, which are specific technical skills required for a particular job or discipline, soft skills are transferable and can be applied across a wide range of settings and situations. This flexibility makes them increasingly valuable in a rapidly changing world where individuals need to adapt and re-skill throughout their careers.

The importance of soft skills in education cannot be overstated. According to a recent report by the World Economic Forum, soft skills such as creativity, critical thinking, and emotional intelligence will be among the top skills required by employers to succeed in the Fourth Industrial Revolution. [8, 19-24]

CONCLUSION

In conclusion, it is important for the teacher to be worthy of the right behavior in his profession and teaching activities, to fulfill the requirements simply and effectively. Deontology requires that the teaching behavior of the pedagogue, the acquisition of soft skills, teaching methods, relations with students and any other actions within the framework of their activities are in accordance with the applicable laws and regulatory legal documents.

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