

THE ROLE OF PROFESSIONAL CONDUCT IN BUILDING A PEDAGOGICAL IMAGE

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ABSTRACT

The article considers the main idea of the role of professional behavior of a teacher in the formation of the pedagogical image. The article presents the analysis and modern concept of such definition as pedagogical and professional deontology. The aspect of professional image formation in the context of formation of high pedagogical culture is revealed. Pedagogical thinking and consciousness, as well as the creative potential of the teacher, which is a set of global cultural and historical experience, are considered.

Keywords: Image, professional image, image of the teacher, pedagogical and professional deontology, pedagogical culture, pedagogical thinking, pedagogical consciousness, pedagogical behavior, moral and humanistic orientation.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

According to many researchers, the concept of "pedagogical culture" of a teacher is an integrative characteristic of the pedagogical process, including the unity of both the direct activities of people, the transfer of their accumulated social experience, and the results of these activities, primarily in the form of knowledge, skills, skills and specific institutions, such a transfer from one generation to another [1]. But, in our opinion, it is interesting to have a relatively new approach in the scientific explanation of the professional behavior of a modern teacher since pedagogical and professional deontology. The first time K. Levitan addressed the issue of pedagogical deontology was in 1994. He defined pedagogical deontology as a science of professional behavior of a teacher [2]. Studying the sphere of professional behavior of a teacher, the researcher focuses on the fact that a teacher must, first of all, comply with the established norms, formalized and enshrined in various normative and attitudinal documents (laws, charters, regulations, instructions, rules, etc.).

But in our opinion, it is equally important for a teacher, as a participant of the pedagogical process, to know and fulfill the norms stored in a certain socio-cultural community in the form of ideas and traditions, that is, in the sphere of informalized relations. The subject of pedagogical deontology, in the opinion of scientist K. Levitan, is the study of a set of both formalized and informalized norms of professional behavior and teacher's activity.

The term "deontology" derives from the Greek words: "deontos" - due, proper and "logos" - knowledge, and means the totality of moral norms of professional behavior of medical workers. Recently, the principles of deontology have been reflected in various professional codes of ethics for journalists, social workers, teachers, etc. The term "deontology" proposed by the English sociologist and lawyer J. Bentham, in the nineteenth century to denote the theory of morality.

It should be noted that Hippocrates played an invaluable role in the development of deontological principles. He has a lot of sayings, one of them: "Where there is love for people, there is love for your art", etc. Hippocratic Oath has survived centuries. It is also noteworthy that the 2nd International Congress of Deontology (Paris, 1967) considered it possible to recommend that the Oath be supplemented with a single phrase: "I swear to learn all my life!"

In our opinion, the specificity, first of all, of the pedagogical activity, of the teacher, in particular, by analogy with the activity of the doctor or psychotherapist, assumes a certain set of ethical rules, prohibitions or restrictions of interference in the inner world of another person. Pedagogical deontology, on the other hand, develops rules and norms of behavior of a teacher in the sphere of his professional activity. Reflection of normative requirements, professional norms in the consciousness, allows the teacher to perceive the professional pedagogical reality more fully and adequately, to orientate himself in it, to develop, first of all, strategy and tactics, to make plans and achieve the set goals of professional activity, that is, to consciously regulate his professional behavior. These rules and norms are both a condition and a product, as well as a means of learning pedagogical reality. With the help of these norms and rules, a teacher develops an attitude to himself, first of all, both to a professional and to other participants of the pedagogical process, through their prism evaluates all the facts of pedagogical reality. A teacher, first of all, shall be guided in his professional conduct and activity by those formalized norms and rules, fixed in particular in the charters of specific educational institutions, in the Law of the Republic of Uzbekistan " Education Act". Here are some excerpts from the Law of the Republic of Uzbekistan " Education Act" [3] as an example of formalized norms and rules:

Article 5: Rights to engage in teaching: Persons with appropriate education, professional training and high moral standards have the right to engage in teaching activities;

Article 16. Professional development and retraining: Professional development and retraining shall ensure the deepening and updating of professional knowledge and skills.

Interesting, in our opinion, the opinion of researchers who consider that the pedagogical medical ethics can be considered the practical application of professional ethics of the teacher, so pedagogical medical ethics is presented, considering features of pedagogical practical activities and behavior of the teacher, forms the system of norms and requirements imposed to the teacher as to the personality and as expert [4]. Besides, it is important to emphasize that the main objectives of professional medical ethics at the present stage are:

- first of all, it is the study of problems of behavior of employees of a certain profession, representatives of specific professional macro groups, the identification of basic principles, norms of behavior of the teacher in different systems of relations (to the object of activity, to society, to his professional group and to himself) in order to improve the effectiveness of the results of the teacher's work, based on compliance with deontological norms;

- elimination of unfavorable moral and other factors that reduce the effectiveness of the work of the teacher, professional macrogroups, i.e. the teaching staff, and the entire group due to unjustified tension caused by failure to comply with human, macrogroup and group professional standards in relations with the object of activity and the public;

- studying and optimizing the system of norms of relations within the professional group, i.e. the teaching staff, between its individual elements (individuals, groups, categories of specialists);

- elimination of harmful consequences of professional mistakes, deviations from the norms of proper behavior of a number of employees, prevention of facts of defective professional activity;

- introduction of progressive norms and rules in the activity and behavior of members of professional group on the basis of studying scientific developments, creation of methodical base, study of domestic and foreign experience of deontological training of personnel, their professional and moral development. [4, c. 29-30].

It should be noted, considering the important pedagogical interaction as a necessary and obligatory condition, studying the professional image of the modern teacher, to consider it, first of all, as an integrated quality of a personality, it is a complex, multidimensional, integrative image of a teacher with its gabbit manifestations and psychological properties of a personality, the study of principles and norms of behavior in various systemic relations. Thus, many researchers, studying pedagogical culture, note and define it as "the integral quality of the teacher's personality, which projects his or her general culture in the field of profession, the synthesis of high professionalism and internal qualities of the teacher, mastery of methods of teaching cultural and creative abilities" [5].

The resolution of this contradiction and insufficient development of psychological and pedagogical theory and practice of teacher's image development determined the choice of the theme of our research. **The object of our research** is the personality of the teacher in the process of professional image development. **The subject of our study** is psychological and pedagogical conditions and the process of creating a positive image of a teacher as a professional specialist. **The aim of the research** is to study the essence and peculiarities of professional image as a psychological and pedagogical phenomenon, as well as the development of theoretical and scientific-practical foundations for the development of the professional image of a teacher and the technology of its implementation in practice. **Research methods.** To solve the tasks set by us, in our research we provide for the use of analysis of general psychological, socio-psychological and pedagogical literature on the given problem of research; methods of experimental research, such as: observations, study and analysis of documents, questionnaires and a number of specific methods, such as: sociometry, expert assessment of personality, testing, etc.; as well as methods of statistical processing and many others.

Considering the fact that the culture of pedagogical activity covers not only the processes of creating socio-cultural values, but also the state of the individual as a productive process of assimilation of these values, the most acceptable for us were the conceptual positions of research in the field of culture of pedagogical activity. Proceeding from this, it is possible to assert that culture is a social dominant, obligatory presence of all kinds of culture in pedagogical activity, and its formation is a process of an individual's ascension, approximation of its activity with norms of culture which have allowed, first of all, to present the contents forming component of culture of pedagogical activity, as integration of moral, ethical, intellectual, and psychological, communicative and physical cultures. Each of these cultures has both motivational and Gnostic, as well as activity and emotional choices (components), which, first of all, in our understanding are the components of pedagogical culture of the teacher.

Thus, the culture of pedagogical activity, in our opinion, is a qualitative characteristic of the individual and includes, first of all, the moral and humanistic orientation, as well as motives and goals, the ability to perform pedagogical activities, and the creation of an individual image, which, in turn, corresponds to the norms of the culture of pedagogical activity, as well as acts as a component of the pedagogical culture of the teacher, and requires, in turn, a set of knowledge, skills and forms, and means of their use. It is also necessary to take into account

the fact that the culture of pedagogical activity has an integrative character, i.e. it performs a consolidating function of personal culture and culture of activity, as well as pedagogical culture of the teacher. And the subject of, in turn, the culture of pedagogical activity is, first of all, the personality, its moral and humanistic orientation, as well as cultural values, knowledge and skills.

In this regard, the culture of pedagogical activity, first of all, harmoniously turns out to be the general culture of personality and pedagogical culture of the teacher. The component ensuring the integrity of the culture of pedagogical activity and pedagogical culture of the teacher is the professional image of the subject of activity, in our context of the teacher.

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