

WAYS TO IMPROVE PROFESSIONAL ETHICS IN PEDAGOGICAL ACTIVITY

Qurbonova O'lmasoy Usmonovna

PhD in pedagogical science, Bukhara State Pedagogical Institute

Tosheva Zilola Kamolovna

Master's student, Bukhara State Pedagogical Institute

Annotation. In this article, we will explore various ways to improve professional ethics in pedagogical activity and examine the benefits it brings to both educators and students. Professional ethics play a crucial role in the field of education, particularly in pedagogical activities. These ethical principles guide educators in their interactions with students, colleagues, and parents, ensuring the creation of a conducive learning environment. Upholding high ethical standards helps to foster positive relationships and enables educators to provide effective guidance, support, and education to students.

Key words: individual learners, social worker, university, educational process, psychological training, educational outcomes, professional ethics,

Introduction. Pedagogy plays an important role to help teachers understand the best ways to conduct a classroom. It gives them insights into how students learn differently in different topics so that they can conduct lessons to suit these needs. It aims to improve the quality of education for students. Honesty with oneself and others and mutual respect in all communication is a basic aspect of teachers' work. Fairness is important both when encountering individual learners and groups but also in the work community. Fairness involves in particular promoting equality and non-discrimination and avoiding favoritism. It is a difficult process for a teacher to integrate into the student environment. However, her teaching activities are conducted directly among students. Strengthening relationships with feelings of trust and friendship requires serious psychological training from the teacher [1]. In order to do so, the teacher should immediately respond to the changing pedagogical situations in the classroom, consisting of students of different character. In pedagogy, one of the most important traits of morality and ethics is defined as the desire of the individual to maintain a stable, close relationship with those around him.

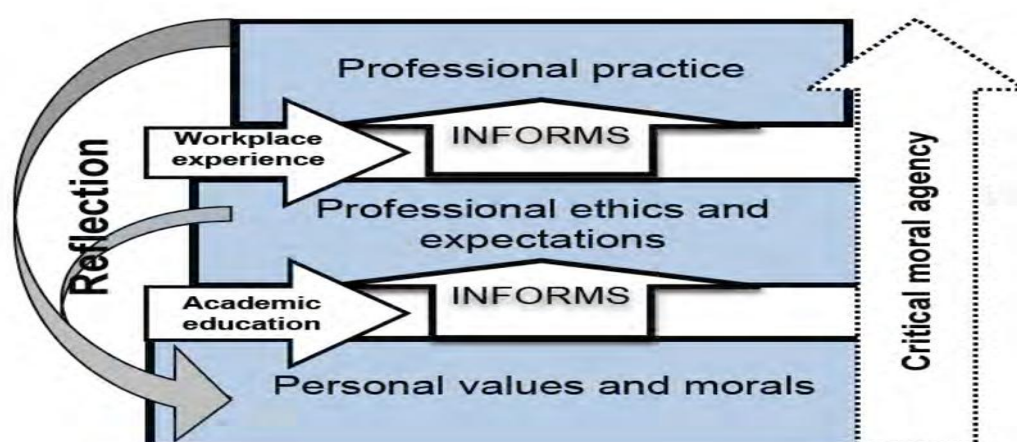


Figure 1. The relationship between personal values and professional practice

This aspiration ensures that the teacher is able to communicate quickly with students and those around them and achieve the stated goal. Diversity in the level of development of the moral

consciousness of different professions is maintained in the context of society. At present, there are ethical requirements for people of different professions [2]. By committing to these ethical principles, educators can significantly impact the lives of their students, shaping them into responsible citizens who contribute positively to society. It is through the collective efforts of educators that we can cultivate a generation of ethical individuals, prepared to face the challenges of the future and create a better world.



Pedagogy plays an important role to help teachers understand the best ways to conduct a classroom. It gives them insights into how students learn differently in different topics so that they can conduct lessons to suit these needs. It aims to improve the quality of education for students. Honesty with oneself and others and mutual respect in all communication is a basic aspect of teachers' work. Fairness is important both when encountering individual learners and groups but also in the work community. Fairness involves in particular promoting equality and non-discrimination and avoiding favoritism.

Figure 2. Common workplace ethics

We argue that educators must find ways to enhance students' motivation, opportunity, and ability to internalize their learning about business ethics to prepare students to effectively address ethical dilemmas in practice. We discuss specific learning activities and assessment items that can help to facilitate internalization of learning, including industry guests, case studies, reflective journals and role-plays. Here, we relate our experiences implementing these in the classroom and consider the strengths and weaknesses of each [3]. We conclude with a discussion of the challenge of developing ethical students. Often missing from these pursuits is the perspective of cognitive science that studies how humans (as individuals or as groups) think about, learn, and make moral decisions. The aim of the computational ethics framework is to complement and supplement the work being done in these communities by reviewing the ongoing research and providing a new structure that helps to focus

work toward both building ethical machines and better understanding human ethics. The pedagogical system for forming professional ethics in future social workers at universities is described. It is considered as the multiplicity of interrelated components necessary for an organized and purposeful professional and pedagogical influence on the process of developing moral and ethical qualities in future specialists. The objectives of the pedagogical system for forming professional ethics in future social workers are determined.

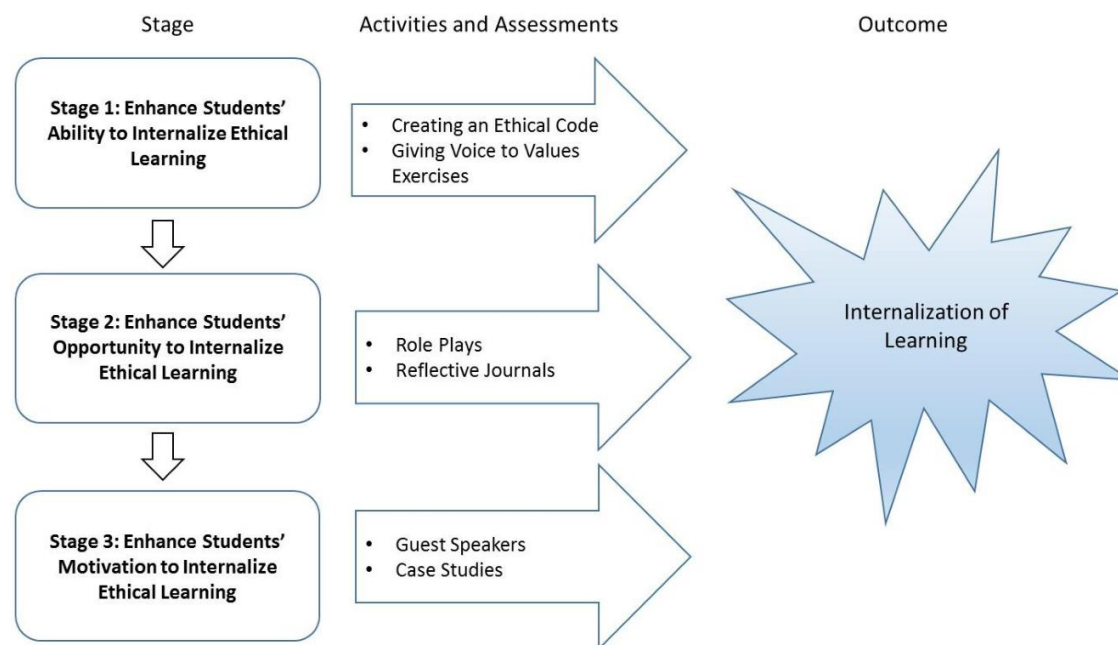


Figure 3. Internalization of learning

They are the following: professional and ideological (to form moral consciousness in students; to intensify their activities in professional and ethical training. The possible stages of forming professional ethics in future social workers at universities are outlined. They are as follows: the motivation and goals stage (preparing students to understand the goals of professional training, which enhance their motivation to form professional ethics); the procedure stage (it builds relevant knowledge, skills, experience and develops personally and professionally important qualities in students with the help of content, forms, methods and technologies); the evaluation and diagnostics stage (it verifies the efficiency of the introduced pedagogical system and is implemented through such components as motivation and values, cognitive and ideological aspects, activities and behavior, personal and positional aspects, reflexive and creative aspects. Still, the prognosis stage is rather important to the educational process at universities. Without it, one cannot fully take into account the continuous changes taking place today [4]. If organized properly, the planned actions will be implemented at a very advanced pace, which will positively affect the quality of future specialists' training. The process of forming professional ethics in future social workers requires that a modern pedagogical system for professional and ethical training should be built based on innovations, which are a set of interrelated components, necessary for an organized and purposeful professional and pedagogical influence on the process of developing moral and ethical qualities in future social workers at universities. The conducted analysis of current conditions for forming professional ethics in future social workers at universities allows one to look at the systemic approach to studying the problem from a different angle. It involves the unity of interrelated pedagogical phenomena (elements), which are aimed at achieving a certain pedagogical result. The structural components of the pedagogical system are the main characteristics of the educational process, whose range and presence distinguish them from all other systems. They include goals, educational information,

pedagogical communication tools, students and teachers. The implementation of the pedagogical system is aimed at increasing the level of professional ethics in future social workers [5]. The main components of professional ethics in future social workers are motivation and values (a positive attitude towards professional ethics, capacity for professional and ethical development and self-development), cognitive and ideological aspects, activities and behavior, personal and positional aspects (professional and ethical views, personally moral and professionally important qualities), reflexive and creative aspects (ethical reflection). The outlined components are the basis for determining the criteria, indicators and levels for forming professional ethics in future social workers at universities. The functioning of the pedagogical system is subject to the patterns associated with the internal structure of the system itself when the change of one or several of its components will change the entire system.

Conclusion. Professional ethics in pedagogical activity serve as a foundation for effective teaching and learning. By developing self-awareness and reflecting on personal biases, educators can create a safe and inclusive learning environment. Maintaining confidentiality and privacy ensures the trust of students, parents, and colleagues. Fostering positive and respectful relationships promotes collaboration and enhances educational outcomes. Nurturing professional growth through continuous learning and networking helps educators stay up-to-date with the latest research and best practices. Lastly, ensuring equity and inclusion equips educators to provide equal opportunities to all students.

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