

The essence and structure of the formation of Deontological Culture in future Teachers

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ABSTRACT

The article provides a scientific substantiation of the essence and structure of the concept of “deontological culture of a teacher”. The scientific works of different authors on a comparative analysis are considered, pedagogical components are revealed in detail, which make it possible to highlight the specifics of the teacher's deontological culture for the full formation of the deontological culture in future teachers.

Key words: *deontology, education, deontological culture, pedagogy, components, formation model.*

I. Introduction

In the modern world, significant changes are taking place in all spheres of social and spiritual life. Of great importance is the deontological culture of a specialist, which includes professional ethics of behavior, the process of transformation and formation of a personality, the development of its spiritual, emotional, intellectual, physical and other spheres of life. This imposes a huge responsibility for the fulfillment of his professional duty on a person who is engaged in teaching practice at a professional level. The deontological culture of the teacher is of particular importance to society. It is she who determines the introduction of fundamentally new characteristics of the teacher's professional activity in the modern conditions of the development of society. New standards, methods, building a lesson in line with a new paradigm requires the creation of new principles, aspects and components for the successful mastering of the subject and further pedagogical activity of students. In domestic and foreign literature on ethical and deontological training in a pedagogical university, it is emphasized that deontological education should be carried out within the framework of each academic discipline from the first year to the full formation of deontological moral stereotypes in the minds of future teachers. According to researchers, it is humanitarian subjects that can have the greatest impact on the formation of ethical values.

II. Main Part

The above observations allow us to identify a number of contradictions that a future teacher has to face when studying this discipline:

- the current trend towards a decrease in the ethical and deontological culture of teachers;
- lack of modern scientifically grounded developments in this area in theoretical data.

These contradictions help to form the main idea of the research - what is the essence and structure of the teacher's deontological culture.

Deontology (Greek deontos - due, proper, logos - doctrine) is a section of ethics that deals with the problems of debt and, in general, ought, i.e. everything that expresses the requirements of morality in the form of prescriptions. The term deontology was first introduced by the English philosopher I. Bentham [1].

Pedagogical deontology is a concept that was first introduced by K.M. Levitan. Under pedagogical deontology, he understood the science of the professional behavior of a teacher [4]. The teacher must have a set of not only certain deontological knowledge, skills, and abilities, but also a system of value qualities, personality traits necessary for successful pedagogical activity and manifested in specific types of professional interaction, in professional actions and professional behavior.

The deontological culture of a teacher is "social and pedagogical education, which is the result of a moral-oriented teacher training, taking into account the requirements of a professional and pedagogical duty, manifested in behavior and professional activity" [2].

Studies of the teacher's deontological culture are considered in the works of K.M. Levitan. as a special and interdisciplinary meaning, which implies special training in the field of deontology, the work of V.N. Drozdov and E.K. Veselova helped to understand the essence of deontology in psychology, G.A. Karakhanova and foreign researchers distinguish deontological culture as a social and pedagogical education, which is the result of a moral-oriented teacher training, taking into account the requirements of a professional and pedagogical duty, manifested in behavior and professional activity.

The deontological culture of the teacher is reflected in the ideal moral-oriented training of the teacher, taking into account the requirements of the professional and pedagogical duty, which is manifested in his behavior and professional activity. The main concept of the teacher's deontological culture is displayed as a dialectical unity of axiological, technological, and personal-creative components.

The axiological component is formed by a set of pedagogical values created by mankind and in a peculiar way included in the integral pedagogical process. The teacher becomes a master of his craft, a professional as he masters and develops in himself the spiritual principle and foundations of morality, spiritual and moral practice, seizes the pedagogical capital, recognizing pedagogical values [2].

The technological component includes the methods, techniques of the teacher's pedagogical activity. Pedagogical activity is technologically advanced in nature, and the category "pedagogical technology" helps to understand the essence of psychological and pedagogical culture, reveals historically changing methods, techniques, explains the direction of activity depending on the relations developing in society [2].

The personal and creative component of deontological culture reveals the mechanism of mastering pedagogical values and technologies and their embodiment as a creative act. In the process of pedagogical creativity, the teacher's personality embodies his individual strengths and mediates the process of appropriating moral, aesthetic, legal and other relations. In other words, influencing others, he creates himself, determines his own development, realizing himself in activity [2].

The theoretical materials we have studied make it clear that deontological culture in future teachers is considered as their ability to use the already mentioned deontological components at a qualitative level, but also when studying this problem, it is necessary to highlight the basic principles in the formation of deontological culture in future teachers. We have developed the following principles: differentiation and individualization of educational influences; reliance on the intrinsic value of the human person; taking into account professional orientation and behavior; priority of independence and activity of students in activities; the interpenetration of cognitive, emotional-volitional and activity-creative components in educational and extracurricular work [3].

Based on the analysis of these studies, modern problems of the formation of deontological culture in the future teacher were identified. Education today needs a certain model of the process of forming a teacher's deontological culture. It is clear from the theory that the most difficult thing is to establish the relationship of all the components described above for the holistic formation of the teacher's culture.

III. Conclusion

The conducted theoretical research reveals that there are problems in education for the formation of deontological culture among future teachers in the higher education system. Their solution is possible if all of the above listed components and principles of deontological culture and small changes in the GOS are observed. In order to solve modern problems, we found that SES in the direction of bachelor's degree in pedagogical education should add competencies, as well as make changes to the curriculum with the expansion of academic disciplines with a deeper study of ethics and deontology. One of the main problems of the deontological culture of teachers is such that, in addition to traditional methods, assessments, learning and upbringing processes, the teacher must provide his own innovative ideas and models. These changes will help future teachers in the higher education system to achieve certain knowledge about the activities of the teacher, as well as to form the outlook and essence of the teacher,

the approach to the child in the educational process. Particular importance should be given to classroom studies aimed at enhancing the independent thinking activity of students, developing their own opinion about humanistic education and upbringing. In modern education, little is paid to the formation of students' spiritual and moral values, in practical activities, where the theoretical skills of the future humanist teacher can be consolidated.

Our theoretical data on the components and principles of the formation of deontological culture among future teachers in the higher education system show that their interaction can be carried out only through their process of joint activity.

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