

The Current State of Forming Deontological Competencies in Students of General Secondary Schools

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Abstract: This article theoretically substantiates a model for the formation of deontological competencies in future primary school teachers under the conditions of competency-based education. The essence and content of deontological competence, its structural components, and its significance in professional pedagogical activity are analyzed. Particular attention is given to the target, content-based, technological, and assessment components of the model aimed at developing professional duty, pedagogical ethics, responsibility, communication culture, and moral values in future teachers. The research findings contribute to increasing the effectiveness of forming deontological competencies on the basis of the competency-based approach.

Keywords: Competency-based education, deontological competence, primary school teacher, professional training, pedagogical deontology, pedagogical ethics, professional duty, competency-based approach, pedagogical model, moral values, professional responsibility, pedagogical activity.

Introduction: From the perspective of the competency-based approach in professional education, first of all, it involves preparing university students for professional activity, as well as ensuring their readiness and ability to apply the formed competencies in practice. This direction of education places new demands on the level of preparation of a specialist's professional qualities.

In the context of improving the professional training and activity of teachers, professional competence should be considered an integral indicator of the quality of training of a future primary school teacher, as it characterizes a person's readiness and ability to use acquired knowledge, skills, abilities, and personal experience in a specific situation.

In general, dictionaries interpret the concept of "competence" as "possessing knowledge that allows one to make judgments about something," "awareness," and "authority, full powers." Almost all dictionaries distinguish between the categories of "competence" and "competency." Definitions of competency are similar and often overlap, while there

is still no single universal interpretation of competence.

This concept is understood as "the set of powers (rights and obligations) established by law, the charter of an organization, or other regulations for any organization or official," "the possession of knowledge that makes it possible to judge something," and "the sphere of issues in which someone is well informed."

It is also possible to find such definitions of competence as "the range of issues and phenomena in which a given person has authority, knowledge, and experience; the sphere of powers, issues, and phenomena subject to someone's jurisdiction," as well as "a person's personal capabilities, their qualification (knowledge, experience)."

The analysis shows that competence refers to the sphere of application of a person's knowledge, skills, and abilities, whereas competency expresses an internal integrality, that is, a system of knowledge, skills, and abilities of the individual. Accordingly, a competent person means "knowledgeable, a recognized specialist in any matter, authoritative, fully empowered, and

capable.”

In recent years, pedagogy has witnessed discussions devoted to the problem of competence and competency. In our country, these terms have become popular only in the last 10-20 years, while in European countries they have been used for a much longer time. It should be noted that the approach to interpreting the terms “competence” and “competency” in our country differs from the approach of foreign colleagues. Thus, many Western scholars use these terms as synonyms. This may be explained by the fact that in translation into many European languages these concepts are rendered identically.

The analysis shows that there are numerous interpretations of the terms competence and competency in the scientific literature. In modern pedagogy, these concepts are not always officially differentiated. The term competence is often used to define the boundaries of a specialist’s field of activity, while competency is used to assess the quality of that activity.

From the standpoint of the activity approach, it is important that the essence of the concept of competency depends on the type of professional activity. In the works of scholars such as A.A. Derkach, V.P. Zhukovsky, E.F. Zeer, N.V. Kuzmina, and others, various definitions of competency are presented. Taking into account the complementarity of these definitions, it is possible to identify the specific features of this phenomenon.

Competency is a multilevel formation possessing cognitive, expressive, and interactive components. It is a complex integrated system of the specialist’s internal psychological structures and personal qualities, including knowledge and skills. It is also connected with deep personality traits such as the need for communication, self-confidence, and self-respect.

Competency includes such characteristics as the correspondence of the individual to the tasks that need to be solved, the number and quality of solved tasks, effectiveness and success in problematic situations. It also includes knowledge about the consequences of applying specific methods of influence and their effectiveness. Competency also performs its own functions: cognitive, regulatory, control and evaluation, and self-assessment functions.

Scholars understand by the term competence an integrated unity of knowledge, skills, and abilities that ensure professional activity, the capacity to perform broad generalized actions, and a person’s ability to apply their competencies in practice. Competence can be defined as a set of characteristics necessary for successful activity. In this regard, each competence is a combination of professional knowledge, skills, attitudes, and orientations.

Taking into account the differences between the concepts of competence and competency, E.F. Zeer emphasizes that “knowledge, skills, and experience determine a person’s competence; the ability to mobilize this knowledge, skills, and experience in a specific socio-professional situation determines the competency of an educated and professionally successful individual.”

Competency is a thorough and deep knowledge of one’s work, the essence of the work performed, the ways and means of achieving intended goals, as well as relevant skills and abilities; a body of knowledge that gives a systematic understanding of a certain field of activity; and the ability to correctly assess the existing situation and make necessary decisions in this regard.

Competency is also understood as “the ability to work with knowledge in certain types of human activity, and skills of working with information.” In this understanding, competencies connect the capabilities of a specialist with the conditions for implementing these capabilities in professional activity. Competence is also interpreted as formally described requirements of a personal, professional, and other nature. In this sense, competencies are used in personnel evaluation. The set of competencies, knowledge, and experience necessary for effective activity in a particular disciplinary field is called competency.

I.A. Zimnyaya defines competency as an actual, formed personal quality, an intellectual and personally conditioned socio-professional characteristic of a person based on knowledge. Competence, in her interpretation, is defined as a set of rules, knowledge, and its structure.

A sufficiently complete interpretation of the term competency is given in the Strategy for the Modernization of General Education. The authors emphasize that this concept is broader than the

concepts of knowledge, mastery, or ability and also includes other semantic elements. It encompasses not only cognitive and operational-technological components, but also motivational, moral, social, and behavioral ones.

Based on this interpretation, scholars distinguish the following structural components of competency:

- readiness for the manifestation of competency, that is, its motivational aspect, where readiness is viewed as the mobilization of subjective forces;
- knowledge of the content of competency, that is, the cognitive aspect;
- experience of competency in various standard and non-standard situations, that is, the behavioral aspect;
- attitude to the object of application within the content of competency, that is, the value-semantic aspect functioning as a motivational one;
- emotional-volitional regulation of the process and the result of the manifestation of competency.

Like competency, competence has an effective, practice-oriented character, and its formation is associated with active cognitive activity. Based on the above definitions, it is possible to reason about how competency is formed in activity.

E. Zeer proposes calling key competencies basic, thereby emphasizing their priority in relation to competencies and basic qualifications. The authors of the strategy for modernization of general education refer to the following key competencies:

- competencies in the sphere of independent cognitive activity based on mastering methods of obtaining knowledge from various information sources;
- competencies in the sphere of civil and social activity (fulfilling the roles of citizen, voter, and community member);
- competencies in the sphere of social and labor activity (including situation analysis, assessment of one's professional capabilities, management of labor relations norms and ethics, and self-organization abilities);
- competencies in the domestic sphere (including one's health, family life, and others);
- competencies in the sphere of culture and

leisure (including the use of free time and the choice of methods and means of cultural and spiritual enrichment of the individual).

Basic competencies determine the implementation of special competencies and specific competencies, ensuring the multidimensionality of a specialist.

A classification of competencies is also proposed, distinguishing three main types: professional activity competencies, social activity and personal competencies, as well as, additionally, competencies in scientific activity, intellectual activity, political activity, ecological behavior, organizational competence, economic activity, cultural competence, physical-cultural competence, and family life competence. The tasks of professional educational institutions include not only the formation of key competencies, but above all the training of specialists capable of performing specific tasks due to the sphere of professional activity.

According to the competency-based approach, professional competence is extremely important for a specialist, that is, possessing professional knowledge, the ability to apply this knowledge depending on the situation, and readiness for professional activity. Professional competence is understood as the desire and ability to purposefully, independently, and methodologically solve problems and tasks, as well as to evaluate the result on the basis of professional knowledge and skills.

The problems of formation and development of professional competence and its various types occupy a special place in pedagogy, because professional competence is the main structural component of personality and activity professionalism, and an important condition for the formation of a professional. The development of competence positively affects the stimulation of personal and professional achievements. The study of professional competence is based on understanding the commonality of its important features reflecting the general content of the category of competence.

The first characteristic of professional competence is called gnostic or cognitive, which reflects the presence of necessary professional knowledge. Their volume and level are considered the main characteristics of competence. The second is the regulatory one, which makes it possible to use available professional

knowledge to solve professional problems. It is obvious that the regulatory component includes predictive and constructive components manifested in the ability to forecast and make effective decisions. The third is the reflexive-status characteristic, which grants the right to act in a certain manner due to the recognition of authority. The fourth is the normative characteristic, reflecting the technical assignment and the sphere of professional competence. The fifth is the communicative characteristic, since supplementation of knowledge or practical activity is always carried out in the process of communication or interaction.

Professional competence is a generalizing category. If considered from a systemic point of view, one may argue that it contains various interrelated components. Moreover, at a specific level it may act in concrete forms reflecting the distinctive features of professional activity and interaction.

Professional competence is often characterized as a combination of qualities enabling independent and responsible action, as well as a person's ability and skill to perform specific professional functions.

According to A.G. Kuznetsova, professional competence is a personal quality that, due to the presence of the necessary fund of experience, knowledge, and attitudes, allows an individual to interact effectively with the professional environment; it acts as the leading regulator of the person's professional development and presupposes a deep understanding of the professional environment.

According to the goals, tasks, and results of work, the specific features of a specialist's professional competence are as follows:

- the conditionality of the goals and tasks of professional activity by the social demand of society;
- the combination of various structural components in tasks determining the multifunctionality of work;
- the correspondence of specialists' individual qualities and actions to the proposed goals, tasks, and functions.

In a general sense, professional competence is the professional readiness and ability of the subject of labor to perform tasks in accordance with professional functional capabilities.

According to A. Dorofeev, the following aspects can be distinguished in professional competence:

- relevant qualifications: knowledge, skills, and abilities in the professional field, and the ability to effectively master modern computer information technologies necessary and sufficient for professional activity;
- cognitive readiness: the ability to acquire new knowledge, new tools, new information and computer technologies at the activity level, identify information deficiencies, successfully search for and assimilate what is needed, use necessary and sufficient scientific data, and learn from and teach others;
- creative readiness: the ability to search for fundamentally new approaches to solving known problems or to formulate and solve fundamentally new tasks both in the professional field and related spheres;
- communicative readiness: knowledge of the native and foreign languages, including the ability to use the conceptual apparatus and vocabulary of the main and related disciplines and fields, and mastery of communicative techniques and technologies;
- understanding the tendencies and major directions of professional development together with spiritual, political, social, and economic processes.

The listed components of professional competence are highly universal and may correspond to the description of the professional competence of specialists in any profession. Among the structural components of the professional competence of future primary school teachers, the following can be distinguished:

- conceptual component - manifested in flexible systemic thinking and the ability to have a holistic understanding of issues related to safe educational activities;
- functional and technological component - manifested in knowledge of the subject area of activity, corporate culture, effective technologies for implementing educational activity, knowledge and use of digital tools and methods, conducting control tasks, and providing assistance to students in various situations;
- social and personal component - manifested in the social orientation of one's activity, recognition of the person as the highest value, humanization of the

use of technology, and compliance with the norms of professional ethics and deontology.

Based on the analysis of theory and practice, deontological competence is one of the key, linking, and professionally developing domains of the future primary school teacher.

Deontological competence is characterized by the following qualities and abilities:

- the ability to cooperate in collective activity;
- the ability to work effectively in a team;
- psychological compatibility and the ability to communicate with fellow teachers in the team;
- the ability to establish horizontal and vertical contacts;
- respect for the work of others;
- the ability to understand and perceive others, tolerance;
- the ability to resolve conflicts;
- the ability to follow deontological norms and principles in professional activity.

The deontological competence of a future primary school teacher is characterized by the presence of a system of knowledge, ideological and moral values, and is determined by professional and moral ideals and values.

The structure of the deontological competence of a future primary school teacher is based on moral and behavioral guidelines, as well as the guidelines of their socio-professional environment.

The following should be identified as the main components of the deontological competence of a future primary school teacher: motivational, cognitive, creative, and reflexive.

The motivational component of deontological competence presupposes that the future primary school teacher has a stable professional motivation and professional position.

Motives are considered in unity with the goals of activity. Motives are formed depending on the goals and tasks facing a person. "Motives are determined by the tasks in which the person participates, or at least no less by the tasks than by the motives. The cause of this action lies in the relation to a specific task, goal, and conditions - the conditions under which the action

occurs."

Motives are an important structural component of a person's orientation, but they cannot be reduced solely to it. "A motive is an incentive for a specific action under specific conditions. Each such individual impulse, in different conditions and even in equal conditions, cannot determine the general direction of activity and therefore the orientation of personality."

Motives determine the goals and nature of activity and also form an interest directed toward a certain object. Interest in the profession occupies a central place in the individual's professional orientation. Needs and interests are considered the source of activity.

A. Karpov connects interest and inclination with needs. In his opinion, needs and interests serve as the source of a person's activity, that is, the striving for activity to satisfy those needs and interests that arose on the basis of needs may lead to the emergence of new needs and inclinations. Interests and inclinations arise from people's needs and largely determine the orientation of personality.

Interest is understood as a person's attention to something and a desire to know about certain things and phenomena. A desire for any activity is called an inclination.

According to S.L. Rubinstein, interest "causes the concentration of attention on a specific subject of a person's thoughts and ideas, the desire to become acquainted with the subject, to penetrate deeper into it, and not to lose sight of it... Interests are specific motives of a person's cultural and, in particular, cognitive activity." A.V. Petrovsky writes that "interests are an emotional manifestation of a person's cognitive activity."

N.D. Levitov defines interest as "an emotionally saturated selective attitude toward the objects and phenomena of reality."

A.G. Kovalev defines interest as a person's specific attitude toward an object and the force of its vital significance and emotional attractiveness. In his opinion, a positive attitude toward the object is one of the obligatory signs of interest.

Every interest, to some degree, consists of the individual's cognitive attitude toward the object, but it cannot be reduced to this alone. Interest includes not

only cognitive and volitional factors, but emotional ones as well.

Personality formation is carried out at all stages of ontogenetic development in social reality. In psychology, the concept of “personality position” has been developed in numerous works, where it is defined as a complex system of the individual’s relations to the phenomena of reality, a set of socially oriented activities and value relations. The position of the personality is the core of both the objective phenomenon and the personality as a social phenomenon, and its leading feature is orientation.

A person’s professional position is their stable attitude and orientations, internal and social experience, a system of attitudes toward and evaluations of reality and prospects, as well as their claims realized (not realized, partially realized) in professional activity.

In the conditions of the professional environment, a person feels the need for relevant attitudes that allow preserving their previous position or changing it in a certain way.

Based on the theoretical provisions considered, it can be concluded that the ontological position of a future primary school teacher determines their professional and moral orientation, as well as their place and role in professional activity. This performs the function of a specific moral measure in the teacher’s professional work.

The formation of professional deontological competence in a future primary school teacher should be based on the following:

- socially significant values, recognition and acceptance of teaching and upbringing students as a vital priority task;
- corporate culture and traditions of the education system;
- basic personal interests, interests of activity, and professional and moral values.

The motivational component of the professional deontological competence of a future primary school teacher presupposes the presence of a stable professional (professional and moral) orientation and professionally significant deontological qualities. The basis for scientific study of personality orientation is the approach developed by A.N. Leontiev concerning the

relation of the objective values of external stimulators of activity to personal significance or personal meaning. According to this principle, “meaning is generated not by knowledge, but by the relation between the motive of activity and that toward which the action is directly directed, that is, its goal.”

A special place in the structure of orientation is assigned to needs, which are formed in ontogenesis in the form of assimilation by the individual of the experience developed by previous generations. According to him, from birth a person possesses only one quality - the ability to form specifically human needs. Assimilation is the process of reproducing historically formed properties and abilities in the qualities of personality, while specifically human traits and qualities are formed in people throughout life. It follows that education of personality, their experience, and society’s influence on them play the main role in the formation of orientation.

According to B.G. Ananyev’s concept, personality orientation is the central quality determining the success of human activity.

The concept of personality orientation was first considered by S.L. Rubinstein. In the concept of orientation, he reflects a person’s needs, interests, and ideals. According to the scholar, orientation is the most important aspect determining the social and moral value of personality.

Orientation as the most important characteristic of personality is formed as a result of the refraction of external influences through internal influences. As S.L. Rubinstein emphasized, the uniqueness of personality and its activity depends on the system of motives and tasks that a person sets before themselves.

According to S.L. Rubinstein, personality orientation consists of a system of motives determining activity, and the uniqueness of personality is more determined by the relations that they are aware of: “...there is no personality without the ability to consciously occupy a certain position.”

In the concept of personality orientation, K.K. Platonov particularly highlights the person’s awareness of socially significant goals: “personality orientation is the aggregate of views, ideas, and beliefs of a person guiding active activity aimed at achieving relatively complex and distant life goals.”

For our research, the idea of the interrelation between

orientation and the formation of human abilities is of particular importance.

Thus, personality orientation is the expression of the expediency of an individual's life and represents a system of internal conscious motives, attitudes, intentions, and relations to certain aspects of surrounding reality.

The highest form of personality orientation is worldview. A worldview is a system of views, ideas, and concepts about the world, laws, phenomena, nature, and society. Worldview synthesizes knowledge, experience, and human evaluations within the system of social relations. It determines the direction of a person's life and activity. Personal self-determination, as the content of orientation, is closely connected with worldview, that is, with the goals a person sets for themselves and the means they prefer for achieving them.

One of the important conditions for forming the deontological competence of future primary school teachers is the presence of specific personality traits necessary for a certain type of general and professional activity.

The analysis of theory and practice showed that deontological qualities, which should be included in the personal structural component of the future teacher's professionally significant qualities, occupy a special place among the general professionally significant personal qualities of future primary school teachers.

In their studies, scholars have identified a set of the most important personal qualities, some of which by their essence can in one way or another be considered as deontological qualities of future primary school teachers: friendliness, a sense of duty, responsibility, devotion, humanism, charity, benevolence, kindness, nobility, generosity, attentiveness to people, care, sincerity, compassion, sensitivity, tact, politeness, respect and trust toward people, self-respect, dignity, self-confidence, modesty, self-criticism, exactingness, a sense of honor, conscientiousness, honesty, decency, fidelity, reliability, truthfulness, and moral purity.

Taking these provisions into account, it is possible to identify the main professionally significant qualities of a future primary school teacher, including the main deontological qualities of personality (Table 1).

Table 1. Professionally Significant Qualities of a Future Primary School Teacher and the Deontological Aspects of Their Activity

Components of professionally significant qualities	Characteristics of professionally significant qualities
Professional component	High theoretical and practical knowledge, the ability to see the professional situation systemically, the ability to work professionally in the process of teaching and upbringing, prognostic activity and decision-making ability, the ability to perform professional tasks in accordance with official goals
Anatomical and physiological component	Normal excitability, strength, balance of the nervous system, practicality of thinking, absence of sharp deviations from pedagogical and psychological norms
Socio-psychological component	The ability to organize effective interpersonal relations, deeply study the essence of an issue, obtain necessary information, take into account

	the individual characteristics of other people, find the main thing in a professional situation, mobilize for solving a problem, and involve people
Personal component (deontological qualities)	Humanism, qualities related to the individual's attitude toward helping students, and qualities associated with the specific features and norms of regulating professional behavior

Based on various professional and personal qualities that may be associated with the deontological qualities of a future primary school teacher, it can be said that the process of deontological development of these qualities, and in general the formation of deontological competence, is complex and multifaceted. It consists in solving a number of complex tasks related to the moral formation of the future primary school teacher as a professional and as a personality.

In essence, the formation of the deontological qualities and, in general, the deontological competence of a future primary school teacher means introducing moral norms and principles of professional behavior into the consciousness of students (future teachers). The next task is to transform knowledge into personal convictions and to form skills of deontological behavior.

In the process of forming the deontological competence of a future primary school teacher, it is necessary to take into account that the assimilation of a moral value is a dialectical two-sided process of increasing the importance of moral behavior and eliminating immoral actions that contradict it. That is, the moral, ethical, and cultural development of a future teacher is a process of changing the significance of values. On this basis, the task of moral education of future primary school teachers is to ensure that the highest moral values become personally significant for each student.

The dialectical unity of significant and relatively insignificant formations also manifests itself in solving the issue of the criteria for moral evaluation of personality. The measure of morality or immorality of a person or their act depends not only on objective consequences, but also on how important the values formed in society are considered by the individual for the successful realization of their personal values.

Thus, the formation of deontological competence in

future primary school teachers is a complex and long-term process that requires a creative approach from educational institution leaders, specialists of the educational process, and faculty members, as well as consistency and continuity of pedagogical interaction taking into account the specific features of professional activity.

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