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DEVELOPMENT OF PROFESSIONAL-MOTAL QUALITIES IN FUTURE TEACHERS ON THE BASIS OF COMPETENCE

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ABSTRACT

This article is aimed at highlighting the content, components, factors and pedagogical conditions of the formation of the professional-moral culture of a future teacher. The structural structure of professional-pedagogical culture in future teachers, its principles of etiquette, normative rules in social activity, and the theoretical basis of moral education are analyzed.

KEYWORDS

Professional-moral, education, pedagogy, model, factor, culture, competence, teacher, development.

INTRODUCTION

Among the tasks of higher pedagogical education, special importance is attached to the formation of competencies related to professional and moral qualities in future teachers. Along with the theoretical, methodological, and practical training of future teachers, the formation of qualities related to professional and moral culture in them is also one of the urgent problems of today.

“The Development Strategy of New Uzbekistan for 2022-2026 identifies the following priority areas: building a people-oriented state through enhancing human dignity and further developing a free civil society; ensuring spiritual development and bringing the sector to a new level; approaching universal problems based on national interests.”

The process of training future teachers in our republic has been defined as one of the priority tasks of our government and the education system, based on national traditions, culture, and values, to increase the prestige of the teaching profession, to develop interest in the teaching profession, and to develop a culture of pedagogical ethics in future teachers in accordance with the requirements of the new era of development of Uzbekistan, forms and models of teaching. In this direction, the main tasks are to improve pedagogical mechanisms for developing moral culture in future teachers based on an interactive approach, to clarify didactic opportunities for preparing future teachers for effective collaborative work, and to identify and test in practice pedagogical conditions that serve to form the qualities of moral culture in future teachers.

Social and psychological factors are considered important in the development of moral pedagogical culture in future teachers, and if the family and educational process are considered the basis of reference groups as social factors, then psychological factors should include the personal qualities of the subject, namely, orientation to motivational values, empathy and the ability to reflect.

The composition of professional and pedagogical culture in future teachers includes the following algorithmic sequence: love for one's profession, love for students, trust in people, optimism, the desire to set goals and achieve them, the ability to allocate time, consistently improve one's skills based on a plan, the desire to increase the effectiveness of education, creativity, dedication, determination, discipline, activity, the ability to find the right solution to problem situations, having an active social position, being an example and role model for those around them,

preparation for the defense of the Motherland, the ability to be critical of oneself, etc.

So, professional pedagogical culture is a teacher's high moral qualities, an active life, moral and pedagogical position, and a high level of social and pedagogical activity.

The moral and pedagogical image of a future teacher is, first of all, his loving and optimistic approach to his profession and everything related to it, his active achievement of the goal of understanding the essence of his profession, his perseverance in achieving professional and personal, including moral pedagogical perfection, pedagogical creativity, social activity, discipline and responsibility, and a responsible approach to the fate of young people.

The spiritual and moral side of the personality of future teachers, which is an important component of the teacher's professional and moral culture, is considered to require extensive research, and it includes etiquette, spiritual and moral knowledge, spiritual and moral qualities, the teacher's moral and ethical culture, its criteria, and the role and culture of etiquette in the teacher's professional and pedagogical image.

Ethics is a set of laws and rules based on public opinion that encourage, regulate the behavior and activities of people, and prohibit negative behavior.

Ethics - ethics in society are considered its principles, normative rules in social activity, serve as the theoretical basis of moral education and are of practical importance. It is worth noting that pedagogical ethics is aimed at spiritual and moral education, where not only the rules of pedagogical behavior, but also external factors play an important role. That is, greetings, addresses, courtesy,

communicative and moral skills and abilities. The main abilities in pedagogy are communicative skills, the teacher's ability to establish pedagogically appropriate relationships with students, their parents, colleagues, and heads of educational institutions.

Pedagogical spiritual and moral attitude is a pedagogical attitude aimed at creating a positive spiritual, psychological and humane and moral environment, optimizing relations with students using democratic methods in organizing educational activities, and pursuing certain moral and pedagogical tasks.

The teacher's professional and moral culture includes the following dynamic sequence in his personality:

Patience	decency
Empathy	self-control
Severe composure	justice
Ingenuity openness	the ability to listen
Emotional composure in a team	the ability to work
Fluent and convincing speech	demanding

Based on this, it can be said that professional and moral culture implies the possession of concepts of decency, emotional composure, reasonable optimism, patience, a sequence of sincere human qualities and feelings, the pursuit of spiritual and moral perfection, tolerance, a critical approach to oneself, and an assessment of one's own spiritual and moral image.

The following components of the set of qualities that are part of the competence of the professional and moral culture of a future teacher were identified:

1. Personal components (honesty, truthfulness, diligence, demandingness, perseverance, patience, strong faith, independence, sincerity, kindness, humanity, tolerance).
2. Professional components (possession of pedagogical, psychological competence, organization of the educational process, diagnosis and prediction of education and upbringing, modeling of the educational process, team management).

In the course of our research, the following were identified as the main criteria for the professional and moral culture of future teachers:

1. Reasonable action towards a specific goal with a positive and optimistic mood.
2. Possession of one's own professional moral and ethical views, views, beliefs, principles in the process of one's professional activity.
3. Stability of the process of conducting socio-communicative activities at a high professional moral and ethical level.
4. Stable manifestation of professional moral and ethical qualities (humanity, social collectivism, self-observation, understanding, analysis, evaluation, description) in behavior is assumed.

When clarifying the complex criterion components of the professional and moral qualities of a future teacher, it is assumed that the student has knowledge about professional moral qualities, a good understanding of their true goals and results of

activity, and the ability to justify the main behavioral algorithm used in necessary situations and improve the skills and qualifications necessary for this in pedagogical situations.

The formation of the professional spiritual and moral qualities of a future teacher in the process of pedagogical education is a complex, long-term, consistent, sequentially developing process, which in this situation requires the cooperation of the pedagogical team and students. The effectiveness of the development of the professional spiritual and moral qualities of a future teacher depends on such factors as the scientific basis of the educational activities carried out with them, creativity, and the creation of the most favorable conditions for students' self-spiritual and moral development. Because the professional spiritual and moral culture of a future teacher is an important stage in the formation of the future teacher's behavioral strategy and the normative regulation of his behavior and consciousness in all areas of his life and activity.

In this regard, when organizing spiritual and educational events in higher educational institutions, pedagogical work should focus on “the changes taking place in the worldview and feelings of young people, including self-awareness, pride in the history of their nation, the present, and the future, as a result of which they work on themselves, form a desire for independent education, and actively participate in the life of society, harmonizing subjective factors such as self-improvement, and directing them to the intended goal.” This will help to successfully form professional and moral culture in the minds of future teachers based on healthy ideological immunity - professional and moral competencies that arise from the acquisition of knowledge, skills, and abilities in the spiritual and

educational sphere that meet the requirements of the state and society.

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