VOLUME 02 ISSUE 12 Pages: 39-43

SJIF IMPACT FACTOR (2021: 5. 705) (2022: 5. 705)

OCLC - 1121105677 METADATA IF - 5.689

















**Publisher: Oscar Publishing Services** 



Website: https://theusajournals. com/index.php/ijp

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# ILLUMINATION OF THE FORMATION OF PEDAGOGICAL RESPONSIBILITY IN FUTURE TEACHERS IN THEORETICAL SOURCES

Submission Date: December 10, 2022, Accepted Date: December 15, 2022,

Published Date: December 20, 2022

Crossref doi: https://doi.org/10.37547/ijp/Volume02Issue12-09

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### **ABSTRACT**

In this article, the theoretical information that supports the content and nature of pedagogical responsibility, the interpretation of scientists' views on this matter, and responsibility as an important component of professional competence are analyzed.

#### **KEYWORDS**

Personality trait, freedom, responsibility, activity, spiritual views, professional culture, teacher-disciple, pedagogical activity.

### INTRODUCTION

Responsibility is an important quality of selfresponsibility as a personal power. If this quality is not developed enough, no matter how much the client has, he will not be successful, otherwise his activity will be useless. W. Frankl once thought that "freedom can turn into arbitrariness if it is not combined with responsibility".

Z.Freud said that many incons don't like freedom because it requires responsibility, they are afraid of responsibility. In professional activity, this situation leads to the formation of professional qualities such as neutrality, indifference, indifference in students. Regardless of the level of education, such professional aspects lead to a decrease in the quality of education,

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create a lack of confidence in the teaching style among the young generation and the general public. This process is the starting point of the crisis in development.

#### THE MAIN RESULTS AND FINDINGS

In all historical periods, such qualities as activity, responsibility, responsibility, selflessness, and loyalty have been considered an important criterion of social development. For example, during the Renaissance, advancements in the fields of education, science, literature, art, and culture are of particular importance in determining the important directions for the allround development of a person today.

In Jalaluddin Rumi's views on the personal educator, the issues of the responsible approach of the person giving education and training to his own behavior are widely disclosed.

Jalaluddin Rumi's spiritual views are of particular importance in the development of personality. In particular, his "Macnaviyi Manaviy", "Fiyhi ma Fiyhi" (Inching is inside), "Mavoizi Majolici Cab'a", "Devoni Kabir", "Devoni Shamci Tabrizi", "Devoni Shamcul Haqayiq", "Letter" have high spiritual value. The acars are significant in that they encompass ideas that glorify all the inconian virtues. Alloma's works reflect the responsibility and accountability of the teacher, the existing laws of the pedagogical process, specific recommendations related to problems and their solutions, and advanced ideas that serve the development of science.

Rumi says that an incon should be able to make demands on its activities. The demand, in turn, directs the activity of incon to the target [50; p. 259]. Indeed, demand is of great importance in the pedagogical process. Responsibility and demandingness develop in future students through pedagogical requirements. Responsibility, strictness, demandingness are among the factors that increase the quality of education, and in turn, serve to show pedagogical influence. In the course of the research, it became known that a number of opinions were expressed in the work of Jalaluddin Rumi regarding qualities such as responsibility, duty, and responsibility. In Rumi's views, these ideas are shown to be important in achieving the goal of the educational process. All of these are important for our research, and they are of particular importance in raising the professional qualities of future teachers and forming a sense of responsibility in them. Appropriate use of such pedagogical skills in educating future teachers with high professional culture and important professional-personal qualities is one of the important tasks for the current era.

In his writings, Rumi touches on the relationship between a noble and a student, and emphasizes that a noble should be responsible and demanding of his student. In the story given by him, it is said that a man was beating his servant. A passer-by asked him: "Aren't you afraid of God, to fight a young boy like that?" The man still said: "I don't know him, I'm beating his bad feelings." Through this story, the author emphasizes that utzos should always encourage their students to act, direct their work and be able to see the future.

In order to research the problem by analyzing the national sources and the spiritual heritage of the brotherly peoples, we came to the following conclusion during the study of Rumi's heritage - the true incon quality in the poet's works, the ability to understand oneself and therefore understand the tasks facing the society, mastering the social experience, the responsibility before the Motherland, the nation There are stories like that. In particular, it is necessary for the teachers who carry out

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OCLC - 1121105677 METADATA IF - 5.689

















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the educational process to be highly responsible, to be fair in their demands, and to show a high level of responsibility in the performance of their duties. Pedagogical activity, in a word, is a necessary activity, the purpose of which is to familiarize the young generation with the culture and values of Christianity and prepare them for life.

V.A. Clactyonin distinguishes the following types of activity:

- 1. Pedagogical activities.
- 2. Motivation.
- 3. Pedagogical goals and tasks.
- 4. Subject of pedagogical activity.
- 5. Effectiveness of pedagogical activity.
- 6. Pedagogical points and vocitas in solving the assigned task.

According to the scientist, the activity of teaching is education and influence on the intellect of the learner and its development.

Accountability is also high in incons with high levels of responsibility. From this point of view, researchers, as a result of their scientific research, evaluate responsibility important criterion as an psychological maturity of an individual. For example, in the researches of V. P. Pryadein, the importance of qualities such as cotsiocentrism, awareness, result orientation, internality, cynicism, and ergetism in the structure of responsibility during early adolescence and maturity is noted.

In his research work, N.V. Leyfrid explained that the success of an entrepreneur depends on the level of taking responsibility, and explains it in terms of a responsible person taking responsibility, using his capabilities and abilities to achieve the set goal, solving problems and finding ways to solve them.

In the process of education, the future teacher's possession of positive qualities guarantees a comprehensive result.

Professional qualities of a teacher are as follows:

- social responsibility;
- responsible solution of society's problems;
- management responsibility;
- honoring students;
- faith in the future:
- justice;
- sociality;
- high demands on oneself and students;
- critically evaluate one's own work;
- conscientiousness, honesty;
- initiative;
- willingness;
- liability insurance;
- gratuity;
- creativity;
- intelligence and others.

It can be seen that responsibility is one of the most important qualities in the work of a pedagogue.

Responsibility as an ethical category is an important factor that determines the future teacher's responsibility in making decisions and taking measures, managing his own activities and the activities of others, imparting knowledge and evaluating. Being responsible requires the student to independence, be fair, have self-confidence, and value the process.

### CONCLUSION

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Scholars of the past have also expressed valuable opinions that there are tasks that an incon must perform and follow during his life, and that they require responsibility and accountability.

In the views of Eastern thinkers, the idea that the formation of responsibility is a problem for every religion, the development and well-being of society, in particular, the ideas that are an important condition for the work of teachers-mentors in raising children.

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OCLC - 1121105677 METADATA IF - 5.689

















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