

DEVELOPMENT OF PROFESSIONAL AND ETHICAL COMPETENCE OF FUTURE PRESCHOOL EDUCATION TEACHERS

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Abstract:

This article provides a scientific and theoretical justification for the necessity of forming and developing the professional-ethical competence of future preschool education teachers. It highlights the essence of pedagogical competence, the importance of professional-ethical values, personal responsibility, and moral stance. The professional and ethical qualities of the teacher's personality and the components of competence formed on their basis are analyzed. Based on existing academic sources, the main factors and directions for developing this competence are presented.

Keywords: Professional-ethical competence, preschool education, preschool teacher, moral values, pedagogical activity, professionalism, pedagogical responsibility, professional stance.

Introduction

Nowadays, the issue of professional self-education among specialists is of urgent importance. The modern requirements for a teacher's professional competence and practical training include not only possessing professional knowledge, skills, and qualifications but also having a rich inner potential, a sufficiently developed general and professional-ethical culture, the presence of professional-ethical needs, and the ability to realize them.

In modern society, the development of the preschool education system demands a new approach to pedagogical staff. Future educators are required not only to have professional knowledge and skills but also to possess a high level of ethical culture, rely on spiritual values in their professional activities, and maintain a firm ethical position. Therefore, the issue of forming the professional-ethical competence of the educator-teacher is considered a pressing scientific and pedagogical problem.

As researcher I.S. Martynova emphasized, a teacher's professional culture and ethical views play a decisive role in their professional self-awareness, determination of their role in society, and the formation of responsibility when working with children. Hence, ensuring that future preschool educators are prepared to carry out educational activities based on ethical values is closely linked to the development of their professional-ethical competence [1].

Literature Review

The concept of pedagogical competence has been interpreted in various ways by many scholars. In particular, V.A. Slastenin and his team define pedagogical competence as the harmony of professional knowledge, skills, and moral values. According to them, a teacher is not only a knowledge provider but also a spiritual leader who guides children in their development as individuals [2].

The theoretical foundations of the concept of professional-ethical competence were deeply developed by A.K. Markova. She considers this competence to be related to the teacher's moral needs, professional identity, and loyalty to social values. According to the scholar, it is precisely the development of moral needs that contributes to the strengthening of the pedagogical position [3].

B.M. Bim-Bad (2004) describes professional culture as a culture of activity based on human values and regards ethical competence as an integral part of pedagogical professionalism. In his view, true professionalism is not merely knowledge but also an understanding of professional duty, a sense of responsibility, and personal exemplary behavior [4].

Among scholars, S. Khodjaev (2022) identified the moral example, social activity, and professional responsibility of educators working in the preschool education system as the main factors directly influencing the spiritual and moral upbringing of children [5].

This analysis of the literature shows that professional-ethical competence is a key factor in the personal and professional development of a teacher, as well as in ensuring the quality of the educational process. Therefore, the formation of this competence should be one of the priority directions in the system of training pedagogical personnel.

Research Methodology

The methodological basis of this article consists of theoretical and practical approaches to the formation of professional-ethical competence in future preschool educators. The aim of the research is to identify the pedagogical factors, methods, and tools that contribute to the development of the professional-ethical competence of future educator-teachers.

Analysis and Results

Professional-ethical competence is understood as the harmony of moral values, spiritual consciousness, inner responsibility, professional culture, and ethical needs necessary for the effective implementation of pedagogical activity. The current demands on a specialist's professional competence go beyond mere knowledge and skills; they also include the manifestation of moral qualities such as humaneness, honesty, and dedication in professional activities.

The development of an educator's professional-ethical competence is one of the most important tasks formed during the process of mastering pedagogical activity and directly influencing its effectiveness.

One of the most crucial requirements for the teaching profession is the educator's ethical position. It is precisely in this position that the educator manifests themselves as a subject of

pedagogical activity. A teacher's ethical position is an internal value-based approach reflected in their attitude toward children and colleagues, motives for choosing the teaching profession, as well as the goals and means of professional activity.

The development of an educator's ethical qualities is one of the primary tasks formed during the process of mastering pedagogical activity and directly affecting the teacher's ability to fulfill their professional duties. Successfully performing professional tasks requires a high level of competence and qualification. Competence is the possession of the knowledge, skills, and qualifications necessary to effectively fulfill professional responsibilities.

A professional specialist must adhere to the principles of innovativeness (creative research, striving for novelty, readiness to make reasoned decisions, etc.) and pragmatism (goal orientation, effective time management, etc.) in their work.

The essence of professionalism is not merely the sum of professional knowledge and skills. True professionalism also includes moral excellence: the specialist's understanding of their professional duty, a sense of moral responsibility, and a serious attitude toward matters of professional honor are integral parts of this concept.

The professional activity of teachers in preschool education institutions is extremely diverse and regulated by various normative documents, rules, and standards. Nevertheless, despite this diversity, there are general ethical principles that define the essence of professionalism, which, along with competence, qualifications, and diligence, form the foundation of professionalism. According to V.V. Markova, a developed system of professional-ethical needs is one of the main factors determining the level of formation of the professional-ethical position of a preschool education teacher [6].

Every society is interested in preserving accumulated experience and passing it on to the new generation; otherwise, not only development but the very existence of society itself would be impossible. The preservation of this experience largely depends on the system of upbringing and education, which is shaped based on the worldview and socio-cultural development characteristics of society. The spiritual and moral formation of the new generation and preparing children and youth for independent life are essential conditions for the development of Uzbekistan. Addressing issues related to moral education requires searching for the most effective methods or revisiting previously known approaches.

The family upbringing environment is also important for the growing generation, where values are transmitted from generation to generation through traditions. At the same time, the socio-cultural environment of the kindergarten plays a significant role in the civic, spiritual, and cultural formation of the child's personality. It is in this environment that the educator's ethical example, professional culture, and human qualities strongly influence the child's worldview.

Conclusion

In summary, the readiness of future educators to foster the spiritual and moral development and upbringing of children is considered the most important component of their professional competence. This is a personal quality that integrates motivational, cognitive, and practical activity components.

The modern demands placed on educators go beyond professional knowledge and skills to include spiritual elevation, moral stability, inner responsibility, and professionalism. Therefore, the formation and development of the professional-ethical competence of future preschool educators is becoming one of the pressing directions in contemporary pedagogy.

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