

## PEDAGOGICAL REQUIREMENTS FOR THE PROFESSIONAL CULTURE AND DEONTOLOGICAL BEHAVIOR OF FUTURE TEACHERS

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**Abstract:** This article examines the pedagogical requirements for developing the professional culture and deontological behavior of future teachers. It highlights the importance of professional values, ethical principles, pedagogical competence, communication skills, and reflective practice in teacher preparation. The study emphasizes the role of higher education institutions in fostering ethical responsibility and professional conduct among future educators. The findings indicate that the integration of professional culture and deontological principles contributes to the preparation of competent, responsible, and ethically oriented teachers.

**Keywords:** professional culture, pedagogical deontology, professional ethics, pedagogical competence, communicative competence, emotional intelligence, ethical behavior, professional development, educational values

The professional preparation of future teachers extends beyond the acquisition of pedagogical knowledge and instructional skills. In contemporary educational systems, teachers are expected to demonstrate a high level of professional culture and adhere to ethical and deontological standards that govern their interactions with students, colleagues, parents, and society. Professional culture encompasses a teacher's values, attitudes, communication style, sense of responsibility, and commitment to continuous professional development. Deontological behavior, in turn, reflects the ethical duties and professional obligations that regulate educators' conduct. Together, these components form the foundation of effective, responsible, and socially oriented teaching practice.

Contemporary educational environments are characterized by rapid social, technological, and cultural transformations. These changes place new demands on teachers' professional competencies and moral responsibility. Future educators must be prepared not only to transmit knowledge but also to serve as role models who promote respect, fairness, inclusivity, and humanistic values. Consequently, the development of professional culture and deontological behavior has become a major objective of teacher education programs worldwide. Pedagogical requirements for cultivating these qualities include the integration of ethical education, reflective practice, communication competence, and value-oriented learning into the teacher preparation process. Such requirements contribute to the development of educators capable of making responsible decisions, maintaining professional integrity, and establishing positive educational relationships.

The issue of developing professional culture and deontological behavior among future teachers has attracted considerable attention in contemporary pedagogical research. Modern educational systems require teachers not only to possess professional knowledge and instructional skills but also to demonstrate ethical responsibility, professional integrity, and a commitment to humanistic values. As a result, numerous scholars have explored the theoretical and practical foundations of professional culture and pedagogical deontology in teacher education.

The philosophical and pedagogical foundations of professional culture can be traced to the works of John Dewey [2], who regarded education as both a social and moral activity. Dewey emphasized that teachers should cultivate democratic values, critical thinking, and social

responsibility while acting as moral exemplars for learners. Similarly, Lev Vygotsky [6] highlighted the social nature of learning and stressed the importance of ethical interaction between teachers and students within the educational process.

Research on teacher professionalism has expanded significantly over recent decades. Lee S. Shulman argued that professional competence involves not only pedagogical content knowledge but also professional judgment and ethical responsibility. His concept of professional knowledge underscores the necessity for teachers to make informed and morally sound decisions in educational practice. Likewise, Linda Darling-Hammond emphasizes that effective teacher preparation programs should integrate professional ethics, reflective practice, and value-based education to support the holistic development of future educators.

The concept of pedagogical deontology is closely linked to professional ethics. David Carr defines teaching as a moral profession that requires adherence to ethical principles such as honesty, justice, responsibility, and respect for students. These principles constitute the basis of professional conduct in educational settings. Similarly, Kenneth A. Strike and Jonas F. Soltis argue that ethical competence is an essential component of teacher professionalism, enabling educators to address moral dilemmas and maintain professional standards in complex educational situations.

1. Another significant contribution to the understanding of deontological behavior is provided by Nel Noddings [3] through her ethics of care theory. Noddings emphasizes the importance of caring relationships in education and argues that effective teaching is grounded in empathy, trust, attentiveness, and respect for students' needs. These qualities represent essential elements of professional culture and support teachers in fulfilling their ethical responsibilities. Additionally, Uzbek researchers M. Ochilov, N. Ochilova [4], A. Boltaev [1], K. Uzakova [5], and others have conducted research on the importance of the deontological approach in developing teacher ethics, deontological competence, and communication culture in future students.

Professional culture is a fundamental component of teacher preparation. It encompasses a system of professional values, ethical norms, pedagogical knowledge, communication skills, and personal qualities that enable teachers to perform their duties effectively. Future educators are expected not only to possess strong subject knowledge but also to demonstrate professionalism in their interactions with students, colleagues, parents, and members of the wider community.

The formation of professional culture begins during initial teacher education and continues throughout an educator's professional career. Higher education institutions play a vital role in fostering responsibility, discipline, respect for diversity, and commitment to lifelong learning. A well-developed professional culture enables future teachers to adapt to changing educational environments, implement innovative teaching methods, and maintain constructive relationships within educational communities. Teachers who possess a strong professional culture serve as positive role models, demonstrating fairness, integrity, empathy, and dedication to educational goals.

Pedagogical deontology refers to the system of moral obligations, ethical principles, and professional duties that guide teachers' behavior. It establishes standards of conduct that ensure respect for students' rights, dignity, and individual characteristics. Deontological behavior is essential for maintaining trust between teachers and learners and for creating a supportive educational environment.

Future teachers should recognize that their professional responsibilities extend beyond classroom instruction. They are responsible for promoting students' intellectual, emotional, and social development while adhering to ethical principles. Respect for confidentiality, objectivity in assessment, impartiality, and accountability for educational outcomes are among the most important deontological requirements.

Teacher preparation programs should therefore incorporate ethical training into pedagogical curricula. Through case studies, reflective activities, and supervised teaching practice, future educators can develop a deeper understanding of professional ethics and learn to apply ethical principles in real educational situations.

The development of professional culture and deontological behavior requires adherence to several key pedagogical requirements. First, future teachers must acquire a high level of pedagogical competence. This includes mastery of instructional methods, classroom management strategies, educational technologies, and assessment techniques. Professional competence enables teachers to organize effective learning experiences and respond appropriately to students’ diverse needs. Second, communicative competence is essential. Teachers should be capable of establishing constructive dialogue with students, parents, and colleagues. Effective communication promotes mutual understanding, prevents conflicts, and contributes to a positive educational climate. Respectful language, active listening, and empathy are important indicators of professional communication. Third, future educators should develop reflective competence. Reflection enables teachers to evaluate their professional actions, identify strengths and weaknesses, and continuously improve their practice. Self-assessment and critical thinking contribute significantly to professional growth and ethical awareness. Fourth, emotional intelligence represents an important requirement for modern teachers. Educational practice frequently involves challenging situations that demand patience, self-control, and emotional stability. The ability to recognize and manage emotions helps educators maintain professional behavior and effectively support students. Finally, future teachers must demonstrate a strong commitment to ethical principles, including honesty, fairness, respect, responsibility, and tolerance. These values form the basis of deontological behavior and influence every aspect of pedagogical activity.

Higher education institutions bear significant responsibility for shaping future educators’ professional culture and ethical conduct. Universities should create learning environments that promote academic integrity, collaboration, and social responsibility. Faculty members serve as mentors whose professional behavior strongly influences students’ attitudes, beliefs, and values.

Practical teaching experiences are particularly important in developing deontological competence. During teaching practice, future educators encounter real classroom situations that require ethical decision-making and professional judgment. Guided reflection and mentorship help students connect theoretical knowledge with practical experience and strengthen their professional identity.

In addition, universities should organize seminars, workshops, and training programs focused on professional ethics, conflict resolution, inclusive education, and intercultural communication. Such activities contribute to the comprehensive development of future teachers and prepare them for the complexities of modern educational practice.

The growing influence of digital technologies has created both opportunities and challenges for teachers. Future educators must develop digital competence while maintaining professional and ethical standards in online environments. Responsible use of educational technologies, protection of student data, respect for intellectual property rights, and appropriate online communication are important aspects of contemporary deontological behavior.

Teachers should also be prepared to address ethical issues related to social media, artificial intelligence, and digital learning platforms. Professional culture in the digital era requires educators to balance technological innovation with ethical responsibility and human-centered educational values. The integration of digital literacy and ethical awareness into teacher education programs

contributes to the preparation of competent and responsible professionals capable of navigating contemporary educational realities effectively.

Several factors influence the development of professional culture and deontological behavior among future teachers. These include personal motivation, educational experiences, institutional culture, social expectations, and opportunities for practical teaching experience. A supportive educational environment encourages students to internalize professional values and ethical standards.

Mentorship plays a particularly important role in shaping future teachers’ professional identity. Experienced educators provide guidance, feedback, and examples of ethical conduct that help students develop professional confidence and responsibility. Furthermore, participation in research activities, community service projects, and professional organizations enhances students’ understanding of their social and professional obligations.

The interaction between theoretical preparation and practical experience creates favorable conditions for the formation of a mature professional culture that reflects both pedagogical competence and ethical commitment.

The development of professional culture and deontological behavior is a central objective of contemporary teacher education. Future teachers must acquire not only pedagogical knowledge and instructional skills but also ethical values, professional responsibility, and a commitment to continuous self-improvement. Through comprehensive training, practical experience, and systematic ethical education, teacher preparation institutions can cultivate educators who are capable of meeting the professional and moral demands of modern society.

The integration of professional culture and deontological principles contributes significantly to the effectiveness of educational processes and the overall quality of education. Future research may focus on developing innovative pedagogical technologies and educational strategies aimed at strengthening ethical competence and professional culture among future teachers.

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