

Innovative Organization And Management Of The Process Of Developing Deontological Competence Of University Students (On The Example Of Preschool Education)

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Annotation: This article examines the issues of developing the deontological competence of students in higher education institutions. In particular, the importance of deontological competence for students specializing in preschool education, the necessity of innovative approaches, and management methods are analyzed. Additionally, the significance of using pedagogical technologies and information tools in shaping deontological competence is highlighted.

Keywords: Deontological competence, innovative management, pedagogical ethics, preschool education, moral education, digital technologies, curriculum, reflective teaching, professional ethics.

INTRODUCTION.

In modern society, the professional skills of pedagogical staff are determined not only by their knowledge and abilities but also by their deontological competence. Deontological competence encompasses a teacher's ethical and moral values, adherence to professional ethics standards, and understanding of social responsibility. This is particularly significant in the field of preschool education, where teachers play a crucial role in the early stages of personality formation. Deontological competence primarily involves shaping a student's professional responsibility and understanding ethical norms. This article focuses on the key aspects of organizing and managing this process innovatively.

Main body: Deontological competence reflects a teacher's adherence to ethical, professional, and moral standards in their activities. It encompasses understanding ethical norms, adhering to them, and

realizing social responsibility. In the modern education system, developing deontological competence not only enhances students' knowledge but also strengthens their professional ethics and improves the quality of interpersonal relations in pedagogical activities. Preparing students in higher education institutions for deontological competence is particularly significant in the field of preschool education. Teachers in this domain play a crucial role in the early stages of children's upbringing and personality development. Therefore, fostering adherence to ethical norms from the beginning stages of their training is essential.

Factors Contributing to the Formation of Deontological Competence

1. Theoretical knowledge: It is crucial for students to have a strong understanding of ethical rules, professional ethics, and deontology.

2. Motivation: Encouraging students to recognize professional responsibility and adopt ethical approaches in their activities.

3. Practical training: Developing skills in resolving ethical dilemmas and managing real pedagogical situations.

4. Reflection: Enhancing students' ability to analyze their actions and make ethical decisions.

Importance of Innovative Organization

The application of modern technologies and methods in pedagogical processes is vital for shaping deontological competence among students. For instance:

Information technology can prepare students for real-life situations through interactive training and simulations.

Game-based learning methods make pedagogical activities engaging and effective.

Practical seminars and training help students learn to address complex situations.

Effective management of the process of developing students' deontological competence involves monitoring the educational process, adapting curricula, and enhancing the qualifications of educators. This process is implemented systematically through well-organized educational activities in higher education institutions. In the field of preschool education, this process is carried out through interactive activities like ethical discussions, practical experiences, and games that help students develop the skills to resolve moral issues while working with children. Deontological competence is a fundamental criterion in the professional activities of educators. Developing this competence enhances students' theoretical knowledge and practical skills. The application of innovative approaches increases the efficiency of this process and creates a strong foundation for the

upbringing of future generations in the preschool education sector.

The Content and Importance of Deontological Competence

Deontological competence is an integral part of pedagogical activity and includes the following components:

Knowledge and adherence to ethical norms: Strict compliance with professional ethics rules.

Moral responsibility: Forming ethical relationships with children and their parents in professional activities.

Professional self-development: Actively pursuing personal growth and professional improvement.

Deontological competence is particularly critical in preschool education, where children's worldview, moral values, and self-perception are formed.

Innovative approaches significantly enhance the process of developing deontological competence among students. The following innovative methods can be employed:

1. Utilization of digital technologies: Preparing students for real pedagogical situations through simulations and interactive training.

2. Practical seminars and training sessions: Focusing students on solving ethical issues in working with children.

3. Reflective teaching methods: Helping students understand ethical norms through self-analysis of their activities.

4. Case study methods: Engaging students in discussions of real-life scenarios related to pedagogical ethics.

Effective Methods of Organization and Management:

The successful organization and management of the process of developing deontological competence require the following approaches:

1. Adapting curricula: Incorporating the basics of deontology into higher education programs.
2. Engaging students in real practice: Providing opportunities for observation and practice in preschool education institutions.
3. Monitoring and evaluation systems: Regularly assessing students' adherence to professional ethics standards.
4. Utilizing distance learning opportunities: Offering online courses and webinars on ethics-related topics.

To develop deontological competence in the field of preschool education, the following measures should be implemented:

Organizing role-playing activities: Helping students develop skills in resolving ethical dilemmas.

Conducting practical sessions: Observing and analyzing real-life situations in preschool education institutions. Holding ethical discussions: Encouraging students to think critically and make moral decisions.

Conclusion: Developing deontological competence in higher education institutions positively influences students' future professional activities. Organizing and managing this process innovatively not only fosters theoretical knowledge but also develops practical skills. This is particularly crucial in preschool education, where it serves as a foundation for the moral and ethical upbringing of future generations.

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