



## The Essence of the Physical Education Teacher's Deontological Readiness for Professional Activity

*Gulhayo Mexriddin-qizi Akramova*

*Teacher of the Department of "Sports Theory and Methodology", Bukhara State University,  
Uzbekistan*

**Annotation:** In the article in the context of the paradigm of updating the content of professional education in the sphere of physical culture the main aspects of the author's approach to the organization of deontological training of the future teacher of physical culture are revealed. It is shown, that deontological training of future teachers of physical culture should be considered as an important factor of humanization of professional education and effectiveness of physical education work with students. In the article are denoted the targets, conceptual apparatus, pedagogical conditions, the implementation of which will allow university teachers to successfully implement the process of deontological training of future teachers of physical culture.

**Keywords:** deontological training of a physical culture teacher, deontological readiness of a teacher, methodological approaches, professionalism formation of a teacher, pedagogical conditions.

For the first time the concept "deontology" (from Greek deontos - "proper" and logos - "teaching") was put into scientific circulation in the first half of the XIX century by the English historian, philosopher and lawyer Bentham. Deontology or the science of morality". The author understood deontology as "the science of the proper and proper", revealing the basics of morality in general, forms of manifestation of duty, through which the basics of morality are manifested in the requirements and content of social laws that determine various forms of human behavior, as well as in general social norms and rules. However, the peculiarities of the manifestation of ethics in the professional behavior of a person were not considered by him, although this problem was relevant in antiquity.

The analysis of foreign and domestic scientific works, devoted to the study of deontological knowledge genesis, allowed to reveal the features of formation of scientific views of scientists about deontology as a science of proper professional behavior (I.G. Aksenov, I. Bentham, M.P. Vasilyeva, A.A. Grando, G.M. Grigoriev, E.V. Korobova, G.P. Medvedeva, N.M. Skoromets, G.F. Gaus, G. Gotsis, S. Larmore, D. Ladkin, etc.).

The analysis of literature has shown that there are various approaches to periodization of development of deontology as a science. So, in the works studying psychological and medical aspects of deontology the following periods of its development are allocated: pre-Hippocratic, Hippocratic and post-Hippocratic. However it is necessary to note that practically scientific fundamentals of pedagogical deontology are not studied, the concept and place of deontology in general and professional pedagogics as well as in the theory and methodology of physical education and sport are not formulated.

The first studies on the norms of human behavior in specific professional activities were conducted in ancient times. Their emergence was associated with the emergence of ethical ideas in the



framework of the philosophical doctrine of morality (Aristotle, Quintilian, Plato, Socrates, Seneca, etc.). In this context we should mention the development of critical philosophy's ideas about moral law and human and social duty as values of higher moral order (I. Kant), appearance of moral and ethical views of religious nature in Buddhism, Islam, Judaism, Christianity, etc, with the formulation of the first professional rules and norms regulating human activity (Avicenna, Galen, Hippocrates, etc.).

In medieval feudal Europe, pedagogical deontology had been developed on the basis of religious philosophy, which is why it did not have a pronounced humanistic content.

Pedagogical activity was popular and had high social importance in Ancient Greece (750 - II-I centuries B.C.). Philosophers, such as Aristotle, Plato, and Socrates, believed that an educator should educate the young generation physically first of all, prepare it for protection of interests, rights and property of the ruling class, such as slave-owners. Knowledge was held to be the supreme value and value, while education and training of oneself and one's children was considered a sacred duty and the primary responsibility of the adult.

In Ancient Rome (753 BC-476 AD) the pedagogical ideas of the Greeks were further developed in the works of philosophers-Quintilian, Ovid, Seneca, Cicero, Caesar, and others-who believed that knowledge, labor, experience, love of children, parents, and homeland played an important role in shaping the human personality. A special place was given to self-knowledge. In their opinion, a teacher can be only a highly educated man who loves his students, understands, appreciates and studies their characteristics and behavior.

In the Middle Ages (XIV-XVI centuries), scholastic ideas were popular that the success of school education and training of children is determined by the severity of the teacher, his ability to punish students for naughtiness and laziness.

One of the first pedagogical scholars who anticipated and accepted humanistic ideas of the Renaissance was a great pedagogue of that time Jan Amos Comenius (1592-1670). The Czech scholar believed that the status of the teacher and his position determined his professional duties and behavior. J. A. Comenius developed the ideas of pedagogical realism, critically evaluated the scholastic experience of the school of the Middle Ages, laid the foundation of the new content of school education, which was based on the progressive views of pedagogues and on the achievements of science. In his classic work "Great Didactics" the author singled out the basic qualities that form the basis of a teacher's personality and that of any educated person: morality, virtue, education, piety, and religious schooling.

Didactic ideas of J. A. Comenius touch upon practically all actual problems, which are the subject of modern pedagogical science. The problem of moral education in a person, in his opinion, is the most significant, directly related to the attitude of society and man to education, and the foundations for the development of human morality should be laid in the process of training and education.

J. A. Comenius considered honesty, justice, wisdom, ability, endurance in work, courage to be the main qualities describing man's manifestations of virtue. According to him, these qualities must be cultivated in a child from his first years of life. Means for their development are the appropriate teacher's instructions, which are reinforced by moral deeds and actions. Comenius assigned an important role in the moral education of the child to the teacher's own example of moral behavior, as well as examples from life, and examples taken from history and literature.

The results of the analysis of ideas about necessary professional qualities of a teacher and his or her behavior in the period of implicit development of deontology as a science are shown in the table.

Thus, the performed historical analysis of the evolution of ideas about the necessary professional



qualities of a teacher, showed that the formation in human society of ideas and requirements for the professional qualities of a teacher and doctor has a socio-cultural conditionality, which is largely determined by religious traditions.

However, the analysis of historical materials and literature on the history of pedagogy has not revealed any specific requirements for the professional qualities of a physical education teacher in the period under study. In our opinion, it is connected with the absence of public recognition of importance and necessity of such activity.

We will be oriented to the second direction in deontology, that is to follow the position in which the possibility of non-compliance with moral norms and requirements is:

- necessity and obligation as the basis for all morality,
- the absence of moral fanaticism,
- the absence of conditions for an objective assessment of certain circumstances to be guided by.

The performed theoretical analysis of the main philosophical doctrines allowed to conclude that revealing the relationship and establishing the degree of difference between right and duty correspond to the objectives of deontology, which considers duties as primary and involves the strict observance of duties, and natural human rights as a fundamental source and a powerful means of moral control function. This conclusion allows us to scientifically substantiate the structural components of deontological training of future teachers, which are: normative-personal and normative-legal.

Summarizing the above, we note: the concept of "deontology" in the development of philosophy firmly entered the scientific turnover and began to be used in the disclosure of ideas about proper behavior, about the actions and attitudes of a person or group, about actions, and the theory of deontology stood out as an independent among philosophical theories.

The Age of Enlightenment (18th century) identified education, science and reason as the main factors of progress. By French thinker of that period Jean-Jacques Rousseau (1712-1778) the concept of "nature cult" was put into scientific work; its sense was that nature gave a man integrity of character, freedom instinct, morality, great-heartedness, softness, kindness, sensitivity and delicacy: "The heart is obedient to its own laws, it escapes from slavery and gives itself according to its own will".

In the works of prominent educators Adolf Disterweg (1790-1866) and Johann Heinrich Pestalozzi (1746-1827) the pedagogical ideas of the Enlightenment era were further developed.

K.D. Ushinsky (1824-1870) in his works notes the high significance of the teacher's mission and the importance of his professional behavior. In his pedagogical heritage special attention is paid to the moral analysis of the teacher's manifestations of feelings of love and kindness.

The main outcomes of the theoretical study of the explicit period of development of deontology as a science are:

- Allocation of deontology as an independent science of professional human behavior;
- formulation of the concept of "deontology";
- the definition of professional duty as the main category of deontology;
- revealing the humanistic basis of professional norms and requirements for the teacher;
- consolidation in the public consciousness of the basis for the formation of ideas about the need for a teacher to perform a professional duty to children with various health and developmental disabilities, enshrined legally in regulatory and legal documents;



- the emergence of scientific and legal prerequisites for improving the regulatory framework and regulation of professional behavior of a teacher.

## References

1. Тураев М. М. Методы преподавания физического образования и их важные аспекты // Проблемы науки. – 2021. – №. 2 (61). – С. 35-37.
2. Мухамедович Т.М. Важные факторы организации медицинских кружков по физическому воспитанию // Центрально-азиатский журнал медицинских и естественных наук. – 2022. – Т. 3. – №. 1. – С. 82-86.
3. Тураев М. М. Повышение эффективности физического воспитания студентов с помощью компьютерных технологий // Вестник науки и образования. – 2021. – №. 5-3 (118). – С. 99-102.
4. Тураев М. Important Factors for the Organization of Medical Groups in Physical Education // Центр научных публикаций (buxdu. Uz). – 2021. – Т. 8. – №. 8.
5. Тураев М. М., Баймурадов Р. С., Файзиев Я. З. Интерактивные методы физического воспитания в вузах // Педагогическое образование и наука. – 2020. – №. 3. – С. 132-135.
6. Тураев М. М. И др. Оздоровительная физическая культура её основы и инновационные технологии // Science and Education. – 2022. – Т. 3. – №. 4. – С. 1102-1108.
7. Turayev M. M. Et al. Og'ma xulq-atvor-o'rganish mahsuli sifatida // Science and Education. – 2022. – Т. 3. – №. 4. – С. 1694-1701.
8. Тураев М. Og'ma xulq-atvor-o'rganish mahsuli sifatida // Центр научных публикаций (buxdu.Uz), 8(8).2022. От [http://journal.buxdu.uz/index.php/journals\\_buxdu/article/view/5564](http://journal.buxdu.uz/index.php/journals_buxdu/article/view/5564)
9. Тураев, М. (2022). Организация проектных технологий на уроках физической культуры. Центр научных публикаций (buxdu.Uz), 21(21). Извлечено от [http://journal.buxdu.uz/index.php/journals\\_buxdu/article/view/7819](http://journal.buxdu.uz/index.php/journals_buxdu/article/view/7819)
10. Тураев, М. (2021). Содержание процесса организации оздоровительных занятий для людей пожилого возраста. Центр научных публикаций (buxdu.Uz), 7(7). Извлечено от [http://journal.buxdu.uz/index.php/journals\\_buxdu/article/view/3780](http://journal.buxdu.uz/index.php/journals_buxdu/article/view/3780)
11. Тураев, М. (2022). Образование и воспитание в физической культуре – особенности повышения эффективности использования национальных ценностей. Центр научных публикаций (buxdu.Uz), 8(8). Извлечено от [http://journal.buxdu.uz/index.php/journals\\_buxdu/article/view/5012](http://journal.buxdu.uz/index.php/journals_buxdu/article/view/5012)
12. Мухитдинова Н.М. Абитова Ж.Р. Механизмы интеллектуального развития дошкольников с помощью физических занятий // Проблемы педагогики.- 2020- № 3 (48) с 79-81
13. Мухитдинова Н.М. Методология физических упражнений и игр в дошкольных образовательных организациях // Проблемы науки-2020-№9 (57) с 81-83
14. Мухитдинова Н.М. Эшов Э. Improvement of psychology and pedagogical process on physical training // Intellectual Archive 2018 с 93-96
15. Мухитдинова Н.М. Механизм интеллектуального развития у детей дошкольного возраста с помощью спортивных игр // Академия научно- методический журнал с 92-93 2019
16. Мухитдинова Н.М. Джураева М.З. Национальные переживания, связанные с ходом спортивной борьбы // Вестник интегративной психологии с 49-50 2018



17. N.M.Muxitdinova Covering physical education issues in the first step curriculum International Engineering Journal for Research & Development Vol. 7 Issue 1 2022 04.02
18. N.M.Muxitdinova Development of the preschool education system in foreign countries (example of great britain and germany) Academic Research in Educational Sciences ISSUE 10 2021 10.10. 503-508
19. Дж И Курбанов, МЗ Джураева Физическая культура в епосе Алишера Навои Педагогическое образование и наука 2020, 103-107
20. К вопросу о занятиях по физическому воспитанию школьников АА Афраимов, МЗ Джураева, И.Т Хамраев Редакционная коллегия, 70
21. Healthy lifestyle in perfect generation's upbringing МЗ Джураева Scientific researches for development future, 75-77
22. Национальные переживания, связанные с ходом спортивной борьбы НМ Мухитдинова, МЗ Джураева Вестник интегративной психологии, 49-50
23. Характеристика эмоционально-волевой готовности к спортивной деятельности. Джураева Махаста Зокировна Россия
24. Мактабгача таълим ташкилоти тарбияланувчиларнинг ақлий ва жисмоний функциялари ривожлантиришда бадий гимнастика элементларининг аҳамияти Джураева Махаста Зокировна “Интеллектуальные технологии в образовании” Ташкент 2021 года 24 декабря 936-938 бетлар.
25. Джураева М. “Хиссий-иродавий сифатларнинг педагогик-психологик тавсифи.” 111-114 бетлар Таълим ва инновацион тақиқотлар 2022/№2
26. Djurayeva Maxasti Zokir qizi “The emotion training system for atudents of preschool education for sports gymnastics sports competitions” 88-101 betlar. International Journal of Advanced Research in Monagement and Social Sciences. Vol.1 №2 February 2022
27. Джураева Махаста Зокировна “Характеристика эмоционально – волевой готовности личности к спортивной деятельности” 169-171 betlar. россия-таджикистан –узбекистан. молодежь и развитие духовной культуры общества: актуальные проблемы и перспективы их решения. 22апреля 2022г.
28. Rahim S., Dilobar S. The development of a culture of healthy lifestyle in student girls through physical education and sports as a pedagogical problem //ACADEMICIA: An International Multidisciplinary Research Journal. – 2022. – Т. 12. – №. 2. – С. 69-73.
29. Абдулаев Ш. Д., Садриддинова Д. Х. Здоровьесберегающий подход на уроках физической культуры в начальной школе Health-saving approach in physical education lessons in primary school //ББК 74.005. 5я431+ 75я431 П781. – 2021. – С. 9
30. Safarov D. Z. O. G. L., Nazarova N. E., Sadriddinova D. H. Q. Ta’lim muassasalarida jismoniy tarbiya, sport tadbirlarining maqsadi va vazifalari //Scientific progress. – 2021. – Т. 2. – №. 1. – С. 1498-1505.
31. Қ.П.Арслонов The Problem of Selecting Children in the Wrestling Section Vital Annex: International Journal of Novel Research in Advanced Sciences (IJNRAS) Volume: 01 Issue: 04 | 2022 ISSN: 2751-756X. Б.54-56
32. Қ.П.Арслонов How to use interactive methods in didactic process in teaching the subject of “the teacheng techniques of the types of national wrestling” Asian journal of research in social sciences and humanities