

## THE IMPORTANCE OF DEONTOLOGY IN THE PROFESSIONAL ACTIVITY OF A SPEAKER

**Temurova Gulchekhra Khudoykulova**

Jizzakh State Pedagogical University, UZ

Associate Professor of the Department of Special Pedagogy

**Isomitdinova Shaxinabonu Zavqiddin kizi**

70110301 - Special Pedagogy: Speech Therapy Master's student of the 1st year

**ANNOTASIYA:** Mazur maqolada hozirgi davr pedagogika nazariyasi talablaridan kelib chiqib logopedning kasbiy faoliyatida deontologiyaning ahamiyatida kasbiga tayyorlanishning ahloqiy-kasbiy jihatlari, pedagogik deontologiya va kompetentlikning xususiyatlari, mazmuni, mohiyati nazariy jihatdan yoritilgan. Ayniqsa, maxsus pedagogika nazariyasida deontologiya tushunchasi kasbiy xulq- atvor bilan bo'g'liq tusuncha ekanligi hozirgi davr talablari asosida asoslangan.

**Kalit so'zlar:** o'qituvchi-logoped, odob-ahloq, pedagogok, kasbiy etika, xulq-atvor, deontologiya, kompetentlik, konsepsiya, ta'lim, pedagogika nazariyasi, ta'limot.

### THE ROLE AND IMPORTANCE OF PEDAGOGICAL DEONTOLOGY AND COMPETENCE IN TEACHER ACTIVITY

**ABSTRACT:** This article, based on the requirements of modern pedagogical theory, theoretically illuminates the importance of deontology in the professional activity of a speech therapist, the ethical and professional aspects of professional training, the features, content, and essence of pedagogical deontology and competence. Especially in the theory of special pedagogy, the fact that the concept of deontology is a concept related to professional behavior is based on the requirements of the modern era.

**Keywords:** teacher-speech therapist, ethics, pedagogue, professional ethics, behavior, deontology, competence, concept, education, pedagogical theory, doctrine.

### ENTRANCE

The fundamental reforms being implemented in the Republic of Uzbekistan, the choice of a unique path of socio-political and economic development in society, as well as the tasks defined in the Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No. UP-5847 "On Approving the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030," created favorable conditions for the formation of a system of continuous education that meets international requirements. State policy in the field of education, aimed at achieving specific goals, is recognized as one of the priority areas ensuring the development of social society.

Among the important measures to be implemented in this direction are the tasks of forming a new generation of specialists, educating a spiritually and morally mature individual with an

independent worldview, creative thinking, a rich national heritage, as well as devotion to universal and national values.

The formation of a personality that fully meets the requirements of the reforms being carried out in society, is competitive, able to adapt to sharp changes in the production sphere, and also effectively operates at the level of the requirements for the qualifications of specialists in the labor market is a pressing problem of today.

A future speech therapist is a person with special education in pedagogical, psychological, and professional fields, professional training, high moral qualities, and working in educational institutions.

In a developing child, speech comprehension develops through establishing connections between the surrounding world, social environment, and words spoken by adults. Based on the study of the psychology of a person with a speech defect, the conscious acceptance of one's defect, that is, the acceptance and awareness, consists of 4 levels:

Level of feeling. Feeling of defects, weakness, and discomfort.

Emotional level. At this stage, a person experiences a defect in themselves, thinks about what others will think when they see it.

Intellectual level. A person needs to realistically assess the severity of the defect and treat it. This is done in the form of reading literature about one's problems, consulting with a specialist, and collecting information.

Motivational level. This is the attitude towards one's own defect, making a decision aimed at eliminating one's defect, and choosing a certain behavior oriented towards society and socialization.

The factors determining the internal manifestation of the defect are: personality traits of a person with a speech defect; the social environment surrounding him.

The main sources in the formation of the internal manifestation of the defect are: parents; mass media; peers; the help of adults in its correct assimilation.

Of course, pedagogical deontology and competence are very important in the adequate elimination of obstacles and various conflicts in the professional and personal activities of a teacher-speech therapist.

The word "deontology" means deontos - "condition," "duty," logos - "doctrine," and the English philosopher J. Bentham scientifically substantiated this concept<sup>1</sup>. In his work "Deontology of the Science of Morally," scientific views on deontology, that is, human morality and ethics, are presented. Later, the ideas in the science of "deontology," proposed by J. Bentham, were developed by the German philosopher I. Kant, who defined deontology as "ethics is the ethics of duty, obligation."

Initially, the word deontology was interpreted in a narrow sense as a person's faith in God, and later in a broad sense, as a concept expressing human obligations. Today, "Deontology" is a science that teaches the norms and rules of behavior at the level required by a person. The word deontology is widely used in professional ethics and expresses the norms of etiquette, behavior, legislation, court, teacher, builder, and duty in the system of public administration within each profession.

The speech therapist should comprehensively study the child with speech impairment and be able to take measures to eliminate deficiencies in their personality traits. At the same time, it is important to constantly search for oneself and develop and effectively apply the specific features of the motivation given by the teacher for the application of modern educational technologies in science and effective use in practice. The use of developmental technologies in

the professional activity of a speech therapist occupies a significant place in special psychological and pedagogical literature, as well as in regulatory documents.

In the educational process, the effectiveness of modern teaching methods and educational technologies for future speech therapists depends on their use of knowledge and skills in practical processes in the educational process, which ensures the development of the speech therapist's personal qualities and professional skills. The technological model of professional training for speech therapists allows for a positive change in the qualitative characteristics of the educational process. In training future speech therapists, conducting educational activities at various facilities in specialized institutions and organizing internships yields significant results. Distinguishing speech defects from each other allows one to determine the level of competence by types and forms of corrective approaches, but also to prove the possibility of increasing this level and thereby create potential conditions for achieving success in future professional activity.

"The norms of teacher etiquette should become the personal opinion, moral qualities, and convictions of every teacher. Moral convictions and qualities are manifested in the teacher's moral influence through their personal example in the process of teaching, educational work, relationships with students, parents, and other people, and in everyday life. The main qualities of a teacher's etiquette correspond to the concepts of universal and national moral qualities. Moral qualities such as humanism, patriotism, national pride, duty, dignity, responsibility, conscience, honesty, truthfulness, purity, and demandingness are analyzed in the teacher's etiquette through pedagogical activity.

It is important for speech therapists to develop personal qualities based on the principles of honesty, humanism, creativity, patience, firmness, kindness, as well as improving professional skills and an approach to activity, as well as passing higher pedagogical school. In connection with the professional training of modern speech therapists, it is necessary to emphasize personal-activity, multi-subjective, and individual-creative approaches in the educational-pedagogical process. Its implementation is important for forecasting future professional activity, the priority of personality and interpersonal relations.

The technological model of professional training of a future speech therapist includes clarifying the role and tasks of the teacher and student in the educational and pedagogical process. They are most effectively implemented in the structure of didactic management, which is a specific type of activity and a condition for creative self-awareness of a teacher of a higher pedagogical school.

The peculiarity of the activity of a modern speech therapist lies, first of all, in the correction of speech disorders in children, but the modern speech therapist teacher works with different categories of children, including children with various types of disorders, which necessitates the training of children. One can consider a practitioner who can freely move in related fields of science, show interest in research activities, and be able to apply communicative, qualified, and innovative technologies in practical activities.

A speech therapist requires extensive knowledge and experience not only due to deviations in speech development but also due to working with children with other psychophysical problems, i.e., secondary defects. Thus, the readiness of a speech therapist for work in the correctional education system, the ability to successfully apply theoretical knowledge in practice, is of great importance.

Also, to develop the personal characteristics and pedagogical skills of future speech therapists, it is necessary to take into account several important aspects:

Training and professional development: It is necessary to organize special training programs for speech therapists, for example, courses on the pathology of language and speech, psychology and pedagogy. Introducing new research, methods, and technologies in professional development seminars, as well as conducting practical classes, helps update the knowledge and skills of speech therapists.

Practical experience: It is important to create opportunities for students to work in practical classes and internships, for example, in kindergartens or specialized educational institutions. By working in real conditions, it is possible to apply theoretical knowledge in practice and develop problem-solving skills.

Personal development: To develop communication skills, training is necessary, such as making speech clear and fluent, improving listening and communication skills. Trainings on stress management and emotional intelligence development help speech therapists manage their emotions and communicate effectively with clients.

When a high level of pedagogical deontology and competence is formed in future teachers-speech therapists, in turn, ensuring the future of the country, the harmonious development of our younger generation, and obtaining quality and perfect education becomes a priority task."

#### CONCLUSION AND RECOMMENDATIONS

From the above, it can be concluded that today's speech therapist-teacher-educator should possess high human qualities, professional behavior, pedagogical mastery, and pedagogical ethics in their specialty. Mentoring and support: Mentoring new specialists by experienced speech therapists is important for mutual exchange of experience and promotion of professional growth. The organization of mentoring programs is necessary to help new speech therapists on their professional path.

Innovative methods and technologies: modern pedagogical methods and technologies, such as game-based learning, the use of interactive lessons and multimedia tools, allow for interesting and effective teaching of speech therapists. For speech therapists, it is important to make lessons more interactive and engaging with the help of new technologies, such as mobile applications and online resources. Therefore, along with providing information in the fields of pedagogy, psychology, and methodology in higher pedagogical educational institutions, the need to provide them with information on professional behavior, pedagogical deontology and competence, and teacher-educational ethics is becoming a requirement of the times.

#### REFERENCES

1. 1.O'zbekiston Respublikasining 2020 yil 23 sentabrdagi "Ta'lim to'g'risida"gi O'RQ-637-son qonuni. – <https://lex.uz/docs/5013007>
2. 2.O'zbekiston Respublikasi Prezidentining 2017 yil 7 February "O'zbekiston Respublikasini yanada rivojlantirishning bo'yicha Harakatlar strategiyasi to'g'risida"gi PF-4947-son farmoni. - <https://lex.uz/docs/3107036>
3. 3. Ochilov M. Muallim – qalb me'mori. - T.: "O'qituvchi", 2001. 34-35 betlar
4. 4. Bentham J. Deontology // Bentham J. Deontology together with a Table of the Springs of Action and the Article of Utilitarianism. – Oxford: Clarendon Press, 1983, pp. 119-281.
5. 5. Alex More. Teaching and learning. Pedagogy. Curriculum and culture. 2004, 146 page
6. 6. Elkonin B.D. "The concept of competence as a position of developmental learning". Moscow. 2002.

7. 7. Ojegov S.I. Dictionary of the Russian language. – Moscow: “Russkiy yazik”, 1999. 248 p.
8. 8. Khodjaev B. Umumiy pedagogy. - T.: “Sano-standart”, 2017. 433 bets
9. 9. Musurmonova O. Pedagogik texnologiyalar ta’lim samaradorligining muhim omili. - T.: “Yoshlar tashkiloti”, 2020. 52 bets.
10. 10. Diagnosis of speech disorders in children and the organization of logopedic work in the conditions of a preschool educational institution - St. Petersburg, 2000.
11. 11. S. Yu. Shamsiyava The Impact of Community on the Personal Development of Children with Speech Impediments in Preschool Age. International Journal of Progressive Sciences and Technologies (IJPSAT) Vol. 20 No. 2 May 2020
12. 12. S. Yu. Shamsiyava. MEMORY CHARACTERISTICS OF CHILDREN WITH SPEECH IMPAIRMENTS. FORMATION OF. European international journal of pedagogics 19.11.2023
13. 13. Akramova, X. (2020). Correctional and pedagogical features of the formation of healthy lifestyle skills in children with mental retardation in a family setting. JSPI Scientific Publication Archive, 15(1). retrieved from [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/918](https://science.i-edu.uz/index.php/archive_jspi/article/view/918)
14. 14. Akramova, X. (2020). Social and pedagogical work with preschool children. JSPI Scientific Publication Archive, 7(1). Retrieved from [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/674](https://science.i-edu.uz/index.php/archive_jspi/article/view/674)
15. 15. Akramova, X. (2020). Didactic Foundations of Labor Activity for Children with Intellectual Disabilities. JSPI Scientific Publication Archive, 7(1). Retrieved from [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/682](https://science.i-edu.uz/index.php/archive_jspi/article/view/682)
16. 16. Akramova, X. (2020). Methodology for Forming General Work Skills in Mentally Retarded Students Through Computer Multimedia Programs. JSPI Scientific Publication Archive, 1(12), 1-7. Retrieved from [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/3182](https://science.i-edu.uz/index.php/archive_jspi/article/view/3182)
17. 17. Akramova, X. (2020). Methods of developing general work skills in mentally retarded students through information programs. JSPI Scientific Publications Archive, 7(1). Retrieved from [https://science.i-edu.uz/index.php/archive\\_jspi/article/view/697](https://science.i-edu.uz/index.php/archive_jspi/article/view/697)