

THE IMPORTANCE OF THEORETICAL AND METHODOLOGICAL APPROACHES IN DEVELOPING THE DEONTOLOGICAL POSITION OF FUTURE TEACHERS OF THE SUBJECT “TARBIYA”

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Abstract. This article analyzes the importance of theoretical and methodological approaches in developing the deontological position of future teachers of the subject “Tarbiya”. The study is based on a conceptual-analytical method. It examines deontological, axiological, competence-based, personality-oriented, activity-based, reflective and communicative approaches as methodological foundations for forming professional duty, ethical responsibility and pedagogically justified behavior.

Keywords: future teacher, Tarbiya, deontological position, pedagogical duty, professional ethics, methodological approach, teacher education.

Аннотация. В статье анализируется значение теоретико-методологических подходов в развитии деонтологической позиции будущих учителей предмета «Тарбия». Деонтологическая позиция рассматривается как интегративное профессиональное качество, включающее педагогический долг, этическую ответственность, уважение к достоинству обучающегося, коммуникативный такт, рефлексивную саморегуляцию и нравственно обоснованное принятие педагогических решений. В исследовании раскрывается методологическая роль деонтологического, аксиологического, компетентностного, личностно-ориентированного, деятельностного, рефлексивного и коммуникативного подходов.

Ключевые слова: будущий учитель, предмет «Тарбия», деонтологическая позиция, педагогический долг, профессиональная этика, этическая ответственность, методологические подходы, педагогическое поведение.

Introduction. The professional preparation of future teachers is not limited to subject knowledge and methodological skills. Teaching is a socially and morally significant profession because the teacher’s activity is directly connected with the development of the learner’s personality, behavior, communication culture and value orientation. The ILO/UNESCO Recommendation concerning the Status of Teachers states that education should contribute to the all-round development of the human personality and to the spiritual, moral, social and cultural progress of the community. The same document also emphasizes the role of teachers’ qualifications, abilities, human qualities, pedagogical qualities and technical qualities in educational

development (International Labour Organization & UNESCO, 1966). This position provides a general international basis for considering the ethical and professional responsibility of teachers.

The problem is especially relevant for future teachers of the subject “Tarbiya”. In Uzbekistan, the subject “Tarbiya” was introduced into general secondary education by Resolution No. 422 of the Cabinet of Ministers of the Republic of Uzbekistan. The document states that “Tarbiya” was introduced by integrating subjects such as “Odobnoma”, “Vatan tuyg‘usi”, “Milliy istiqlol g‘oyasi va ma’naviyat asoslari” and “Dunyo dinlari tarixi” into a single subject (Cabinet of Ministers of the Republic of Uzbekistan, 2020). Therefore, the professional activity of a future “Tarbiya” teacher is directly related to moral education, value orientation, civic consciousness and socially responsible behavior.

In this context, the deontological position of the future “Tarbiya” teacher should be understood as a stable professional orientation toward pedagogical duty, ethical responsibility, respect for the learner’s dignity, fairness, communicative tact and morally grounded decision-making. This definition is proposed in the present article as an authorial conceptual interpretation based on the general theoretical foundations of teacher ethics and professional responsibility.

The purpose of the article is to analyze the importance of theoretical and methodological approaches in developing the deontological position of future teachers of the subject “Tarbiya”.

Materials and Methods. The article uses a conceptual-analytical research design. The main method is theoretical analysis of scientific and normative sources related to teacher professionalism, pedagogical ethics, pedagogical content knowledge and the educational function of the subject “Tarbiya”.

Shulman’s concept of pedagogical content knowledge is used only to justify the methodological aspect of teacher preparation. Shulman distinguishes subject matter knowledge, pedagogical content knowledge and curricular knowledge, and explains that pedagogical content knowledge includes ways of representing and formulating subject matter so that it becomes comprehensible to learners (Shulman, 1986). In this article, Shulman’s idea is not used as a direct source on deontology, but as a theoretical basis for explaining why future “Tarbiya” teachers need the ability to transform educational content into pedagogically meaningful interaction.

Campbell’s work is used to justify the ethical dimension of teaching. Campbell argues that teachers need ethical knowledge in order to understand the moral and ethical significance of classroom and school practice (Campbell, 2006). This source is used in the article only in relation to ethical knowledge and moral awareness in teaching.

Strike and Soltis are used as a source on ethical dilemmas in teaching. Their book presents ethical issues in schooling through practical cases, including punishment, equal treatment of students, professional conduct and related problems of educational practice (Strike & Soltis, 2015). In this article, this source is used to support the idea that a teacher's ethical responsibility appears in concrete pedagogical situations.

Sockett's work is used to substantiate the moral foundation of teacher professionalism. According to the ERIC description of Sockett's book, the moral foundations of teaching are expressed through community, knowledge, accountability and ideals (Sockett, 1993). In this article, this idea is used as a basis for linking the deontological position with professional responsibility and accountability.

Results. The deontological approach is the central methodological basis for developing the deontological position of future teachers of the subject "Tarbiya". In the framework of this article, it is interpreted as an approach that directs the future teacher toward professional duty, ethical self-control, fairness, responsibility and respect for the learner's dignity. This interpretation is the author's conceptual position and is not presented as a direct quotation from a specific source.

For a future "Tarbiya" teacher, deontological orientation means that pedagogical influence should be ethically justified. The teacher's actions should not be reduced to formal instruction, moral pressure or disciplinary control. They should be connected with the learner's conscious understanding of values, norms and responsible behavior. Thus, the deontological approach gives professional preparation a normative and ethical direction.

Axiological approach. The axiological approach is important because the content of the subject "Tarbiya" is directly connected with values. The introduction of this subject in Uzbekistan was linked with the need to organize spiritual and educational work on a new basis and to strengthen pupils' understanding of universal values, patriotism and humanistic education (Cabinet of Ministers of the Republic of Uzbekistan, 2020). Therefore, the future teacher's deontological position cannot be separated from his or her value orientation.

Within this approach, pedagogical duty is not viewed only as an external professional requirement. It becomes an internal professional value. The future teacher should understand responsibility, fairness, respect and pedagogical tact not as formal rules, but as stable principles of professional behavior. This conclusion is the author's analytical generalization based on the value-oriented nature of the subject "Tarbiya".

Competence-based approach. The competence-based approach makes it possible to consider the deontological position not only as knowledge of ethical norms, but also as readiness to apply them in real educational situations. Strike and Soltis show that ethical issues in teaching are connected with practical cases and day-to-day pedagogical dilemmas (Strike & Soltis, 2015). Therefore, the future "Tarbiya" teacher

should be prepared to act ethically in concrete situations: classroom disagreement, unfair treatment, conflict, inappropriate behavior or sensitive value-based discussion.

From this point of view, deontological competence includes ethical reasoning, pedagogical tact, fair decision-making, conflict-sensitive communication and the ability to justify one's pedagogical actions. This set of indicators is proposed in this article as an authorial systematization.

Personality-oriented approach. The personality-oriented approach strengthens the humanistic basis of the deontological position. The ILO/UNESCO Recommendation emphasizes that education should be directed toward the all-round development of the human personality and respect for human rights and fundamental freedoms (International Labour Organization & UNESCO, 1966). In the preparation of future “Tarbiya” teachers, this idea requires a pedagogical orientation toward the learner's dignity, individuality and social development.

A future “Tarbiya” teacher should organize educational interaction in a way that respects the pupil's personality and supports conscious moral development. This means avoiding humiliation, labeling, emotional pressure and purely authoritarian forms of educational influence. The teacher's duty is expressed in creating conditions for meaningful dialogue, responsible choice and reflective understanding.

Activity-based approach. The activity-based approach is significant because ethical responsibility cannot be formed only through theoretical explanation. Shulman's theory shows that professional teacher knowledge involves not only knowledge of content, but also the ability to represent and formulate it in ways that are understandable for learners (Shulman, 1986). Applied to the subject “Tarbiya”, this means that ethical, civic and value-based content should be transformed into practical pedagogical tasks, discussions, cases and reflective activities.

Therefore, the development of a deontological position should include case analysis, role-play, discussion of pedagogical dilemmas, modeling of educational situations, reflective diaries and supervised pedagogical practice. These forms allow future teachers to move from abstract knowledge of professional duty to practical ethical behavior.

Reflective approach. The reflective approach develops the future teacher's ability to analyze personal pedagogical actions, motives and decisions. Campbell emphasizes that teachers need ethical knowledge in order to navigate the moral complexity of daily classroom and school practice (Campbell, 2006). This idea justifies the need for reflection in teacher preparation.

For future “Tarbiya” teachers, reflection should include questions such as: Was the pedagogical decision fair? Was the learner's dignity respected? Was the method suitable for the educational situation? Did the teacher's communication support moral

development or only external obedience? Such reflective analysis turns deontological position into an internal mechanism of professional self-regulation.

Communicative approach. The communicative approach is necessary because the ethical quality of teaching is most clearly expressed in communication. The teacher's tone, feedback, listening, explanation, correction and conflict response influence the learner's emotional and moral experience. Sockett connects teacher professionalism with moral foundations such as community, knowledge, accountability and ideals (Sockett, 1993). In the context of "Tarbiya", these foundations are manifested through respectful pedagogical communication and responsible interaction.

A future "Tarbiya" teacher should be able to conduct dialogue, listen actively, give constructive feedback, prevent humiliation and guide pupils toward reasoned moral reflection. Therefore, communicative competence becomes one of the practical indicators of a developed deontological position.

Discussion. The analysis shows that the deontological position of future teachers of the subject "Tarbiya" should not be formed through a single approach. It requires the integration of several theoretical and methodological approaches. The deontological approach defines the direction of professional duty; the axiological approach connects this duty with values; the competence-based approach transforms ethical norms into practical readiness; the personality-oriented approach protects the dignity of the learner; the activity-based approach forms ethical behavior through practice; the reflective approach develops self-analysis; and the communicative approach regulates the moral quality of pedagogical interaction.

The specific nature of the subject "Tarbiya" increases the importance of this integrated approach. Since the subject deals with moral education, civic consciousness, social behavior and value orientation, the teacher's professional position becomes part of the educational content itself. Pupils perceive not only what the teacher says, but also how the teacher acts, communicates, evaluates and responds to difficult situations.

Therefore, the deontological position of future "Tarbiya" teachers should be developed through a purposeful methodological system. This system may include ethical case analysis, pedagogical situation modeling, reflective writing, communication training, supervised practice and value-based discussion. These methods allow theoretical knowledge to become a stable professional behavior.

Conclusion. The deontological position of future teachers of the subject "Tarbiya" is an integrative professional quality that includes pedagogical duty, ethical responsibility, respect for the learner's dignity, communicative tact, reflective self-control and morally justified decision-making. It is formed through the interaction of theoretical knowledge, value orientation and practical pedagogical experience.

The article substantiates that the deontological, axiological, competence-based, personality-oriented, activity-based, reflective and communicative approaches provide a consistent methodological basis for developing this position. Their integration helps future “Tarbiya” teachers transform educational values into ethical pedagogical behavior and socially meaningful educational practice.

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