

THE ROLE OF PEDAGOGICAL ETHICS IN PEDAGOGICAL ACTIVITY

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Abstract: In the process of pedagogical activity, pedagogical ethics is one of the most important factors determining the professional skills of teachers and educators. Ethical norms are significant not only in the relationship between teacher and student during the educational process, but also in the teacher's interactions with parents, colleagues, and society. Observing pedagogical ethics enhances the teacher's authority, fosters a positive psychological atmosphere with students, and helps organize an effective educational process based on mutual respect and trust. Moreover, the norms of pedagogical ethics ensure the quality of education and the effectiveness of upbringing, contributing to the formation of a spiritually mature, morally pure, and socially responsible young generation. Therefore, ethics in pedagogical activity is not only a professional necessity but also an integral value of the education system.

Keywords: pedagogical activity, pedagogical ethics, teacher's mastery, moral norms, pedagogical culture, professional responsibility, quality of education, educational process, teacher-student relations, respect and trust, teacher's authority, social responsibility.

Introduction

Pedagogical activity is a complex and responsible process aimed at effectively organizing education and upbringing. In this activity, along with the teacher's personal qualities, professional skills, and pedagogical culture, adherence to ethics is of great importance. Pedagogical ethics is a set of moral norms that regulate relations between teachers and students, defining the socio-psychological environment of the educational process. The teacher's manners, communication culture, and respectful and trust-based approach play a decisive role in the all-round development of students. Compliance with pedagogical ethics not only ensures the effectiveness of education but also fosters humanitarian values, morality, and responsibility among the younger generation. Thus, the role of ethics in pedagogical activity is a pressing issue that requires scientific and practical study.

Main Part

In pedagogical activity, pedagogical ethics is one of the most important factors regulating the relationship between teacher and student. A teacher who adheres to ethical norms demonstrates effective performance, creating a healthy psychological environment in the educational process. This helps students develop self-confidence, discipline, cooperation, and mutual respect.

The main directions of pedagogical ethics include:

- Teacher–student relations – the teacher’s manners, fairness, kindness, strictness, and communication culture directly affect students’ personal development.
- Professional duty and responsibility of the teacher – the teacher is not only a source of knowledge but also an educator who must serve as a role model through their behavior and activities.
- Pedagogical communication culture – the teacher’s speech culture, listening skills, and ability to express thoughts clearly influence the quality of education.
- Observance of ethical norms in cooperation with parents and society – proper communication with parents and collegial work with fellow teachers strengthen pedagogical ethics.

The primary function of pedagogical ethics is to guide the teacher’s professional and moral conduct. It helps shape the teacher as a disciplined, fair, responsible individual who constantly strives for self-improvement. At the same time, adherence to pedagogical ethics increases students’ activeness and independence in class, playing an important role in their growth as well-rounded individuals.

Scientific sources on pedagogical activity pay great attention to the professional and moral development of the teacher:

- To‘raqulov N., Pedagogical Mastery and Pedagogical Ethics – explores the relationship between a teacher’s skills and professional ethics, emphasizing the importance of morality, communication culture, and responsibility.
- Mavlonova R., To‘raqulov N., Qodirov A., Pedagogy – in addition to the general theoretical foundations of education and upbringing, highlights the importance of pedagogical ethics.
- G‘ofurov K., Fundamentals of Pedagogical Culture – broadly interprets pedagogical culture, presenting pedagogical ethics as its integral part, addressing teacher’s authority, communication culture, and social responsibility.
- Xodjayev B., Teacher’s Manners and Professional Mastery – analyzes how personal qualities, speech culture, and morality influence the educational process, offering practical recommendations.
- Jalolov J., Issues of Pedagogical Communication and Ethics – examines the socio-psychological aspects of pedagogical communication and the role of ethics in it.
- Hasanboeva O., Fundamentals of Pedagogical Activity – focuses on the teacher’s moral responsibility and ethics alongside the theoretical foundations of pedagogy.
- John Dewey and L.S. Vygotsky – in Western pedagogy, they deeply study the impact of ethics and the social environment on the educational process. Dewey emphasized applying democratic values to education, while Vygotsky highlighted the importance of socio-psychological

environment in personality development.

Conclusion

The role of pedagogical ethics in pedagogical activity is invaluable. It fosters healthy relationships between teacher and student, increasing the effectiveness of the educational process. A teacher who observes ethical norms strengthens their authority, serves as a role model for students, and positively influences their personal development and spiritual growth. Pedagogical ethics requires teachers to demonstrate professional mastery, culture, patience, and responsibility. It also ensures that the educational process is organized on the basis of humanism, justice, and respect. Therefore, the success of the modern teacher is primarily reflected in their strict adherence to pedagogical ethics.

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