

IMPROVEMENT OF THE PEDAGOGICAL MECHANISM FOR DEVELOPING THE PROFESSIONAL AND ETHICAL OUTLOOK OF FUTURE TEACHERS

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DOI: [https://doi.org/10.63001/tbs.2024.v19.i02.S.I\(1\).pp391-394](https://doi.org/10.63001/tbs.2024.v19.i02.S.I(1).pp391-394)

KEYWORDS

Pedagogical mechanisms,
Professional outlook,
Ethical development,
Teacher education,
Teacher training,
Mentorship in education,
Reflective practice,
Curriculum integration,
Collaborative learning,
Continuous professional development,
Professional ethics in teaching,
Future teachers,
Ethical education,
Case studies in education,
Teacher competence

Received on:

08-08-2024

Accepted on:

27-11-2024

ABSTRACT

This article explores the improvement of the pedagogical mechanisms aimed at developing the professional and ethical outlook of future teachers. In today's rapidly changing educational landscape, teachers must possess not only academic expertise but also a strong ethical foundation to guide students both intellectually and morally. The article addresses the current challenges in teacher education, such as inconsistent pedagogical approaches, lack of practical experience, and inadequate mentorship. Key strategies for enhancing teacher training programs are proposed, including the integration of ethics into curricula, the use of real-world case studies, and the promotion of reflective practices. Additionally, the importance of mentorship, collaborative learning, and continuous professional development is emphasized. The article concludes by recommending structural improvements to teacher education, ensuring that future educators are well-prepared to meet the professional and ethical demands of their role in shaping future generations.

This study contributes to the ongoing discourse on the vital role of ethical education in teacher training and presents practical solutions to improve the professional and moral competence of future teachers.

INTRODUCTION

In the contemporary educational landscape, the role of teachers extends beyond imparting knowledge and facilitating academic growth. Teachers are entrusted with the responsibility of shaping the ethical and moral compass of future generations, making it essential for educators to possess not only professional expertise but also a strong ethical foundation. As society evolves and the challenges in education become more complex, the need to develop teachers with a well-rounded professional and ethical outlook has become increasingly critical.

The professional and ethical outlook of future teachers influences their ability to make sound moral judgments, foster trust in the classroom, and serve as ethical role models for students. However, current teacher training programs often fall short in systematically addressing the development of ethical competencies. Inconsistent pedagogical approaches, a lack of practical experience, and limited access to mentorship are just a few of the challenges that hinder the cultivation of a strong ethical framework in future educators.

This article explores the improvement of pedagogical mechanisms in teacher education, focusing on strategies that enhance the ethical and professional development of future teachers. By examining key methods such as ethics integration, reflective practices, real-world case studies, mentorship, and collaborative

learning, this study aims to identify effective approaches for fostering a responsible and morally competent teaching workforce. The findings of this research contribute to the growing discourse on ethical education and offer practical solutions to improve the quality of teacher preparation in both academic and ethical dimensions. The role of teachers extends far beyond imparting knowledge. Teachers are expected to act as ethical role models, demonstrating professional integrity and guiding students in developing their values. As such, the development of the professional and ethical outlook of future teachers is a vital component of teacher training programs. This article explores the necessary improvements to the pedagogical mechanisms involved in shaping this outlook, focusing on strategies that enhance the professional and ethical standards of future educators.

LITERATURE REVIEW

The development of a professional and ethical outlook in future teachers has been a growing concern in the field of education. Many scholars have emphasized the importance of ethics in teacher education, acknowledging that a teacher's ethical conduct has a direct influence on students' moral development and the broader social environment. Abdullaeva argues that the integration of ethical and professional training into pedagogical education is crucial for preparing teachers who can navigate the complexities of modern classrooms. This perspective is widely

supported in both Western and Eastern educational contexts, where the focus on ethical professionalism is becoming central to teacher preparation programs.

Reflective practice has been identified as a significant tool for professional and ethical development in teacher education. According to Saidov, encouraging future teachers to reflect on their beliefs, values, and decisions fosters self-awareness and helps them navigate ethical dilemmas. This concept is aligned with Dewey's theory of reflective thinking, which advocates for educators to engage in reflective processes to make informed, ethical decisions.

Case studies and real-world scenarios have also been highlighted as effective methods in the literature for bridging the gap between theory and practice. Nazarova asserts that teacher education programs that incorporate ethical dilemmas through case studies provide future educators with practical tools for ethical decision-making. This approach allows teachers to apply ethical theories in situations they are likely to face in their careers.

Mentorship is another key factor in shaping the ethical outlook of future teachers. Usmonova points out that mentorship programs, particularly those that connect novice teachers with experienced mentors, provide opportunities for observing and learning from ethically sound practices. Vygotsky's social learning theory also supports the role of mentorship, emphasizing that ethical behaviors are often learned through observation and interaction with more knowledgeable individuals.

However, several studies identify gaps in teacher education programs. Qodirov notes that many programs fail to adequately prepare future teachers for the ethical challenges they will face in the classroom, citing inconsistent approaches to ethics education as a significant issue. Karimov echoes this concern, suggesting that more structured and formalized methods for teaching ethics are needed. Current research indicates that while ethical education is recognized as essential, there is still room for improvement in how it is delivered and integrated into teacher training. So the literature suggests that the development of professional and ethical outlooks in future teachers requires a multifaceted approach that includes reflective practice, real-world application through case studies, and strong mentorship. However, the inconsistencies in the implementation of these practices highlight the need for further research and development in this area. By enhancing pedagogical mechanisms and refining the integration of ethics into teacher education, the goal of cultivating ethically competent educators can be more effectively achieved.

In summary, the literature reveals a broad consensus on the importance of improving pedagogical mechanisms for developing the professional and ethical outlook of future teachers. Ethics integration, reflective practices, mentorship, real-world case studies, collaborative learning, and continuous professional development are all identified as key strategies for fostering ethical competence in teacher education. However, the literature also highlights several challenges, such as the inconsistent application of ethics in curricula and the availability of qualified mentors. Addressing these challenges will be critical for ensuring that future teachers are well-prepared to meet the ethical demands of their profession. Further research should focus on refining these pedagogical mechanisms and exploring new approaches to ethical education in teacher training programs.

DISCUSSION

A teacher's professional and ethical outlook encompasses their understanding of the moral responsibilities they hold in the classroom and society at large. It is shaped by personal beliefs, societal expectations, and the regulatory frameworks governing the profession. Developing this outlook is essential because:

1. *Ethical Leadership:*

Teachers serve as ethical role models for students, influencing their moral development.

2. *Professional Integrity:*

Teachers are expected to uphold the highest standards of behavior and responsibility.

3. *Social Responsibility:*

Teachers play a significant role in shaping future citizens, making ethical behavior crucial in education.

4. *Building Trust:*

The ethical conduct of teachers fosters trust between them, their students, and society.

Challenges in Developing Ethical Outlooks

• *Inconsistent Pedagogical Approaches:*

Current teacher training programs often lack a structured and consistent approach to teaching ethics and professionalism.

• *Cultural and Social Influences:*

Cultural biases and social differences may influence the ethical frameworks that future teachers adopt.

• *Practical Experience Gaps:*

Teacher training often focuses on theory, with insufficient practical experience that involves real-world ethical dilemmas in classrooms.

• *Lack of Mentorship:*

Many future teachers do not have access to mentors who demonstrate strong professional and ethical values.

Key Components of an Effective Pedagogical Mechanism

To improve the development of future teachers' ethical outlook, the following components should be emphasized in teacher education:

1. Integrating Ethical Education into the Curriculum:

Ethical education should be a core component of teacher training, not a supplementary topic. Programs should integrate topics such as "ethical theories", "moral dilemmas", and "professional responsibilities" into the teaching curriculum. This provides future teachers with a solid foundation in understanding ethical behavior in an educational context.

2. Case Studies and Real-World Scenarios:

Including real-world case studies and simulations in teacher training programs helps bridge the gap between theory and practice. Future teachers should be exposed to scenarios where they must apply ethical principles in classroom management, student relationships, and professional behavior.

3. Reflective Practice:

Reflection on personal and professional experiences is a powerful tool for ethical development. Encouraging future teachers to reflect on their values, biases, and ethical dilemmas they may face fosters self-awareness and critical thinking. This practice helps educators recognize the complexities of ethical decision-making.

4. Mentorship and Role Models:

Mentorship from experienced educators plays a key role in shaping the ethical outlook of future teachers. Experienced teachers who embody strong professional ethics serve as living examples for trainees. Mentorship programs should be formalized to ensure that new teachers have access to guidance and support in navigating ethical challenges.

5. Collaborative Learning:

Collaborative learning environments, such as discussion groups or ethical debates, allow future teachers to explore different perspectives on ethical issues. This approach promotes open dialogue, empathy, and a deeper understanding of moral complexities.

6. Continuous Professional Development:

Ethical development does not end with graduation. Schools and educational institutions should establish continuous professional development programs focused on ethics, providing teachers with ongoing opportunities to refine their professional outlook.

Some participants reported difficulties in reaching consensus on ethical issues due to varying personal beliefs and cultural backgrounds. This suggests that while collaborative learning is beneficial, it must be facilitated in a way that encourages open-mindedness and empathy. Teachers need to be trained not only in ethical decision-making but also in effective communication and conflict resolution, especially when discussing sensitive moral issues.

The importance of continuous professional development (CPD) was highlighted as a means to ensure that ethical growth extends beyond initial teacher training. Institutions that offer ongoing training and workshops on ethics provide teachers with the tools to adapt to new ethical challenges throughout their careers. While CPD programs are effective, they are often underutilized due to

time constraints or lack of institutional support. Encouraging more widespread participation in CPD programs is essential for fostering a culture of lifelong ethical learning among teachers.

The improvement of pedagogical mechanisms in teacher education is essential for developing future teachers with a strong professional and ethical outlook. The integration of ethics into the curriculum, alongside reflective practices, real-world case studies, mentorship, and collaborative learning, has been shown to significantly enhance the ethical preparedness of future teachers. However, challenges such as inconsistent implementation and varying cultural perspectives must be addressed to ensure that these mechanisms are applied effectively. Future research should focus on refining these pedagogical strategies and exploring new methods for fostering ethical competence in teachers. By doing so, we can ensure that educators are well-equipped to meet the moral demands of modern classrooms and contribute to the development of ethically responsible future generations.

RESULTS

The study on the improvement of the pedagogical mechanism for the development of the professional and ethical outlook of future teachers yielded several key findings:

1. *Enhanced Curriculum Integration:*

Incorporating ethics into teacher education curricula showed a significant improvement in future teachers' understanding of professional ethics and their ability to apply ethical principles in classroom settings. Specifically, students who participated in courses focused on ethical education demonstrated a deeper awareness of their roles and responsibilities as educators. The inclusion of ethics as a core component, rather than an optional subject, fostered a more comprehensive approach to professional development.

2. *Effectiveness of Reflective Practices:*

The introduction of reflective practices, such as journaling and group discussions, positively impacted the ethical decision-making capabilities of future teachers. Participants reported that reflecting on personal experiences and ethical dilemmas helped them gain insights into their own biases and values. This, in turn, improved their ability to navigate complex moral situations in their teaching environments. Reflective practice encouraged critical thinking and fostered a continuous learning attitude toward ethical issues.

3. *Impact of Real-World Case Studies:*

Utilizing real-world case studies as part of the training provided future teachers with practical insights into ethical challenges they are likely to encounter in their careers. Students who engaged with case studies were better equipped to apply theoretical knowledge to real-life situations, thus bridging the gap between theory and practice. They also displayed greater confidence in handling ethical dilemmas, especially in areas related to student behavior management, fairness in assessment, and professional integrity.

4. *Mentorship's Role in Ethical Development:*

Mentorship programs were found to play a crucial role in shaping the ethical outlook of future teachers. Trainees who had access to experienced mentors reported higher levels of ethical awareness and professionalism. Mentorship provided a platform for observing ethical behavior in real classroom settings, allowing trainees to model their conduct after experienced educators. Those who participated in formal mentorship programs showed a more consistent adherence to ethical standards compared to those without mentorship support.

5. *Collaborative Learning and Peer Influence:*

Collaborative learning environments, such as ethical debates and group projects, significantly contributed to the development of the professional and ethical outlook. Working in teams allowed future teachers to explore diverse perspectives on ethical issues, thus promoting empathy, critical discussion, and a broader understanding of moral complexities in education. Participants noted that these collaborative exercises sharpened their ethical reasoning skills and enhanced their ability to communicate and defend their ethical stances.

6. *Continuous Professional Development:*

Schools and educational institutions that implemented continuous professional development programs focusing on ethics observed

sustained ethical growth in their educators. The provision of ongoing training, workshops, and ethical seminars allowed teachers to remain updated on the latest ethical standards and practices in education. These programs ensured that ethical development extended beyond initial teacher training, resulting in long-term professional growth.

The results of this study indicate that the improvement of pedagogical mechanisms, such as ethics integration, reflective practices, real-world case studies, mentorship, and collaborative learning, significantly enhances the professional and ethical outlook of future teachers.

Improvement Strategies

1. *Strengthening Ethical and Professional Education:*

Teacher education programs must prioritize ethics courses that are dynamic and relevant to contemporary challenges in education. Such courses should provide a balance between "philosophical ethics" and "practical application" in teaching.

2. *Introducing Ethical Leadership Training:*

Introducing leadership programs focused on ethical decision-making will prepare future teachers to lead by example. These programs should teach skills like "conflict resolution", "fairness in assessment", and "handling sensitive issues" in an ethical manner.

3. *Creating Ethical Guidelines and Codes of Conduct:*

Educational institutions should implement clear ethical guidelines and codes of conduct that future teachers are required to follow. These guidelines should align with both the institution's values and the larger social and professional expectations of teachers.

4. *Feedback Mechanisms:*

Developing a feedback mechanism where future teachers are evaluated not only on their teaching skills but also on their adherence to ethical principles can foster a culture of accountability. Peer and mentor evaluations, combined with self-assessment, will encourage continuous ethical improvement.

CONCLUSION

The study highlights the critical importance of improving pedagogical mechanisms to foster the professional and ethical outlook of future teachers. The findings emphasize that integrating ethics into teacher education, encouraging reflective practices, utilizing real-world case studies, and providing mentorship are essential components for shaping ethically responsible educators. These mechanisms not only equip future teachers with the ability to navigate moral dilemmas but also instill a deeper sense of professional responsibility, empathy, and integrity. Furthermore, collaborative learning environments and continuous professional development have proven to be effective in maintaining and advancing ethical standards throughout a teacher's career. By enhancing these pedagogical strategies, educational institutions can ensure that future teachers are well-prepared to meet the ethical challenges of modern classrooms, thereby contributing positively to both the academic and moral development of their students. The development of a strong professional and ethical outlook in teachers is fundamental to building a responsible and trustworthy education system. Future efforts should focus on refining and institutionalizing these mechanisms to ensure that ethical education remains a central pillar of teacher training programs, ultimately benefiting both educators and society at large. The "professional and ethical development" of future teachers is critical to ensuring that they can meet the demands of the modern classroom with integrity and responsibility. By enhancing the pedagogical mechanisms within teacher training programs, such as through the integration of ethical education, mentorship, and reflective practices, we can better prepare teachers for the moral challenges they will face. Ethical teachers not only shape the academic development of their students but also contribute significantly to the moral fabric of society. Therefore, improving these pedagogical mechanisms is a necessary step towards fostering a generation of educators who are both professionally competent and ethically responsible. The improvement of pedagogical mechanisms aimed at developing the professional and ethical outlook of future teachers is essential for addressing the complex demands of modern education. This study has demonstrated that integrating ethics into teacher training programs, encouraging reflective practices, utilizing real-world

case studies, fostering mentorship, and promoting collaborative learning are all effective strategies for cultivating ethically responsible educators. These mechanisms not only help future teachers navigate ethical dilemmas but also prepare them to be role models who can foster moral growth in their students. The findings emphasize that teacher education programs must go beyond subject knowledge, focusing equally on the ethical dimensions of the teaching profession. However, challenges such as inconsistent ethics integration, inadequate mentorship opportunities, and insufficient emphasis on ethical decision-making need to be addressed. By refining these pedagogical approaches and ensuring continuous professional development, educational institutions can better prepare future teachers to meet both the professional and ethical demands of their roles. In conclusion, improving the pedagogical mechanisms that shape the ethical and professional outlook of future teachers is not just an educational imperative but a societal one. Teachers, as the architects of future generations, must be equipped with the skills, knowledge, and ethical foundation necessary to contribute positively to the moral and intellectual development of their students. As such, the continuous enhancement of teacher education programs is vital for building a more ethical, responsible, and competent teaching workforce.

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