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The Concept Of Pedagogical Deontology And Its Significance In Education

Bobokhujayev Jakhonmirzo Umar ogli

Independent Researcher, Gulistan State University, Uzbekistan

Abstract: This article analyzes the essence of the concept of pedagogical deontology, its sources of origin and its place in modern pedagogical ethics. Pedagogical deontology is considered as a field that includes the professional duty, moral responsibility of a teacher, ethical situations arising in the communication between a teacher and a student, and aspects related to compliance with ethical standards in pedagogical activity.

Keywords: Pedagogical deontology, pedagogical ethics, professional duty, moral standard, teacher-student relations, ethical responsibility, deontological approach, professional ethics.

Introduction: In today's educational system, the role of a teacher is increasingly recognized not only as a transmitter of knowledge, but also as a promoter of moral and cultural values, and as a role model for students. In this context, it is of utmost importance to deeply analyze the ethical and normative aspects of pedagogical activity, and to clearly define the professional duties, responsibilities, and ethical stance of the educator. From this perspective, studying the concept of pedagogical deontology and understanding its essence as well as its place in pedagogical ethics has become a pressing necessity.

Pedagogical deontology refers to the theoretical and practical body of knowledge related to the moral obligations, professional duties, and responsibilities of educators. This concept encompasses the ethical dilemmas that may arise in educational practice, the moral choices teachers face, and the mechanisms for adhering to professional standards. In particular, pedagogical deontology plays a vital role in fostering a healthy social environment in educational institutions,

increasing respect and attention towards learners, and implementing the principles of humanism in educational practice. The term deontology originates from the Greek words “deon” meaning “duty” or “obligation,” and “logos” meaning “teaching” or “study.” Thus, deontology literally translates as “the study of duty” [1]. As a major branch of ethics, it examines the system of moral standards, obligations, and professional duties within specific occupational fields. Deontology is primarily concerned with the moral responsibility of professionals such as medical workers, educators, lawyers, government officials, and others, focusing on the ethical stance they maintain while fulfilling their roles and their responsibilities towards themselves and society.

Pedagogical deontology, in particular, addresses the professional duties, socio-cultural responsibilities, and moral obligations of the teacher. This ensures that educators are not only conveyors of knowledge but also act as mentors, guides, and exemplary figures. Through a deontological approach, the teacher morally justifies their professional actions and is expected to be responsible, courteous, and trustworthy in relationships with students, parents, and colleagues. Thus, deontology reflects not only personal responsibility, but also broader social accountability, ultimately reinforcing professional ethics. The moral qualities of a teacher are among the key factors that determine their personal and professional integrity. [2] Universal and national moral values serve as essential ethical standards for all professionals, especially for educators and mentors. These qualities are formed based on social norms, laws of the state, regulatory documents, and moral principles that govern a person's behavior and character in the process of work. In other words, the prevailing social realities of a society place certain ethical demands on every individual, including teachers. These demands manifest in the form of moral norms and virtues. A teacher must not only understand these qualities theoretically but also apply them in both their personal life and professional experience, integrating them with their worldview, ideology, and moral values. Through thinking, feeling, and gaining life experience, universal and national moral values become a part of a teacher's inner belief system, encouraging them to demonstrate these values in practice. From this perspective, a teacher's behavior and ethical character must be based not merely on external standards, but on inner conviction and personal position.

Pedagogical tact is one of the intellectual, cultural, and spiritual expressions of a teacher's ethics. It reflects caution, respect, fairness, and courtesy in communication with students. A teacher's moral

qualities are shaped by the harmony between universal values (humanism, honesty, truthfulness, conscience) and national values (patriotism, national pride, responsibility, duty), and these are actively demonstrated throughout their professional activity. Based on this, a teacher is recognized not only as a provider of knowledge, but also as a moral leader and role model for students. The duty of a teacher is not only a professional obligation but also a manifestation of human, spiritual, and social responsibility. In the system of universal and national ethics, the concept of duty refers to fulfilling one's responsibilities with honesty and integrity, while showing respect and care toward others. A person's loyalty to duty defines their position in society, their reputation, and moral maturity. For a teacher, duty is not merely labor; it is a high-level moral responsibility before the people and the nation. In the Constitution of the Republic of Uzbekistan, alongside citizens' rights, their duties are also clearly defined. Respecting the rights and freedoms of others, preserving our socio-historical heritage, treating nature with care, and complying with the law are constitutional obligations of every citizen, including every teacher.

A teacher must perceive their duty not as a burden, but as the meaning of life, as a call for loyalty and conscience toward society. As they instill knowledge, spirituality, morality, patriotism, and ethical standards in the hearts of the younger generation, they must deeply understand the responsibility behind every word and action. The duty of a teacher is not just to educate, but to raise young people as well-rounded individuals and devoted citizens of the country. [3] Moreover, teachers must constantly work on themselves, updating their knowledge and skills, and improving their pedagogical mastery — this is an integral part of their professional duty. Respecting elders, caring for the youth, lending a helping hand to others, and feeling responsible for social justice and progress in society are among the teacher's key moral attributes. A teacher's loyalty to duty is a clear expression of love for the homeland, respect for national values, and dedication to the well-being of the people. Furthermore, a teacher's ethical conduct and patriotism are deeply intertwined — these two elements together shape the teacher into a truly mature and complete personality. [4] As a result of such an approach, a teacher is recognized not only as a knowledgeable specialist but also as a moral figure with a significant place in society. The government of Uzbekistan is systematically implementing wide-ranging reforms to recognize the work of teachers, elevate their social status, and improve their living standards. [1] The care, attention, and respect shown toward teachers are the results of understanding their invaluable role in society and in the educational process. Today, the

modern teacher — as a primary driving force of societal development — must possess the following essential qualities:

1. A deep understanding of the socio-political changes and reforms taking place in the country;
2. Awareness and effective use of modern information and communication technologies in the learning process;
3. Profound theoretical and practical knowledge in their area of specialization;
4. Solid mastery of pedagogy and psychology, with the ability to analyze students' age, individual, and psychological characteristics;
5. The ability to use innovative and effective methods and tools in education;
6. Creativity, initiative, and organizational skills;
7. High pedagogical competence and a commitment to continuous professional development;
8. Proficiency in speech and communication, with the ability to express thoughts clearly, concisely, and persuasively.

Additionally, teaching is a profession that requires harmony between intellect and emotion. A teacher must develop not only as an educator but also as a mentor, psychological supporter, and guide. If a teacher comprehends the essence of the profession, feels its significance for individual and societal progress, and recognizes their own capacity to fulfill it — they begin to form a true sense of professional duty. In such a teacher's activity, the sense of duty manifests not merely as an external obligation, but as an expression of inner confidence, conscience, faith, and responsibility. Therefore, if every teacher understands and fulfills their professional duty with sincerity, dedication, and selflessness, they will be acknowledged not only as knowledgeable educators but also as morally mature individuals contributing meaningfully to the development of society.

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