USE OF MODERN PEDAGOGICAL TECHNOLOGIES IN DEVELOPING DEONTOLOGICAL COMPETENCIES

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Abstract. *This thesis examines the pedagogical potential of using modern educational technologies to develop the deontological competencies of future teachers of the subject "Education". The study highlights the essence of deontological competence and its significance in the professional development of future teachers. Particular attention is paid to the use of interactive teaching methods, including case study, problem-based learning, role-playing, debate, pedagogical training, and reflective learning. These technologies create opportunities for future teachers to develop professional responsibility, ethical awareness, pedagogical communication skills, decision-making abilities, and respect for students' dignity and rights. The study emphasizes that the systematic integration of modern pedagogical technologies into the training process contributes to the development of future teachers' professional and ethical competence and prepares them to respond appropriately to complex pedagogical situations.*

Keywords: *deontology, deontological competence, future teacher, Education, modern pedagogical technologies, interactive methods, case study, problem-based learning, role-playing, pedagogical ethics, professional responsibility, reflection.*

Today, the reforms being implemented in the education system require the development not only of the professional knowledge and skills of pedagogical personnel, but also of their moral, ethical, and professional competencies. In particular, in the process of training future teachers of the subject "Education", it is important to develop such qualities as professional duty, pedagogical responsibility, compliance with ethical standards, and respect for the honor and dignity of learners.

Since pedagogical activity is essentially based on working with people, it requires a high level of professional and ethical culture from teachers. In the course of their professional activities, teachers encounter various pedagogical situations. In such situations, making appropriate decisions, taking into account the interests of students, and adhering to the principles of fairness and impartiality are considered important requirements of pedagogical deontology.

In this regard, the use of modern pedagogical technologies in developing deontological competencies among future teachers of the subject "Education" is of particular scientific and practical significance.

Deontological competence is an integrative quality that reflects a teacher's ability to understand professional duty and responsibility, comply with pedagogical and ethical standards, adhere to the principles of humanism, justice, honesty, and respect in professional activities, and make ethically justified decisions in complex pedagogical situations.

In the process of developing this competence, providing only theoretical knowledge is not sufficient. A student needs to apply the knowledge acquired in practical situations, make independent decisions, and be able to evaluate their own behavior. Therefore, modern pedagogical technologies serve as an effective means of developing deontological competence.

Use of the Case Study Technology

The case study technology is based on the analysis of real or hypothetical pedagogical situations. Through this technology, future teachers are presented with deontological problems that may arise in their professional activities.

For example:

Pedagogical situation: A student violated discipline during a lesson. The teacher may reprimand the student in front of the entire class or resolve the situation through an individual conversation. What approach should the teacher take in such a situation? Students analyze the situation and justify their decisions based on the teacher's professional duty, the student's honor and dignity, pedagogical ethics, and the principles of justice.

The case study develops students' skills in analyzing problematic situations, comparing different points of view, and making ethically justified decisions.

Role-Playing Technology

Role-playing activities make it possible to model real pedagogical relationships. For example, students are assigned the roles of "teacher", "student", "parent", and "school administrator".

A conflict situation that may arise among them is modeled. Acting in the role of the teacher, the student attempts to resolve the situation while adhering to professional ethics and deontological standards.

Debate Technology

The debate method makes it possible to examine deontological issues from different points of view. For example: "Should a teacher always disclose information concerning a student's personal life to the parents?" Students are divided into two groups and defend their opinions based on arguments and evidence.

Such activities develop the following skills among students:
independent thinking;
the ability to substantiate and defend their position;
respect for other opinions;
communication culture;
the ability to analyze ethical problems.

Use of Pedagogical Training

Training sessions help develop the practical aspects of deontological competence. In particular, training sessions such as “Pedagogical Communication”, “Professional Duty”, “The Teacher in Conflict Situations”, and “The Teacher’s Ethical Choice” can be organized. During the training, students try out their behavior in different situations and analyze their activities at the end of the session.

In conclusion, the use of modern pedagogical technologies in developing the deontological competencies of future teachers of the subject “Education” has significant pedagogical potential. Case study, role-playing, problem-based learning, debate, training, and reflective technologies help students connect theoretical knowledge with practical activities and make independent and ethically justified decisions in professional situations. In the process of developing deontological competence, it is appropriate to follow the sequence of “knowledge – practical activity – reflection.” In this process, the student first acquires deontological knowledge, then applies it in pedagogical situations, and finally analyzes their own activities and draws appropriate conclusions.

Thus, the systematic introduction of modern pedagogical technologies into the training process of future teachers of the subject “Education” serves as an effective means of developing their competencies related to professional duty, responsibility, justice, humanism, pedagogical ethics, and ethical decision-making.

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