



AXIOLOGICAL APPROACHES TO THE DEVELOPMENT OF PROFESSIONAL RESPONSIBILITY OF FUTURE TEACHERS

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ABSTRACT

The article "Axiological approaches to the development of professional responsibility of future teachers" explores methods and strategies for the formation of professional responsibility among students of pedagogical universities using an axiological approach. The author analyzes the value orientations and beliefs of future teachers, highlighting the key aspects that influence the formation of a responsible attitude to professional activity. The article discusses pedagogical strategies aimed at developing ethical and professional values that contribute to strengthening the responsibility of teachers within the framework of modern educational requirements. The study provides practical recommendations for educational institutions on the effective implementation of axiological approaches in the learning process in order to form a high level of professional responsibility among future teachers.

KEYWORDS: Axiology, Professional responsibility, Future teachers, Competence development, Educational process, Value orientations, Ethics of pedagogical activity, Socialization of students, Education and upbringing, Pedagogical ethics, Formation of value consciousness, Methods and techniques of axiological teaching.

INTRODUCTION

Modern education requires teachers not only to have high professional competencies, but also a deep awareness of their responsibility for the formation of a student's personality. In this article, we will consider axiological approaches to the development of professional responsibility of future teachers, identifying the key values that form an effective educational impact.

Axiology is the science of values, valuations and their systems. In the context of education, the axiological approach becomes a key tool in shaping the value orientations of future teachers. It allows you to consciously approach the choice of goals of the educational process and teaching methods.

The values associated with professional responsibility include not only the performance of official duties, but also a deep awareness of the impact of pedagogical activity on the formation of the future society[1]. The axiological approach to professional responsibility implies respect for students, their individuality, as well as the desire for continuous improvement.

Axiological approaches help to identify the basic values on which the professional responsibility of future teachers is based. Among them may be:

- Humanism: The teacher perceives each student as a unique personality, develops his individual abilities and helps to unlock his potential.

- **Fairness:** The teacher strives for equal access to education, creates conditions for the diverse development of students, taking into account their characteristics.
- **Professionalism:** The teacher constantly improves his professional skills, monitors new trends in education and implements them into his practice.

Axiological approaches should become an integral part of the educational environment. This can be achieved through:

- **Professional development programs:** Aimed at the formation of axiological competencies of future teachers.
- **Value-oriented courses:** The inclusion of disciplines in the curricula that contribute to the development of value orientations.
- **Mentoring support:** Creating a mentoring system to transfer experience and values from experienced teachers to young professionals.

Professional responsibility is one of the key aspects of successful teaching activities. The responsibility of a teacher affects not only his own professional development, but also the formation of the qualities of civil society through the education of a new generation[2]. In this article, we will consider axiological approaches to the development of professional responsibility of future teachers.

Axiology, as a science of values, plays an important role in shaping the worldview and value system of future teachers. Professional responsibility, in the context of axiology, is considered as a value that should be embedded in the basis of the educational process. The formation of a responsible attitude towards one's profession begins with an awareness of the value of this responsibility for society.

A value-based approach to education allows us to identify the key values that teachers need to effectively perform their duties[3]. Professional responsibility includes values such as honesty, reliability, ethics, and professionalism. Future teachers must consciously develop these qualities in order to successfully cope with the challenges of modern education.

Value dialogue is a powerful tool for developing emotional responsibility. Future teachers should learn to consciously respond to emotional challenges in the learning process using value orientations. Emotional responsibility includes the ability to control one's emotions, empathy, and respect for students' emotional states.

The axiological approach also emphasizes the importance of the cultural and intercultural dimension of professional responsibility. Future teachers should be able to adapt their responsibilities to the cultural characteristics of students, take into account the diversity of values and beliefs.

The application of axiological methods in the educational process contributes to the purposeful development of professional responsibility of future teachers. The organization of educational situations aimed at the formation of values of responsibility, the creation of educational programs taking into account axiological aspects, as well as conducting trainings and seminars can significantly improve the preparation of students for teaching activities[4]. An axiological approach to the development of professional responsibility of future teachers is an integral part of modern education. It contributes not only to the formation of high-quality teachers, but also to the creation of an educational environment saturated with the values of responsibility, which will form an active and civil society.

CONCLUSION

Axiological approaches to the development of professional responsibility of future teachers play an important role in the formation of a value-oriented educational space. These approaches contribute to the creation of an educational environment in which professional responsibility becomes an integral part of pedagogical activity, and the educational process is aimed at the harmonious development of the student's personality.

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