



The essence of pedagogical responsibility and its role in preparing students for professional career

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Abstract: This article discusses the role of pedagogical responsibility in the professional activities of future teachers and ways to form this quality in students.

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1. Introduction

The legal and regulatory framework for the development of higher education as an important link in continuing education in the country has been developed on the basis of national experience and international best trends, "Improving the quality of various educational services, individualization, diversification of educational content on the basis of integration of science, education, production" is identified as a priority. "We consider it our priority to improve the functioning of all links of the education system in accordance with modern requirements" said President of the Republic of Uzbekistan Sh.M. Mirziyoyev.

Responsibility as an individual trait is as important a quality in human activity as self-reliance. If this quality is not sufficiently developed, a person will not be able to succeed in any profession, on the contrary, his activity will be ineffective. Frankl argued that "freedom can become arbitrary if it is not compatible with responsibility." But as Freud put it, "Most people don't want freedom because it requires responsibility, so they're afraid of responsibility." In professional activity, this situation leads to the formation of negative qualities in professionals, such as neutrality, indifference. Regardless of the level of education, such qualities lead to a decline in the quality of education, distrust of the teaching profession in the younger generation and in the eyes of the general public. This is the starting point of the crisis in development.[4. P.56]

Requires freedom from professionals to be accountable to people in need of help. Specialists need to work according to the plan they want to find the content and means of help, and in this sense, the

system of actions under the invisible restraint encourages the specialist to be responsible.

In historical times, such qualities as human activity, responsibility, accountability, devotion, loyalty have been important criteria of social development. For example, during the Renaissance, advances in science, education, culture, art, and literature, in turn, determined the direction of important aspects of personal development today. The scholars of their time had such valuable tasks that they had to perform throughout their lives, and they put forward their valuable ideas about the need for responsibility and accountability. In the views of Eastern thinkers, the idea that the problem of formation is an important condition for everyone, the development and well-being of society, especially the work of teachers in the upbringing of children.

2. Material and Methods

The following is our author's definition of responsibility: A teacher's professional responsibility is a sense of conscientious responsibility to society, the teaching staff, students, and their parents, with the ability to anticipate the results of his or her pedagogical activities. Based on the conclusion that a number of qualities that are part of professional competence should be formed at the level of pedagogical responsibility, we have identified the following quality components of pedagogical responsibility.

The specificity of professional responsibility is that it is present in all types of responsibilities (legal, political, ethical, social, professional, etc.).

Personal responsibility is a system of actions to control a person's goals, desires, beliefs, and health.

Responsibility as a factor of professional development of an individual permeates all his activities. For example, academic responsibility arises through the acquisition of qualities such as perseverance, activism, initiative, independence, conscientiousness and timely completion of assignments that are required of a student in his academic activities [5].

- To provide students with knowledge about rights and responsibilities, values, ethics, norms of conduct, acceptable social behavior;

- To teach students to be responsible, to consciously follow the behavior required by society and to form a positive attitude towards it;

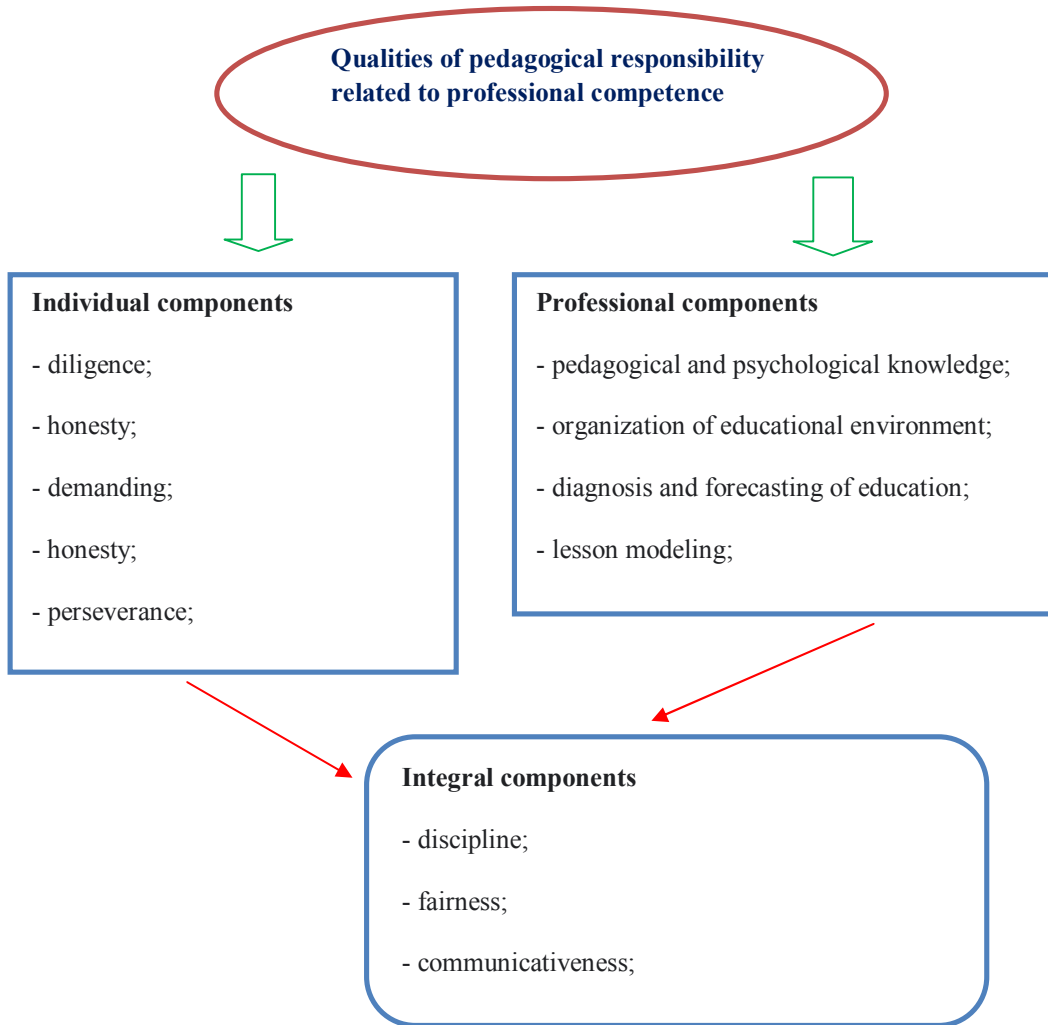


Fig. 1. Qualities of pedagogical responsibility related to professional competence

In other words, before students begin their pedagogical activities at school, their educational process in higher education should be aimed at correctly understanding the essence of professional activity and the formation of responsibility for this activity. This requires:

- creating conditions for self-development, moral preparation for cooperation.

In the course of the research, theoretical data were collected that reveal the essence of the qualities

of responsibility, duty, conscience, freedom, responsibility, the existential components necessary for the formation of the following important person as a specialist.

“**Responsibility** is translated from Arabic, means responsibility, accountability, and responsibility for the outcome of an action. In Uzbek, the concept of responsibility is used directly as an alternative to the concept of responsibility.”

“**Duty** is a moral concept that means a person's obligation to an individual, family, community, nation, and homeland. The task represents an objective relationship. That is, it is determined by the socio-economic and moral foundations of society and is closely linked with such concepts as faith, consciousness, honesty, conscience.”

“**The concept of freedom** - the independence of the individual, the protection of his inner world from external influences (freedom of conscience, religion, thought), etc.”

“**Conscience** is a human being. It is the main part of the word which came from Arabic word vajada (find). Conscience is the inner world of man, himself and his inner strength. Conscience is a set of human emotions, such as feelings, reactions, desires, love of something, hatred, inclination, hatred, spiritual enjoyment or pain.” [6].

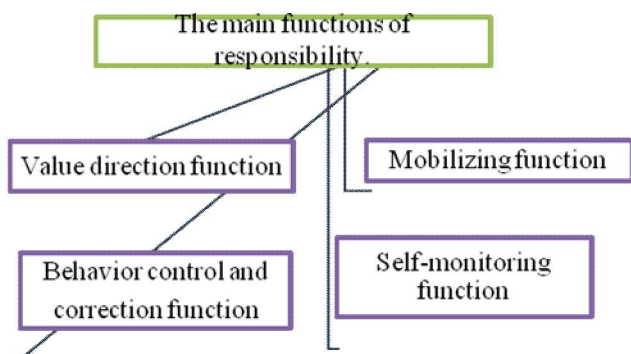


Fig. 2 The main functions of responsibility.

3. Results

Responsibility is a category of morality, a person's dependence on something (a condition) that he accepts as a basis for decision-making and the implementation of an activity. “Responsibility is not a responsibility; responsibility is a part of responsibility, that is, a volitional quality that complements it.”

Responsibility is a product of freedom. The manifestation of freedom and responsibility is directly

proportional to the mind, but also inextricably linked with the knowledge and spirituality, culture of man.

4. Discussions

The essence of “responsibility” requires an analysis of the functions of responsibility. Based on a specific system of these functions, the true nature of responsibility is revealed. Disclosure of the functions of responsibility means identifying aspects related to the formation of the personal qualities of the future teacher. The main functions of responsibility are:

1. Value direction function. In doing so, the activity is based on norms that have value in society. This function is manifested in the processes that must be performed in an individual's interactions with people based on moral, aesthetic, cognitive, and other characteristics. Of course, the development of the individual in the main layers of life activities, taking into account the characteristics of active and young.

2. Mobilizing function. At the same time, the determining force is the emotional, psychological and psychological readiness of the person to carry out the activities effectively in the effective implementation of the decision.

3. Behavior control and correction function. The subject assumes control over issues such as allowing them to perform their responsibilities in a planned manner in accordance with the requirements of society in terms of correctness or vice versa. The competent authorities are responsible for correcting the subject's conduct on a supervisory basis.

4. The function of self-control. The appearance of the elements of responsibility for the implementation of this function implies the possibility of their manifestation in the person.

Higher pedagogical educational institutions are responsible for the formation of a sense of responsibility in the classroom, their management, analysis of the results of activities, regular and systematic conduct of the educational process in accordance with the requirements of society.

Above, human-citizen-individual responsibility to society has been analyzed in relation to freedom. We considered it expedient to analyze the sources that cover specific aspects of the problem of formation of pedagogical responsibility in students.

5. Summary

In short, responsibility in pedagogical activity is one of the important professional qualities, which is a pedagogical component that ensures professional effectiveness. He must be able to solve problems in his professional life independently, to make optimal

decisions, to approach responsibly with the team, to move towards the goals, to independently choose the way to reach the acmological peak. In this regard, it is necessary to develop the skills of future educators, ie students, to increase the level of student responsibility for solving the problem and the problem, to perform the work at the level of requirements.

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