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INTEGRATION OF PROFESSIONAL DUTIES AND SELF-CONSCIOUSNESS IN HIGHER PEDAGOGICAL EDUCATION

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Abstract. This article analyzes the problem of developing reflective skills of future teachers in the process of higher pedagogical education from the perspective of a deontological approach. The essence of the concept of professional duty and the laws of its integration with the student's personal self-awareness are revealed. The article theoretically substantiates the mechanisms of transformation of external professional and ethical norms into internal personal beliefs based on the subject-subject principle, as well as the pedagogical conditions for the formation of a reflective position in students.

Keywords: pedagogical deontology, professional duty, self-awareness, reflection, integration, future teacher, professional ethics, personal position, educational paradigm.

Аннотация. В данной статье анализируется проблема развития рефлексивных навыков будущих учителей в процессе высшего педагогического образования с точки зрения деонтологического подхода. Раскрывается сущность понятия профессионального долга и законы его интеграции с личностным самосознанием студента. В статье теоретически обосновываются механизмы трансформации внешних профессиональных и этических норм во внутренние личностные убеждения на основе субъектно-субъектного принципа, а также педагогические условия формирования рефлексивной позиции у студентов.

Ключевые слова: педагогическая деонтология, профессиональный долг, самосознание, рефлексия, интеграция, будущий учитель, профессиональная этика, личностная позиция, образовательная парадигма

INTRODUCTION. One of the most important tasks of the modern higher pedagogical education system is to educate not only a specialist with deep knowledge in a particular field of study, but also a person who carries a high level of professional responsibility and culture. Since the nature of pedagogical activity is a multifunctional and complex system, it requires high moral and ethical stability from the future teacher, in addition to the technique of teaching. In this process, pedagogical deontology - the doctrine of the duty of a teacher, professional ethics and obligations - occupies a central place.

However, in educational practice, professional duty is often manifested as a system of rules, norms and prohibitions imposed on students from the outside. If these deontological requirements are not integrated with the student's internal reflexive world, that is, professional self-awareness, in the process of higher education, formalism, burnout, and professional alienation may occur in the future pedagogical activity.

Therefore, the systematic integration of professional duty and self-awareness processes in higher pedagogical education, the formation of students' reflexive skills, is one of the most urgent theoretical and practical problems of pedagogical science today.

METHODOLOGICAL BASIS. In this article, systematic, axiological (value) and deontological approaches were taken as a methodological basis to illuminate the problem. The object of research was the level of acceptance of the concept of professional duty by future teachers

and the laws of interaction between their personal reflexive activity. The following scientific and research methods were used to reveal the theoretical essence of the topic:

Pedagogical and philosophical analysis: Comparative study of the place of the concepts of "Duty", "Ethics", "Responsibility" and "Self-awareness" in the modern educational paradigm.

Modeling: Development of a logical model of the process of transition (interiorization) of external deontological requirements to the internal system of the student's personality.

Abstraction and generalization: Formation of theoretical conclusions on the activation of students' reflexive activity in pedagogical higher educational institutions.

THEORETICAL ANALYSIS AND RESULTS. The integration of professional duty and self-awareness is the balance of external social necessity with internal freedom and desire in the teacher's personality. In pedagogical deontology, the concept of duty is the sum of the requirements that society places on the teacher, while self-awareness is the student's search for an answer to the question "What kind of teacher am I and what should I be?" In the process of higher education, the integration of these two components and the development of reflexive skills occurs on the basis of a three-stage logical scheme:

Adaptive stage: The student accepts the norms and duties of professional ethics as an obligation, simply adapts to the rules.

Reflective stage: The student begins to analyze his activities, pedagogical abilities and mistakes. External requirements collide with his inner world.

Integrated stage: Professional duty becomes the student's personal conviction, his life value. At this level, the student thinks not with the principle "I have to", but with the principle "These are my professional principles".

Theoretical analysis shows that in order to ensure this integration, higher education should not simply arm students with information, but also introduce them to a **"Problematic-reflexive environment".** This is achieved by analyzing complex and contradictory deontological collisions in school life (for example, teacher-student conflict, fairness criteria in assessment) instead of giving students ready-made rules in lectures.

DISCUSSION. Analysis of pedagogical literature shows that in traditional education, attention is often paid to the cognitive (knowledge) level of the student. However, in the teaching profession, knowledge alone is not enough. As famous educators have noted, teaching is a process of constant self-construction and education.

The main bridge that provides the connection between professional duty and self-awareness is reflection. Reflective skills allow a future teacher to evaluate his actions from the outside, to measure his duty to society by the criterion of personal conscience.

If reflective skills are not systematically developed in students in the system of higher pedagogical education, deontological training will become declarative (just on paper or in words). Therefore, it is necessary to increase the share of reflexive tasks aimed at analyzing the personal and professional "I" of students in each pedagogical discipline (pedagogy, psychology, private methods) in the curriculum.

CONCLUSION. The integration of professional duty and self-awareness in higher pedagogical education is an important regularity in the professional formation of future teachers. It transforms external deontological requirements into the internal beliefs of the student's personality. The reflexive skills of students are the mechanism that sets this integration in motion. Thanks to reflection, the student deeply feels his duty and independently projects his professional image.

To improve the quality of training future teachers, it is recommended that higher education institutions widely introduce problem-deontological situations, cases, and reflexive analysis methods into the educational process, and direct students to continuous self-assessment activities.

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