

## ETHICS AND AESTHETICS OF A MODERN TEACHER

**Ibragimova Dilbar Sadullaevna**

Assistant teacher of the Department of Languages, Samarkand Zarmed University

**Annotation.** The ethics and aesthetics of a teacher are not just a set of rules and norms of behavior. This is a way of life, a worldview that determines the professional success of a teacher. Constant improvement in these areas allows the teacher to become not only a source of knowledge, but also a role model for his students.

**Key words:** teacher ethics, teacher aesthetics, professional activity of a teacher, pedagogical culture, morality, appearance, speech, demeanor.

**Аннотация.** Этика и эстетика учителя – это не просто совокупность правил и норм поведения. Это образ жизни, мировоззрение, которое определяет профессиональный успех педагога. Постоянное совершенствование в этих направлениях позволяет учителю стать не только источником знаний, но и примером для подражания для своих учеников.

**Ключевые слова:** этика учителя, эстетика учителя, профессиональная деятельность педагога, педагогическая культура, нравственность, внешний вид, речь, манера поведения.

**Annotatsiya.** O'qituvchining etikasi va estetikasi shunchaki xulq-atvor qoidalari va me'yorlari yig'indisi emas. Bu o'qituvchining kasbiy muvaffaqiyatini belgilaydigan turmush tarzi, dunyoqarashidir. Bu yo'nalishlarning doimiy takomillashtirib borilishi o'qituvchining nafaqat bilim manbai, balki o'z shogirdlariga o'mak bo'lishiga ham imkon beradi.

**Kalit so'zlar:** o'qituvchi etikasi, o'qituvchi estetikasi, o'qituvchining kasbiy faoliyati, pedagogik madaniyat, axloq, tashqi ko'rinish, nutq, xulq-atvor.

The teaching profession is one of the most responsible and emotionally intense. Constant interaction with children, parents and colleagues can cause stress and emotional exhaustion. However, maintaining emotional balance is extremely important for the effective work and personal well-being of a teacher. Maintaining emotional balance is a process that requires constant effort. Ethics and aesthetics are integral components of a teacher's professional activity. They determine not only

the style of communication with students and colleagues, but also create a special microclimate in the educational process. Ethics and aesthetics are closely interrelated. High moral principles are reflected in the aesthetics of the teacher's behavior. Conversely, an aesthetically attractive image of a teacher helps strengthen his authority and increase the efficiency of the educational process.

A teacher's ethics is a system of norms and principles that govern his professional activities. It is aimed at forming moral relations between teachers, students, colleagues and society as a whole.

Basic principles of teacher ethics:

Respect for the personality of each student, regardless of his age, abilities, social status or worldview. The teacher must be sensitive, tolerant and friendly.

Constant improvement of knowledge and skills, adherence to professional standards, self-development and advanced training.

An objective and impartial attitude towards all students, eliminating bias and favoritism.

Compliance with ethical standards when working with students' personal information. Protection of personal data and respect for the privacy of students.

Awareness of the importance of one's influence on the formation of students' personality, their worldview and values.

Respectful attitude towards colleagues, willingness to cooperate and exchange experiences.

A teacher's aesthetics refers to his appearance, demeanor, speech, and design of the learning environment, which directly affects the perception and motivation of students.

Elements of teacher aesthetics:

Appearance must be neat, tidy and appropriate to the surroundings. This creates the first impression of the teacher and his attitude towards the profession.

Competent, clear, expressive speech with correct intonation and tempo contributes to better perception of the material. Use of professional vocabulary, exclusion of jargon and profanity.

Moderate gestures, open facial expressions, maintaining eye contact - all this helps to establish a trusting atmosphere in the classroom and increase interest in learning.

Cleanliness, order and the presence of visual materials (posters, diagrams) create a comfortable environment conducive to learning.

The teacher must demonstrate confidence, but without arrogance, show respect for students and remain calm even in conflict situations.

The role of ethics and aesthetics in the educational process:

Creating a comfortable learning environment: Adhering to ethical and aesthetic standards helps create a positive learning environment.

Formation of moral values: the teacher becomes an example for students in terms of morals and behavior.

Increased motivation: An aesthetically pleasing environment and respectful attitude stimulate interest in learning.

Establishing trust: Students are more likely to trust a teacher who adheres to ethical standards and demonstrates professional aesthetics.

Thus, the ethics and aesthetics of a teacher are an integral part of his pedagogical skills and contribute to the formation of harmonious relationships in the educational process. The teacher is a role model for the student. His behavior, manner of communication, and appearance have a significant impact on the formation of the worldview and value orientations of the younger generation.

An ethical and aesthetically pleasing teacher helps create a comfortable and trusting atmosphere in the classroom, which has a positive effect on student achievement and motivation. A teacher with a high ethical and aesthetic culture copes with his professional tasks more effectively.

#### **List of literature:**

1. Dilbar, I., & Kamola, S. (2022). Teaching English methods. *Thematis Journal of Education*, 7(5).
2. Shamsiyev, K., Olimzoda, P., Saidova, K., & Ibragimova, D. (2023, February). Approaches to Teaching Academic Writing. In *Международная конференция академических наук* (Vol. 2, No. 2, pp. 31-34).
3. Ahmadjonovna, R. S., Genjibaevna, A. P., Saydullaevna, N. N., Atakulovna, R. N., & Sadulayevna, I. D. (2021). The Teacher's Role in the Effective Organization of the Lesson Process in Foreign Language. *Annals of the Romanian Society for Cell Biology*, 3072-3078.

4. Saidova, K., Ibragimova, D., Olimzoda, P., & Shamsiyev, K. (2023). INFLUENCE OF USING GAMES ON ENGLISH LESSONS. *Theoretical aspects in the formation of pedagogical sciences*, 2(4), 54-58.
5. Sadullayevna, I. D. (2022). PEDAGOGIK MAHORAT QOBILIYATLARINI SHAKLLANTIRISH. *Евразийский журнал академических исследований*, 2(2), 129-133.
6. Saydullaevna, I. D., & Abbas, H. (2023, November). PRESCRIPTION, STRUCTURE OF PRESCRIPTION, USE OF GENDER SINGULAR AND PLURAL IN PRESCRIPTION. In *International conference on multidisciplinary science* (Vol. 1, No. 5, pp. 222-225).
7. Kakhramon, S., Dilbar, I., & Kamola, S. (2023). Terminology as a special branch of language. *Journal of new century innovations*, 22(4), 46-49.
8. Ibragimova, D., & Mukhammadieva, M. (2024, May). MOTIVATING TECHNIQUES FOR LEARNING FOREIGN LANGUAGES. In *Conference Proceedings: Fostering Your Research Spirit* (pp. 54-56).
9. Sadullaevna, I. D., & Tokhirovna, M. M. (2024). Communicative aspects of medical communication between a doctor and a patient. *Multidisciplinary Journal of Science and Technology*, 4(1), 264-269.
10. Sadullaevna, I. D., & Teja, A. S. C. (2024). Grammar categories and vocabulary form of adjectives in latin language. *Journal of Universal Science Research*, 2(1), 419-424.
11. Sadullayevna, I. D. (2024). COLLABORATION IN TEACHING ENGLISH FOR SPECIFIC PURPOSES. *Central Asian Journal of Multidisciplinary Research and Management Studies*, 1(8), 80-83.
12. Ибрагимова, Д. (2024). Green wealth of Uzbekistan and its useful medical properties. *Общество и инновации*, 5(3/S), 121-124.
13. Shuhratovna, N. Y. (2024). KICHIK HAJMDAGI MATNLAR ORQALI O ‘QUVCHILARNING KREATIV QOBILIYATLARINI RIVOJLANTIRISH METODIKASI. *MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS*, 1(3), 273-276.
14. Махмудова, С. А. (2022). Репрезентация концептуальной оппозиции "свой/чужой" в романе Дж. Олдриджа "Горы и оружие". *Вестник Челябинского государственного университета*, (9 (467)), 153-160.

15. Makhmudova, S. A. (2023). REPRESENTATION OF THE CHARACTER CONCEPT " ENGLISHMAN" IN THE NOVEL BY J. ALDRIDGE " DIPLOMAT". *Spectrum Journal of Innovation, Reforms and Development*, 16, 99-105.
16. Махмудова, С. А. (2022). ТРАНСФОРМАЦИЯ КОНЦЕПТУАЛЬНОЙ ОППОЗИЦИИ «СВОЙ/ЧУЖОЙ» В ТРИАДУ «ДРУГОЙ-СВОЙ-ДРУГ» В РОМАНЕ ДЖ. ОЛДРИДЖА «I DON'T WANT HIM TO DIE» («НЕ ХОЧУ, ЧТОБЫ ОН УМИРАЛ»). *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 5(5).
17. Makhmudova, S., & Sharifova, Z. (2024, May). THE INTRODUCTION OF AN INTERMEDIATE CHARACTER INTO THE BINARY OPPOSITION " FRIEND OR FOE" AS A NECESSARY ELEMENT OF A LITERARY TEXT. In *Conference Proceedings: Fostering Your Research Spirit* (pp. 708-710).
18. Махмудова, С. А. (2023). Репрезентация персонажного концепта «англичанин» в романе Дж. Олдриджа «Дипломат». *Journal of Academic Research and Trends in Educational Sciences*, 420-427.
19. Makhmudova, S. A. (2023). PECULIARITIES OF REPRESENTATION OF BINARY OPPOSITION " FRIEND/FOE" IN DIFFERENT SPACES OF J. ALDRIDGE'S NOVEL " DIPLOMAT". *Open Access Repository*, 9(7), 138-144.
20. Махмудова, С. А. (2023). ОСОБЕННОСТИ РЕПРЕЗЕНТАЦИИ БИНАРНОЙ ОППОЗИЦИИ «СВОЙ/ЧУЖОЙ» В РАЗНЫХ ПРОСТРАНСТВАХ РОМАНА ДЖ. ОЛДРИДЖА «ДИПЛОМАТ». *European Journal of Interdisciplinary Research and Development*, 17, 125-132.
21. Махмудова, С. А. (2023, June). РОЛЬ БИНАРНОЙ ОППОЗИЦИИ «СВОЙ-ЧУЖОЙ» В РОМАНЕ ДЖ. ОЛДРИДЖА «ГОРЫ И ОРУЖИЕ». In *E Conference Zone* (pp. 74-77).
22. Махмудова, С. А. (2023, June). ТРИАДА «ДРУГОЙ-СВОЙ-ДРУГ» В «ВОСТОЧНЫХ» РОМАНАХ ДЖ. ОЛДРИДЖА. In *E Conference Zone* (pp. 69-73).
23. Makhmudova, S. A. (2022). The Crisis Of Heroes' Self-Identification In "Oriental" Novels By J. Aldridge. *Journal of Positive School Psychology*, 6(7), 2781-2786.

24. Махмудова, С. А. (2022). БЛИЖНИЙ И СРЕДНИЙ ВОСТОК В РОМАНАХ И ПУБЛИЦИСТИЧЕСКИХ ПРОИЗВЕДЕНИЯХ ДЖЕЙМСА ОЛДРИДЖА. In *Конференция состоялась* (Vol. 5, p. 412).
25. Махмудова, С. А. (2024). КРАТКИЙ ОБЗОР АНГЛИЙСКОЙ ЛИТЕРАТУРЫ XX ВЕКА. *Central Asian Journal of Multidisciplinary Research and Management Studies*, 1(8), 171-175.
26. Makhmudova, S. A. (2023). TRIAD" OTHER-OWN-FRIEND" IN" ORIENTAL" NOVELS OF J. OLDRIDGE. *Conferencea*, 87-89.
27. Mukhamadiyeva, M., & Sharipov, B. (2022). LATIN AS THE MAIN LANGUAGE OF MEDICINE. *Theoretical aspects in the formation of pedagogical sciences*, 1(7), 337-339.
28. Salimovich, S. B. (2023). TRANSLATION OF CLINICAL TERMS IN LATIN AND BASIC MEDICAL TERMINOLOGY CLASSES. *Multidisciplinary Journal of Science and Technology*, 3(3), 100-103.
29. Sharipov, B. (2023). SOME CONSIDERATIONS ON THE FORMATION OF CLINICAL TERMS IN LATIN. *International Bulletin of Applied Science and Technology*, 3(6), 477-479.
30. Sharipov, B. (2022). RETSIPROKLIK XUSUSIDA MULOHAZALAR. *Общественные науки в современном мире: теоретические и практические исследования*, 1(19), 63-66.
31. Salimovich, S. B. (2022). RECIPROCAL SYMMETRY AND ITS GRAMMATICAL INDICATIONS. *EPRA International Journal of Research and Development (IJRD)*, 7(12), 129-131.
32. Salimovich, S. B. (2022). Studies of Reciprocity in Linguistics. *Eurasian Scientific Herald*, 8, 221-224.
33. Isroilova, M., & Sharipov, B. (2023). SOME OBSERVATIONS ON LATIN PRONUNCIATION AND SPELLING. *Science and innovation in the education system*, 2(7), 127-129.
34. Шарипов, Б. С. (2022). TIL BIRLIKLARINING NUTQDA FAOLLASHUVI HAQIDA. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 5(1).
35. Nasimjanovna, K. F., & Salimovich, S. B. (2023). NAMES OF DISEASES AND THEIR USE IN CLINICAL TERMINOLOGY. *Journal of Universal Science Research*, 1(6), 469-474.

36. Salimovich, S. B. (2022, January). FUNCTIONS OF LANGUAGE UNITS. In *Conference Zone* (pp. 62-63).
37. Sharipov, B., & Anorboyeva, S. (2024). ENDOKRIN BEZLAR, ULARNING LOTINCHA NOMLANISHI VA FAOLIYATI TO'G'RISIDA AYRIM MULOHAZALAR. *Центральноазиатский журнал междисциплинарных исследований и исследований в области управления*, 1(9), 78-79.
38. Sharipov, B. (2024). PHRASEOLOGICAL UNITS IN LINGUISTICS AND THEIR LINGUOCULTUROLOGICAL SIGNIFICANCE. *Журнал академических исследований нового Узбекистана*, 1(6), 149-153.
38. Salimovich, S. B. (2024). Proverb in Modern Linguistics: Definition, Status, Functioning. *Journal of Innovation in Education and Social Research*, 2(5), 287-291.
39. Asalkhan, K., & Salimovich, S. B. (2024, February). THE ROLE OF NAMATAK PLANT IN FOLK MEDICINE. In *INTERNATIONAL CONFERENCE ON MEDICINE, SCIENCE, AND EDUCATION* (Vol. 1, No. 1, pp. 319-325).
40. Ahmadjonovna, R. S., Genjibaevna, A. P., Saydullaevna, N. N., Atakulovna, R. N., & Sadulayevna, I. D. (2021). The Teacher's Role in the Effective Organization of the Lesson Process in Foreign Language. *Annals of the Romanian Society for Cell Biology*, 3072-3078.
41. Sherbekova, Y., Makhmudova, S., Normuradova, N., Nuraliyeva, O., & Beknazarova, M. (2021). English As A Medium of Instruction in School of Arts. *Ilkogretim Online*, 20(3).
42. Normuradova, N. S. (2022). Literature and modernism of usa in the XX century.
43. Нормуродова, Н. С. (2016). Проблемы классификаций различных средств выражения искажения действительности. In *Вестник научных конференций* (No. 1-5, pp. 134-135). ООО Консалтинговая компания Юком.
44. Шахноза, Г. А. (2023). OPINIONS AND CONSIDERATIONS ON THE STUDY OF ERGATIVE VERBS. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 6(2).
45. Shakhnoza, G. (2024). FORMS OF ACTION IN THE ENGLISH VERB SYSTEM. *ILM-FAN YANGILIKLARI KONFERENSIYASI*, 2(1), 114-116.
46. Abduvasievna, G. S., Habibdjanovna, B. D., Karimovna, Y. S. (2021). Foreign Language Teachers in the System of Public Education. *Annals of the Romanian Society for Cell Biology*, 7001-7010.