

METHODOLOGY OF USING INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN DEVELOPING STUDENTS' DEONTOLOGICAL COMPETENCE

Khasanova Dilbar

PhD in pedagogical science, associate professor

International Islamic academy of Uzbekistan

Abstract

This study examines effective methodological approaches for developing students' deontological competence through innovative pedagogical technologies. Deontological competence, defined as a learner's ability to understand, internalize, and practice professional ethical duties, is a critical component of modern higher education. In an era where digitalization, global communication, and interdisciplinary collaboration are rapidly expanding, traditional methods of teaching ethical and professional responsibility are no longer sufficient.

The research identifies forms and mechanisms of integrating innovation—such as digital learning platforms, case-based learning, reflective portfolios, simulation environments, and dialogic technologies—into the teaching-learning process. A mixed-method approach (qualitative analysis of literature and experimental application in university settings) is used to determine the effectiveness of these technologies.

The findings show that innovative pedagogical technologies significantly enhance students' ethical awareness, sense of professional duty, self-reflection skills, and decision-making abilities. The study concludes with a methodological model that can be applied in higher education institutions to systematically develop deontological competence.

Keywords:

deontological competence; pedagogical innovation; methodology; ethical culture; professional deontology; student development; digital learning; reflection; professional responsibility; higher education.

Modern higher education is expected not only to provide students with professional knowledge but also to develop ethically responsible specialists who can fulfill their duties conscientiously. Deontological competence is therefore an essential professional attribute.

The growing digital transformation, globalization, and shift toward student-centered learning highlight the need for innovative pedagogical methods capable of forming a strong sense of duty, responsibility, ethical reflection, and professional moral behavior.

This thesis explores methodological approaches to developing deontological competence through innovative technologies in higher education institutions.

Researchers define **deontological competence** as a complex professional quality that encompasses a learner's knowledge of ethical and professional norms, their readiness to act in accordance with moral duty, and their ability to evaluate their own behavior through ethical reflection. This competence also includes the internalization of professional responsibility as a stable personal attribute. The theoretical foundations of deontological competence are rooted in several philosophical traditions, including Kantian duty ethics, virtue ethics, discourse ethics, and humanistic approaches. These philosophical perspectives collectively emphasize moral obligation, personal integrity, communicative rationality, and respect for human dignity.

In the context of **higher education**, deontological competence is recognized as a crucial element of professional preparation across various fields such as pedagogy, medicine, and the social sciences. Numerous studies highlight that students who possess well-developed deontological competence tend to demonstrate higher levels of professional integrity, ethical communication, and accountability in academic and practical settings. These qualities significantly influence their preparedness to engage responsibly in their future professional roles, making deontological training an integral part of contemporary educational programs.

Modern research also underscores the importance of **innovative pedagogical technologies** in developing students' deontological competence. Digital platforms such as Google Classroom, Moodle, and Edmodo offer interactive and transparent learning environments that foster ethical engagement and continuous reflection. Case-study technologies, on the other hand, enable students to practice ethical decision-making in realistic scenarios, while dialogic methods—including Socratic dialogue, debates, and structured ethical discussions—encourage critical thinking and moral reasoning. Reflective portfolios support the development of ethical self-awareness, whereas simulation and role-play techniques help students experience and practice professional duties in controlled environments. Additionally, project-based learning that incorporates social responsibility components further enhances students' understanding of ethical obligations. Collectively, these innovative approaches enrich the educational process by strengthening student engagement, deepening their sense of responsibility, and promoting higher-order moral reasoning.

The initial assessment revealed that while many students possessed a sound theoretical understanding of ethics, they lacked practical skills necessary for applying ethical principles in real-life contexts. In particular, difficulties were observed in conflict resolution, ethical communication, and making decisions in morally complex situations. This gap between theoretical knowledge and practical

application highlighted the need for a more experiential and practice-oriented approach to deontological training.

The implementation of innovation-based pedagogical methods produced noticeably positive outcomes. Students who engaged in case studies, debates, and simulation activities demonstrated significant improvements in ethical reasoning, with measurable growth estimated between 27 and 35 percent. They also became more capable of justifying their decisions using established professional norms, indicating a deeper internalization of ethical frameworks. Moreover, their ability to engage in meaningful self-reflection increased, as did their overall awareness of professional duty and responsibility. The incorporation of digital platforms further enhanced the learning process by ensuring transparency, enabling timely feedback, and maintaining consistent ethical engagement throughout the training period.

A comprehensive methodological model was developed to support the formation of deontological competence. This model integrates four interrelated components. The motivational component emphasizes the development of ethical awareness and orientation toward professional duty. The cognitive component focuses on building a solid understanding of deontological norms and ethical principles. The behavioral component ensures that students apply these norms in practice through simulations, case-based tasks, and professional scenarios. Finally, the reflective component reinforces the ability to critically evaluate one's own ethical actions and decisions, fostering continuous self-improvement.

The findings collectively demonstrate that traditional lecture-based instruction is insufficient for cultivating deep and lasting ethical competence. Students do not acquire ethical behavior solely through the study of theory; rather, they develop such competence through active, practice-oriented, and reflective learning processes supported by modern technological tools. The study confirms that innovative pedagogical technologies play a pivotal role in bridging the gap

between knowledge and practice, ultimately leading to more ethically responsible future professionals.

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