



DEVELOPING THE PROFESSIONAL AND ETHICAL CULTURE OF FUTURE TEACHERS THROUGH A COMPETENCY-BASED APPROACH

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Abstract

This article examines the pedagogical potential of business and role-playing games used in extracurricular club activities for developing the professional and ethical culture of future teachers. The content, stages, and organizational principles of game-based learning technologies are analyzed, highlighting their role in fostering essential competencies such as professional responsibility, independent decision-making, communication, collaboration, stress resilience, and ethical stability. Particular attention is given to the modeling of real professional situations, the resolution of conflict scenarios, and the assessment of participants' performance within the game environment. The study demonstrates that game-based learning methods serve as an effective tool for enhancing the professional competence and ethical culture of prospective teachers, contributing to their readiness for successful professional practice.

Keywords: Future teacher, professional and ethical culture, business game, role-playing game, game-based learning technologies, pedagogical modeling, professional competence, communicative competence, decision-making, conflict situation, stress resilience, collaboration, pedagogical activity, assessment system, extracurricular club activities.

Introduction

The business games implemented during club activities were characterized by a number of important pedagogical features. First of all, such games presuppose the presence of a group of participants united by a common goal and objectives. During the game, participants analyze a given situation and make independent decisions in accordance with the position or role assigned to them.

Another important aspect is the involvement of a game manager who provides information about the situation, analyzes the decisions made by participants, and,



when necessary, guides them toward correcting those decisions. Appropriate conditions are created to enable participants to conduct an in-depth analysis of the situation and make well-grounded decisions. The game process is generally organized through the creation of uncertain and, in some cases, conflicting situations.

In such games, the possibility of fully and rigidly formalizing the situation is limited, requiring participants to demonstrate flexibility and creativity. At the same time, the dynamic nature of situation development—namely, the continuous feedback between participants' initial and final decisions—serves as one of the defining characteristics of business games.

Considering the thematic orientation of club activities, business games were divided into several logical stages: actualization, heuristic, formative, and summarizing stages. Games used during the actualization stage generally lasted from 10 to 20 minutes and were organized in the form of frontal questioning and rapid communication. This stage was intended to activate students' prior knowledge and experiences.

If a business game was aimed at forming new knowledge and methods of action, 20–30 minutes were allocated to it, and the activity was conducted through group or team discussion methods. Such an approach stimulated students' thinking processes and developed their ability to solve problems collaboratively.

During the final, or summarizing, stage of the lesson, acquired knowledge was applied in practice, and previously studied material was systematically reviewed.

Depending on the complexity of the tasks being solved, games at this stage could last from 10 to 25 minutes. Furthermore, due to the complexity and multi-stage nature of some role-playing and business games, they could be conducted consecutively over several sessions.

An analysis of the main characteristics of game-based activities makes it possible to identify several important principles closely related to the development of the professional and ethical culture of future teachers. First, special attention is paid to modeling situations characteristic of real professional activities. At the same time, the clear distribution of roles among participants promotes a sense of professional responsibility and active involvement.

In addition, under conditions where a formally established common goal exists, interaction and communication among participants become particularly important. The deliberate creation of conflict situations within the game contributes to the



development of professional problem-solving skills. Moreover, the presence of controlled emotional tension helps strengthen participants' stress resistance and moral stability. Finally, a clear and transparent system for evaluating participants' performance enables the assessment and analysis of the level of professional and ethical development of future teachers.

First Principle

During game-based activities, it is necessary to model the professional activities performed by educators in various professional situations. In this process, not only professional and labor-related skills but also the ability to make independent and responsible decisions are developed. Participants' collaborative activities and interactions should be modeled in accordance with existing regulatory and legal requirements as well as the fundamental principles of professional practice. This enhances the realism of the game environment and strengthens its pedagogical significance.

Second Principle

It is necessary to provide each participant with the opportunity to perform a specific role during the game. According to the research of **S.M. Tyunnikova**, a game role is interpreted as a set of actions—often nonverbal—defined by participants' functions, rights and responsibilities, role behaviors, and patterns of interaction within the game. The concept of a role is determined by an individual's position within the modeled system and serves to reflect the participant's activity at the level of the model.

The inclusion of a specific role in the game presupposes that the participant possesses the relevant specialized knowledge and skills and can effectively apply them in solving assigned tasks. Therefore, during preparation for role-playing activities, students should analyze possible courses of action in advance and thoroughly study the educational material necessary for future game participation. This contributes to increasing the effectiveness of the game and the conscious development of professional and ethical competencies.

Third Principle

The third principle is defined by the existence of a common goal. In activities directed toward a shared objective, interaction among participants is ensured, and their various



roles are subordinated to a single strategic task. However, game groups should also maintain a certain degree of competitiveness. This is achieved through specially designed introductory situations that are unexpectedly presented to participants. Such short-term introductory situations force participants to redistribute time and resources, encouraging them to move beyond routine patterns of action. The process of achieving a common goal also includes identifying and constructively resolving conflicts arising from discrepancies between participants' individual role objectives. This contributes to the development of collaborative decision-making skills and professional-ethical responsibility among future teachers.

Fourth Principle

One of the key concepts in the game process is the conflict situation. In such situations, emotional tension arises during decision-making. This not only increases participants' level of engagement but also directs their actions toward resolving the conflict. Conflict situations contribute to the development of future teachers' abilities to make responsible and ethically grounded decisions under problematic conditions.

Fifth Principle

The presence of controlled emotional stress is an important condition of the game process. Each participant is placed in situations requiring the mobilization of professional, intellectual, and psychophysiological resources. However, the mere existence of a conflict situation does not guarantee the success of the game. Certain conditions must be created to ensure active and effective participation.

One important condition is the emergence of emotional states associated with tension reactions. According to the traditional approach, the stress response manifests itself in four stages.

The first stage occurs when assigned tasks are nonstandard and require the mobilization of all available resources and a high level of concentration.

If the resources mobilized to achieve the goal prove insufficient, the second stage—**the tension reaction**—emerges, during which all organs and systems responsible for goal attainment function at maximum capacity. This stage may be accompanied by emotional experiences such as anger or dissatisfaction.

If the first two stages fail to produce the desired result and the participant abandons further attempts to solve the problem, the third stage—**fear**—arises.



The fourth stage occurs when the task is extremely important, yet achieving it appears impossible. Understanding these stages is pedagogically significant for developing future teachers' abilities to manage themselves under stressful conditions and maintain professional and ethical stability.

Sixth Principle

The system for evaluating participants' performance should include mechanisms of encouragement as well as individual and collective penalties. The effective organization and implementation of such business games require a carefully planned system of actions. Through this system, both teachers and students can continuously assess the implementation of educational and gaming activities.

Students' performance in the games was evaluated across several dimensions. These included determining which actions contributed to solving the assigned problem and analyzing the outcomes of participants' collective activities. Particular attention was paid to the speed of decision-making, the originality of solutions, the clarity, conciseness, and logical organization of presented materials, as well as the correctness of decisions and actions taken.

At the same time, each participant's individuality was assessed separately. This evaluation considered the student's level of knowledge, personal contribution to teamwork, discipline, and sense of responsibility. Such an assessment system contributed to the development of professional and ethical responsibility, critical self-analysis, and effective teamwork skills among future teachers.

This type of assessment session was organized on the basis of the **dynamic-game method**. During the assessment process, the teacher posed problematic questions and created pedagogical situations in which students independently searched for solutions, justified their proposed answers with evidence, analyzed and evaluated the results of their own activities. As a result, the acquired intellectual material was perceived by each student as a personally meaningful discovery.

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