



CONFERENCE ARTICLE

**SCIENTIFIC AND THEORETICAL FOUNDATIONS FOR DEVELOPING VIRTUAL COMMUNICATION
SKILLS IN FUTURE TEACHERS BASED ON DEONTOLOGICAL APPROACHES IN THE ERA OF
DIGITALIZATION**

Sulaymanbekov Oybek Dusbekovich

Doctor of Philosophy (PhD) in Pedagogical Sciences, First Deputy Director for Youth Affairs and Spiritual and Educational Work of the Tashkent Branch of Samarkand State University of Veterinary Medicine, Animal Husbandry and Biotechnology, Uzbekistan

Abstract: This article highlights the scientific and theoretical foundations for developing virtual communication skills in future teachers based on deontological approaches in the era of digitalization. The study analyzes the essence of pedagogical deontology, the role of the principles of professional duty, moral responsibility, humanism, respect and justice in the virtual educational environment. It also shows how the communicative culture of the future teacher is formed in the conditions of online platforms, electronic communication and distance education. The article substantiates the importance of competency-based, personality-oriented, axiological and activity-oriented approaches in this process. Skills such as observing ethical norms in virtual communication, expressing ideas clearly and concisely, and approaching the student's personality with respect are considered as an important component of pedagogical training. The research results show the need to prepare future teachers for responsible, cultured and effective communication in the digital environment.

Keywords: Digitalization, deontology, virtual communication, pedagogical ethics, professional duty, digital competence, future teacher.

Introduction

The modern education system is being fundamentally renewed under the influence of digital technologies. Electronic educational platforms, video communication tools, messengers, online forums and virtual classrooms have significantly changed the traditional forms of pedagogical communication. In these conditions, future teachers are required not only to know information and communication technologies, but also to use them on the basis of professional etiquette, ethical norms and communicative culture. This situation turns the issue of developing virtual communication skills into a relevant direction of pedagogical training. The deontological approach is of particular importance in scientifically illuminating this problem.

Pedagogical deontology is considered as a scientific direction that defines the teacher's professional duty, moral responsibility, respect for the person and norms of professional etiquette. The practical implementation of these norms in the conditions of virtual communication ensures not only the communicative, but also the spiritual and moral maturity of the future teacher. Therefore, the issue of developing virtual communication skills in future teachers on the basis of deontological principles occupies an important place in modern pedagogical theory and practice. This article analyzes the scientific and theoretical foundations, content, principles and ways of forming this process.

Deontology, from the Greek word "deon", meaning duty and obligation, refers to a system of ethical norms that must be followed in professional activity. Pedagogical deontology studies relations in the teacher's activity based on professional duty, etiquette, justice, humanism and responsibility. This direction substantiates the teacher's moral responsibility before the student, parent, colleague and society.

For a future teacher, deontological training includes the following aspects:

- knowledge of professional ethical norms;
- making the right moral decision in pedagogical situations;
- maintaining the harmony of personal and professional interests;
- showing respect and tolerance in communication;
- valuing the personality of the student.

These aspects are as important in the virtual educational environment as they are in the traditional classroom environment. This is because in the digital environment communication takes place quickly, publicly and in written form, which increases the likelihood of mistakes, misunderstandings or ethical violations.

Virtual communication is the mutual exchange of information carried out through digital tools, and it ensures pedagogical interaction between teacher and student in the educational process. The specificity of virtual communication is that it reduces time and space

limitations, but increases the requirements for communication culture.

The activity of the future teacher in virtual communication requires the following skills:

- expressing thoughts clearly, precisely and concisely;
- observing the official style in electronic letters and messages;
- using respectful forms of address in the online environment;
- being able to control oneself in emotional situations;
- accepting and expressing criticism in a cultured manner;
- constructively resolving virtual conflicts.

The effectiveness of pedagogical communication depends not only on technical tools, but also on the communicative, interactive and perceptive aspects of communication. Therefore, in the virtual environment as well, the teacher appears not only as a transmitter of information, but also as a person who exerts educational influence.

In the digital era, the content of pedagogical etiquette is expanding and being enriched with the concept of "virtual ethics". Virtual ethics is the principle of observing ethical norms in the internet and online communication environment. For a teacher, these norms are manifested in the lesson process, group chats, e-mail correspondence, video lessons and professional relations on social networks.

The deontological approach puts forward the following requirements of virtual ethics:

- not damaging the honor of the student;
- avoiding rudeness and disdain in messages;
- protecting confidentiality and personal data;
- working with reliable and verified information;
- observing academic honesty;
- feeling responsibility in online communication.

These requirements not only preserve the teacher's professional reputation, but also form a healthy moral climate in the educational environment. It is especially important to develop these skills among future teachers at an early stage, because they will later be formed as specialists who serve as examples in their professional activity.

The development of virtual communication skills in future teachers on the basis of the deontological approach is carried out relying on several methodological approaches. First of all, the competency-based approach views pedagogical training as a unity of knowledge, skills, abilities and attitudes. This approach requires from the future teacher not only technical literacy, but also ethical attitude and communicative stability.

Secondly, the personality-oriented approach takes into account the individual characteristics of each student. Some students may be active in written communication, while others may have difficulty in oral online communication. Therefore, trainings, exercises and analytical tasks should be organized on the basis of a differentiated approach.

Thirdly, the axiological approach places values at the center. Values such as respect, responsibility, honesty, humanism and tolerance are the ethical foundation of virtual communication.

Fourthly, the activity-oriented approach makes it possible to test students in practical situations. For example, students' virtual ethics and deontological behavior are formed through online debates, forum discussions, video lesson fragments and electronic letter-writing exercises. The following pedagogical technologies are considered effective in developing virtual communication skills:

- analysis of problem situations;
- role-playing games and modeling;
- online debates and forums;
- creating an electronic portfolio;
- reflection journals;
- communicative trainings;
- the case-study method.

These methods help to analyze the student's behavior in communication, identify mistakes and eliminate them. In particular, the reflective approach gives the future teacher the opportunity to assess and improve his or her online behavior. In virtual classes, it is advisable for the teacher to work based on the following principles:

- openness and clarity of communication;
- strict observance of ethical norms;
- approaching the student's personality with respect;
- giving constructive feedback;
- ensuring psychological safety.

Compliance with these principles increases the effectiveness of the educational process and strengthens the professional identity of future teachers. The analysis of scientific literature shows that pedagogical deontology not only forms professional etiquette, but also

determines the teacher's responsible behavior in the digital environment. In the conditions of virtual communication, a teacher who observes deontological norms establishes effective cooperation with students, prevents conflicts and creates a healthy psychological environment in the educational process. At the same time, the formation of these skills in future teachers should be carried out not through a one-time lesson, but through a systematic, step-by-step pedagogical process. In this process, the harmony of theory and practice, independent work, electronic resources and analytical classes play an important role. In the era of digitalization, developing virtual communication skills in future teachers on the basis of deontological approaches is one of the urgent scientific and practical problems of pedagogical education. This process produces effective results when it is carried out in the harmony of competency-based, personality-oriented, axiological and activity-oriented approaches. Observance of the principles of professional ethics, humanism and responsibility in virtual communication forms not only the communicative level of the future teacher, but also his or her spiritual and moral image. Therefore, it is necessary to integrate deontological training with digital literacy in pedagogical higher education institutions. This serves to train modern, cultured, responsible teaching personnel adapted to the digital environment in the future.

Conclusion

In the era of digitalization, developing virtual communication skills in future teachers on the basis of deontological approaches is one of the most urgent tasks of today's pedagogical education. This is because the modern educational environment increasingly relies on digital platforms, forms of distance education and online communication tools. This requires future teachers to have not only technical literacy, but also professional etiquette, moral responsibility and communication culture. Pedagogical deontology, in terms of its content and essence, is a scientific and theoretical direction that defines the teacher's professional duty, moral obligation and personal responsibility, and it is reflected in every form of the teacher's communication, including the virtual environment. In the conditions of virtual communication, these principles are especially important, because in electronic correspondence, online lessons and group discussions, every word, tone and attitude affects the personality of the student. Therefore, the behavior of a future teacher in virtual communication must correspond to deontological norms. The main qualities formed in this direction include respect, tolerance, patience, responsibility, justice, impartiality and humanism. These qualities not only determine the professional image of the teacher, but also increase the power of his or her educational and upbringing influence. In particular, in the virtual environment, these qualities serve to create an atmosphere of psychological safety, trust and cooperation among students. At the same time, the development of virtual communication skills in future teachers should be carried out systematically and step by step. In this process, the competency-based approach, personality-oriented education, the system of axiological values and activity-based methods should be applied in harmony. Through problem situations, role-playing games, online discussions, reflective tasks and electronic portfolios, not only communicative skills but also ethical thinking are developed in students. In general, virtual communication skills formed on the basis of the deontological approach strengthen the professional competence of the future teacher and prepare him or her as a spiritually mature and socially responsible specialist adapted to the modern digital educational environment. Thus, in pedagogical higher education institutions, harmonizing digital literacy with professional ethics is the most important condition for forming future teachers not only as knowledge providers, but also as individuals who demonstrate an example of cultured communication.

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