

**D. D. Yessimova,
G. M. Kertayeva**

DEONTOLOGICAL READINESS OF FUTURE TEACHERS

**monograph for graduate and
undergraduate students
of natural science specialties
of universities**



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The proposed study guide “Deontological readiness of future teachers” consists of two sections: information-theoretical and diagnostic. Main problematic provisions of deontological science are selected by the author. Issues of modern pedagogical deontology are highlighted. A brief outline of the basics of deontology as a science is made. Common deontological concepts are revealed in a generalized form. Especially valuable is that in the study guide main problematic issues of pedagogical deontology are revealed in a systemic form. The study guide is intended for academic staff, trainees of professional development programs, undergraduate, graduate and postgraduate students, as well as for school teachers.

The authors and compilers are responsible for the accuracy of the materials, grammatical and spelling errors.

Recommended by the Academic Council of Pavlodar State University named after S.Toraigyrov.

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Preface

The Law of the Republic of Kazakhstan “On Education” says that “the main task of the educational system is a creation of conditions for development, professional perfection, and the formation of personality based on the achievements of science and practice on the national and universal values.”

School is a social and state system which is expected to meet educational requirements of the state in the same way as of society and individual.

Challenges facing young sovereign Republic of Kazakhstan, particularly forced to take care of the intellectual potential, physical and mental health, education of the younger generation. From this perspective, the main task of the pedagogue is to seek ways and means by which he /she could help a person to become what he/she is capable of being, while preserving and strengthening health. The solution to this problem, in our profound conviction, depends primarily on the willingness of the pedagogue to carry out the above functions in accordance with professional duty. The science that studies this aspect of the problem is Pedagogical Deontology. The proposed aid covers issues of its origin, objectives, principles and functions, research methods and defines the essence of pedagogue’s deontological readiness.

In our profound conviction, the solution to this problem primarily depends on the pedagogue’s willingness to carry out the above functions in accordance with professional duty.

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