



THE ROLE AND FUNCTIONS OF SCIENTIFIC RESEARCH METHODS IN THE STUDY OF PROFESSIONAL ETHICS AND PEDAGOGICAL CULTURE

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In scientific research, the appropriate selection of research methods is directly linked to the clear articulation of the research content, objectives, and tasks. The choice of methods is primarily grounded in the nature of the research object and subject—whether the phenomena under investigation are dynamic, psychological, or social in character. For instance, since processes such as pedagogical culture and professional ethics are inherently connected to human consciousness, values, inner positions, and attitudes, methods that account for subjective opinions, individual experiences, and contextual information take precedence in their study.

From a scientific perspective, the methods employed in research must be inherently tied to the research's general scientific approach, methodology, and epistemological foundations. Regardless of the method chosen, it must fully correspond to the nature of the research object and serve the goals and objectives of finding a scientific solution to the problem. Scientific research is not merely a process of gathering data; it is the creation of knowledge within a specific theoretical or methodological framework. Therefore, research methods should not be viewed merely as tools for collecting information but rather as instruments that shape and construct knowledge.

For example, in studies based on an axiological approach, the focus is placed on human values, personal moral positions, ethical choices, and their reflection in the educational process. Such studies often utilize methods such as content analysis, interviews, biographical analysis, case studies, and reflective analysis, which enable researchers to explore the teacher's inner world, personal perspectives, and individual pedagogical experiences.

Similarly, within cognitive approaches, the need arises to deeply understand processes related to human thinking, cognition, moral consciousness, and decision-making. In such cases, methods that examine individual reflections and thought processes—especially reflective analysis and in-depth interviews—are of critical importance.

Furthermore, any method chosen must ensure **objectivity**, **reliability**, and **replicability** of research findings. Therefore, method selection should be consistent, logically grounded, and capable of providing comprehensive and transparent information. The value of scientific research lies in its applicability and the possibility of its results being used in other studies. Hence, a balanced integration of theoretical and practical criteria in selecting methods largely determines the success of the research.

From a practical standpoint, method selection is closely connected to the conditions faced by the researcher, the opportunity for direct interaction with the research object, available time, financial resources, and the researcher's level of expertise. While scientific processes must be theoretically well-founded, they must also be practically applicable with real mechanisms. For instance, when large-scale surveys are feasible, statistical analysis and the study of collective opinions become effective. However, to deeply explore internal and subjective processes such as professional ethics and pedagogical culture, methods such as individual



observations, interviews, analytical-biographical analysis, or philosophical-interpretive methods may take precedence.

In pedagogical research, it is possible to conduct a comprehensive analysis of such issues by effectively combining traditional and modern scientific methods. The **historical-analytical method** allows for the thorough examination of the moral principles of the teaching profession, the development of pedagogical culture, and their role within the national education system. This method facilitates the analysis of centuries-old spiritual traditions, enlightenment ideas, and the evolution of teacher identity in both historical and modern contexts.

Through this approach, one can clearly identify how moral demands in education have evolved, how expectations of teachers' ethical qualities have been refined over time, and how societal attitudes towards education and upbringing have been shaped. Using the historical-analytical method, one can compare traditional teacher-student relationships, the ethical image of teachers in ancient times, the moral code of Soviet-era educators, and the concept of pedagogical culture that emerged after independence.

This method also enables the exploration of how the values of professional ethics and culture have transformed under the influence of political ideologies and social demands at various historical stages. Historical analysis reveals that as time progresses, the expectations placed on teachers have broadened, and ethical standards have become enriched not only by national but also by universal human values. Thus, the historical-analytical method not only provides a factual foundation for scientific research but also serves as a basis for methodological analyses and comparisons that are relevant today. It plays a critical role in understanding the moral-aesthetic status of teachers, their cultural capital, and their role as active citizens.

The **analytical-synthetic method** is a highly effective tool in scientific research, serving to analyze existing theoretical ideas, compare concepts, identify relationships and differences, and develop general conclusions. This method is especially valuable in studying complex and subjective areas such as ethical values, professional relationships, and cultural preparation.

There are hundreds of scholars who have proposed varying approaches, definitions, and theoretical interpretations regarding pedagogical culture and professional ethics. Some associate pedagogical culture with a teacher's speech, behavior, and outward manners, while others link it to moral responsibility, personal example, and social engagement. Through analytical comparison of these perspectives, common features and differences can be identified. Subsequently, a generalized model can be synthesized from these varied viewpoints.

The analytical-synthetic method also helps identify the core and peripheral components of the concept of professional ethics by analyzing various definitions. This approach allows not only for examining individual aspects of the topic but also for understanding their systemic interconnections. For instance, by analyzing the components of professional ethics—such as humanism, objectivity, equality, responsibility, and communication culture—and their interaction within the educational process, one can develop a well-rounded theoretical understanding.

This method enables researchers to draw holistic scientific conclusions based on various sources, scholarly perspectives, pedagogical models, and normative documents. For this reason, the analytical-synthetic method is especially important in pedagogical research aimed at developing generalized scientific foundations that meet contemporary requirements.

The **theoretical modeling method** is used to schematize, structurally classify, and analyze complex processes, relationships, and phenomena within a logical-theoretical framework. This method plays a vital role in fully comprehending and shaping abstract and multifaceted concepts such as professional ethics and pedagogical culture for research purposes.



Ethical relationships in pedagogical settings, professional and spiritual development within a teacher's personality, and the manifestation of moral qualities in practice are often multi-stage mechanisms that cannot be directly measured and are influenced by multiple factors. Theoretical modeling enables these processes to be represented through schematic models, structural components, and compact logical systems.

For example, a theoretical model of the concept of “moral competence” could be broken down into several components: moral knowledge, moral reflection, the ability to make personal judgments, and cultural communication skills. Each component in such a model can be described in terms of its manifestation in pedagogical practice, developmental stages, and assessment criteria. Similarly, a model of “levels of pedagogical culture” could be used to assess a teacher’s general cultural development, professional-ethical growth, communication culture, attitude toward information, and sense of societal responsibility. This provides a practical basis for evaluating teachers in educational institutions, planning their professional development, and strengthening moral education.

One of the most important methods in modern pedagogical research is **content analysis**, which allows for identifying trends and conclusions not directly but through the analysis of spiritual, ethical, and cultural content reflected in documents, texts, and communication materials. In the study of professional ethics and pedagogical culture, content analysis serves as an effective tool for examining how these issues are represented in teachers’ discourse, educational documents, legislation, curricula, and textbooks.

The personality of the teacher, their moral stance, and cultural attitudes are among the decisive factors that influence not only the quality of education but also the spiritual progress of society as a whole. Therefore, any pedagogical research in this area must focus on deeply understanding the human factor—the individual, their inner values, and attitudes. This requires shaping the research not just as an external observation but as a scientific approach based on internal comprehension.

The most important aspect that research methods must focus on is the ability to uncover, understand, and analyze the processes taking place within the moral and cultural consciousness of the teacher. Moral discipline, evaluative mechanisms, cultural worldview, and humanistic positions are not revealed through external indicators, but rather through the individual’s own thinking, lifestyle, and professional experience.

In-depth methods such as interviews, biographical analysis, reflective analysis, case studies, and content analysis play a vital role in revealing the teacher’s inner identity. For instance, through reflective research, a teacher can analyze the basis for their moral decisions and demonstrate a personal approach and critical self-assessment. The biographical method allows researchers to identify moral turning points in a teacher’s life journey and understand how their professional values have been formed. Similarly, case study analysis enables the investigation of the teacher’s behavior, decision-making skills, and ethical stance in complex pedagogical situations. These methods prioritize not only outcomes but also the process—enabling the observation of moral development over time.

In conclusion, research methods used to study the personality of teachers must not merely function as tools for data collection but should serve as key instruments for uncovering personal consciousness, cultural values, and ethical worldviews. This is crucial for achieving meaningful, practical, and morally grounded outcomes in pedagogical research.

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