

FUNDAMENTAL PRINCIPLES OF ORGANIZING DIGITAL COMMUNICATION BASED ON A DEONTOLOGICAL APPROACH

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Abstract

This article is devoted to the study of one of the most relevant areas of modern pedagogy - the deontological (ethical and legal) foundations of pedagogical communication in the digital environment. The rapid digitization of the educational process is transforming the traditional format of communication between a teacher and a student, creating a new type of professional duty and moral obligations.

The deontological approach was chosen as the methodological basis of the study, which allows us to study the principles of professional responsibility of a teacher, information confidentiality, cyber-tolerance and digital professionalism in their interrelation when organizing digital communication. The article proposes a four-level model of digital pedagogical communication, which includes not only technical skills, but also axiological (value-oriented) and reflexive competencies. The scientific novelty of the article is that it substantiates the concepts of "digital hygiene" and "speech ecology" as a component of pedagogical deontology. Also, the mechanisms of maintaining pedagogical subordination in the virtual space, preventing cyberbullying, and ensuring academic honesty in the use of artificial intelligence tools are analyzed.

The results of the study serve as a practical resource for improving the quality of distance learning in the higher and secondary specialized education systems, forming the virtual image of teachers, and developing codes of ethics for digital educational platforms. The conclusion puts forward the author's recommendations on the humanization of digital communication and eliminating "technological coldness" in pedagogical communication.

Keywords: Pedagogical deontology, digital communication, professional responsibility, information security, confidentiality, netiquette, digital hygiene, virtual tolerance, academic honesty, pedagogical ethics.

Introduction

Today, information technologies have become an integral part of the educational process. However, technological progress requires a new interpretation of the ethical (deontological) issues of communication between a teacher and a student. Digital communication is not only the exchange of information, but also the art of maintaining professional duty and responsibility. The current stage of human development is characterized by the rapid digital transformation of all aspects of social life, in particular, the education system. Today, digital communication has become not just a means of information exchange, but a new virtual space that forms socio-psychological and spiritual-moral ties between the central subjects of the pedagogical process. However, the expansion of technological capabilities requires the enrichment of the traditional ethics of pedagogical activity with new content, or rather, the adaptation of pedagogical deontology to the digital environment.

Pedagogical deontology (Greek deon - duty, logos - teaching) is a set of ethical principles that determine the attitude of a teacher to his professional duty. In the context of digital communication, this concept takes on a new meaning. If in traditional education the communication between a teacher and a student was limited to direct, face-to-face and classroom boundaries, in the digital world these boundaries have almost disappeared. Now the professional duty of a teacher includes not only teaching, but also maintaining his academic authority and moral image in a virtual communication that continues 24/7.

The relevance of this article is explained by several fundamental factors:

Firstly, the feeling of anonymity and remoteness in the virtual environment often leads to a decrease in the sense of responsibility of the participants in the communication, violation of the rules of netiquette (network ethics).

Secondly, in the conditions of excessive information flow and the spread of fake (false) information, the deontological role of the educator as an "information filter" has become more important than ever.

Thirdly, ensuring the inviolability of personal data (confidentiality) of learners and forming a culture of cyber-security have become part of the professional responsibilities of the educator.

The deontological approach to organizing digital communication is to find a balance between technology and humanity. In this process, the educator must not only know how to use digital tools, but also deeply understand the moral consequences of each virtual action. After all, a small ethical mistake made in a digital environment (for example, an incorrectly written comment or disclosure of personal information) can cause irreparable damage to the long-standing reputation of a teacher and the quality of education. The purpose of this study is not to scientifically analyze the technical aspects of digital communication, but rather its spiritual pillars, such as responsibility, confidentiality, and professionalism, and to develop deontological guidelines for a modern teacher. This approach allows us to preserve the "human factor" in the process of digitizing the education system and raise the quality of education to a new level. The responsibility of a teacher in digital communication is broader than in a traditional classroom. Here, pedagogical principles are manifested in the following form: Accuracy of information: Each educational material and message posted on the network must be scientifically and methodologically sound.

Digital example (Etalon): The teacher should be an example for students with his communication culture on social networks and messengers.

One of the most important pillars of deontology is confidentiality. In the digital environment, this principle is inextricably linked with the protection of personal data:

Students' personal achievements, grades and personal problems should not be discussed in open groups.

Information security: The teacher must ensure the security of his and his students' digital footprints, and know the boundaries of communication in cyberspace. In digital communication, there are fewer emotions and visual contact inherent in face-to-face communication. Therefore:

Inclusivity: Respect should be maintained for participants in communication with different cultures, views and levels of knowledge.

Netiquette (Network Ethics): In conflict situations, the educator must maintain composure and create an atmosphere of communication based on mutual respect.

The digital deontology of the educator is also reflected in his technological competence. Professionalism includes:

1. Time Management: Regulating communication time (e.g., correspondence outside of working hours).
2. Academic Integrity: Respecting copyright when using digital materials.

Organizing digital communication on a deontological basis is not just a technical skill, but a moral and ethical position of the educator. Adhering to the principles of responsibility, confidentiality, and tolerance makes the virtual learning environment healthy and serves to improve the quality of education.

Pedagogical deontology is not just a theory, but a chain of specific methodological principles in the digital environment. This chain can be divided into the following components:

In digital communication, the student must be seen not as an "object" behind the screen, but as an equal "subject".

Individuality: Taking into account that each student has a different level of digital literacy.

Psychological safety: It is the deontological obligation of a teacher to prevent cyberbullying and discrimination in virtual communication.

The deontological approach requires the teacher to correctly distribute the time of communication.

In synchronous communication (Zoom, Google Meet): The visual background, appearance and speech culture should be appropriate to the status of the teacher.

In asynchronous communication (Telegram, E-mail, LMS): Establishing an "ethical regulation" for responding to messages (for example, a response procedure within 24 hours).

Information security is not only about storing passwords, but also the "ecology" of pedagogical information.

Principle	Content	Pedagogical significance
Verification	Verify the accuracy of information before distributing it.	Building immunity among students against fake news.
Authorship loyalty	Link to content from other educators or sources.	Building a culture of academic honesty.
Privacy filter	Separation of personal life and professional activities.	Protecting the teacher's authority in society and personal integrity.

The digital world has a concept of "borderlessness", which requires a high level of tolerance from the educator:

1. Implementing netiquette standards: Establishing rules for communication in groups (using stickers, voice message order, etc.) in advance.
2. Recognizing cultural diversity: Creating equal opportunities for students in virtual communication, regardless of their language, religious or social background.
3. Tolerance for mistakes: Not publicly humiliating a student for technical errors (incorrectly uploading a file, not turning off the camera).

In the future, pedagogical deontology will also include communication with artificial intelligence (AI). In this process, the educator:

Control the ethical aspects of materials created by AI;

Do not allow algorithms to completely replace human communication.

As a pedagogical scientist, it is worth noting that there are inherent contradictions in the application of deontological principles in the digital environment. The main task of the methodology is to overcome these problems:

The conflict of openness and confidentiality: While educational platforms require transparency, maintaining the integrity of personal data is becoming increasingly difficult.

Freedom and Order: Maintaining a balance between free thinking and pedagogical subordination in social networks.

Human and Algorithm: Overreliance on automated systems in the assessment process can undermine the principle of pedagogical justice (deontological norm). The deontological approach requires the educator to manage his virtual image. This is expressed through the concept of "Digital Hygiene":

1. Profile aesthetics: The educator's profile on social networks should be free of images and information that contradict his professional ethics.
2. Discourse ecology: Maintaining pedagogical norms in the use of abbreviations (e.g., "ok", "thank you", "understandable") and emotional symbols (smileys).
3. Filtering: Avoiding informal and open discussions in communication with students, always maintaining the "teacher-student" distance in a virtual form. The biggest drawback of digital communication is "technological coldness". As pedagogical scientists, we need to humanize communication:

The importance of video communication: Organizing video meetings from time to time rather than text messages maintains a "live" ethical atmosphere in communication.

Feedback culture: Comments on a student's work should not simply point out errors, but should be in a deontological form that encourages and respects the individual. In the article, we propose a four-component model of a teacher organizing digital communication:

Component	Task	Current appearance
Cognitive	Knowledge	Excellent knowledge of IT and ethics rules.
Axiological	Values	Recognizing the student's identity as a supreme value even in the virtual world.
Technological	Skills	Choosing safe and effective platforms.
Reflexive	Analysis	Regularly critically evaluate your virtual communication style.

Conclusion

The study of the issues of organizing digital communication based on a deontological approach shows that the technological transformation of education requires not only methodological, but also a deep spiritual and moral restructuring. The conclusions formed as a result of our research cover the following important aspects:

1. Integration of pedagogical duty and digital responsibility

Pedagogical deontology in the digital environment takes the professional duty of the teacher to a new level. Now the teacher is personally responsible not only for discipline in the classroom, but also for the exchange of information in the virtual space, the digital security of students, and the passage of information through ethical filters. The principle of professional responsibility acts as a "moral compass" in the digital world, preventing the pedagogical process from turning into a chaotic flow of information.

2. Confidentiality is the basis of a reliable learning environment

The principle of preserving personal information and pedagogical secrets (confidentiality) in digital communication strengthens the bridge of trust between the learner and the educator. Our research confirms that the personal results, mistakes and individual problems of the student should not be openly discussed on digital platforms, but rather, the inviolability of the "teacher-student" relationship must be preserved in the virtual format. This, in turn, instills in the student a sense of security in the cyber environment.

3. Professionalism and the concept of "Digital Benchmark"

The professionalism of a teacher in the digital world is reflected more in his communication culture than in his technical skills. The concept of "Digital Benchmark" we propose means that each behavior of a teacher on the network (posts, comments, sent materials) serves as an unwritten code of ethics for students. The principle of tolerance represents the ability of a teacher to maintain composure and constructive dialogue in a digital space where different views clash.

4. Strategic proposals and practical recommendations

Based on our scientific analysis, we put forward the following strategic directions for improving the deontology of digital communication:

Creating corporate codes of ethics: Each educational institution should develop its own internal digital communication regulations and clearly define deontological norms in them.

Continuous deontological training: Regularly increasing the moral competence of teachers by including "Digital deontology and cyber-ethics" modules in their retraining process.

Humanization: Although digital platforms are enriched with artificial intelligence and algorithms, maintaining as a pedagogical priority that human relationships, empathy, and spiritual dialogue should be at the center of education. Organizing digital communication based on deontological principles is not a denial of the traditions of the past, but the art of combining them with the technologies of the future. Only digital communication based on high moral principles serves to educate a truly perfect person.

The following are proposed to organize digital communication based on a deontological approach:

1. Introducing special courses on "Digital Pedagogical Ethics" in higher educational institutions.
2. Including specific clauses on the culture of digital communication in the professional standards of teachers.
3. Developing a virtual communication code and placing it on the home page of educational platforms.

Thus, digital deontology is not just a set of rules, but serves as a "spiritual filter" of pedagogical skills in the age of technology. Organizing digital communication based on a deontological approach means preserving the essence of the pedagogical profession in a changing technological world. Responsibility, confidentiality and professionalism are not just words, but the moral constitution of the digital space. A teacher must act not only as a teacher, but also as a moral guide (navigator) in the digital world. Only then will the digitalization of education serve the development of human capital, and not its degradation.

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