

Features of professional ethics formation of the future teacher

Características de la formación ética profesional del futuro profesor

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ABSTRACT:

The purpose of the publication is to substantiate pedagogical conditions of professional ethics of future teachers which is believed to be one of the momentous directions of teachers' training on the basis of fundamental principles of human morality, ethical and humanistic ideals and principles specific to the pedagogical profession. The professional ethics of the teacher is recognized as a scientific field that studies manifestations of morality and principles of professional ethics in teaching, patterns of behavior and relationships in the system "teacher" - "student as a future teacher", thus providing rules and norms of educational activities, expressed in the form of ethics codes. It is demonstrated in the article that the professional activity of the teacher in the educational organization from the standpoint of ethics is a system based on the principles of global, professional, educational and personal ethics. The structure of the professional ethics of the future teacher is presented through philosophical, professional, educational, cultural, behavioral, reflexive and evaluative components. Pedagogical conditions ensuring professional ethics formation are disclosed in

RESUMEN:

El propósito de la publicación es fundamentar las condiciones pedagógicas de la ética profesional de los futuros docentes, que se considera una de las direcciones trascendentales de la formación de los profesores sobre la base de principios fundamentales de moralidad humana, ideales éticos y humanísticos y principios específicos de la pedagogía profesión. La ética profesional del profesor se reconoce como un campo científico que estudia las manifestaciones de la moralidad y los principios de la ética profesional en la enseñanza, los patrones de comportamiento y las relaciones en el sistema "profesor" - "estudiante como un futuro maestro", proporcionando así normas y normas de las actividades educativas, expresadas en forma de códigos éticos. Se demuestra en el artículo que la actividad profesional del profesor en la organización educativa desde el punto de vista de la ética es un sistema basado en los principios de la ética global, profesional, educativa y personal. La estructura de la ética profesional del futuro profesor se presenta a través de componentes filosóficos, profesionales, educativos, culturales, conductuales, reflexivos y evaluativos. Las condiciones pedagógicas que

accordance with the logic of the structure proposed. Theoretical theses presented in the work complement the basic provisions of professional ethics and concepts of moral and professional development of the individual, enriching the theory and methodology of continuous professional training.

Key words: ethics, profession, professional ethics, teacher, morality, professional ethics code.

garantizan la formación ética profesional se revelan de acuerdo con la lógica de la estructura propuesta. Las tesis teóricas presentadas en el trabajo complementan las disposiciones básicas de la ética profesional y los conceptos de desarrollo moral y profesional del individuo, enriqueciendo la teoría y la metodología de la formación profesional continua.

Palabras clave: ética, profesión, ética profesional, profesor, moralidad, código de ética profesional.

1. Introduction

The consistent pattern of modern higher education and the tendency to achieve a higher quality level in students training put in specific requirements to the organization of educational activities from the standpoint of morality in order to create ethical concepts and methods of professional activity (Khanova and Belinova, 2016). The priority of universal values, growing role of moral personal professional development of the teacher is due to the dynamic of social and economic reforms, spreading popularity of pedagogical innovative trends in higher education. Thus the importance of the formation of students' professional ethics is emphasized (Bicheva and Varivoda, 2016).

Historically, professional ethics emerged as a manifestation of everyday moral consciousness and the interrelation between the social labor division to the society moral principles (Aristotle, Comte, Durkheim, et al.) and was further developed in the semantics of theoretical rationale of professional ethics on the basis of the generalized practice of the behavior of various professional groups' representatives (e.g., separation into "masters", "administrators", "priests" and "people" in ancient Egypt, the Hippocratic oath, etc.) As early as in the XI-III centuries there appeared statutes that reflected the demands to the moral attitude of a profession, to the nature of work and to workers themselves. Then in the XVI-XVII centuries moral requirements to the teaching profession were formulated by Lvov and Lutsk Brotherhoods ("Professional Ethics", 1989).

Modern research of professional ethics reflects different facets and aspects of this phenomenon: scientific-theoretical and methodological bases of professional ethics formation of the future teacher (Ageenko N.V., Altukhova G.A., Vikhansky O.S., Lomakina O.B., Naumov A.I., Schmal M.V., Fayolle A. et al.); professional culture development of specialists from various professional spheres (Drummers A.V., Belolipetskii V.K., Bondarevskaya E.V., Isaev I.F., Klemantovich I.P., Kuzmina N.V., Slastenin V.A. et al.); specifics of students training (Vedernikov L.V., Bobrikov V.N., Elkina O.J., Zimnya I.A., Kulyutin Y.N., Lopatkin V.M., Markova A.K., Panina T.S., Redlich S.M., Senko Y.V., Shamova T.I. et al.); significant relation formation to the teaching profession (Arishin E.S., Kholopova E.J., Schelin T.T. et al.).

2. Methods

Specifics of professional ethics, according to Huseynov A.A., "concretizes common moral requirements to the originality of the respective profession and is mainly engaged in the norms, rules of conduct", in other words, considers the professional behavior (2005).

There is sustained interest to the problem of professional ethics formation as a system of moral principles, norms and rules of behavior with professional teaching activity features being under concern. The system determines the person's attitude to one's professional duty and is based on conduct codes that provide moral character of professional staff relationships (Ganzhin V.T., Klychkov V.P., Rosenko M.N., Sandulov U.A., Sogomonov U.V., Horn R.C. et al.). In this context, professional ethics is manifested through the perspective of conduct codes and methods of the codes rationale, socio-cultural interpretation of cultural and humanistic purpose of the profession, its ethos ("Professional Ethics", 1989). Horn R.C., exploring professional ethics of insurance experts and noting the role of the code of ethics in the implementation of the norms of morality inherent in the profession, says that it is "just what people should or should not do

in the framework of one's profession" (Horn, 1978).

Scientific research allows concluding that professional ethics is characterized as an area of ethical knowledge, where the subject of study is the feature of the manifestations of morality in different occupations, due to moral consciousness, relationships and behavior of workers (Bobrikov and Sharov, 2012). In this context, professional ethics studies:

- pattern of professional ethics formation, development and operation;
- history of domestic and foreign experience of various kinds of professional ethics (economic, industrial, educational, journalistic, medical, engineering, and others);
- current stage of scientific development and implementation experience of ethical professional standards (Apresyan, 2010);
- staff relations within professional groups;
- personality and moral qualities of a professional ensuring effective fulfillment of professional duties;
- moral standards for a particular profession;
- features of professional training and education;
- social and psychological problems of ethical parameters changes in professional interaction;
- the role and place of various social groups in the implementation of moral professional demands.

Being one of the important directions of social progress and an integral part of modern training of future specialists, professional ethics is based on the fundamental principles of human morality, based on ethical and humanistic ideals and the specific principles of the profession, outlining general moral standards in accordance with the profession characteristics and certain forms of professional relationships reflecting the practical expediency ("Space Use and Ethics", 2001).

At the same time, professional ethics researchers emphasize that targeted development of students' professional morality, scientific search of ways of its formation in the conditions of the university educational activities, as well as methods of study of its level is an important task of higher education ("The Teaching of Ethics", 2004).

The analysis of the semantic content and features of professional ethics formation of future teachers in the conditions of the university has revealed the contradiction between the objective need of modern society and educational systems in specialists with high morality able to exercise professional ethics at a high level, and the lack of theoretical elaboration of pedagogical conditions of professional ethics formation in the educational process of the university (Belukhin, 2007). The necessity to solve the problem of future teachers' training actualizes educational process organization from moral and ethical professional development standpoint. These circumstances have determined the purpose of the study: to outline the structure of future teachers' professional ethics and define pedagogical conditions of its formation at the university.

3. Results

Summing up different characteristics of professional ethics, we define the teacher's professional ethics as a scientific issue that studies manifestations of morality and principles of professional ethics in the field of pedagogical work, patterns of behavior and relationships in the system "teacher" - "student as a future teacher", to ensure the content and norms of pedagogical activity, expressed in the form of ethics codes (Bicheva and Varivoda, 2016). The ethics code can be considered as a standard of professional moral norms specifying general ethical principles and values, justifying the moral imperatives of the profession, the nature and characteristics of relation in a professional environment (Kultgen, 1988). The ethics teaching code is the basis of moral values and ideals, moral qualities of a teacher, defining standards of professional harmonious interaction between teachers and students. The momentous principle of the ethics teaching code is that necessary moral and cultural requirements are described in it as prescriptions and not as strict regulations. In addition, this document defines the measure of responsibility for the violation of rules and controls their implementation (Apresyan, 2010).

The need for the formation of professional ethics of the future teacher is dictated by moral requirements of the teacher's profession, the teacher recognized as a carrier of high spirituality, culture, education, responsibility and justice. The moral and ethical qualities of the teacher reflect professional commitment to strict implementation of the moral norms of mutual relations with the students, as the basis of his professionalism. The true professionalism is always defined with the criteria of moral attitude to the profession, cultural and value orientations and motives that allow a person to achieve the required quality of work and perfect success in one's profession. In this sense, the teacher, showing professional skills and individual creativity in accordance with the standards of the profession, becomes a role model for the students, promotes their moral self-education.

4. Discussion

Taking into account stated approaches to the phenomenon of professional ethics we consider teachers' professional activity as a system based on the principles of global, professional, educational and personal ethics (Bicheva and Varivoda, 2016).

Global ethics principles reflect general requirements to successful and prosperous human life and are based on universal moral norms, which imply social responsibility, interdependence, professional solidarity, conscious concern of duty and honor, differentiation of good and evil, empathy and compassion, etc.

Professional teaching ethics principles reveal ethical norms and rules that reflect the required (normative) behavior within the context of professional teaching. Such norms are fixed in the ethics teaching code and perform social functions aimed at the successful decision of professional tasks, taking into account the personal and public interest, ensuring the continuity of professional progressive moral values. The principles of teaching professional ethics largely involve cultural norms of professional activity reflected in the professional and ethical competence and the culture of professionally significant motivation.

Personal ethics principles characterize moral qualities and expectations of a teacher and comprise beliefs and moral responsibility for actions, correctness and respect for the rights of another person, reliability, honesty, integrity, justice, self-control, etc. Personal ethics allows teachers to understand intrinsic moral characteristics, to assess moral behavior and actions skills and to develop one's own system of professional interaction regulations (teacher-student, teacher-teacher).

Thus, professional teachers' ethics, accumulating the principles of universal (worldwide) ethics in a particular profession is associated with humanistic ideas of modern higher education and training of future teachers – educated, having moral and cultural qualities such as a sense of duty and dignity, conscience and justice, responsibility, self-discipline, law-abiding consciousness and behavior, and others.

In the context of the above-stated, we have determined the structure of the future teacher professional ethics, presented with philosophical, professional, educational, cultural, behavioral, reflective-evaluative components as well as pedagogical conditions that ensure the professional ethics formation in the logic of the structure proposed.

Ideological component characterizes the moral destiny of the man, the moral basis of personal and professional ethics. This component involves the implementation of pedagogical conditions aimed at comprehended and perceived understanding of universal moral laws, general life rules and moral constructive formation of the world view, based on the harmonious and responsible relationship:

- introduction of teachers and students to universal values such as goodness, truth, beauty, ideal, meaning of life, happiness, duty, responsibility, freedom, conscience, justice, friendship, love;
- development of the moral world of students on the basis of awareness of their own values and

respect for cultural differences, personal value concepts and beliefs of another person;

- activation of the intrinsic motivation of students to self-knowledge and mastery of ethical knowledge and understanding of the importance of personal responsibility, moral improvement and personal growth.

Professional and educational component aimed at the mastery of moral and ethical categories in profession, as well as professional knowledge and moral values, norms and rules of professional activity provides pedagogical conditions of ethical and regulatory professional activities, contributing to the formation of professional pride and moral activity of students:

- recognition of social and moral significance of the future profession;
- common understanding of professional training and ethical ways of its implementation objectives;
- readiness for ethical-cognitive relation to the future profession of the teacher;
- studying the development of moral norms and rules of behavior content of the teacher, reflected in the code of ethics of the teacher.

Cultural and behavioral component characterizes professional and ethical focus on interaction in the process of professional functions fulfillment, demonstrates competence in using methods of moral behavior and manifestation of moral qualities. It provides pedagogical conditions of system-activity approach to the organization of the ethical interaction, cultural, moral behavior, moral aspirations and choice of activity modes:

- expression of interest to the students, establishment of professional interaction relations: participants interests - learning objectives - learning methods and techniques;
- readiness for moral and professional activity and the desire to carry it well;
- creative approach to the use of methods, tools and techniques of professional and ethical education and consolidation of moral experience;
- granting the right to choose alternative ways of learning, developing techniques that allow students to find the most suitable for them;
- competence in methods of management /self-management behavior.

Reflective-evaluative component reflects the degree of awareness of students' moral position, identification of stable and unstable qualities necessary for moral professional work. It involves the pedagogical conditions that ensure the continuous monitoring of the factors that contribute to / hamper the professional and ethical development of students:

- study of individual characteristics, behavior, actions that affect the construction of ethical relationships;
- formation of conscious attitude of students to the need of development and improvement of moral and personal qualities;
- actualization of individual moral experience and correction of behavior from the perspective of ethical collaboration and construction of ethical relationships.

5. Conclusion

The proposed structure of the future teacher professional ethics code and pedagogical conditions of its formation are being tested in the higher education system. Awareness of the need for the formation of professional ethics at all stages of the educational process provides interdependence, coherence between all the components, exactingness and mutual responsibility of its members in the performance of professional and moral standards, improving the quality result of moral and professional training of future teachers.

Theoretical position presented in the work complements the basic provisions of professional ethics and concepts of moral and professional development of the individual, enriching the

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