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The concept of professional ethics development as a condition of mastering value and ethic culture of personality

Słowa kluczowe: etyka, koncepcja, etyka zawodowa, wartości kultury etycznej
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Introduction

The statement of the problem of professional ethics formation in the tertiary education is associated with the most important scientific and practical tasks, as the priority of market economy of profit over the universal human moral values exacerbates the moral and ethical side of human activity. And it requires a qualitative change of the approaches in the determination of the professional education content, which would lead to mastering value-ethical culture by university graduates. The system of tertiary education must help its graduates in building their own world of professional and personal values, in mastering creative ways of solving their professional and life issues on the basis of ethical standards and regulations necessary for professional work.

The development of scientific interests in this area revealed the complexity and multidimensional nature of the phenomenon of “professional ethics”, which led to the emergence of different approaches to its analysis and determined the need for a sense that the formation processes of specialist professional ethics in the tertiary education institution require a systematic, holistic, interactive, integrated and competent examination.

An analysis of scientific researches on the professional ethics issue has shown that in many publications ethics are regarded as the basis for the solution to general pedagogical and methodological problems. In the national science,

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ethic researches were represented by serious scientific researches of S. Anisimov, L. Arkhangelskii, V. Bakshtanovskii, G. Gumnitsky, A. Guseynov, O. Drobnitskii, V. Efimov, V. Koblyakova, N. Krutova, E. Soloviev, A. Titarenko, K. Schwartzman, A. Shishkin. Theoretical approaches to solving problems related to the professional ethics formation of the future were displayed by specialists in the studies of O. Vikhansky, A. Naumov, etc. In particular, the question of the moral dimension of education in the context of the features of schools and tertiary educational institutions for the training of students' moral readiness to choose teaching professions (B. Grishin, Y. Sogomonov), is presented in the way of forming preparedness for conflict (I. Zhuravlev), due to the requirements regarding the quality of the teacher's professional thinking (V. Slobodchikov) as well as the formation of professional skills (I. Zyazyun, V. Kozneva). The professional ethics of the concrete specialist were also researched (N. Ageenko, G. Altukhov, O. Lomakin, L. Khoruzhaya, M. Schmal, etc.).

A Part of the Problem for Investigation

In spite of the existing experience in pedagogical science in developing professional ethics in different specialists, an issue of professional ethics' forming as a condition of mastering value and ethic culture of personality is left open for research and discussion.

The Purpose of the Paper is to present the concept of professional ethics development as the condition for personality's mastering of value and ethic culture.

The Basic Theses

In science, the problem of professional ethics is considered by scientists who regard the system of professional culture as its component that testifies to the interrelation, interpenetration, mutual influence, and allows to talk about professional and ethical culture of the specialist, focusing not only on this phenomenon, but rather emphasizing the need for greater attention to the ethical aspect of the professional culture. In our research, we are going to consider the formation of professional ethics as a condition of mastering of values and ethical culture of the personality. The professional ethics are meant as a system of norms and values that regulate human behaviour in the area of professional activity. It is of an extremely great importance. By ethical culture, we understand the integral quality of the personality, which reflects the level of mastery of ethical criterion-value relations and their development in the professional field.

Theoretical comprehension of the problem of professional ethics formation as a condition of mastering personality's values and ethical culture were long overdue in pedagogical science. Relevance of this problem is caused by a number of contradictions, exacerbated in the last decade:

- Between the developing educational paradigm that considers a graduate's personality as a goal of national systems of tertiary education and wrongfully continuing perceiving it as a means of solving the current socio-historical problems;
- Between a high level of recognition of human person intrinsic value and the traditional methodology of tertiary education directed at personality forming as an expert only;
- Between the needs of the student in self-realization in the space of society and the educational reality and the actual conditions, available resources of the university, insufficient for the formation of the graduates' professional ethics;
- Between the objective need of formation of the university graduates' professional ethics and insufficient elaboration of the theoretical foundations of this process.

Here arises the need to establish the interdependence of professional ethics and the mastery of values-ethical culture by the individual. The concept of an elaboration of professional ethics formation as a condition of mastery of values-ethical culture of the individual will be the solution of this problem.

The success of the solutions of any research assignments has to be determined by the quality of the methodological and methodical justification of strategy and tactics of its implementation. Methodological analysis allowed us to formulate the conceptual foundations for our research. The term "conception" is not unambiguous in modern theory and practice. The conception is defined as a system of evidence considered from a specific position on this or that phenomenon, worldview, understanding of the world, views and convictions², as a system of views that expresses a certain way of seeing (the "point of view"), understanding, interpretation of any objects, phenomena and processes, presents the leading idea or the constructive principle³, as a certain way of understanding and interpretation of any phenomena, the basic point of view, the guiding idea for their elucidation, the constructive principle of the various activities as the sudden birth of the idea, the basic thought of artistic or any other motive, as the system of views on the processes and phenomena in nature and society.

The analysis of the concept of "conception" showed that its interpretation is presented in two main ways: as a basic idea of the pedagogical research and as a form of presentation of the research work's results. In terms of our research, understanding the conception as a combination of scientific knowledge of the object

² *New Wordbook of the Ukrainian Language in Four Volumes*, Новий тлумачний словник української мови у чотирьох томах. Т. 2. – К.: "АКОШТ", 1999. – 911 с.

³ *Big Wordbook of the Russian Language*, Большой толковый словарь русского языка / Гл. ред. С. А. Кузнецов. – СПб.: Норинт, 2003. – 1536 с.

presented and decorated in a special way is the most accurate. In this regard, we will stick to defining conception as a set of key provisions that reveal the essence of the content fully enough and comprehensively, features of the investigated phenomenon, its existence in reality or practical human activity.

The basis for the conception elaboration were the fundamental provisions of psychological and pedagogical theories of personality, activity and communication as its specific type, the idea of integrative characteristics of the personality (B. Ananyiev, L. Bozhovich, A. Kovalev, V. Myasishev, S. Rubinstein) on the mechanisms of the personality personalization and its development in activity (K. Abulkhanova-Slavskaya, L. Bueva, M. Kagan, A. Markova, A. Petrovskii) about the mastering of activity (L. Vygotskii, P. Galperin, V. Davydov, N. Talyzina), about the leading type of activity (A. Leontiev, B. Mukhin, D. Elkonin), about communication and personality relationships (A. Bodalev, B. Lomov, A. Mudrik, V. Myasishev).

The concept we are developing is based on the fundamental theories of modern general pedagogy (Y. Babanskii, V. Bepalko, W. Krajevskii, I. Lerner, M. Skatkin, V. Slastenin, etc.). In particular, we used the theory of a holistic pedagogical process, the theory of education system, the theory of the development of personality in various activities (A. Asmolov, A. Usova, etc.).

As follows from the above provisions, numerous studies reveal the multidimensionality and multi-functionality of the problem of professional ethics' formation.

Structural studies of the phenomenon of professional ethics can serve as basis for the consideration of the conception we are developing in terms of the orientation towards dynamics and functioning. The conception of the professional ethics formation is a complex, purposeful, dynamic system of theoretical-methodological and methodical-technological knowledge about the norms, values, and professional ethics based on the system cultural, and integrative, active, environmental and student-centred approaches.

In accordance with the system approach, every system is formed by two sets – the set of elements and the set of bonds (structures). The system approach envisions integrity in practical activity, which aims to implement the formation of professional ethics as a condition of the mastery of personality's ethical-values-culture.

According to the cultural approach, there are connections between the ethics components and the functioning of the professional ethics components.

According to the integrative activity approach, there can be seen the connection between the units and the structures of the professional ethics and the

functioning of pedagogical knowledge of the nature and content of professional ethics as an integral phenomenon.

In accordance with the environmental approach, a connection between the capabilities of innovative educational environment and the consequence of these opportunities can be observed as the formation of the professional ethics components.

In accordance with the student-centred approach, there is a connection between the mechanisms of co-management, collaboration, and the subject-subject interaction.

The criterion of complex theoretical knowledge presupposes a dialectical unity of the general provisions that constitute the various concepts and theories. The complexity of the knowledge system also means diversity of its component composition and relationships within the system. Each section of the conception has its own concept of functional purpose that ensures its integrity and completeness. The hierarchical structure of the conception as a knowledge system provides presence of the levels of subordination, defining the logic of the deployment of its total content.

In a developed stage, "The concept of professional ethics' development" includes purpose, strategies, fundamental principles, tasks of professional ethics' formation, and the expected results of its implementation.

Purposefulness assumes definition, achieving and testing purposes. The basic requirement is its specific and measurable reality, controllability. Purposefulness of the knowledge system is not only responsible for conditions of the moment, but for the general direction of development of the investigated process or phenomenon. Goal orientation of knowledge system constitutes the concept of the professional ethics formation of students in tertiary educational institutions and it means the full representation of the deployment process and the full characterization of the result as a pedagogical phenomenon.

Dynamism suggests the relative stability of the system of knowledge of the object. The concept we are developing and presenting is not entirely completed and unchanged; it remains partially open for further researches. However, the criterion of dynamism does not mean uncertainty of the system of knowledge that makes up the concept and involves the establishment of interdisciplinary connections, the implementation of the scientific integration process, expanding the scope of using its core content.

The legal and the methodological basis for our concept are the laws of Ukraine: "About the education"⁴, "About the tertiary Education"⁵ and The National Doctrine of Education Development⁶.

The main sources for creation of the concept of professional ethics formation among the students in tertiary educational institutions are: the social order of society, recorded in the regulations, the objective needs of society and the personality at the present stage; foreign and native pedagogical experience of professional ethics' formation, the changing demands to knowledge, competence, graduates' professional training, in particular, to the level of professional ethics' formation; the shift of emphasis of the educational process to the cultivation of a personal reflection and constructive dialog style of problem solving; new requirements for graduates to be ready to solve professional tasks, adhering to professional ethics, theoretical conceptions retaining the current level of professional ethics' development and practical experience of professional ethics' formation among the students of tertiary educational institutions.

The essence of the conception is stating the thesis that the massive increase in the formation of professional ethics of the people is possible only within special education in tertiary institutions, that is as part of the organization's targeted training. Only the orientation of professional training to professional ethics' formation provides the society with real positive changes of individual's value orientations. Defining the place of the concept of professional ethics' formation among students in tertiary institutions becomes apparent in the following locations:

- Philosophy;
- Introductory Course on Specialty;
- Professionally Oriented Courses.

These disciplines based on mechanisms and relations of integration are interpreted in the developed integrative and functional course "Professional Ethics" (has to be taught in all tertiary institutions respectively).

We define the goal of the concept we are developing as the theoretical-methodological and methodical support of professional ethics' formation seen as a specific process aimed at the development of the personality of university graduates, on the formation of a future manager in educational establishments.

⁴ *The Law of Ukraine «On Education*, Закон України "Про освіту" http://search.ligazakon.ua/l_doc2.nsf/link1/T106000.html.

⁵ *Law of Ukraine « On Higher Education»*, Закон України "Про вищу освіту" <http://zakon3.rada.gov.ua/laws/show/1556-18>.

⁶ *National Doctrine of Education Development*, Національна доктрина розвитку освіти <http://zakon0.rada.gov.ua/laws/show/347/2002>.

In a developed stage, "The concept of professional ethics' development" includes purpose, strategies, fundamental principles, tasks of professional ethics' formation, and the expected results of its implementation.

Strategies within the "Concept of professional ethics' development" are defined as follows:

- Providing priority to the problem of professional ethics' formation at all stages of training in tertiary education;
- Humanization and democratization of relations of participants of the educational process, the provision of favourable microclimate and necessary information and objective environment in the tertiary institutions;
- Progressive development of professional ethics of future managers of tertiary institutions;
- Acknowledgment of the primacy of professional ethics' formation as a condition of ethical-values culture of personality.

The basic principles of formation of professional ethics are:

- The principle of a scientific character and the knowledge availability (adaptation of relevant scientific knowledge for all levels of education in view of the age features, interrelation of the professional ethics' science as a part of philosophical knowledge with practical experience in the professional ethics' formation in tertiary institutions of Ukraine);
- The inherent systems principle (the process of professional ethics' formation occurs in natural and special conditions, the formation of such a professional quality is organized as a pedagogical process system in a logical connection of all its stages);
- The principle of continuity and practical purposefulness (consistency in the implementation of the directions and stages of this work at various training courses, covering the entire educational process in tertiary institutions);
- The principle of integrity (the synthesis of theoretical, empirical and practical knowledge about ethics as a philosophical doctrine, as a morality and practical knowledge of professional ethics);
- The principle of openness (systematic replenishment, renewal, improving knowledge of the professional ethics);
- The principle of pluralism (variability of author's projects, plans, programs on the basis of invariant level of knowledge for students from different specialties, including features of the professional activity);
- The precautionary principle (educational impact of all the participants of the educational process including the interests of the personality and society, directed to the inadmissibility of manifestation of any anti-ethical personality's behaviour, and development of immunity to negative social

influences. Thus, a system of measures of psycho-pedagogical, legal, informational-educational nature will be provided, which will be directed to the professional ethics' formation);

- The principle of humanism (the orientation to personality as the supreme value, consideration of age and individual characteristics, satisfaction of basic individual needs; development of individual programs of professional ethics' formation, promoting the development of the individual's conscious attitude to the behaviour in profession);
- The principle of purposefulness (organization of work for the achievement of the main goal), to increase the level of formation of professional ethics as a condition for mastering values and ethical culture of the personality.

"The concept of professional ethics' development" is aimed at performing the following tasks:

- Complete system's establishment of professional ethics' formation for the future managers of educational institutions in the tertiary institutions;
- Elaboration and introduction of modern diagnosis and correction levels of formation of professional ethics for the future managers of educational institutions in the tertiary institutions' practice;
- Introduction of student-centred models of professional ethics' formation for future managers of educational institutions to the educational process;
- Improving the forms and methods of professional ethics' formation among the future managers of educational institutions;
- Formation regarding the negative attitudes and unethical behaviour of executives in professional activities for the future managers of educational institutions;
- Orientation of all research-teaching staff of higher academic institutions to provide quality formation of the professional ethics of future managers of educational institutions.

Effectiveness of positive motivation for the formation of professional ethics among the future managers of educational institutions depends on accordingly organized educational process, forms and methods of organization.

Among the forms and methods of professional ethics' formation, the active methods which are based on the democratic style of interaction play a major role, provided they are aimed at independent self-searching for the truth and a critical thinking formation in the attitude to manifest the professional ethics in professional activities. There are also other methods included, such as the method of designing, the method of the bleachers, situation-role-playing games, and the methods of analysing moral-ethical character situations.

There is a need to use more traditional methods, like: lecture, seminar, discussion, debate, explanation, persuasion and positive/negative examples.

The use of these methods helps to create adequate assessment of value and ethical behaviour of future managers of educational institutions in different situations and gives the opportunity to organize the effective work of the professional ethics' formation.

More unconventional methods include: self-regulation, pedagogical auditory training and reflexology. These methods create a certain unity and complement each other.

Organized learning takes place with using traditional and innovative forms and methods. Students' self-study (besides mastering of compulsory training program material) must be accompanied by watching videos presenting a selection of examples of ethical and unethical behaviour of managers of educational institutions in occupational situations.

There are some expected results of the "Concept of Professional Ethics Development" realization:

- Including professional ethic component into a content of professionally oriented subjects,
- Cardinal revision of study and methodical documents,
- Writing a textbook and a study-methodical complex on integrative functional special course: "Professional Ethics",
- Higher school teaching staff orientation to development of professional ethics in students as a condition of mastering value and ethic culture of personality
- Achievement of one of the levels of professional ethics development as a condition for mastering value and ethic culture of personality.

Conclusion

The main issues of the concept of professional ethics development as a condition for personality's value and ethic culture mastering are concentrated on examination of the concept in three aspects:

- As a pedagogical system;
- As a pedagogical activity;
- As a pedagogical process.

Formation of professional ethics in the future managers of educational field could be defined as a process of simultaneous and stage-by-stage process of personality formation. This process is not taken to mastering professional managerial activity but proposes opening and enriching its valuable and ethic comprehension, provides with personality, individual and professional identification of the future educational establishment managers, promotes formation of their integral "I-concept", which is the basis for value and ethic culture of personality.

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Summary

Analysis of scientific researches on the problem of professional ethics demonstrates that ethics is viewed as a basis for solving pedagogical and methodical problems in many scientific issues. It stimulates the necessity in setting interdependencies between professional ethics and personality’s mastering value and ethic culture. This problem could be resolved with an assistance of developing the concept of professional ethics forming as a condition of mastering value and ethic culture of personality. The developed “Concept of Professional Ethics Forming” includes strategic goals and main principles of professional ethics formation and expected outcomes of its realization. Developing specialists’ professional ethics is a process of simultaneous and step-by-step making up of personality. This process does not come to adoption of professional activity but supposes discovering and enriching this activity with the help of value and ethic comprehension, it provides personal, individual and professional identification, contributes to establishing integral “I-concept” in them, which is an intrinsic background of personality value and ethical culture.

Koncepcja rozwoju etyki zawodowej jako warunku rozwoju osobowościowych wartości kultury etycznej

Streszczenie

Analiza badań naukowych dotyczących etyki zawodowej dowodzi, iż etyka jest rozpatrywana jako podstawa pedagogiki ogólnej w rozwiązaniu problemów metodycznych. Ważne jest ustalenie zależności pomiędzy etyką zawodową i opanowywaniem wartości kultury etycznej. Kształtowanie etyki zawodowej specjalistów jest jed-

nocześnie procesem stopniowej formacji ich osobowości. Proces ten nie jest związany tylko z działalnością zawodową, przewiduje on również odkrycie i wzbogacanie osobowości przez etyczną refleksję nad tożsamością zawodową oraz indywidualny rozwój zawodowy, rozwój ich zawodowego „Ja”.