

SPECIALIST' ETHICAL COMPETENCE AS A SOCIO-PEDAGOGICAL PROBLEM

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Abstract. *The article highlights the importance of teacher's ethical competence forming, which is an important task of professional development and an integral part of his/her professional competence. Professional training of an ethically competent teacher is a socially significant problem. Thus, its successful solution determines: the prospects for personal development in general; increase of general cultural level in society; the success of education system's humanization. Based on the analysis of the scientific achievements on ethical principles as indicators, and at the same time the results of formation and self-improvement, the author of the article concluded that the moral and ethical development of the individual is a dialectical combination and interconnection of the processes of education, self-education and self-improvement.*

Keywords: *professional improvement, moral and ethical development, ethical competence, socially significant problem, humanization of education.*

Objectives. One of the priority components of human culture is ethics, which is aimed at regulating human relationships during joint life activities. Moral and ethical norms and values are dominant for social (civic, political, economic) and interpersonal relations among people; development of social codes of behavior determining these relationships.

Among the important pedagogical priorities the most significant are the following: respect for the student's personality and his/her right to self-determination; readiness of the teacher to demonstrate ethically adequate behavior in different school life situations of moral choice. In this context, teacher's professionalism is highly determined by the ethical competence formation, which is an indicator of a higher level of mastery in pedagogical profession, the quintessence of teacher's universal and professional culture.

The purpose of the article is to examine the components of the specialist's ethical competence as a socio-pedagogical problem.

The analysis of recent publications, which initiated the solution of current problem. In the last two decades the problem of moral and ethical standards formation is the focus of many researchers. Professional ethics' issues were the subject of research in the works of foreign (D. Chestar, R. George, D. Kultgen, R. Horn, J. Jager) as well as native scientists (S. Aleksandrova, R. Apresian, A. Drobnitsky, Y. Sogomonov, etc. In addition, theoretical and practical-oriented principles of pedagogical morality, improvement of moral

and ethical relations among the colleagues were investigated by E. Grishin, V. Malakhov and others.

The problems of ethical competence forming in modern teachers were studied by the scientists: S. Garyacha, K. Zhurba, L. Horuzha and others. In particular, the subjects of research were such issues as: awareness of the teachers' ethical culture as a necessary precondition for modern education; teacher's ethical competence formation as the basis for the humanistic educational paradigm implementation; peculiarities of the ethical competence formation of the elementary school teachers.

Previously unsettled issues of the general problem, which this article is dedicated to. Theoretical analysis of the scientific publications on current problem has shown that researchers reasonably covered the problem of ethical values as a regulator of behavior. Thus, it causes a conscious modern teachers' reorientation to the perception and recognition of new educational priorities.

However, the need for further examination of current problem still exists. We actualize the context of the specialist's ethical competence as a socio-pedagogical problem, since in traditional educational science and practice this problem has been not sufficiently researched yet.

Presentation of the main results of theoretical analysis. Ethical competence nowadays is one of the basic-priority competencies which modern specialist must possess. From our perspective, it determines by the fact that the completion of any professional task (especially pedagogical activity) includes a moral content. Thus, the formation of future specialist's ethical competence can be considered one of the indicators of his highly moral personality and professional readiness for action. Moreover, specialist's ethical competence is a leading regulator of his activities, which manifests itself in the form of: the principles of life and professional activity, habits, traditions, values; personal and professional qualities, mental states, actions that contribute to the conscious choice of moral and ethical behavior required by professional norms [4].

The relevance of the scientific study of socio-pedagogical principles of the teacher's ethical competence formation is determined by the need to overcome the value contradictions not only in the expert's mind but also in society: when the old moral and ethical landmarks are destroyed, new goals, objectives, values and ideals are declared, but effective mechanisms and logical sequence for their implementation are not defined.

In the context of proposed article, it is important to note that actualization of the teacher's ethical competence forming problem and the conscious assimilation of professional ethics will be helpful in: expanding the scope of teacher's activity; emphasizing scientific urgency towards the need for ethical competence formation; revealing the tendencies of professional and interpersonal relations between the participants of pedagogical process; awareness and reasoning of the deontological principles of pedagogical

profession; revealing contradictions that arise in conflict situations; understanding the causes of the moral consciousness deformation and methods of their overcoming, etc. At the same time, it is important to draw researchers' attention to the fact that level of spiritual values in society depends on specifics of moral relations in labor communities, which is one of the main forms of social life.

The philosophical discipline "Ethics" is fundamental for the specialist's ethical competence development. Taking into account the peculiarities of professional activity, universal moral principles are specified in the professional ethics that regulates interpersonal relations in a particular sphere of life. Thus, the subject of pedagogical ethics' study is: the content and principles of pedagogical morality; specifics of teacher's work; peculiarities of moral and ethical teacher's interaction in professional environment; norms and rules of pedagogical etiquette development, which serve to capture the soul, the mind and the emotional sphere of personality, promote benevolent-positive communication, provide expert socio-psychological explanation of socially accepted way of behavior.

Nowadays ethics, as the quintessence of culture, can regulate social and personal self-development of individual through the awareness of well-balanced influence on person. Moreover, each person acquires the ability to self-development and self-education during the processes of socialization, when he/she goes beyond the scope of the "adaptation-integration" scheme, which means passively adaptive individual's behavior in society.

It should be noted that the concepts of "ethics" and "morality" are interdependent and interrelated; they are similar in etymology and content, but not identical. The term "morality" comes from the Latin: *moralis* – moral; *mos* (*moris*) – law, custom; and interpreted as: a balanced system of views, assessments, norms determining teacher's behavior; as socially adopted type of interrelations and a special form of social consciousness. Moreover, on the basis of morality with the help of a system of values the implementation of one of the fundamental functions – regulatory is forming, taking into account the influence of other types of regulatory activities (customs, traditions, ceremonies, administrative provisions, etc.) [1].

In addition, the practical implementation of the regulatory function is based on the individual perceptions towards justice and injustice, good and bad, decent and unworthy. These factors regulate person's behavior and relationships in all spheres of life. It means that morality always determines the essential and ideal condition to which one should strive. The content of morality involves the presence of an ideal: a perfect model for imitation. The image of which however changes in historical time and social space.

In our opinion, the main tasks of professional ethics in the field of pedagogical interaction are: activation of scientific research towards the

studying of pedagogical morality theoretical foundations; promotion and embodiment of humanistic imperatives in professional activity through actualization of moral and ethical models of life in educational environment; creation of emotionally favorable atmosphere; moral aspects of education and self-education development through the moral and ethical education connection with the practice of emotional-activity forms of pedagogical influence applying on the personality with the aim to create situations of moral choice; actualization of self-esteem, self-knowledge and self-perfection through the formation of ethical self-reflection; definition of ethical limits for desired, permitted and unacceptable; a conscious determination of the moral-professional ideal, a certain sample, a standard, an example of behavior in a particular area of professional and pedagogical activity.

The study of this topic shown that teacher's pedagogical competence indicator consists of: personal qualities; awareness of teacher's role in educating citizens; increase of overall and professional cultural level; active teacher's pedagogical work, etc.

Modern scientific research focuses on the strategic task to develop basic and professional competence, responsibility and reliability in future specialists. Due to scientific analysis of ethical principles as indicators and simultaneously the results of formation and self-improvement, it was found out that personal moral and ethical development is a dialectical combination and interconnection of the processes of education, self-education and self-improvement.

Current thesis was supported by famous teachers from ancient to modern times. Thus, German scientist J. Herbart paid extra attention to the study of the mechanisms for teacher's ethical behavior development. The scientist has convincingly proved: it demands internal liberty, freedom and perfection, which grown on the basis of organized will; benevolence aimed at establishing harmony between one's own will and the will of other people; understanding the rights and responsibilities of the individual dealing with other members of society [2].

An outstanding Ukrainian philosopher, writer, educator, humanist G. Skovoroda in his papers "Entrance Doors to Christian Virtue", "Friendly Conversation towards the Inner Peace" covered the idea of the purpose of human existence, the essence of which, in his opinion, is self-knowledge and self-perfection, achieving happiness with the ultimate victory of spirit and peace of mind.

The founders of scientific pedagogy M. Demkov, Y. Chepyga, S. Rusova, K. Ushynsky and others actively developed the theoretical foundations of the ethics within pedagogical interaction. K. Ushynsky stressed that balanced and conscious influence on students is possible only on a friendly basis. The scientist paid a particular attention to the nature of teacher-pupils' interrelations.

It should be noted that pedagogical ethics is the core of the pedagogical systems, created by S. Amonashvili, M. Guzyk, E. Ilyin, V. Shatalov, O. Zakharenko. The scholars emphasized that pedagogical ethics' development traced from the teacher's abstract ideal to a complex integrative education. This abstract idea of the pedagogical systems functioning is based on such ideas: kind teacher's attitude to students, their psychological support; creativity, responsibility, personal example of behavior, freedom of self-determination, etc. [3].

Pedagogical systems of education and upbringing developed by prominent Ukrainian teachers A. Makarenko and V. Sukhomlynsky are of global significance. Thus, A. Makarenko's pedagogical ethics consists in elevating the moral position of the individual to the ethics of public responsibility. The scientist emphasized that pedagogical science and practice should constantly focus on "tomorrow", predict and design the quality of a new person, ahead of the social demands [2].

V. Sukhomlynsky's context of pedagogical ethics is based on the doctrine that the value of man, his individual freedom and dignity are the basis of social, political and personal efforts. The most important is his explanation about the priority of the individual. This priority, from his points of view, forms the basis of understanding the person-oriented educational paradigm and its essence is that "to know, support, develop a person in a person, create a mechanism for self-regulation, self-defense, and self-education inside it" [5].

Nowadays the situation described by V. Sukhomlynsky towards community's ability to influence the personality and the ability of the individual to be brought up under the influence of the community is especially relevant. The scientist has convincingly proved that the educational force of the community operates only when it has a harmony of spiritual life of individuals, when the group takes into account and differentiates the needs of the child and society. He came to the conclusion that the mind is brought up by reason, conscience – by conscience, and devotion to the Motherland – by an active service [5].

Most of the modern scholars (L. Horuzha, V. Hrytsiv, V. Lashkul, N. Petrenko, N. Sopneva, N. Sultanova, I. Zyazyun, etc.) emphasize the necessity of further development of the pedagogical ethics' principles and, at the same time, pay attention to that its capture takes place as a result of purposeful development, self-improvement and other psychological characteristics of the person [6].

It is important to emphasize that the ethical component in the structure of teacher's professional competence has a system-formative character. Modern researchers (V. Vyatkin, O. Savchenko, etc.) call ethics "the meta-characteristic of teacher's pedagogical consciousness and activity". Because the ethics in each of his actions, his language culture and the nature of interaction with students

regulates behavior in other professional fields. The function of the modern teacher's work is not only educational, informational and advisory, but also cultural, socio-psychological, developmental, research, projective, which ultimately create conditions and contribute to the moral and spiritual development of students.

According to the Canadian philosopher Ch. Taylor, significant changes in people's moral values, their outlook (occurring at the level of the individual) are called nowadays "diseases of the present". The first place among these diseases is individualism, which is characterized by diminished social vision, since the person focuses on his/her own life. The scientist believes that the dominant of human life are "instrumental thinking", rationalism and pragmatism. People turn into people "locked in their hearts" [1].

Taking into account the fact that the leading feature of pedagogical activity is the constant interaction of all participants in the educational process, and its subject, instrument and end product – a recognized person, the task of learning and education are implemented in the form of personal relationships. This convincingly testifies to the importance of adhering to the moral and ethical aspects of pedagogical activity, and thus contributes to the formation of required teacher qualities. Development of such personal qualities as conscience, tolerance, goodwill, sensitivity, prudence, balance, reflection, humanity, patience is important to the teacher; therefore, the development of the moral sensitivity of a specialist, his ethical culture, in our opinion, will contribute to the improvement of personal qualities.

Thus, in current situation the moral and ethical development of the future teacher appears to be a topical task, which depends to a large extent on the presence of socio-economic transformations of society, of the deep psychological processes that influence the teacher's morals, often deforming them.

The attention also should be draw to the fact that the versatility of functional manifestations of teacher's professional ethics testifies to its practical significance and comprehension of theoretical problems. It is pedagogical ethics that ensures the design of a professional portrait of the teacher, and at the same time, actualizes the problems of forming ethics as the basis of specialist's professional competence in modern society. Consequently, the formation of pedagogical ethics is an actual task of professional development, as an integral component of the teacher's professional competence.

Conclusions. Summarizing the aforementioned, it should be noted that the teacher's ethical development is a continuous process of personal and professional growth, which involves raising his/her level of moral consciousness, implementing professional reflection and forming his/her own system of balanced attitudes towards subjects of the educational process in accordance with the norms and rules of pedagogical ethics, which will

contribute to the formation of the teacher's ethical competence. Therefore, the professional training of an ethically competent teacher is a socially significant problem. Its successful solution will contribute to: the prospects for modern personality development; raising the general cultural level in society; success of the education system humanization.

Prospects for further research we consider in the study of the ethical foundations of modern specialist's professional activity.

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