

VOCATIONAL AND EDUCATIONAL ETHICS OF INTENDED TEACHERS ACCORDING TO FOREIGN STUDIES

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The paper considers the modern approaches of development of lecturers' professional ethics in higher educational institutions in foreign studies. Despite the different socio-economic structures of the countries studied below, the associated values take into account global trends in the development of world education and changes in the labor market, maintaining the benefits and advantages of the national schools, policy and moral values of society to improve the teacher's social status, introduce into educational process new educational technologies, improve educational researches.

Keywords: *Ethics, pedagogical ethics, professional and pedagogical ethics, teaching culture, moral consciousness, the model of professional and ethical training.*

The higher education in a number of countries faced the same problems and challenges while reform process is ongoing: establishing socially equitable access to higher education, the improvement of professional skills of teaching personnel, orienting of training process at obtaining innovation skills, improvement of education quality, employment assistance for graduates, ensuring equal access to international cooperation, demonstration of interracial, interfaith, inter-ethnic and gender discrimination. The foreign studies current approaches regarding the professional ethics development of universities' teaching personnel were considered in this article. Despite the different socio-economic structures of the countries studied below, the associated values take into account global trends in the development of world education and changes in the labor market, maintaining the benefits and advantages of the national schools, policy and moral values of society to improve the teacher's social status, introduce into educational process new educational technologies, improve educational researches.

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General formulation of the problem. In many countries higher education suffers from the same problems and challenges: creating equitable access to higher education, the improvement of professional skills of teaching staff, training of specialists at obtaining innovation and skills, improving teaching quality, employability of graduates, ensuring equal access to international cooperation, display of interracial, interfaith, interethnic and gender discrimination.

The "World Declaration on Higher Education for the XXI Century" was adopted at UNESCO Headquarter from 5 to 9 October 1998 at the World Conference on Higher Education [1]. It has identified the tasks and functions of a new approach to higher education in the world, marked a new paradigm of education: an approach to human as the highest value, the main condition of society nowadays. Therefore, the issue of humanization of higher education, formation and development of the moral and ethical qualities of teachers during their training and retraining pay much more attention of researchers in the field of education worldwide.

Analysis of recent researches and publications. The formation and development of the theoretical foundations of teaching ethics in Russia as a branch of science has its history. The foundation of this field was founded in the writings of Karl Ushynsky, P. Kapteryev and K. Wentzel. Further development of this theory was in the works of Soviet and Russian scientists (A. Grishin, S. Hunayeva, M. Dudina, T. Ermolayeva, T. Isaeva, L. Ostrowska, A. Pozdnyakova, A. Tsaryehorodtseva, A. Sharov) that investigated the problem of forming of ethical and moral consciousness developed in the context of their concepts and theories of teaching and education.

The Universities of Western Europe have positive experience of improvement of training quality of students in higher education institutions.

Foreign colleagues (P. Bourdieu, M. Di Simone, S. Gellert) pay considerable attention to the development of universities in Western Europe because of the importance of their traditions and experience. Efficiency analysis of university education in these countries enables its extrapolation to the national education system.

Purpose is to examine the issue of vocational and educational ethics of intended teachers according to foreign studies.

The main material of research. Analysis of the elaborated concept "teaching culture" in Russian pedagogical literature allowed three main schools: the scientific school of academician RAO E. A. Bondarevskaya (Rostov-on-Don), academician RAO V. Slavonina (Moscow), Prof. I. Isayev (Belgorod) who are studying this phenomenon. A fundamentally new is the study of the nature and the structural organization of the lecturer's pedagogical culture, the construction of the model taking into account the competence approach. The structure of the lecturer's pedagogical culture is presented in the form of key professional competencies that can solve some important problems of education and achieve consistency between the requirements imposed on the quality of lecturers training, activity connected with improvement of personal features of students. In addition, the practical use of the model of development and improvement of teaching culture in terms of humanistic and democratic cultural and educational environment makes the formation of personal competencies more organized, socially important and scientifically proved. [3]

Current approaches to the development of professional ethics as intended teachers and academics have found place in many contemporary studies of Russian scientists.

The model of professional and ethical training of intended teachers of vocational training in the context of competence-based approach that involves teaching basic components: goals, approaches, principles, innovation, program content, the results, determines the target (educational, educational and developing) and operational (educational, methodical, organizational, diagnostic,

industrial and technological, scientific-research, creative, etc.) features of professional teacher's work. The model includes the stages of formation (productive, constructive, intellectual and creative) levels of professional and ethical learning goals of teacher, approaches, principles, technologies, innovation, methods, forms, tools, teaching requirements, monitoring and evaluation of the results [2].

The specificity of the positive impact of development of teacher's ethics on the effectiveness of the educational process in the school was determined, which is due to the fact that the ethical aspects play an important role in the communication activities of teachers and largely determine the nature of interaction with the students, parents and colleagues [6].

It is proved that the principles of the formation of the moral conscience of intended teachers is the principle of unity of theory teaching morality and moral practice, the principle of unity of moral consciousness and moral activity, the principle of complementarity, the principle of integration and interaction of ethical and pedagogical knowledge, moral and ethical principle of reflective learning process of students in pedagogical educational establishments, the principles of moral choice. Educational interpretation of these principles should be implemented within the ethical and pedagogical approach to the formation of the moral conscience of future teachers, which is understood as communication, interaction of ethical and pedagogical knowledge and communication of general and specific scientific methodologies levels [4].

Modern education, according to Russian scientists, is converted into the services sector, it does not direct its resources at the development of morality of the student it forms a successful person, focused primarily on the benefit, not weal. Education does not always pay attention to the fact that the education of a student's virtue should lead to the fact that its benefits will begin to coincide with the good of another, with whom he is associated and interacts. Moral consciousness of young people in the forming conception of the world pays attention not to the

value of life, the value of individual human existence, existential values, but to the natural (material) benefits, which is one of the criteria for success in life.

The education system in France is a guarantee of training its citizens to live in an open society (local, national, European, international) and guarantee the preservation of national cultural identity.

Historically France is the founder of comparative education (Julien Pariskii - XIX c.) and is recognized to be competent in the field of basic and applied research in international education. The study by French scientists (A. Beneme, L. Ferri, A. Gall, A. Leon, A. Prost, P. Rosello) had a tremendous influence in shaping the educational philosophy and assembling modern paradigm of education in France, became widely known throughout the world.

Education in France took place in the development of large-scale two historical periods: the pre-revolutionary and post-revolutionary, in each of which such the major historical periods are highlighted: antiquity, the Middle Ages, the royal regime, revolution and restoration (pre-revolutionary period), the first wave of industrialization and the second wave of industrialization (post-revolutionary period).

Each epoch has ensured educational system a specific historical form determined by political, ideological, organizational, legal, economic and cultural conditions that led to its value orientations and priority settings.

The educational system of France is a unique for educational reality in Europe today because of the following circumstances:

- cultural and historical uniqueness, political and economic stability of modern France is the foundation of the French education system, representing the European model of preserving national cultural identity, which in turn ensures the transfer of public historic heritage to the next generation and the system receives a model and paradigmatic definition, purpose-oriented setting, eligibility of successful operating;

- consistent integration of the educational system of France into the European educational system, correspondence to global standards of educational

policy provided with the modern reforms through problem solving system, abide its basic principles connected with the process of educational internationalization;

- a policy of internationalization of the educational system of France is built on a foundation of opportunity equality and open access to all educational levels, continuity, transparency, high education quality, international component in the content of education, recognition of academic degrees and titles, student and academic mobility and responsible regulatory role of the humanity and cultural state, that in accordance with the fundamental principles of education systems meets its paradigm, strengthens its national and regional interests;

- internationalization of France educational policy categorically rejects global trend of commercialization of education, unreasoned structural break-up, groundless shortening of educational terms in education, loss of academic skills, lack of control and anarchy, total expansion of English-speaking material;

- internationalization is one of the most important external condition of environmental impact on the education system, the negative impact of which is regulated and reduced by systemic qualities of entropy, lability and optimization of the interaction of external and internal conditions of the system.

Higher education in Germany is interesting for its rich historical traditions, whereby it was possible to play a leading role in the world of science and education for more than two centuries. Humboldt University model also served as a model for universities in Europe and the world.

In studies of German scientists Theodor Adorno, H. Shelski, K. Fyura reforms and specific features of the reform of the German education system, including higher education were analyzed. The historical traditions of High School in Germany found place in the study of V. Humboldt, F. Paulsen, K. Jaspers.

In the light of new challenges to higher education, which appears in XXI century, German High School has a number of fundamental advantages. These include:

1. Fixed by the Basic Law freedom of art and science, research and teaching as well as the right of free choice of profession, place of work and study.

2. A large number and variety of higher educational establishments, that makes the German education system in essence flexible.

3. Diverse higher education system meets the system as a multifaceted system of science promotion, which includes government agencies, private foundations and a large number of industrial corporations.

4. Science policy assigns universities a traditionally exceptional place in the principal researches.

5. Support of young scientists, as the elite of the future, has always played an important role in education and science.

6. Another special feature of the German education system lies in its superb multimedia infrastructure.

In own studies German researchers consider the problems associated with the development of Neo-Kantian tradition in pedagogy: V. Datler [7] researches the possibilities of psychoanalytic method in the education of children and re-education of adults, G. Rers [5] reveals the genesis of some methodological trends of modern pedagogy, G. Krueger [8] involves the problem of phenomenological and structuralistic pedagogy.

Modern trends in the field of pedagogy in Germany have developed mainly within German philosophy, natural science, medical, psychological and linguistic traditions. An exception is the instrumentalistic trend of pedagogy, originated with the ideological pragmatic views of American thinkers J. Royce and J. Dewey, who suffered severe influence of theory settings "effective contemplation" of F. Froebel and despite the significant reinterpretation and national reorientation of specific issues it maintains the terminological and conceptual integrity of the views of the American instrumentalism. The operating area of pedagogy in the country that is a logical continuation of the ideas instrumentalism develops its problems following mainly the German epistemological traditions.

An important role in higher education in Germany takes lecturers' training. Their professional and personal qualities are considered as an inseparable unity. The most important among them is considered authenticity (sincerity), empathic

understanding and respect of students. According to representatives of humanistic pedagogy the central place in the education takes teacher identity, which should be for those, who are studying, some ideal pattern of behavior. One can achieve such an impact on the individual perhaps due to the right (humanistic) communication process and relationship between subject and object of education. In addition to that the instructor must possess the necessary personal qualities, on the one hand, and on the other, as a professional educator, have the capacity and ability to use appropriate tools in the work.

The same lecturer training takes more practice-oriented character under the influence of humanistic pedagogy that did not reduce the level of basic training. Students are primarily prepared specifically to practice in educational institutions.

Conclusions. Thus, analysis of current approaches to professional ethics of academicians in foreign studies has proved that despite the different socio-economic structures of the countries studied below, the associated values take into account global trends in the development of world education and changes in the labor market, maintaining the benefits and advantages of the national schools, policy and moral values of society to improve the teacher's social status, introduce into educational process new educational technologies, improve educational researches. The basic element in the preparation of intended teachers is the principle of Quintilian lies in that only moral people can raise a moral generation.

Prospects for further research. Further researches are focused on peculiarities of the formation and development of professional ethics at universities in economically developed countries.

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