FORMATION OF ETHICAL COMPETENCE OF FUTURE SPECIALISTS IN THE PROCESS OF TEACHING COMPULSORY DISCIPLINES IN A HIGHER EDUCATION INSTITUTION

[a]OKSANA ASADCHYKH, [b]ALLA MOSKALENKO, [c]IRYNA KINDRAS, [d]TETIANA PERELOMA, [e]LIUBOV POINAR

[a,b,d,e]*Taras Shevchenko National University of Kyiv, 60, Volodymyrska Str., 01033, Kyiv, Ukraine*
[c]*National Academy of Security Service of Ukraine, 22, Maksymovych Str., 03022, Kyiv, Ukraine*
email: [a]asadchih@gmail.com, [b]alla_moskalenko@ukr.net, [c]pogrebnyak-irina1906@ukr.net, [d]tanya199409@gmail.com, [e]liubovpoinar@gmail.com

Abstract: This research is devoted to the problem of ethical education of future specialists. The problem lies in the search, theoretical and practical substantiation of the success of this direction's development. The effectiveness of the professional activity, the formation of a professional position of students, depends on the value attitude towards their profession, compliance with ethical norms, rules of behavior of educational subjects, which, in particular, helps to optimize the communication process, prevent the nature of conflict situations, determine their consequences and ways of resolving them. Methods of analysis and generalization of psychological and pedagogical research were used in work. The article highlights the competencies that contribute not only to the development of the knowledge paradigm of professional education by students but also to the formation of the ability to apply the knowledge gained, taking into account ethical standards that ensure the moral aspects of the behavior of the future specialist, pedagogical tact in interaction with the subjects of the educational process, a favorable psychological climate in the professional environment: educational and cognitive, communicative, value and semantic, social and labor, information competence, the competence of personal self-improvement.

Keywords: Ethical competence, Ethical education, Ethical standards, Higher education, Teaching process.

1 Introduction

Students' ethical education is a purposeful, meaningful, and methodically secured process of moral formation of a professional's personality [3]. Although school education is engaged in the moral education of all age categories of students, the task of professional education is to provide students with a further guideline on how to apply the knowledge gained to future specialists. It is ethics that contributes to the understanding of moral values, which form the core of the individual's culture, making it possible to understand the atmosphere of human communication and the subtleties of relationships.

Currently, a significant role in the upbringing of youth belongs to the moral and ethical direction [19]; therefore, it is necessary to consider the necessary pedagogical conditions that will allow this direction within the framework of higher education to become successful.

By pedagogical conditions, we mean the organization, content, forms, and methods of education, contributing to the solution of problems in this direction. Pedagogical conditions should be considered as a component of the pedagogical system that influences the personality and ensures the effectiveness of the educational process [26]. In general, a complex of pedagogical conditions can be identified that contribute to the effectiveness of the process of ethical education of student youth in an educational organization.

The first basic of the pedagogical conditions is the creation of the student body in college and the interaction of the individual in it [23]. Such collective activity becomes successful with joint educational, labor, creative, and educational activities.

The direction of activity and goals of any team are forming the nature of interactions within the team since they are built independently. The determinants of the vital activity of any youth collective are independence, responsibility, and mutual trust. The development of these characteristics for any personality of the collective is a criterion for the student collective's general level of development. The activities of the team must be properly organized. And for this, it is necessary that all team members perform the assigned tasks with high quality and strive to achieve the set goal. With the correct organization, all students' interests and opinions are taken into account [28].

The youth collective, organized by adults (teachers), becomes a mechanism in the formation of the moral qualities and feelings of young people. Participation of students in solving social problems develops communication in the group and, consequently, the student's personality. The educational task of forming a team should be aimed at the implementation of socially useful activities of the team so as not to shine the educational action to zero [30].

It should be said that in such a team, students can also be members of other associations within this team. At the same time, there is the development of new social roles and the expansion of the network of social connections and relations, which contributes to mastering the skills of management in one group and subordination in another group. Besides, a student in such a team is influenced by the team's public opinion and the moral attitudes that have developed in it.

To form a student body, it is necessary to take into account contacts of different ages. The emergence of such contacts with all students of different courses contributes to the unity of the educational space and each student's development. The collective of the college, uniting small teams of different orientations, forms a special psychological atmosphere [29].

Consequently, the development of student groups to the collective level contributes to the development of the interests of each and the moral and ethical development of students. A created student collective will act as a means of each member of the collective's moral and ethical development.

The implementation of the pedagogical conditions is ensured by curators' active work in groups in the following areas: work with students at the choice of creative student associations, involving students in socially significant activities, conversations with students during class hours [31].

The second pedagogical condition is the introduction of the experience of traditional folk culture, the study of the mores and customs of the people [27]. Involvement of students in morally oriented practical activities will be more effective if folk traditions are the entire team's tradition. Traditions are social attitudes, folk customs, rituals, moral values, norms, and rules of behavior.

The third pedagogical condition is the use of the potential of the traditions of a professional educational institution [3]. Conferences, internal competitions, studios, circles, actions, traditional forums of student science, student government – attract students to socio-cultural, professional, and scientific activities. This contributes to developing the student's individuality and moral activity, creating an educational space and a special environment. This approach defines the socialization of youth and fills the educational process with moral content. A necessary condition of an educational institution in future specialists' ethical education is an orientation towards moral values (social, collective, personal).

2 Literature Review

Practical ethics is the content where the reality of the fact with which the specialist works, and the reality of the theory in which he comprehends it, receive a personality-evaluative coloration. It creates value, without which there is no meaning in life [32]. Through this value emotionality, practical ethics become visible both to the professional himself and other people he deals with. It is a mirror, which reflects the possibility of the force of influence on another person, the measures of this influence, which allow the teacher [4].

Relevant for our research is the effective communication of educational subjects, which will provide constructive pedagogical communication and interaction for students' ethical education during the period of study at the university.

All systems and concepts of philosophical ethics are based on a number of general principles [5]; therefore, they are optimal in the educational process and for students.

Moral good is gained or lost in an act for which a person decides in a specific situation of moral choice. Relations with people should be built, first of all, on the recognition of their human dignity, which entails the need to achieve mutual understanding [7]. Thus, philosophical concepts of morality are embedded in the foundation of future specialists' ethical beliefs, which will contribute to the observance of professional-pedagogical ethics as a moral guideline and value attitude to the profession.

Moral principles and norms of behavior come to the pupils indirectly through the teacher's activity model. A university teacher's task is to show the importance of pedagogical ethics and study the cause-and-effect relationships of violation of the principles and norms of behavior to contribute to the humanization of relations between the subjects of education [10]. Thus, the effectiveness of the professional activity, the formation of the professional position of students will depend on the value attitude to their profession, compliance with ethical norms, the rules of behavior of educational subjects, which, in particular, helps to optimize the communication process, prevent the nature of conflict situations, determine their consequences and ways of their permissions.

Communication is the process of two-way exchange of information leading to mutual understanding. If mutual understanding is not achieved, then communication did not take place [8]. Thus, pedagogical communication is a system of socio-psychological interaction of subjects of education, which is carried out at the verbal and non-verbal levels. The non-verbal behavior of subjects simultaneously acts as a condition for cognizing their personality, for the emergence of a relationship, as a peculiar form of communication [13].

In pedagogical communication, it is extremely important to have an adequate mutual understanding of education subjects: teachers and students. This contributes to the optimization and intensification of the educational process. It is the teacher who is the bearer of cultural values, traditions, and pedagogical creativity [1]. Consequently, a future specialist needs to objectively assess his capabilities, orient himself in his individual characteristics, which emphasizes his official position in the system of professional relations. This system of relations is characterized by actions, deeds, behavior, observance of ethical norms of interaction, and, as a result, manifests itself in professional activity.

3 Materials and Methods

Let us designate such values as truth, goodness, and beauty. The life of every person provides an opportunity to realize oneself. As scientists state, the educational process subjects are focused on the free choice of a moral position, on responsibility for their choice, consciousness, and creativity [9, 11, 34].

Thus, ethical education is based on the principles of subjectivity, acceptance, the value of relationships, which determines the search for the meaning of life (eventfulness); appropriation of values by the subject; dialogue (style of pedagogical interaction), and pedagogical, ethical orientation in interaction with subjects of education.

Let's consider some features of student age. These are young people aged 18-25. The social situation of students' development is determined, first of all, by the peculiarities of professional training. Students communicate among their peers. For students, the leading activities are vocational training and research. The acquired knowledge, abilities, skills, and the ability to apply them act for students, as a rule, as a means of future professional activity. A characteristic feature of student age is the need for achievement (if this does not happen, then interests shift to other spheres of life) [12]. Students as a social category are distinguished by the highest educational level and social activity and search for successful self-affirmation [14]. They are characterized by a professional orientation towards preparing for a future profession. The time of study at the university coincides with the first period of maturity and is characterized by the formation of personal properties [33].

4 Results

As the analysis of psychological and pedagogical research shows, the fundamental values of a person's individual consciousness are formed during the period of primary socialization of the individual (18-20 years) and then remain quite stable, undergoing significant changes only during the crisis periods of a person's life and his social environment. Thus, external factors – family, university, friends, teachers, literature, the media – act as important personality formation stimulators. They do not change the nucleus of the personality but are reflected in its "shell" – the nuances of thinking and behavior. One of the conditions for moral and ethical education, in our opinion, is the "interpenetration" of professional and personal values.

Competence in the "person-person" interaction system also depends on the knowledge of the person's verbal and non-verbal characteristics [15]. Non-verbal behavior is an indicator of the personality's actual psychoemotional states, performs the function of controlling affect and its neutralization. Consequently, various features of the teacher's psychoemotional state, compliance with ethical norms and rules, including, are manifested in non-verbal behavior and express optical-kinetic, paralinguistic, extralinguistic, space-time determinants of interaction with the subjects of the educational process [20]. Traditionally, in our culture, we pay more attention to the verbal side of communication, but in the system of human-to-person interaction, it is important to know and use the features of non-verbal communication.

Participating in the system of interpersonal relations, the teacher should take into account the psychological characteristics of his pupils, be attentive to non-verbal manifestations of behavior, observe ethical rules and norms of behavior, pedagogical tact. During communication, there is an active process of perception of signals emanating from the interlocutor. We perceive words (content level) and non-linguistic signals of the body (attitude level), information of both levels is processed, interpreted, and influences in a certain way the response words and non-linguistic signals of communicators. Consequently, the question arises regarding the formation of the competence of the subjects of interaction.

Currently, the pedagogical community is actively engaged in the study, the formation of competencies; they use the competence-based approach in the research of activities [16]. Consequently, the question arises regarding the consideration of the concepts of "competence". At the present stage, scientists distinguish from 4 to 37 competencies, for example: political and social; concerning life in a multicultural society; associated with the solution of cognitive and practical tasks; organization of the process of independent learning, etc. The number of allocated competencies depends on the degree of their generalization [32].

The concept of "competence" is more applicable in professional activities. Knowing the professional duties of a specialist, one can describe the range of his knowledge, skills, types of activities that he can perform, the range of professional problems that he can solve [21]. In general education, it is more legitimate to talk about key co17mpetencies, that is, the mastery of which is necessary for every person. So, the first approach – competencies are defined through knowledge, skills, experience, activity, the second – through the ability to solve problems, the ability to apply this knowledge.

The phrase "vital problems" focuses on the generalization of competencies and, therefore, the specification is to clarify when exactly, in what circumstances, which indicates a practical orientation [24]. Consequently, the mastery of competencies will contribute to the favorable realization of the individual as a competent specialist in the labor market.

We will single out seven key competencies: value-semantic, general cultural, educational and cognitive, informational, communicative, social and labor, the competence of personal self-improvement. Each of them manifests itself in the life of students. You can also emphasize four other competencies and designate their holistic nature: cognitive and informational; social and labor; communicative; competence in the field of personal self-determination.

5 Discussion

Based on the analysis, we will single out those competencies that, in our opinion, contribute not only to the development of the paradigm of knowledge in the field of vocational education by students but also to the formation of the ability to apply the knowledge gained, taking into account ethical standards that ensure the moral aspects of the behavior of a future specialist, pedagogical tact during interaction with subjects, a favorable psychological climate in a professional environment:

1. Educational and cognitive competence – possession of this competence will contribute to goal-setting; the ability to find ways to achieve the goal; plan, analyze, assess their educational and professional activities; set cognitive tasks and put forward hypotheses; draw conclusions, process, systematize and generalize information; use dictionaries, including online dictionaries, reference books, libraries to search for information; knowledge of basic concepts, definitions, laws, patterns, rules for drawing up documentation in the framework of the studied professional direction.
2. Communicative competence – the ability to build a dialogue in given situations of everyday and professional communication; formation of readiness and ability to understand another person, effectively build interaction with participants in the educational process; possession of methods of joint activities.
3. Value-semantic competence – determines the presence of value guidelines in educational and professional activities; the ability to understand their role and purpose in the future profession; the ability to solve the proposed educational and professional tasks from the standpoint of the ethical code, health support of educational subjects; authenticity and humanism.
4. Social and labor competence – the assimilation of norms, methods, and means of social interaction, corporate rules, orientation in the labor market, and the ability to work productively.
5. Information competence – involves the ability to use information from various sources; the ability to handle modern means of information (computer, printer, scanner, etc.) and information technologies to use them as a means of communication (audio and video recording, Internet, e-mail, mass media); skills of search, analysis and selection of the necessary information, its transformation, storage, and transmission.
6. Competence of personal self-improvement – education, development, and improvement of human and professionally significant personality traits; development of professional culture, professional image.

Thus, in compiling this list, we proceeded from analyzing the characteristics of modern life and human activity in society and identified those areas of activity and personality traits that are in demand and necessary. For example, one of a modern person's important features is the willingness to learn and solve emerging problems and cognitive tasks constantly. Information is a significant aspect of human life, which, in turn, affects the exchange, assimilation, and processing of incoming information

[2]. Consequently, information competence is closely related to both educational and cognitive competence and social and labor competence. The basis of social and labor competence is civic, professional positions and activity, the ability to make moral choices and bear responsibility [18]. Therefore, it is legitimate to single out educational and cognitive, communicative, informational, value-semantic, social and labor, the competence of personal self-improvement in the complex. Possession of these competencies will ensure students' value attitude to professional activities and the ability to cooperate, interact in a group, team, and determine the need for the communicative competence of a specialist. At the same time, the competencies presented are independent; they can exist independently of each other [22].

A person can work effectively with information, but it is more difficult for him to navigate socio-economic and political processes [25]. Accordingly, the presence or absence of knowledge and skills of students makes it possible to ascertain the degree of formation of competencies during the period of study at a university, which will significantly affect the formation of a professional position, the implementation of effective interaction with educational subjects in the professional activities of future specialists.

6 Conclusion

The moral norms, principles, categories, ideals learned and accepted by a person at a young age express a confident personal attitude towards other people, towards himself, towards his work, towards the world around.

The content of educational work on ethical education should be based on the principles of humanism, participation, social compensation, social partnership, unity, mutual responsibility, and equal opportunities.

Ethical education of students gives an answer to the question about the sources of professional ideas, about the moral foundations of pedagogical activity. Practical ethics orients the subject of activity towards such a quality as authenticity (to be oneself) and includes cognitive, motivational, emotional, behavioral characteristics of a person.

Ethical rules and norms of behavior are manifested both at the verbal and non-verbal levels of interaction. Non-verbal behavior maintains an optimal level of psychological closeness between subjects; expresses the quality and change in the relationship of subjects in communication; forms these relationships; acts as an understanding of the verbal message and enhances its emotional saturation; creates an image of communication subjects.

Ethical education is based on the principles of subjectivity, acceptance, the value of relations between subjects, which implies: the ability to take the point of view of another person; the ability to accept alternative points of view; the ability of a non-judgmental attitude to the actions of another person; readiness to change the type of response; positive attitude towards yourself; conscious work on reflection and acceptance of moral categories (professional duty, honor, conscience, dignity, authority, justice) as mechanisms for regulating relations between the subjects of education. The ability to apply the knowledge gained is closely related to the acquisition of competencies in the process of obtaining an education at a university.

Literature:

1. Andreasen, J.K., Bjørndal, C.R.P., Kovač, V.B. (2019). Being a teacher and teacher educator: The antecedents of teacher educator identity among mentor teachers. *Teaching and Teacher Education*, 85, 281-291, doi: 10.1016/j.tate.2019.05.011.
2. Asadchykh, O.V. & Pereloma, T.S. (2021). Polyfunctional using of digital applications in the process of teaching future orientalist philologists. *Information Technologies and Learning Tools*, 81(1). doi: https://doi.org/10.33407/itlt.v81i1.3299.

3. Ball, S.J. (2013). *Foucault and education: Disciplines and knowledge*. Routledge.

4. Banks, S. (2016). Everyday Ethics in Professional Life: Social Work as Ethics Work. *Ethics and Social Welfare*, 10(1), 35–52.

5. Brannelly, T. (2016). Citizenship and People Living with Dementia: A Case for the Ethics of Care. *Dementia*, 15(3), 304–314.

6. Caena, F. (2011). *Literature review – Teachers' core competences: requirements and development. European Commission Thematic Working Group 'Professional Development of Teachers'*. Brussels, European Commission. Available at: http://ec.europa.eu/education/policy/strategic-fram ework/doc/teacher-competences_en.pdf.

7. Campbell, E. (2003). *The ethical teacher*. McGraw-Hill Education (UK).

8. Chawla, S.K., Khan, Z.U., Jackson, R.E., & Gray, A.W. (2015). Evaluating ethics education for accounting students. *Management Accounting*, 16(2), 16–25.

9. Cheung, A.C.K. & Slavin, R.E. (2016). How methodological features affect effect sizes in education. *Educational Researcher*, 45(5), 283–292. doi: https://doi.org/10.3102/0013189X16656615.

10. Christensen, A., Cote, J., & Latham, C.K. (2018). Developing ethical confidence: The impact of action-oriented ethics instruction in an accounting curriculum. *Journal of Business Ethics*, 153(4), 1157–1175. doi: https://doi.org/10.100 7/s10551-016-3411-4.

11. Clarke, M. (2010). Doing identity work in teacher education: The case of a UAE teacher. *World yearbook of education*, 145-162.

12. Cochran-Smith, M., Grudnoff, L., Orland-Barak, L., & Smith, K. (2020). Educating teacher educators: International perspectives. *The New Educator*, 16(1) 5-24, doi: 10.1080/1547688X.2019.1670309.

13. Cohen, J. (2006). Social, emotional, ethical, and academic education: Creating a climate for learning, participation in democracy, and well-being. *Harvard Educational Review*, 76(2), 201-237.

14. Cortes, K.E., Fricke, H., Loeb, S., Song, D. ., & York, B. (2019). When behavioral barriers are too high or low: How timing matters for parenting interventions. *NBER*, Working Paper No. w25964. Available at: https://papers.ssrn.com/sol3/p apers.cfm?abstract_id=3405151.

15. Cowen, T. (2009). *Creative destruction: How globalization is changing the world's cultures*. Princeton University Press.

16. Crick, R.D. (2008). Key Competencies for Education in a European Context: narratives of accountability or care. *European Educational Research Journal*, 7(3), 311-318.

17. Guberman, A., Ulvik, M., MacPhail, A., & Oolbekkink-Marchand, H. (2020). Teacher educators' professional trajectories: Evidence from Ireland, Israel, Norway and The Netherlands. *European Journal of Teacher Education*, 1-18, doi: 10.1080/02619768.2020.1793948.

18. Guryan, J., Christenson, S., Claessens, A., Engel, M., Lai, I., Ludwig, J., Turner, A.C., & Turner, M.C. (2017). The effect of mentoring on school attendance and academic outcomes: A randomized evaluation of the Check & Connect program. *Northwestern University Institute for Policy Research Working Paper Series*, Working Paper -16-18. Available at: https://www.ipr.northwestern.edu/our-work/working-papers/201 6 /WP-16-18.html.

19. Harmsen, R., Helms-Lorenz, M., Maulana, R. , Van Veen, K. (2018). The relationship between beginning teachers' stress causes, stress responses, teaching behaviour and attrition. *Teachers and Teaching*, 24(6), 626-643, doi: 10.1080/1354060 2.2018.1465404.

20. Holme, R., Robb, A., & Berry, W. (2016). Becoming a teacher educator – the motivational factors. *European Journal of Teacher Education*, 39(3), 340-354, doi: 10.1080/02619768 .2016.1194391.

21. Kalil, A., Mayer, S.E., & Gallegos, S. (2019). Using behavioral insights to increase attendance at subsidized preschool programs: The Show Up to Grow Up intervention. *Organizational Behavior and Human Decision Processes*. doi. https://doi.org/10.1016/j.obhdp.2019.11.002.

22. Kelchtermans, G., Smith, K., & Vanderlinde, R. (2018). Towards an 'international forum for teacher educator development': An agenda for research and action. *European Journal of Teacher Education*, 41(1), 120-134, doi: 10.1080/02 619768.2017.1372743.

23. Kraft, M.A. & Rogers, T. (2015). The underutilized potential of teacher-to-parent communication: Evidence from a field experiment. *Economics of Education Review*, 47, 49–63. doi: https://doi.org/10.3102/0013189X20912798.

24. Liston, D.P. & Garrison, J. W. (2004). *Teaching, learning, and loving: Reclaiming passion in educational practice*. Psychology Press.

25. Livingston, K. (2014). Teacher educators: Hidden professionals? *European Journal of Education*, 49(2). 218-232, doi: 10.1111/ejed.12074.

26. Moskalenko, A.M. (2013). Organization of independent work of master's students in the course "Professional ethics of managers of educational institutions". *Actual problems of sociology, psychology, pedagogy*, 4, 208–216. Available at: http://nbuv.gov.ua/UJRN/apspp_2013_4_33.

27. Moskalenko, A.M. (2014). The concept of formation of professional ethics as a condition for mastering the value-ethical culture. *Actual problems of sociology, psychology, pedagogy*, 1, 185–193. Available at: http://nbuv.gov.ua/UJRN/apspp_2014 _1_28.

28. Pantić, N. (2008). *Tuning teacher education in the Western Balkans*. Belgrade: Centre for Education Policy.

29. Pharand, J. (2013*). En éducation, quand les emotions s' en mêlent!: enseignement, apprentissage et accompagnement*. Presses de l'Université du Québec.

30. Richter, E., Brunner, M., & Richter, D. (2021). Teacher educators' task perception and its relationship to professional identity and teaching practice. *Teaching and Teacher Education*, 101 103303, doi: 10.1016/j.tate.2021.103303.

31. Strain, J. & Robinson, S. (2005). *The Teaching and Practice of Professional Ethics*. Troubador Publishing Ltd.

32. Taylor, S.E. & Fiske, S.T. (1978). Salience, attention, and attribution: Top of the head phenomena. *Advances in Experimental Social Psychology*, 11, 249–288. doi: https://doi.org/10.1016/S0065-2601(08)60009-X.

33. Toomey, R. & Clement, N. (2010). *International research handbook on values education and student wellbeing*. Dordrecht: Springer, 23-24.

34. Zembylas, M. (2011). Investigating the emotional geographies of exclusion at a multicultural school. *Emotion. Space and Society*, 4(3), 151-159.

Primary Paper Section: A

Secondary Paper Section: AM