

# FORMATION OF ETHICAL CULTURE OF INTENDING EDUCATORS IN THE EDUCATIONAL PROCESS OF HIGHER EDUCATION INSTITUTION

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**Abstract.** *The study intends to expand a methodology of shaping intending educators' ethical culture. The examples of effective techniques that were used in a teacher-training process are provided. Some samples of authentic pedagogical cases created by teachers and students are presented. The main stages of work on the formulation of the "Teacher's Code of Ethics" are revealed. Such interaction methods as "Brain Storming", "Decision Tree" are given. Fragments of the lesson "Pedagogical techniques in the structure of pedagogical communication of a teacher" are described, where students analyze videos on pedagogical topics, identify phrases that violate the ethical norms of the teaching profession and choose alternatives.*

*The excerpts from the works of intending educators, where students reflect on the teachers' functions and responsibilities, are analysed. A structured set of traditional (lectures, tutorials, laboratory classes) and innovative (brainstorming, role-playing, case studies, decision tree, pedagogical marathon, etc.) methods, which accelerate students' gradual progress to the highest creative level of ethic culture is presented. Such organization of the educational process reflects the developmental changes from intuitive actions in different situations on the basis of initial ethics knowledge to the willingness of intending educators to work independently, guided by high-minded principles and norms in professional situations.*

**Keywords:** *educational process, ethical culture, intending educators, pedagogical case, pedagogical technique.*

## Introduction

The key to the successful development of the state and overcoming the general crisis in society is the spiritual revival of the people. The future of the

nation depends on the content of values that are laid in the hearts of young people, and on the extent to which ethical culture will become the basis of their lives.

The Laws of Ukraine “On Higher Education”, “On Education”, State national program “Education” (“Ukraine – XXI century”), the Concept of national education, the National doctrine of education development in Ukraine in the Program “The Teacher” consider a teacher, whose training involves the formation of ethical culture, to be the main force of changes in the education system of Ukraine (Voloshyna, 2014, p. 68).

According to the programme “New Ukrainian School”, students’ character formation is organized due to the model of respect for human rights, democracy, and support of good ideas. The institutions create an atmosphere of trust, friendliness and goodwill, mutual assistance and support in case of difficulties in learning and everyday life. The key educational element is a teacher who is willing to encourage children and form their ethical culture.

The *purpose* of the study: is to examine the effectiveness of forming the ethical culture of intending educators in the educational process of a higher education institution. Under effectiveness the authors understand the beneficial influence of the suggested experimental training on students’ ethical culture, their character formation, and their adherence to the principles of careful choice of interaction with children in future. The *objectives* of the study are to substantiate theoretically and implement the method of forming the ethical grounds of behaviour in the prospective teachers’ training.

### **Theoretical Substantiation of the Problem**

Today’s realities require re-evaluation, actualization, analysis, and comparison of a number of national and universal moral values which form ethical culture.

The problem of forming universal moral values of the personality is a key for all human sciences: Philosophy, History, Sociology, Law, Cultural Studies, Psychology, and Pedagogy. Researchers Bergem (1990), Bicheva and Varivoda (2016), Biesta (2006), Billings (1990), Galuziak and Kholkovska (2015), Gunzenhauser (2012), Haynes (1998), Joseph and Efron (1993), Nash (2002), Strike and Soltis (2004), Voloshyna (2014) note that universal moral values are the leading mechanism of influence on the personalities and their behaviour, indicate the ways to realize spiritual and moral potential and form ethical culture.

Teachers-practitioners Dmitrenko (2014), Fitzmaurice (2010), Voloshyna (2016) in their scientific works have proved that the moral and ethical norms, principles and rules mastered by the teacher act as a regulator of behaviour and attitude to themselves, students, and their professional activities.

The analysis of scientific literature confirms the need of finding practical ways to develop the ethical culture in the professional training of prospective teachers.

### **Methods of the Research**

The experimental training through the method of forming the ethical culture of intending educators took place in Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University during 2019/2020. 120 intending educators (second year of study), majoring in Mathematics, Psychology, and the Ukrainian Language were involved in the research process. Each group consisted of 30 students, who were randomly assigned.

The participants of the experimental training were informed about the purpose and the structure of study and assured that their names would not be used in the study result reports. The following *theoretical and practical methods* were used: literature review, a questionnaire, experimental training, observation of students' ethical culture and behaviour, quantitative measurement of the experimental data.

To evaluate the initial stage of intending educators' ethical culture the survey "Level of Ethical Culture" was used. The authors asked the students to respond to the questionnaire which consisted of open questions. The same questions were asked after the experimental training to compare the students' answers and observe the changes in participants' ethical culture and the overall effectiveness of the method.

In the second part the method of forming the ethical culture of intending educators was applied in two experimental groups, whereas two control groups were taught with the same intake of concepts using the traditional forms and methods during lectures and seminars. Both traditional and interactive forms and methods of work were used in the classes of pedagogical disciplines (brainstorming "Teacher's Code of Ethics", case studies, decision tree, pedagogical marathon, etc.), which contributed to the formation of students' pedagogical position and formation of ethical culture. Their effectiveness was based on the data collected. Accordingly, the method of forming the ethical culture of intending educators in the educational process is considered as substantive and operational, which includes special selection of methods and forms of ethical culture.

### **Results and Discussion**

The survey data pointed to the need for improvement of the level of ethical culture of intending educators. Here we present the questions of the survey "Level

of Ethical Culture” which were used to define the level of formation of ethical culture of intending educators and several students’ responses.

- 1) *“Is it possible to form ethical culture of intending educators?”* Respondents answered: *“Yes, through psychological and pedagogical influence on them”*; *“These are my personal values”*; *“Probably, because an intending educator must be ready to interact with other people”*; *“Yes, because they are capable of perception and introspection”*; *“Values must be formed in childhood, you just need to improve them”*; *“Yes, students have their moral values”*. Such students’ answers proved mostly an average levels of ethical culture formation.
- 2) *“Is it relevant today to form moral values of intending educators?”* Most students answered: *“Of course, because they will raise and teach the next generation of children”*, which is a sign of high level of formation. Some students gave the following answers: *“Yes, because the level of morality in our society is declining”*; *“If teachers do not have moral values, what will they teach children?”*; *“You need to develop moral values and to have experience in solving complex problems”*. These answers revealed an average level of formation of students’ knowledge of moral values.
- 3) *“Do you think students should study moral values of different nationalities?”* Students gave the following answers: *“Yes, it is necessary to treat with respect not only our native people, but also the peoples of other countries”*; *“The more knowledgeable a person is, the easier it is to find common ground with others”*; *“Yes, this is a new knowledge”*; *“Yes, it develops the image of the world and people of other countries”*; *“I don’t know, it’s everyone’s choice”*. Most respondents demonstrated an average level.
- 4) *“Do you find it mandatory to use knowledge of ethical culture in the teacher-training process?”* Students exhibited a high level of knowledge formation: *“It is necessary, students are prospective teachers who will pass this knowledge to the younger generation”*; *“Yes, because not all students and not always have fully formed moral values”*; *“Of course, yes, because we finally systematize knowledge about ethical culture here”*; *“Yes, because we form the complete knowledge about people at the university”*. Some students showed an average level of formation: *“It is necessary, because it allows solving complex problems”*.
- 5) *“Can you name the difficulties that may hinder the formation of moral values of intending educators?”* The answers were very varied. Among the difficulties, students mentioned such as: *“lack of understanding,”*

*“bad habits, low level of moral education”; “situation in the country”; “inequality of study conditions, financial problems”; “too fast development of technology and communication, addiction of young people on gadgets”; “lack of morality, indifference to others.”*

- 6) *“Do you aim to form moral values in your referent group?”* Students’ answers demonstrated a high or average level: *“Yes, because it is not interesting to communicate with fools”; “Yes, I want my colleagues to have such moral values”; “Yes, even though I communicate with people who have a high level of moral values”; “No, everyone decides for themselves what their moral values are”; “I consider it is necessary to talk about moral values”.*
- 7) *“Do you believe that you will make use of knowledge of moral values? Explain why.”* The explanations were the following: *“Yes, we need it to communicate with other people”; “Yes, it is useful in the process of children’s upbringing and in the future profession”; “Of course, first of all, because I am a future mother and must behave my children with the moral values”; “Yes, because I will be able to improve moral qualities of my future students and form a society with a higher level of ethical culture”.*

During the second stage of the study group discussions, project work, situation or case analysis were used. The most effective fragments of classes during the experimental training through the method of forming the ethical culture of intending educators are presented in this study.

For instance, during the group discussion, students independently prepared a report on the topic *“Teacher’s Code of Ethics”*. Group work (8-9 students) provided *brain storming* during discussion and after that each of the groups represented and “defended” their opinion within the stated theme. At the end of the presentation, students answered questions from “rivals” and the teacher. Students summed up and formed the general statements of the *“Teacher’s Code of Ethics”*. The main positions of the code are the following:

- the teacher’s work is grounded on love for children, humanism, and responsibility;
- the teacher’s activities should not cause moral or physical harm to the child;
- the main principle of the teacher’s behaviour: unconditional positive treatment of children;
- the teacher must be careful and cautious in choosing and applying of teaching methods, diagnostic and corrective means, their own recommendations for teaching children;

- the teacher must counteract any political, ideological, social, economic, religious and other influences that may lead to a violation of the rights of the child;
- the teacher must actively cooperate with psychologists, doctors, parents to save and develop the personality and mental, psychological and physical health of children.

While working on the “Teacher’s Code of Ethics”, one of the students group initiated the creation of the project “*Teacher’s Oath*”.

The *Case Method* contributed to the development of students’ skills of analysis and critical thinking, the ability to express students’ position and opinion, the formation of skills of alternative decisions or behaviour in unordinary pedagogical situations. In addition, intending educators developed communicative skills of expression, listening, argumentation, counter argumentation, and self-confidence that can help to solve the pedagogical problem professionally in practice. Students improved skills of self-assessment, reflection, self-correction of individual communication style as well.

With the active students’ participation, the case method was realized during the tutorials. For instance, video fragments of lessons were presented where various aspects of the participants’ behaviour were considered. Students discussed both positive and negative manifestations of the ethical culture of the teacher using actively pedagogical vocabulary in the analysis of the offered video fragments. They defined the principles of education, methods, techniques, forms of education, determined the individual style of the teacher and tried to substantiated reasons for the deviant behaviour of students.

During the teaching practice, the method “*Decision Tree*” was applied. Students were asked to choose the best way out of the certain pedagogical situation. Each stage of the decision had to be justified. Moreover, students identified the ethical principles which were used in the presented pedagogical situations. After that, during the reflection, intending educators expressed their opinions what a code of ethics should be for a modern teacher.

During the laboratory lesson on the topic “*Pedagogical techniques in the structure of teachers’ pedagogical communication*”, students had the opportunity to demonstrate their knowledge and communicative skills gained in classes during the course “Speech Culture”. The task was to watch the video “It’s so Similar to a Teacher”, which suggested phrases that violate the ethical norms of teacher’s profession and to choose alternative phrases, preserving the meaning of the statement (Table 1).

**Table 1 Teacher's Anti-phrases and Alternatives**

<b>Anti-phrases</b>	<b>Correct Phrases</b>
<i>Have you left your brains at home?</i>	<i>Please, be more attentive.</i>
<i>Go out and then come in normally!</i>	<i>Please, come in the class next time, following the rules of conduct.</i>
<i>Should I write your surname instead of you?</i>	<i>Be sure to sign your papers. Nameless works will not be checked! Carefully check again whether you have signed your paper.</i>
<i>Either you or I go out.</i>	<i>Please calm down! Otherwise, I will have to write down remarks in your diary.</i>
<i>Tell everyone the joke, let's laugh together.</i>	<i>Petrenko, that's enough to laugh and share jokes. There is a break for this. It is the lesson now, please behave yourself.</i>
<i>Who has two textbooks? Give them to these louts.</i>	<i>Who has two textbooks? Share with your classmates, please. Petrenko and Sidorenko, next time make sure that you have at least one textbook on your desk.</i>
<i>I think, you had enough time to learn it by heart.</i>	<i>Unfortunately, I can't help you now. However, after the lesson, I will answer all your questions.</i>
<i>Who is on duty? Wipe the board.</i>	<i>Who is on duty? Prepare the board, please. Next time, please, prepare the board beforehand.</i>
<i>It's not me who has to take exams!</i>	<i>Prepare carefully, because you need to take exams.</i>
<i>Do you speak in that way at home with your parents?</i>	<i>Please change your tone.</i>
<i>If you're so clever, take my place and teach your classmates.</i>	<i>Petrenko, calm down, you are hindering yourself and others.</i>
<i>You are the worst class for 10 years of my work.</i>	<i>I didn't expect it from you! You have always been a good class. What happened to you?</i>
<i>Sit down! The bell rings for a teacher.</i>	<i>Children, I apologize, I take 2 minutes of your break. Dears, please, 2 more minutes and I let you go out.</i>

In the educational process of forming the ethical culture of intending educators, the method “*Pedagogical Marathon*” was used which had five stages:

1. “*Pedagogical crossword*”, participants were asked to fill in a crossword based on the materials of the disciplines “*Pedagogy*”, “*Moral Culture*”, “*Methods of education*”, “*Culture Speech*”.
2. “*What do these names mean?*” – students determined the main achievements of the famous educators in the field of ethical culture.
3. “*Story with errors*”, participants analyzed the pedagogical text and tried to find mistakes.

4. “*Author!!!*” – students named the authors of famous books on Education and Ethical Culture.
5. “*Detective*”, participants matched the pedagogical phenomena with concepts, dates, and names.

After the experimental training through the method of forming the ethical culture of intending educators, the results changed. In the experimental groups, the level of forming ethical culture has significantly improved due to changes in the hierarchy of values of prospective teachers, who in the process of training were able to reveal previously hidden potential of the teaching profession and the organization of professional development.

The students’ results of the survey before and after experimental training through the method of forming the ethical culture of intending educators are presented in Table 2, 3.

*Table 2 Formation Levels of Ethical Culture of Intending Educators (before the experimental training)*

Levels of value orientation of intending educators	Evaluation Results, %	
	Experimental group	Control group
Low	23.3	21.1
Average	64.3	68.1
High	12.4	10.8

*Table 3 Formation Levels of Ethical Culture of Intending Educators (after the experimental training)*

Levels of value orientation of intending educators	Evaluation results, %	
	Experimental group	Control group
Low	1.6	19.4
Average	73.9	68.4
High	24.5	12.2

After the experimental training through the method of forming the ethical culture of intending educators, the results analysis confirmed that the students in the control group had a slight increase in the level of ethical culture, while the students in the experimental group had the significant changes towards increasing values and forming high creative level of ethical culture.

In the experimental groups, the number of students with a low level decreased from 23.3% to 1.6%, with an average level – increased from 64.3% to 73.9%, with a high level – almost doubled – from 12.4% to 24.5%.

After the experimental training through the method of forming the ethical culture of intending educators, it was also summarized the data, which showed a

significant difference between the preparation of students of the experimental and control groups for educational work. The results showed that only 69.8% of students in the control groups, while 96.8% students in the experimental groups said that they were ready for solving different pedagogical problems from the point of view of ethical culture and felt more confident of their moral values in the educational process.

### **Conclusions**

The current study suggests that ethical culture of intending educators can be successfully changed if traditional methods of its formation are combined with creative and innovative ones. The research results may be interesting for those who are concerned with students' ethical culture, their interaction with children in future. Thus, it is grounded that the presented method of forming ethical culture of intending educators in the educational process of a higher educational institution is an orderly set of traditional (lectures, tutorials, laboratory classes) and innovative (brainstorming, case studies, decision tree, pedagogical marathon, etc.) forms and methods of work that ensure the gradual advancement of students to a high creative level of formation of ethical culture. The organization of the educational process through the method of forming the ethical culture of intending educators reflects the gradual transition from the ability to act intuitively in different situations based on initial ideas about ethical culture, to readiness of intending educators to carry out independent activity, guided by ethical principles and norms in a professional manner solving pedagogical problems.

The survey results were considered as diagnostic indicators in determining how the level of ethical culture of intending educators has been changed after the experimental training. Students' collective and individual experience obtained during the experimental training allowed achieving positive results in the process of formation of ethic culture.

Thus, the formation of ethical culture of intending educators is a positive motivational focus on mastering the pedagogical profession. The comparison of diagnostic results before and after the experimental training has led to the conclusion of the effectiveness of methods of forming ethical culture of intending educators in the educational process of a higher education institution.

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