SPECIFIC PRINCIPLES OF DEVELOPMENT OF PROFESSIONAL-PEDAGOGICAL ETHICS OF FUTURE TEACHERS OF SPECIAL DISCIPLINES IN HIGHER EDUCATIONAL INSTITUTIONS OF AGRICULTURAL AND ENVIRONMENTAL SECTORS

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Abstract

The article deals with the specific principles of professional ethics and educational future teachers of special subjects of higher educational institutions of environmental and agricultural industries.

Keywords: principles, teaching ethics, moral awareness, moral and ethical reflection, the principles of moral choice.

On the basis of generalization of the results of research scientists M. Levyna, O. Pozdnyakova, L. Sikorska, M. Sytnikova, L. Horuzhaya, as well as relying on the experimental defined specific principles of development of professional-pedagogical ethics of future teachers of special disciplines in higher educational institutions of agricultural and environmental sectors.

The development of professional-pedagogical ethics of future teachers of special disciplines in higher educational institutions of agricultural and environmental sectors in the contemporary conditions will be successful if it is based and is provided by a set of special principles as listed below.

1. Interdisciplinary principle in the development of professional-pedagogical ethics, provides realization of these principles into a single organizational and pedagogical requirements to the contents and methods of teaching students, provides interaction, cooperation of teachers of different disciplines in the preparation and implementation of basic and functional training programs in groups, and their coordination.

Interdisciplinarity as an independent principle is based on intensification, enhancement and rational organization of training of the future teachers of special disciplines. The analysis showed that for successful development of professional-pedagogical ethics of future teachers of special disciplines in higher educational institutions of agricultural and environmental sectors is of great importance to take into account the mentality of General and educational culture, worldview of the individual student as well as further innovative model of technological process of its development.

2. The principle of humanization and democratization of education, involves the individual abilities of students in conditions of free choice by the teacher complex innovative forms of pedagogical technologies of teaching; the creation of an atmosphere of cultural diversity and intellectual creation in the system «teacher-student». Humanistic values in modern society put on a priority value of the personality, the richness of the spiritual world. Approval subject-subject
relations, the transition from monologue to dialogue in pedagogical activity - specific forms of humanization of the process of training and education.

3. The principle of the unity of theory of pedagogical ethics and moral practice. Dialectical interrelation of the theory of pedagogical ethics and moral practices is that they cannot exist without each other. Scientific ethical knowledge in the process of evolution developed on empirical and theoretical level, but so that the former without the latter cannot exist. The truth of ethical theory is checked empry (moral practice), without empirical data a theory is just a fantasy. Moral practice is material, sensuous-objective activity of people. Practice plays a triple role in cognition: the practice is a source of knowledge; the practice is the goal of knowledge; practice is the criterion of truth. And empra (moral practice) depends on theory and practical activity is directed within the theoretical ethical schemes. Empirical fact always loaded certain explanatory scheme. Scientific fact is scientific only if it can be interpreted.

This principle in its first part envisages a teacher of a higher educational institution on the creation of conditions for development of student ethical, moral and pedagogical knowledge in various organizational forms of education with the help of different methods of formation of moral consciousness. In the organization of extracurricular work of future teachers of special disciplines is to create conditions for development of personal forms of moral consciousness through their pedagogical content.

In its second part - to create situations of moral choice in the context of educational activities (moral context of pedagogical activity) and training of students to make the moral choice, how is the selection of actions. This practical «part» of this principle is implemented in moral practice.

4. The principle of unity of moral consciousness and moral activity. Moral consciousness is the consciousness of personality moral norms, relations in society, ideas, beliefs which function in society. This is a set of ethical knowledge, moral attitudes, beliefs, feelings, needs. Moral activity is one of the main parties morality; public human activities, because it is subject to the exercise of moral purposes. The concept of moral activity in ethics is a certain abstraction with which of the variety of social practice stands out for its moral side of things as they are dictated moral motives (sense of duty, the longing, the focus on implementation of social and moral ideals) and may be subject to moral evaluation.

Specificity of professional ethics teacher of high school is as follows: the object of his work - a person; He always has a moral responsibility for the future of the student; activity of teacher psychologically and organizationally complex, and he has show an example in the moral development of the individual and to be a man of high moral ideals, and this manifests the principle of unity of moral consciousness and moral activity lecturer in higher educational institution.

5. The principle of complementarity (additionality) allows refusing from the logic of «either-or», and approves the additional education of the idea of equality of pedagogical systems, didactic technology, that is, recognized the possibility and even the necessity of coexistence of the components of basic and even further education with different vectors of development. The principle of subsidiarity (complementarity) suggests an approach to the development of the future teacher of special disciplines as a set of complementary processes interpretation of the development of professional-pedagogical ethics him as one of the conditions of development along with the natural, social, public and cultural conditions, etc.

6. The principle of integration and interaction of moral and pedagogical knowledge. The content of this principle is that the interaction of ethics as moral theory and pedagogical science is not directly, but through intermediate links that exist between the structural components of ethics. At the application level ethics interacts with pedagogy. This is manifested in the fact that at the theoretical substantiation of the concept of the teacher is knowledge about morality, the system of
7. The principle of moral-ethical reflexive orientation of educational process of students in higher education focuses the teacher to develop the ability of students to the moral and ethical reflection that holds their motives through the maze of choices that is practical sense, through the prism reflectors which the student evaluates the results of moral choice criteria of the Golden rule of morality, categorical imperative in the status values, provides for the creation of a moral context of this choice, which concluded moral guidelines of activity of the future teacher of special disciplines. Mastering by the students of knowledge «takes place on all levels: both along the lines of «specification - abstraction», and the «abstraction - specification».

8. Principles of moral choice. The moral choice is the action that is performed on the basis of the decision and which is based on moral principles, the implementation of which is the determination of the subject in the system of values and determines the behavior line with the combination and integration of actions.

Principles of moral choice are:
- the principle is not reduced moral benefit: the benefit is impossible to determine through other entities, nor to reduce to achieve other (moral) goods;
- negativity principle: moral good is not to do evil;
- the principle of growth of the subject of morality: moral benefit cannot be found immediately for life as a result of one act;
- principle of the act committed «here and now»: moral benefit is located or is lost in the act on which the person is decided in a particular situation of moral choice that puts before her strict alternative between good and evil;
- principle dictates of conscience: moral behavior requires carefully follow the warnings of conscience about the temptations that arise and to take into account the lessons that carry pangs of conscience;
- principle of understanding: relations with people should be based primarily on the recognition of human dignity, which makes it necessary to reach an understanding. To do this, yourself seek to understand the other, even in a sharp dislike to him;
- principle of reflexivity morality: moral judgments of the subject should relate only to their own reasons, regardless of moral behavior surroundings;
- principle of convertibility utilitarian values: achievement of utilitarian benefit, not for himself, but for another one has a moral value;
- principle of negative precedent: breach of morality is not only wrong, but it becomes negative as setting a precedent that shows the possible violation. The destruction of moral guidelines is more dangerous than any specific moral evil.

The moral choice is carried out in situations of moral choice this is the situation which has in itself a contradiction between two mutually exclusive decisions or actions. To effectively use situations of moral choice in the upbringing and development of future teachers of special disciplines, it is necessary to develop a system problem of moral-ethical situations on the material content of the disciplines, which should stimulate active solution of their moral-ethical issues and ethical contradictions. On the basis of the system of problem moral-ethical situations must be created a system of moral-ethical problems, the solution of which need to attract future teachers of special disciplines. Problems may be associated with the choice of behavior and making moral decisions with assessment and self-assessment moral qualities of a personality, with a decision in a particular situation, etc.
9. The systemic principle of development of professional-pedagogical ethics. It causes the essence of development of professional-pedagogical ethics of future teacher of special disciplines in their own system and in the structure of a larger system (development of pedagogical culture of the teacher; moral-ethical norms and culture of the society), in which the subject (the phenomenon) is included as a component of this system. The systemic principle of development of professional-pedagogical ethics of future teacher reveals and enriches such dialectical categories: quality, General communication, cooperation, development, improvement. In this principle in the first place is not the analysis of the component parts of the object and its characteristics as a whole, disclosure mechanism to ensure the integrity of the object.

Pedagogical interpretation of these principles should be implemented in the framework of ethical and pedagogical approach in the development of professional-pedagogical ethics of future teachers of special disciplines in higher educational institutions of agricultural and environmental sectors, providing interaction of moral and pedagogical knowledge and the combination of the General and specific scientific methodology levels.

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